COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT

College: CLASS
Department: Communication
Program Unit: Communication
Reporting for Academic Year: 2016-2017
Department Chair: Dr. Mary Cardaras
Date Submitted: October 20, 2017

1. SELF-STUDY

A. Five-year Review Planning Goals

The Department of Communication will be working on a new five-year review due to the rejection of the previous five-year plan, which was written by the previous department chair. A revised five-year review underway.

We have hired a new tenure track faculty member, Dr. Anita Chang, who has joined our department effective fall quarter 2017. We are currently in the thick of another tenure track search. We anticipate that the search will be successful having a critical mass of candidates at this writing. This additional faculty will begin his/her tenure in fall 2018.

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 will intensify our focus on internships and students finding them early and doing them often (every six months) in preparation for a competitive and fierce job market in the greater bay area. We are making great progress in this area. In fact, one of our premier undergraduates, who took a position with the university after earning her bachelor's degree, went on to get her master's in Multimedia and was just hired for a position as a Video Producer at Twitter. This helps graduates who come after her.

We will meet the semester conversion with a strengthened, more focused master's program and a more lean, stronger bachelor's program with concentrations in Communication and Media Studies, Strategic Communication and Multimedia Journalism with a focus on social justice and impact.

We hope to take a fresh look at facilities. Like other campuses, ours 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 (SAM). As we anticipate the replacement of the library building with the new "CORE" building, we will need to plan for a replacement of the studios, computer lab, classroom and offices. We cannot produce media without appropriate facilities.

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 had a zero-to-few return-rate in the community and our students are reading and interacting with our online edition more than ever. We continue to try to establish an enduring partnership with San Quentin prison that has a well-regarded newspaper and editorial staff. We still have our sights on a joint investigative series about incarceration from both inside and outside the prison walls.

We administered a successful Cuba study abroad program, which yielded much media, including photos, articles and documentary shorts. It was featured on a local television station and the East Bay magazine produced a story about the program. Previously, we also administered two study abroad programs in London. Both were very successful. We will discuss proposing that it become a permanent part of the curriculum (Documentary Film Studies and production), which will set the department apart and will be included in our proposal for a another/new degree program, a one-of-a-kind-in-the-nation bachelor's degree program in Journalism for Social Justice or Journalism for Social Impact. This would advance the university's mission, be a destination program, and would increase both internship and job opportunities for students. We are working on the proposal now to design a two-year finishing program that would accept a full two year's worth of units from other community colleges in Journalism, Social Justice, Political Science, History, Sociology, Ethnic Studies, Women's Studies, Global and International Studies, and Public Policy. Students would complete the final two years at East Bay in Journalism for Social Justice. On the heels of this proposal, we hope a serious campus discussion emerges about an East Bay Institute for Social Justice on campus.

We hope to bring the nationally recognized Media Freedom Forum and Project Censored to the Department of Communication. They have been a part of Sonoma State University for several decades, but have expressed strong interest in a permanent move to our campus. Part of the reason is the ethnic composition of SSU, which is over 80% white. East Bay is a better fit for these organizations and they will be submitting a proposal for review. This addition to the department will enhance our profile and attract scholars, journalists and speakers to the campus to discuss the important issues related to critical media literacy.

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 are currently conducting another search. Our master's and bachelor's degree programs are accepted for semester conversion. We have added new and exciting internship venues.

Faculty accomplishments:

<u>Dr. Mary Cardaras:</u>

Chair, Department of Communication
Writer/News Correspondent, Valley of the Moon Magazine
Under review, new book proposal, "Betrayed," an historical look at the political and social road to a Trump presidency, Lexington Books.
Cuba study abroad program, June-July, 2017.
Executive Producer, "Sunday Dinner," a documentary short, which premiered at the Center for Asian-American Media's film festival, San Francisco, 2017.
In production: "This Just In," a feature-length documentary.

Published, 2016: Documentary Film: An Insider's Perspective; Cognella Books.
Published, 2013: Fear, Power and Politics: The Recipe for War in Iraq After 9/11; Lexington Books.
Serving on numerous thesis committees and as chair on several.
Serving on two retention committees.
Serving on the Dean's special budget committee.
Researching two new documentary film possibilities.
Board member: Center for Sports and Social Justice
Judge and potential board member: CSU Media Arts Awards
Advisory Board: Women Sports Film Festival

Dr. Kate Bell:

2018 (In Press). "By Any Other Name: Media and White Supremacist Terrorism in the Trump Era," In *The Trump Presidency, Journalism, and Democracy.* Routledge (Robert E. Gutsche Jr., ed).

(Forthcoming). "Wildest Dreams: The Racial Aura of Celebrity Safari." *Communication & Critical/Cultural Studies.* (Peer reviewed). Accepted August 27, 2017.

As Pioneer Faculty advisor:

Our current Editor-in-Chief, Louis LaVenture has been accepted to the graduate journalism program in the Annenberg School at USC.

Our former Visual Editor Tam Duong, coming off of a successful internship at the Boston Globe, accepted a position as a designer at the San Francisco Chronicle.

Pioneer Managing Editor Kali Pearsall just graduated and is at an internship with California Magazine at UC Berkeley.

LaVenture and Pearsall both attended the New York Times student editors' workshop in spring 2017.

Dr. Lonny Avi Brooks:

PROFESSIONAL EXPERIENCE AND COMMUNITY SERVICE

Brooks, Lonny. (2017). Executive Producer, co-creator, resident Afrofuturist with Ahmed Best as Executive Producer, co-creator and host: THE AFROFUTRIST PODCAST- DEMOCRATIZING THE FUTURE!

INSTRUCTIONAL ACHIEVEMENT
Pioneers For Sustainable Communities Project 2016-2017

COMPOSTING AND LITTERING (Winter and Spring 2017)
PHIL, HUM, COMM, HDEV, DANCE

Erik Pearson, Mary Thomas, Jeff Krump – Utilities & Environmental Services, City of Hayward and

Ingrid Severson and Shova Magar--Waste Management of Alameda County, Inc.

Dr. Craig Derksen, Dr. Lonny Brooks, Project Leads, CSU East Bay

Dr. Ian Pollock, Dr. Yung-I Liu, Dr. Yiangsheng, Dr. Nina Haft, Contributors, CSU East Bay

Students created their own Environmental PR Consulting Practices. Waste Management of Alameda, Inc. and City of Hayward asked student teams to design a game booth to promote environmental awareness, composting and three stream sorting. Students in the undergraduate Communication COMM 4107 (Prof. Brooks) presented their prototypes on March 7th. Graduates in the Multimedia Interactive Design course (Prof. Pollock) presented their prototypes on March 14th.

Thesis Chair for Vanessa Quiroz-Carter. Femme of the Future: Depictions of Gender, Singularity and Transcendence in Science Fiction. 2017

Thesis Chair for Im Hong, Research Prospectus of a Qualitative Case Study of Users' Change of Self-perception Through the Use of Instagram. 2017

Dissertation Committee member, March 2016. *A Reflexive Approach in Coming to Know: Uncovering the Logic-of-Inquiry in Ethnographic Research*, Monaliza Chan, UC Santa Barbara. Committee in charge: Professor Judith L. Green, Chair Professor, Jenny Cook-Gumperz, Professor Diana J. Arya, Professor Lonny J Avi Brooks, California State University East Bay.

PEER-REVIEWED PUBLICATIONS

Brooks, Lonny Avi & Pollock, Ian. *Minority Reports from 2054:* Building Collective and Critical Forecasting Imaginaries and Afrofuturetypes in Game Jamming. Paper accepted for the special 2018 spring issue of the Canadian journal TOPIA: Volunteer, Kehilla Synagogue.
Black Lives, Black Politics, Black Futures.

Pollock, Ian, and Lonny Brooks. "Collaborative research into Game Jams, Hackathons and Event-Based Teaching in Higher Education." *Proceedings of the 2017 ACM SIGCSE Technical Symposium on Computer Science Education*. ACM, 2017.

Brooks, L. J., & Anderson, R. Student visions of multiple urban futures 2050. *Envisioning futures for environmental and sustainability education*, 385.

Brooks, Lonny Avi. (January 2016). "Expanding Imagined Affordance with Futuretypes: Challenging Algorithmic Power with Collective 2040 Imagination". Conference Proceedings, Studying Social Media and Digital Infrastructures: Critical and Ethical Studies of Digital and Social Media Minitrack*part of the 50th Hawaii International Conference on System Sciences (HICSS-50) Jan 4-7, 2017.*

Lavender III, Isiah. "Further Deliberations on Black SF Criticism." *Science Fiction Studies* 44.1 (2017): 164-171. A Review of 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. (December 2015).

Brooks, Lonny J Avi and Aram Sinnreich. Guest and Co-Editors, "Imagining Futuretypes," Special section for the Journal of International Communication, University of Southern California, Annenberg Press and for *ETC: A General Review of Semantics,* St. Mary's College. December *2016.*

Brooks, Lonny J Avi and Aram Sinnreich, Introduction to "From Cybertypes to Futuretypes". Special section for the Journal of International Communication, University of Southern California, Annenberg Press and for *ETC: A General Review of Semantics.* (See Note from Chief Editor of ETC, Ed Tywoniak, Associate Professor, St. Mary's College. December *2016.*

Brooks, Lonny J Avi. "Afro-Futuretyping Generation Starships and New Earths 05015 C.E.", Special section for the Journal of International Communication, University of Southern California, Annenberg Press and for Special issue for *ETC: A General Review of Semantics*. December *2016.*

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 section for the Journal of International Communication, University of Southern California, Annenberg Press and for Special issue for *ETC: A General Review of Semantics*. December *2016.*

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 Lichfield]. Special section for the Journal of International Communication, University of Southern California, Annenberg Press and for Special issue for *ETC: A General Review of Semantics*. December *2016.*

GRANTS

PEIL Grant: *Pioneers for Sustainable Communities (PSC): Promoting Student Engagement in Sustainability and Social Justice through the Sustainable City Year Program Model,* 2016-2017.

State Grant for Affordable Learning Solutions/Open Educational Resources, 2016-2017

CONFERENCES and PRESENTATIONS

Brooks, Lonny, Panel Chair with Ian Pollock, facilitator. *Forecast Gaming with The Thing From the Future: Imagining and Hacking into the Future for Our Legacy, Our Relevance.* National Communication Association conference, Dallas, Texas, November 16, 2017. The game will scaffold our political insight as communication scholars-teachers to reinvent pathways for learning, teaching, inventing and communicating. Our panelists and audience will play the game with us and in discussion hack up the game to add new terms, create new perceptions and re-orient the game to encompass expanded social justice & political visions for "our legacy, our relevance".

Brooks, Lonny, Co-Panel Chair with Dr. Reynaldo Anderson. *Cultivating the Collective Imagination: Urban Futures 2050.* This panel discussion investigates the extent to which university students and communities can develop reasoned, compelling alternative visions for the future of their municipalities and share those visions with the citizenry using social media and other online tools, and collect and report the findings of those interactions, thus providing insights into emerging drivers of civic engagement and digital humanities. National Communication Association conference, Dallas, Texas, November 16, 2017.

Brooks, Lonny, presenter. *Cruel Intentions: Affective Theory in the Age of Trump.*

This round-table panel discusses cruelty as an affective political strategy of the Age of Trump. We address practices, narratives, and rhetoric of cruelty. The panels seeks to study cruelty as an affect and politic of fear and desire. . National Communication Association conference, Dallas, Texas, November 18, 2017.

Presenter. Pioneers For Sustainable Communities presenting second report on Anti-Littering report written and edited by Lonny Brooks, Craig Derksen, Janelle Laberinto and Nia Stewart, for the Sustainability City Council subcommittee at City Hall, City of Hayward: CSU East Bay – City of Hayward Partnership. Course-Based Faculty-Guided Student Research on City Sustainability

Issues: *Lonny Brooks & Nina Haft, P4SC PEIL Leads; Karina Garbesi & Craig Derksen, P4SC Co-Directors.* September 11, 2017.

Brooks, Lonny. Contributor and performer in a series of video interviews via Skype as scholar-artist as personality performance pieces in **BACK TO THE FUTURE** (ZURÜCK IN DIE ZUKUNFT), a **Theater / Installation / Celebration by** NEW URBANITY (nD), a Zurich-based art and performance collective: If the Sci-Fi writers of the 70s see the year 2017, they would be doubly disappointed. Neither aesthetically nor socially, the present can keep up with the former future: there are no flying cars, androids or cities on Mars, there are still diseases, inequalities and armed conflicts. Technological and social progress has taken the wrong turn. We have to go BACK TO THE FUTURE and travel through time: First, we are immersed in past vision of the future: in a labyrinth we encounter robots, holograms and time machines. Then we enter into the present, talk about failed dreams, and ask ourselves how we can recapture utopian thinking. Lastly, we find ourselves again in the year 2070: Humanity has not only survived, but much has changed for the better. We hear reports from personalities who have contributed to this unimaginable turnaround and celebrate the manifold beauty of a new world together. Premiere: 1 June 2017, 8 pm / Gessnerallee Zurich. Further performances: 2nd / 5th / 6th / 8th / 9th / 10th / 11th June / Gessnerallee Zurich.

Back to the Future will be presented as a guest performance at NODE17: Designing Hope: Hope. It drives us to cross borders, to risk our lives for an idea.It inspires us to wager fortunes investing in the next big thing. But who has the power to design the imaginaries that drive this very human confidence and by which means? NODE17 sets out to investigate the role of code, technological infrastructures, artificial intelligence and anonymous content managers in the mediation of ideas for a better future. Are we the inventors, makers and performers that shape the dreams and aspirations of our generation? Or: *who* is designing hope? 26 Jun 2017 – 2 Jul 2017 at Mousonturm & Naxoshalle Frankfurt am Main, Germany.

Brooks, Lonny and Pollock, Ian. Minority Reports 2054 Game Jam, *Let's Play: Intuition, Imagination, and Black Creativity,* ProArts Gallery, Oakland, California, June 2-June 29, 2017. *Let's Play* celebrates fun as a revolutionary event. Curated by Rochelle Spencer, this group exhibition highlights local artists and writers of color to examine how play intersects with urban life in Oakland.

Featured interview with Lonny Brooks. Video postcard of The Let's Play exhibit created by Alton Ray from Laney College: video: https://www.youtube.com/watch?v=cfcjNk__VoM Featuring interviews with Dr. Lonny Brooks, David James Lee, and Rtystk Shavers of the Kiss My Black Arts Collective. Produced by Dera R Jones Williams, Audrey T. Williams, and Rochelle Spencer. *Let's Play: Intuition, Imagination, and Black Creativity,* ProArts Gallery, Oakland, California, June 2-June 29, 2017June 2, 2017

Brooks, Lonny, co-creator of FLC Diversity and Social Justice Poster, Celebration of Teaching, Center for Faculty Development, May 26, 2017.

Pioneers For Sustainable Communities Culminating Event Celebration at City Hall, City of Hayward: CSU East Bay – City of Hayward Partnership. Course-Based Faculty-Guided Student Research on City Sustainability Issues: *Lonny Brooks & Nina Haft, P4SC PEIL Leads; Karina Garbesi & Craig Derksen, P4SC Co-Directors.* May 18, 2017.

Brooks, Lonny and Pollock, Ian. Co-organizers and Creators, *Black Imagination Arts Movement: Black Imagine Oakland* conference, film festival and Minority Reports 2054 Game Jam, May 13, 2017. A Conference and convention with panels and films about Afrofuturist and speculative approaches to topics of Black art, writing, Indie comics and Independent film with alternative visionary perspective s of the future. CSUEB, Arts & Education building, AE 1203.

Brooks, Lonny and Pollock, Ian. Co-organizer and Creator, *Minority Reports 2054 Game Jam*, May 12-14, 2017. Science fiction inspires new images of space travel and future technology, but visions of the future also examine attitudes towards sexism, racism, violence and other injustices. Using our imagination we will challenge the status quo to create alternative playable realities of the near future.Who controls the future? Let's examine issues of identity politics, religion, feminism, race relations, economic disparity, and our often unacknowledged and rich histories.
Facebook Event site: https://www.eventbrite.com/e/eastbay-game-jam-minority-reports-tickets-33951978281?aff=efbneb

Brooks, Lonny and Pollock, Ian. Co-organizer and Creator, *Zero Waste Game Jam*, March 4, 2017 in partnership with the CSUEB Multimedia Club, Pioneers For Sustainable Communities project, the City of Hayward and Waste Management of Alameda to create a sustainable world or future. Students learned to create playable media to communicate important details about environmental practices.

Facebook Event page: https://www.facebook.com/events/564670180406613/

"From FLC to RFP: Starting a Sustainable City Year program on a college campus" (# 711-32689) presentation accepted at this year's CHESC, from June 26th to June 30th, 2017. 16th annual California Higher Education Sustainability Conference (CHESC), hosted this year by University of California, Santa Barbara. Presented by *Lonny Brooks & Nina Haft, P4SC PEIL Leads; Karina Garbesi & Craig Derksen, P4SC Co-Directors and Director of Sustainability, Jullian Buckholz.*

Week of Scholarship: Pioneers for Sustainable Cities: CSU East Bay – City of Hayward Partnership
Course-Based Faculty-Guided Student Research on City Sustainability Issues: *Lonny Brooks & Nina Haft, P4SC PEIL Leads; Karina Garbesi & Craig Derksen, P4SC Co-Directors*

Digital Methods In Internet Research Workshop at the Association of Internet Researchers, Berlin 2016 October.

UNIVERSITY SERVICE

Participant in Sankofa, Umoja training workshop, September 29, 2017.

Chair, Faculty Search Committee. 2016-2017, produced one new hire for the Communication Department.

Diversity Advocate for the Faculty Search Committee, 2016-2017.

Faculty Learning Community, Diversity & Social Justice, 2016-2017.

Assessment Coordinator, 2016-2017.

Summer Chair, Communication 2016, 2017.

Presenter for Departmental award in Organizational Communication

Announcer of Names, CSUEB Graduation Commencement Ceremonies, 2016 and 2017.

COMMUNITY SERVICE

Bay Area Generations, A Reading series for the Ages—it's about time, Board Member (2017).

Presentation to the City of Hayward's Council Sustainability Committee March 2017 on:

COMPOSTING AND LITTERING Campaigns
PHIL, HUM, COMM, HDEV, DANCE

Erik Pearson and Mary Thomas – Utilities & Environmental Services, City of Hayward

Dr. Craig Derksen, Dr. Lonny Brooks, Project Leads, CSU East Bay

Dr. Yung-I Liu, Dr. Yiangsheng, Nina Haft, Contributors, CSU East Bay

Students created their own Environmental PR Consulting Practices. Waste Management of Alameda, Inc. and City of Hayward asked student teams to design a game booth to promote environmental awareness, composting and three stream sorting. Students in the undergraduate Communication presented their prototypes on March 7th. Graduates in the Multimedia Interactive Design course presented their prototypes on March 14th.

Dr. Yung-I Liu:

 Liu, Y.-I. (2017, May). *Online and offline communication and political knowledge and participation in presidential campaigns: Effects of geospatial context.* Paper presented to the Political Communication division at the annual conference of the International Communication Association, San Diego, CA.

 Key, L. (student intern), & **Liu, Y.-I.** (researcher & Pioneers for Sustainable Communities instructor). (2017). *Survey on attitudes and behaviors about compost and littering.*Final report to the City of Hayward. 27 pages.

Dr. Anita Chang:

For 2017:

June
Grantee, San Francisco Arts Commission Individual Artist Grant (2017) for the completion and exhibition of ROOT TONGUE interactive documentary web application.

Panelist, "Towards A Multitude: At The Limit of Cultural Chineseness," Asia In Motion: Beyond Border and Boundaries, Association for Asian Studies In Asia Conference, Seoul, Korea

August
Visiting Speaker, "Tongues of Heaven/Root Tongue Exhibition," Labriola National Indian Data Center/American Indian Studies, University of Arizona, Tempe, AZ

Visiting Speaker, "Tongues of Heaven/Root Tongue Exhibition," Indigenous Peoples in Global Inequality course, University of California, Berkeley, CA

September
Presenter, "New Documentary Visibilities: The Tongues of Heaven/Root Tongue Transmedia Digital Art Platform," 8th International Conference on Small Cinemas, Bilbao and San Sebatián, Spain

October
Panelist, "Racial Inequality and Asian Pacific Americans," Practical Activism Conference, University of California, Santa Cruz, CA (scheduled)

Presenter, "Root Tongue: Sharing Stories of Language Identity and Revival," 2017 Imagining America National Conference, University of California, Davis, CA (scheduled)

November
Panelist, "'Border-thinking' in Action: Teaching Difference and Transgression Through Transnational Cinemas," Moving Bodies Towards Wonder: Asian American Aesthetics From Anger To Action, American Studies Association "Pedagogies of Dissent" Annual Meeting, Chicago, IL (scheduled)

Dr. Grant Kien:

Faculty Affairs Committee member

University CIO Search Committee member

FLC for Student Success member

Dept. RTP Committee member

Aug. 2016 - BYURadio (Sirius XM 143) interview about Media Memes research

Sept. 2016 – Signed a full-length book contract with Lexington Press for my manuscript Media Memes: Consequences and Truth

Nov. 2016 - Gave an invited presentation to Chinese Delegations from Hexi District Cultural Bureau of Tianjin of China, and Baodi District Bureau of Culture, Radio and Television, at Berkeley FLI.

Sept. to Dec. 2016 – Full Sabbatical leave

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.

2016-2017 CLASS FACT Assessment Year End Report, October, 2017

Program Name(s)	Assessment Coordinator	Department Chair
COMMUNICATION	**DR. LONNY BROOKS**	**DR. MARY CARDARAS**

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

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

In 2016-2017, the Department of Communication entered Year 5 of its 5-year assessment

program for the undergraduate curriculum. The Student Learning Outcome assessed this year was #5 and #6: 5) Explain and illustrate concepts of ethical and democratic leadership applying major communication perspectives including rhetorical and discursive processes, purposes, and relevant media. And 6) Explain and illustrate the role identity plays in communication within global and local

contexts and in negotiating paradoxes of participation.

According to the Department's current curriculum map, courses used to assess SLO 5 and SLO 6 are:

SLO 5: COMM 3000 (History & Criticism of Communication), [Mastery, Acquiring Mastery, Developing], 154 students/2 sections

SLO 6: COMM 2300 (21st Century Communication), [Mastery, Acquiring Mastery, Developing], 53 students/course.

SLO 6: COMM 4207 (Communicating in Organizations: Organizational Transformation), [Mastery, Acquiring Mastery, Developing], 42 students/course.

COMM 3000 and COMM 2300 courses are required core courses for all majors in communication.

COMM 4207 is required for our Public, Professional and Organizational Communication concentration.

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 has drafted our initial attempt to create a uniform rubric for our SLOs: SLO#5 & #6.

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 in Spring 2018 about the assessment process and move forward to create new assessment rubrics and their implementation for semester conversion.

D. Summary of Assessment Results

Undergraduate SLO #5 and SLO#6 Assessment Data: Data were collected in SP 2017 for SLO#5: COMM 3000 (n=154), and SLO#6: COMM 2300 (n=53), SLO#6: COMM 4207 (n=42). The Assessment Coordinator developed a rudimentary rubric in consultation with faculty for SLO 5 and SLO 6; 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
3000	Essay	17.5%	22.7%	59.7%
2300	Response paper	69.8%	24.5%	5.6%
4207	Future scenario narrative story	64.2%	19.0%	14.2%

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 3000 based on a short essay assignment of many for this course and for COMM 2300, a major response paper, and for taking an advanced course in the PPO concentration for COMM 4207. The majority of students are in the Mastery to Acquiring Mastery categories.

*COMM 3000 students who had 59.7% in the Developing Mastery category represent an indicator of student written expression and confirm the need to strengthen and continue to improve student 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 higher levels in

Mastery to Acquiring Mastery levels.

*Different written and project assignments are used for the three classes, providing some discrepancy despite the SLO#5 and SLO#6 Rubric created.

*All majors take COMM 3000 and COMM 2300 while not all majors (only those in the PPO

concentration) take COMM 4207.

E. Suggestions and Recommendations for the Communication Department in the Future

I would definitely recommend that departments archive sample rubrics to adapt and to assess their course data. Creating a committee involving faculty whose courses will be assessed within the department creates a useful team. New rubrics need to be developed for semester conversion in Spring 2018 in consultation with faculty. We should retain COMM 2320 Communication Writing and Design, a course in learning to write across media platforms, as part of our curriculum for semester conversion.

3. STATISTICAL DATA

APR Faculty & Courses (Fall Terms)

College of Letters, Arts and Social Science

Department	**Communication**
DeptID	**10700 - COMM**
Subjects	**COMM**

Faculty Data

	HEADCOUNT				
Instructor Category	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Professor	2	2	1	--	--
Associate Professor	1	2	2	2	3
Assistant Professor	4	4	5	5	4
Lecturer: Full-time	--	--	--	1	1
Lecturer: Part-time	8	12	13	14	17
Teaching Associate	6	6	5	2	3
Total	21	26	26	24	28

% Breakdown by Type

	HEADCOUNT				
Instructor Type	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Lecturer	38.1%	46.2%	50.0%	62.5%	64.3%
Tenure Track	33.3%	30.8%	30.8%	29.2%	25.0%
Teaching Associate	28.6%	23.1%	19.2%	8.3%	10.7%

Full-time Equivalent Students (FTES)

Instructor Type	FTES Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Lecturer	136.3	182.7	160.6	219.1	245.2
Teaching Associate	45.6	46.7	34.7	16.0	23.5
Tenure Track	194.1	212.3	214.1	188.1	173.4
Total	376.0	441.6	409.4	423.2	442.1

Additional Categories

	FTES Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Major FTES	205	248	241	266	270
GE FTES	201	217	195	159	172
Waitlist FTES	24	17	11	21	31

Student-Faculty Ratios (SFR)

Overall SFR (All FTES / All appointed FTEF)

Instructor Type	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Lecturer	24.9	26.7	23.1	23.1	24.1
Teaching Associate	28.5	29.2	26.0	30.0	29.3
Tenure Track	32.4	30.3	28.6	26.9	24.8
Total	28.8	28.6	25.9	24.8	24.6

Instructional SFR (All FTES / Course assignment FTEF for given subjects)

Instructor Type	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Lecturer	25.8	26.7	23.8	25.2	24.5
Teaching Associate	28.5	29.2	26.1	30.1	29.3
Tenure Track	36.8	35.4	37.8	29.1	31.7
Total	30.9	30.6	29.8	26.9	27.2

Total Instructional SFR by Course Level

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Pre-College	--	--	--	--	--
Lower Division	30.7	33.0	28.3	29.2	30.6
Upper Division	32.6	29.1	35.3	29.8	26.9
Graduate Division	21.5	23.6	14.5	12.3	13.9

Average Instructional SFR by Course Type

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Activity	9.8	9.4	9.0	6.7	6.8
Lab	--	--	--	--	--

Lecture	35.1	35.2	35.3	33.6	32.7
Seminar	32.6	26.0	12.7	11.6	9.3
Supervision	15.6	36.0	23.5	5.9	12.7

Course Information

Sections

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Total	61	65	71	67	73

Average Enrollment

Class Type	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Activity	21.4	13.3	13.0	14.3	14.0
Lab	0.0	0.0	0.0	0.0	0.0
Lecture	36.4	38.3	33.1	37.4	33.6
Seminar	28.0	20.7	12.3	14.7	8.7
Supervision	1.9	2.5	2.0	1.5	1.4
Total	25.0	26.6	23.0	25.2	24.4

Majors

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Enrollment Count	860	991	987	1,093	1,114
% of Enrollment	56.5%	57.2%	60.5%	64.6%	62.7%

General Education

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Enrollment Count	852	882	793	674	725
% of Enrollment	56.0%	50.9%	48.6%	39.9%	40.8%

Repeat Enrollments

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Repeats	39	29	36	28	39
% of Enrollment	2.6%	1.7%	2.2%	1.7%	2.2%

Waitlist (unduplicated by course)

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Waitlist	93	64	45	82	121
% of Enrollment	6.1%	3.7%	2.8%	4.8%	6.8%

FTEF

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
1.0	1.0	0.5	--	--

1.0	2.0	2.0	2.0	3.0
4.0	4.0	5.0	5.0	4.0
--	--	--	1.0	1.0
5.5	6.8	6.9	8.5	9.2
1.6	1.6	1.3	0.5	0.8
13.1	15.4	15.8	17.0	18.0

FTEF

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
41.9%	44.3%	44.0%	55.8%	56.6%
45.9%	45.4%	47.5%	41.1%	38.9%
12.2%	10.4%	8.5%	3.1%	4.4%

APR Degree Data

College	(All)
Major	Communication

Undergraduate Students

		2006	2007	2008	2009	2010
B1.1. Freshmen Cohort Headcount						
	NonURM	14	9	20	15	14
	URM	14	17	16	26	8
B1.1. Freshmen Cohort Headcount Total		28	26	36	41	22
B1.2. Freshmen Degree in 4 Years						
	NonURM	5	1	5	2	2
	URM	2	1	1	3	0
B1.2. Freshmen Degree in 4 Years Total		7	2	6	5	2
B1.3. Freshmen Degree in 6 Years						
	NonURM	9	2	9	6	5
	URM	4	4	8	13	4
B1.3. Freshmen Degree in 6 Years Total		13	6	17	19	9
B2.1. Transfer Cohort Headcount						
	NonURM	27	22	31	41	22
	URM	11	8	17	9	17
B2.1. Transfer Cohort Headcount Total		38	30	48	50	39
B2.2. Transfer Degree in 2 Years						
	NonURM	11	9	18	17	11
	URM	4	1	5	4	6
B2.2. Transfer Degree in 2 Years Total		15	10	23	21	17

B2.3. Transfer Degree in 4 Years

	NonURM	20	13	25	28	20
	URM	7	5	9	5	13
B2.3. Transfer Degree in 4 Years Total		27	18	34	33	33

C1.1. Freshmen Headcount

	Freshmen	28	26	36	41	22
C1.1. Freshmen Headcount Total		28	26	36	41	22

C1.2. Freshmen Degree in 4 Years

	In Major	5	1	5	3	2
	Other Major	2	1	1	2	0
C1.2. Freshmen Degree in 4 Years Total		7	2	6	5	2

C1.3. Freshmen Degree in 6 Years

	In Major	5	4	11	10	7
	Other Major	8	2	6	9	2
C1.3. Freshmen Degree in 6 Years Total		13	6	17	19	9

C2.1. Transfer Headcount

	Transfer	38	30	48	50	39
C2.1. Transfer Headcount Total		38	30	48	50	39

C2.2. Transfer Degree in 2 Years

	In Major	15	8	22	19	14
	Other Major	0	2	1	2	3
C2.2. Transfer Degree in 2 Years Total		15	10	23	21	17

C2.3. Transfer Degree in 4 Years

	In Major	23	16	33	25	27
	Other Major	4	2	1	8	6
C2.3. Transfer Degree in 4 Years Total		27	18	34	33	33

Undergraduate Achievement Gap: Degree Rate

		2006	2007	2008	2009	2010
B1.4. Freshmen Grad Rate 4 Years						
	NonURM	35.7%	11.1%	25.0%	13.3%	14.3%
	URM	14.3%	5.9%	6.3%	11.5%	0.0%
B1.4. Freshmen Grad Rate 4 Years Total		25.0%	7.7%	16.7%	12.2%	9.1%
B1.5. Freshmen Grad Rate 6 Years						
	NonURM	64.3%	22.2%	45.0%	40.0%	35.7%
	URM	28.6%	23.5%	50.0%	50.0%	50.0%
B1.5. Freshmen Grad Rate 6 Years Total		46.4%	23.1%	47.2%	46.3%	40.9%
B2.4. Transfer Grad Rate 2 Years						
	NonURM	40.7%	40.9%	58.1%	41.5%	50.0%

		2006	2007	2008	2009	2010
	URM	36.4%	12.5%	29.4%	44.4%	35.3%
BC2.4. Transfer Grad Rate 2 Years Total		39.5%	33.3%	47.9%	42.0%	43.6%
BC2.5. Transfer Grad Rate 4 Years						
	NonURM	74.1%	59.1%	80.6%	68.3%	90.9%
	URM	63.6%	62.5%	52.9%	55.6%	76.5%
BC2.5. Transfer Grad Rate 4 Years Total		71.1%	60.0%	70.8%	66.0%	84.6%

Undergraduate Major Change: Degree Rate

		2006	2007	2008	2009	2010
C1.4. Freshmen Grad Rate 4 Years						
	In Major	17.9%	3.8%	13.9%	7.3%	9.1%
	Other Major	7.1%	3.8%	2.8%	4.9%	0.0%
C1.4. Freshmen Grad Rate 4 Years Total		25.0%	7.7%	16.7%	12.2%	9.1%
C1.5. Freshmen Grad Rate 6 Years						
	In Major	17.9%	15.4%	30.6%	24.4%	31.8%
	Other Major	28.6%	7.7%	16.7%	22.0%	9.1%
C1.5. Freshmen Grad Rate 6 Years Total		46.4%	23.1%	47.2%	46.3%	40.9%
C2.4. Transfer Grad Rate 2 Years						
	In Major	39.5%	26.7%	45.8%	38.0%	35.9%
	Other Major	0.0%	6.7%	2.1%	4.0%	7.7%
C2.4. Transfer Grad Rate 2 Years Total		39.5%	33.3%	47.9%	42.0%	43.6%
C2.5. Transfer Grad Rate 4 Years						
	In Major	60.5%	53.3%	68.8%	50.0%	69.2%
	Other Major	10.5%	6.7%	2.1%	16.0%	15.4%
C2.5. Transfer Grad Rate 4 Years Total		71.1%	60.0%	70.8%	66.0%	84.6%

Graduate Students

		2006	2007	2008	2009	2010
B3.1. Graduate Cohort Headcount						
	NonURM		1	2	5	2
	URM		0	1	2	3
B3.1. Graduate Cohort Headcount Total			1	3	7	5
B3.2. Graduate Degree in 2 Years						
	NonURM		1	1	1	0
	URM		0	0	0	1
B3.2. Graduate Degree in 2 Years Total			1	1	1	1
B3.3. Graduate Degree in 4 Years						
	NonURM		1	1	3	0
	URM		0	0	1	3
B3.3. Graduate Degree in 4 Years Total			1	1	4	3

BC3.4. Graduate Grad Rate 2 Years					
	NonURM	100.0%	50.0%	20.0%	0.0%
	URM	0%	0.0%	0.0%	33.3%
BC3.4. Graduate Grad Rate 2 Years Total		100.0%	33.3%	14.3%	20.0%
BC3.5. Graduate Grad Rate 4 Years					
	NonURM	100.0%	50.0%	60.0%	0.0%
	URM	0%	0.0%	50.0%	100.0%
B3.5. Graduate Grad Rate 4 Years Total		100.0%	33.3%	57.1%	60.0%

APR Student Demographics (Fall Terms)

College (All)
Major Communication

		2012	2013	2014	2015	2016
A1. Student Headcount						
	Undergraduate	391	405	423	498	500
	Postbaccalaureate	1	1	1	0	0
	Graduate	28	33	32	35	22
	Total	420	439	456	533	522
A1.1. Student Level %						
	Undergraduate	93.1%	92.3%	92.8%	93.4%	95.8%
	Postbaccalaureate	0.2%	0.2%	0.2%	0.0%	0.0%
	Graduate	6.7%	7.5%	7.0%	6.6%	4.2%
A1.2. Class Level						
	Freshman	66	69	61	83	50
	Sophomore	40	32	42	36	48
	Junior	139	135	136	190	181
	Senior	146	169	184	189	221
	Postbaccalaureate	29	34	33	35	22
A2. Race/Ethnicity (%)						
	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.0%
	Asian	19.6%	21.1%	19.5%	21.4%	31.6%
	Black/African American	46.9%	42.9%	45.7%	48.4%	30.3%
	Hawaiian/Pacific Islander	3.6%	0.2%	0.7%	1.2%	1.2%
	Hispanic	34.7%	42.6%	44.7%	55.2%	50.4%
	White	49.0%	51.4%	39.3%	32.0%	32.6%
	Two or More Races	11.2%	10.2%	5.7%	14.8%	19.2%
	Unknown	12.5%	9.2%	12.9%	6.3%	8.1%
	Non-Resident Alien	22.4%	22.4%	31.7%	20.6%	26.5%

A3. Gender (%)

Female	126.8%	130.5%	127.7%	123.9%	122.8%
Male	73.2%	69.5%	72.3%	76.1%	77.2%

A4. First-time Students

EFR	51	34	36	55	26
Transfer	54	65	78	94	104
Grad/PB	14	18	9	12	4
Total	119	117	123	161	134

A5. Full-time/Part-time

Full-time	344	368	370	430	441
Part-time	76	71	86	103	81

A6. Average Units Enrolled

Undergraduate	13.5	13.8	13.3	13.3	13.3
Postbaccalaureate	4.0	4.0	4.0	0.0	0.0
Graduate	7.4	8.0	6.9	6.7	7.3

A7. Average Age

Undergraduate	23.3	23.3	23.7	24.0	24.6
Postbaccalaureate	70.0	71.0	72.0	0.0	0.0
Graduate	32.0	30.1	33.3	32.3	33.4