

PROGRAM PERFORMANCE REVIEW

2011-2012 to 2018-2019

Submitted by

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Overview

The CSUF Department of Communications M.A. degree program began in 1968 as a continuation of skill development mixed with theoretical constructs for aspiring and working professionals. Over time, the program incorporated a focus on theoretical and seminar courses with an emphasis on critical analysis. We reduced our 400-level skills course units to nine and increased our 500-level classes to 21 for a total of 30 units.

In 2007, we restructured our program to include two concentrations to meet the diverse needs of our graduate students. The new structure consisted of a Professional Concentration for those wanting to work in the communications field or advance in their careers if they were already working in the field. It also included a Mass Communications Research and Theory Concentration designed for students interested in teaching who hoped to go on to pursue a Ph.D. The primary differences between these two concentrations were the number of required methods courses and the exit options. Students in the Professional Concentration completed one methods course and a project. Students in the Research and Theory Concentration completed two methods courses and a thesis.

In 2013, we added a third concentration in Tourism and Entertainment Communications to our M.A. curriculum. This concentration was similar in design to the Professional concentration. However, as part of the six elective courses for this concentration, students were required to choose at least three electives that covered tourism and/or entertainment topics. We expanded the list of approved tourism/entertainment electives in 2016 to provide additional course options for students enrolled in this concentration.

In 2017, we realigned the methods course requirements for all three concentrations. We eliminated the Comm. 507 hybrid methods course required of the Professional and Tourism and Entertainment Communications students. Instead, we required that students in all concentrations take both the Comm. 508 and 509 methods classes as part of their core course requirements. This change went into effect in Fall 2017.

In 2019, we made an additional change to streamline the M.A. curriculum of all three concentrations to comply with Chancellor's Office Executive Order 1071. We slightly reconfigured the structure of the program to ensure that six of the 10 courses in all three concentrations were designated as core courses. Because our three concentrations

were already fairly well aligned, we were able to do this without significantly altering the essence of the M.A. program. This change will go into effect in 2020.

Program Highlights

Flexible Curriculum

Our program allows students a great deal of flexibility in choosing their course work. All three concentrations give students the opportunity to choose from a wide variety of courses that suit their interests. Students can also take up to three 400-level classes, as well as up to two courses in outside departments.

Internships

In addition to coursework, students in all three concentrations may elect to do an internship to supplement their in-class experiences with hands-on application of theory and methods. These internships are worth three units of graduate course credit and can include working in an organization or working as a teaching assistant for one of our faculty members.

Program Completion

We award approximately 10-20 M.A. degrees each year (see table below). Upon completing the program, our graduates either enter or return to professions in the communications industry. Some have gone on to Ph.D. programs. Several have returned to CSUF to teach as adjunct faculty. Many of our graduates are also invited to return to campus to guest lecture to both our undergraduate and graduate classes.

M.A. Degrees Awarded 2011-2019	
Academic Year	M.A. Degrees Awarded
2011-2012	41
2012-2013	36
2013-2014	25
2014-2015	14
2015-2016	21
2016-2017	14
2017-2018	12
2018-2019	21

Student Population

The majority of our students are drawn from the Southern California area. However, we have had students enroll in the program from Northern California as well as from states outside California including Maine, New York, Nevada, and South Dakota. We have also had international students from China, El Salvador, Japan, Korea, Kuwait, Germany, Lithuania, Norway, Romania, Taiwan, Thailand, Turkey, and Vietnam.

Since our Program Performance Review in 2011, our international student population has ranged between 1-3 enrolled per year. One of our goals for the last program review was to increase the number of international students enrolled in the program. We are still working to meet this goal.

Faculty

One of our greatest strengths is our faculty, who bring professional experience, doctoral degrees, and published scholarly research to the program. Faculty members provide strong support for student research efforts by co-authoring journal articles and encouraging participation in professional and academic conferences.

Hong Kong University Partnership

In addition to our Southern California-based M.A. degree program, between 2003-2013, we had a partnership arrangement with Hong Kong University (HKU). Through this arrangement, we sent three faculty members each year to Hong Kong to teach students at the HKU campus. The courses were taught as intensive, two-week seminars, where classes were held in the evenings and on the weekends. One session was held during Intersession, and the other two were conducted during the summer. HKU supplied the students for this program, and we provided the faculty to teach them. The students received a CSUF M.A. from the Department of Communications.

We discontinued the Hong Kong program in 2013, after our contract with Hong Kong University expired. The discontinuance of this program had an effect on our overall graduation rates as of 2014.

I. Program Mission, Goals and Environment

A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the university mission, goals and strategies.

The mission of the Graduate program is in keeping with the overall mission of the Department of Communications.

The Department of Communications mission is as follows:

Department of Communications Mission Statement

Effective ethical communications are essential for the well-being of a democratic society. Thus, there is a need for persons trained in the theory and practice of informing, instructing, and persuading through communications media.

The educational objectives are:

- To ensure that all majors receive a broad liberal education;
- To provide majors with a clear understanding of the role of communications media in society;
- To prepare majors desiring communications-related careers in the mass media, business, government, and education by educating them in depth in one of the specialized concentrations within the department.

The Graduate Program's mission is as follows:

Department of Communications Graduate Program Mission Statement

The mission of the M.A. degree program in the Department of Communications is to facilitate learning that will enable students to meet personal, professional, and scholarly goals related to the field of mass communications.

In carrying out this mission, we seek to promote the following core values:

- Academic integrity
- High quality scholarship
- Diversity of ideas, perspectives, and curriculum
- Flexibility and convenience for students

The Learning Goals of the Department of Communications are as follows:

1. Functional knowledge
 - Demonstrate skills and knowledge for entry into professional practice and/or advanced academic programs.
2. Critical thinking and research skills
 - Apply critical thinking, research, and analysis to meet personal, scholarly, and professional goals.
3. Written and oral proficiencies
 - Demonstrate written and oral proficiency appropriate to the entry level of professional practice and advanced scholarship.
4. Information technology skills
 - Demonstrate effective use of communications tools and technologies appropriate to the entry level of professional practice and advanced scholarship.
5. Theoretical foundations of communications
 - Apply appropriate concepts, models, and theories of communications to personal, academic, and professional situations.
6. Diversity awareness
 - Exhibit sensitivity to diversity through communications practices.
7. Historical, legal, and ethical foundations of communications
 - Demonstrate a basic knowledge of historical, legal, and ethical issues that affect professional practices.

The Learning Goals of the Graduate Program are as follows:

Theory

- Develop an understanding of the theories and literature that support the communications field.
- Apply these theories to the practice of communications and use them to build on existing scholarly literature.

Research

- Demonstrate the ability to conduct in-depth research in the field from both a theoretical and practical perspective.
- Produce scholarly work in the way of research papers, theses, and projects that reflect an understanding of the components of this research.

Practice

- Examine the scope of the field of communications and the varied career opportunities within it in order to practice and/or teach in the field.
- Assess the ethical issues that may arise while practicing communications, and evaluate the codes of ethics that can guide responses to these issues.

The mission and goals of the Department of Communications graduate program are also in keeping with the overall mission, values, and goals of the University in the following areas:

Mission

California State University, Fullerton enriches the lives of students and inspires them to thrive in a global environment. We cultivate lifelong habits of scholarly inquiry, critical and creative thinking, dynamic inclusivity, and social responsibility. Rooted in the strength of our diversity and immersive experiences, we embolden Titans to become intellectual, community, and economic leaders who shape the future.

Values

- Student success: We educate confident, innovative, and culturally competent Titans who continuously adapt to meet and exceed new workforce demands, social justice challenges, and community service opportunities.
- Scholarly and creative activities: We cultivate and promote the collaborative exchange of ideas through rigorous academic and creative activities.
- Diversity, equity, and inclusion: We commit to our rich diversity by increasing culturally proficient and equity-minded practices across all campus communities.
- Civic engagement: We encourage free expression, both as a right and a responsibility, and aim to inspire all Titans to be informed, active, and engaged citizens.
- Collegial governance: We embrace inclusivity, consultation, collaboration, and transparency to bring all Titans into the deliberative process that shapes our communities, challenges our beliefs, and addresses the needs of a diverse global society.
- Integrity: We act from a foundation of ethical principles and through the cultivation of strong character.
- Service to the region: We provide a place and space for the region's current and future leaders to grow and develop in ways that inspire them to better serve our communities.

Goals

- 1) Provide a transformative educational experience and environment for all students.
- 2) Strengthen opportunities for student completion and graduation.
- 3) Recruit and retain high-quality faculty and staff.
- 4) Expand and strengthen our financial and physical capacity.

B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program (community/regional needs, placement, and graduate/professional school).

In the last two decades, the communications profession has been significantly impacted by the advent of electronic communication. This has had an effect on the type of work

that is being done in the communications industry and on the hiring practices of organizations in the profession.

Many of our faculty now incorporate elements of these changes into their curriculum. Discussions about the impact of new technologies such as social media, for example, are now a routine part of classroom discussions. Conversations about trends in the industry and ongoing research related to these trends are also built into course topics.

Another implication of changes in the industry has been the loss of jobs for communications professionals, particularly in the field of journalism. Consequently, some of the applicants we have seen in the last decade have been professionals who are returning to school to update their knowledge of the industry in order to attain a more competitive edge in the job market for the future. We have also seen an increase in the number of students who opt to pursue an M.A. soon after completing their bachelor's degrees in order to enhance their skills before launching their careers in the communications field.

C. Identify the unit's priorities for the future.

1. Increasing enrollment in the program remains a priority. This will be accomplished through a continued focus on hands-on recruitment practices such as participation in graduate school fairs, as well as presentations by the graduate coordinator to prospective students at some of our feeder campuses.
2. Investigating ways to enhance learning opportunities for students, such as by partnering with the Latino Communications Institute.
3. Increasing the diversity of faculty participation in the M.A. program by encouraging more faculty to teach graduate courses.

D. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/program (e.g. new student groups regionally, nationally, internationally, new delivery modes, etc).

There are no programs offered in a Special Session self-support mode.

II. Program Description and Analysis

A. Identify substantial curricular changes in existing programs, new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?

The primary change in our graduate program has been the addition of a third concentration in Tourism and Entertainment Communications in 2013. The addition of this concentration has enabled us to target a specific population that has a specialized interest in working as communications professionals in the tourism and entertainment industries. As a result of this addition, we have been successful in attracting applicants who come to CSUF specifically for this program. Some of our applicants have come from out of state to attend our program because our concentration is so specialized. Those who have graduated from our program with this concentration have gone on to work as entertainment reporters, event coordinators for tourism bureaus, and public relations and marketing coordinators for sporting venues, travel companies, and theme parks. In general, the addition of this concentration to our M.A. program has been extremely successful.

B. Describe the structure of the degree program (e.g. identify required courses, how many units of electives), and identify the logic underlying the organization of the requirements. How does the structure of the degree program support student achievement of learning goals?

The M.A. program includes three concentrations: Mass Communications Research and Theory, Professional Communications, and Communications in Tourism and Entertainment. Students in all three concentrations take a total of 30 units. There is an 18-unit shared core for all three concentrations. The individual concentrations each have their own elective and exit option requirements. Following is an overview of the breakdown of units.

M.A. Program Shared Core Requirements

Core Requirements – (3 courses = 9 units)

Take all of the following:

- Comm. 500 (Theory and Literature of Communications)
- Comm. 508 (Humanistic Research in Communications)
- Comm. 509 (Social Science Research in Communications)

Core Electives – (3 courses = 9 units)

Take three of the following:

- 515T, 516, 517, 518, 525, 527, 530, 534, 536, 550, 595

Mass Communications Research and Theory Concentration Requirements

Concentration Elective Courses (6 units)

Choose *two* electives from the following:

- 500-level Communications courses (these can include courses not already taken from the core electives)
- 400-level Communications courses approved for graduate study
- Adviser approved graduate-level courses taken outside of the department (maximum of two)

Concentration Exit Option (6 units)

- Comm. 598 (Semester #1) Proposal Development, Writing, and Defense
- Comm. 598 (Semester #2) Data Collection, Analysis, Writing, and Defense

Professional Communications Concentration Requirements

Concentration Elective Courses (9 units)

Choose *three* electives from the following:

- 500-level Communications courses (these can include courses not already taken from the core electives)
- 400-level Communications courses approved for graduate study
- Adviser approved graduate-level courses taken outside of the department (maximum of two)

Concentration Exit Option (3 units)

- Comm. 597 Project

Communications in Tourism and Entertainment Concentration Requirements

Concentration Elective Courses (9 units)

Choose *three* electives from the following:

- Comm. 515T – Professional Problems in Specialized Fields (with an enter./tourism topic)
- Comm. 516 – Media Audience Behavior
- Comm. 541 – Film Criticism
- Comm. 560 – Socio-Cultural Implications of Tourism and Entertainment
- Comm. 561 – Tourism: Professional Practices and Issues
- Comm. 562 – Destination Development and Communications
- Comm. 563 – Tourism Venues and Attractions
- Comm. 436 – Reporting on the Entertainment Industry
- Comm. 446 – Entertainment and Society
- Comm. 447 – Tourism and Travel
- Comm. 448T – Entertainment Industry Studies
- Comm. 465 – Entertainment Public Relations
- Comm. 497T – Event Planning and Management

Concentration Exit Option (3 units)

- Comm. 597 Project

The M.A. program is structured to provide students in all three concentrations with instruction in the theories and literature of the field at the beginning of their studies. This

is immediately followed by courses in methodology to prepare them for subsequent research and writing assignments in their other classes.

The program allows students to choose from a variety of electives that meet their individual interests and needs. As part of these electives, students can take 400-level courses approved for graduate study. They also have the opportunity to do an internship as part of these elective units for up to three credits toward the completion of the M.A.

Finally, students complete the program with the exit option appropriate to their concentration. Students in the Mass Communications Research and Theory concentration complete a thesis. This is a two-semester process worth a total of six units. The thesis proposal is developed for the first three units, followed in the subsequent semester by data collection and analysis and the writing of the thesis for an additional three units.

Students in the Professional Communications and Tourism and Entertainment Communications concentrations take a Project course. In this course, they complete a hands-on, applied project under the supervision of the faculty member teaching the course. Since the Project course is worth three units, students in this concentration make up the extra three units by taking an additional elective course.

The structure of the curriculum meshes nicely with the program's learning goals. It provides a foundation in theory and literature, teaches students in all three concentrations how to conduct research, and prepares them to apply their knowledge in order to practice ethically in whatever aspect of the communications profession they choose to pursue upon completion of the program.

C. Using data provided by the Office of Analytic Studies/Institutional Research, discuss student demand for the unit's offerings; discuss topics such as over enrollment, under enrollment (applications, admissions and enrollments), retention (native and transfer), graduation rates for majors, and time to degree.

Academic Year	Applied	Admitted	% Admitted	Enrolled	% Enrolled
2011-2012	75	40	53%	29	73%
2012-2013	49	32	65%	18	56%
2013-2014	42	27	64%	22	81%
2014-2015	32	22	69%	16	73%
2015-2016	54	30	56%	18	60%
2016-2017	52	40	77%	26	65%
2017-2018	41	30	73%	18	60%
2018-2019	43	30	70%	23	77%

We generally receive between 40-50 applications per year and admit an average of 32 students annually. Approximately 65% of those admitted subsequently enroll in the M.A. program.

The transition from the CSUMentor online application system to the Cal State Apply online application system in 2017 had an impact on our applicant numbers. The cumbersome nature of the Cal State Apply system, as reported by both applicants and staff members from the CSUF Admissions office, resulted in a slightly lower number of applicants and in a delay in the processing of applications from Admissions. This resulted in several applicants turning down their offers of admission from CSUF, as they had already accepted offers from other graduate programs by the time they heard from us. It is hoped that as the bugs are worked out of the Cal State Apply system, the application process will become less challenging for all parties involved.

In the last decade, we have implemented measures to ensure the courses we offer meet the needs and interests of our students to encourage retention. These measures have included making adjustments to the scheduling of courses as well as to the time of day when these courses are offered.

In 2009 and 2010, the Graduate Program Coordinator conducted a survey that was administered to all students enrolled in the M.A. program. The purpose of the survey was to determine student interest and availability in our existing graduate courses.

The survey results were extremely useful in helping us determine which courses students were interested in taking to complete their program. Information gleaned from initial survey results also provided us with information about the time of day these courses should be offered. As a result of the feedback received from students, we determined we needed to reduce the number of courses that met from 4:00-6:45 p.m.

We began offering the majority of our 500-level courses at 7:00 p.m. to accommodate students who work full-time during the day. We also now make sure that Comm. 500,

Comm. 508, and Comm. 509 are only offered at 7:00 p.m. When we do offer an occasional 500-level elective from 4:00-6:45 p.m., we schedule it so it precedes a 500-level class that meets at 7:00 p.m. That enables those students who want to take two classes on the same day to have the option of taking them back-to-back if they so choose.

We also now routinely use a student survey to schedule graduate courses. The survey is administered during the Fall semester, which helps schedule courses for the following year. The results of this approach have been very positive. Numbers have been strong in our elective courses, with typical class sizes ranging from 12-17.

D. Discuss the unit's enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program.

Academic Year	Academic Year FTES
2011-2012	28.9
2012-2013	24.8
2013-2014	20.1
2014-2015	17.5
2015-2016	17.9
2016-2017	16.6
2017-2018	16.8
2018-2019	20.75

Academic Year	Total Headcount
2011-2012	75
2012-2013	58
2013-2014	48
2014-2015	42
2015-2016	46
2016-2017	51
2017-2018	46
2018-2019	52

In looking at the numbers, it appears that our enrollments have dipped since the 2011-2012 academic year. However, a large part of this is a result of the discontinuance of our partnership with Hong Kong University in 2013, which reduced the total enrollment in our program.

Since the 2013-2014 academic year, total FTE has ranged from 16.6 to 20.75. Our average headcount between the 2013-2014 and 2018-2019 academic years has been 52. This has been a sufficient number of students to enable us to routinely offer our core courses as well as several electives each semester.

In 2017, we modified our program requirements so that all students now take both Comm. 508 and 509 in addition to Comm. 500. As these courses are offered in sequence and all students are required to take them, for the most part the students all take these courses together as a cohort.

On several occasions there have been so many students enrolled in these core classes that we offered two sections of the same core course. However, we deliberately scheduled both sections to meet at the same time. That way the instructors of each section were able to bring the students together for a number of joint class sessions throughout the semester to maintain the continuity of the cohort. This cohort model has been a boon in developing a sense of community among the graduate students.

One of the priorities of the current Graduate Program Coordinator has been to take a proactive role in recruiting students to the M.A. program. These recruitment efforts have involved regularly scheduling one-on-one personal interviews with prospective students, participating in graduate school fairs, and speaking to students at other campuses. We have been successful in enrolling a number of students into our program as a result of these hands-on efforts. We continue to receive an influx of inquiries about the program from prospective students. We plan to continue our active recruitment efforts in order to extend this trend in upcoming years.

E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions or discontinuances. Relate these plans to the priorities described above in section C1.

Currently, there are no extensive plans underway for expansions, contractions, or discontinuances in the long-term. Our overall goal is to continue to grow our program enrollment, particular in the Tourism and Entertainment Communications concentration, which has been gaining recognition beyond the Southern California market since its launch in Fall 2013. We are also looking into the possibility of partnering with our Latino Communications Institute to offer course options for graduate students that parallel those offered to undergraduates.

F. Include information on any Special Sessions self-support programs offered by the department/program.

There are no Special Sessions self-support programs offered.

III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

A. Describe the department/program assessment plan (e.g. general approach, time table, etc.) and structure (e.g. committee, coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR.

Since 2016, the Department of Communications graduate program has been conducting a four-year assessment plan that evaluates student learning in the M.A. program. This was implemented after the last Program Performance Review.

The four-year assessment plan consists of the following:

- 1) Articulate mastery of knowledge in theoretical foundations of the communications field.
- 2) Demonstrate the ability to conduct graduate-level research using appropriate scholarly sources and applicable academic databases.
- 3) Successfully analyze, interpret, and evaluate research methods used in scholarly study of communications.
- 4) Develop and apply what they have learned in their graduate study through the application of a thesis or project that reflects mastery of these concepts.

Assessment of items #1, #2, and #3 were completed in 2016, 2017, and 2018 respectively. Assessment of item #4 will be completed in 2019.

B. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; and summarize the assessment results of the SLOs.

Each graduate course has its own set of student learning outcomes. These learning outcomes are included in the course syllabus for each graduate course in the M.A. program. In 2019, these student learning outcomes were reviewed and refined to ensure consistency across the curriculum.

Students in the graduate program are assessed collectively at two key points during the program – at the beginning of the program and at the end.

At the beginning of the M.A. program, each student takes Comm. 500, Theory and Literature of Mass Communications, during the first semester of the program. Every student, regardless of his or her concentration, is required to complete a literature review as the primary research assignment for this course.

This literature review serves as a measure of the students' abilities to grasp the basic concepts of the foundations of the field of mass communications as well as the tools needed to conduct scholarly research. It assesses the students' abilities to use the facilities and resources of the Pollak Library to research key communications topics. It also gives students an opportunity to demonstrate their understanding of the theories and literature of the communications field by compiling and articulating the findings of their research in a comprehensive literature review.

At the end of the program, students are assessed through the exit option that is appropriate to each concentration. Those students in the Mass Communications Research and Theory Concentration are required to write a thesis, and they are assessed on their ability to follow through in completing all the steps required by this thesis.

The thesis is a comprehensive scholarly work that demonstrates a student's ability to conduct primary and secondary research and analyze the results of this research. Once students have completed the research and writing portion of this thesis, they are required to defend this work before a committee consisting of three faculty members.

Students in the Professional and Tourism and Entertainment Communications Concentrations are assessed through a hands-on project they complete in the Comm. 597 Project class. For this project, the students choose individual topics that they carry out throughout the semester. These projects are diverse and might include developing a public relations program for a nonprofit organization; creating an advertising campaign for a small business; putting together a newsreel; organizing a special event, etc.

In addition to carrying out the project itself, students are also required to prepare a project report, which includes a description and evaluation of the project. This document also includes a literature review and methods section at the beginning of the report.

The purpose of the report is to show a connection between the project and the concepts students have learned in their core courses for the Professional and Tourism and Entertainment Communications Concentration. They are assessed not only on their ability to complete the actual project but also on how effectively they are able to make connections between scholarship and professional practice.

C. Describe whether and how assessment results have been used to improve teaching and learning practices, and/or overall departmental effectiveness. Please cite specific examples.

As a result of the four-year assessment plan, adjustments have been made to topics taught in the Comm. 500 introductory course. These adjustments are intended to help students be successful in future courses. For example, as a result of the second-year plan assessment of student writing in 2017, additional instruction is now included on APA citation in the Comm. 500 class. As a result of the third-year plan assessment of the Comm. 509 methods course in 2018, additional information will now be provided to students in Comm. 500 on how to write stronger conclusions in their research papers.

D. Describe other quality indicators identified by the department/program as evidence of effectiveness/success other than student learning outcomes (e.g. graduation rate, number of students attending graduate or professional school, job placement rates, etc.).

Much of our student success is evidenced by where students go after completing the Department of Communications M.A. program. Many of our students have been successful in securing jobs in the communications field and/or advancing to management positions within their existing jobs. Graduates of our program since the last Program Performance Review have landed communications positions at companies such as AMA Waterways, Beacon Media News, Disney Destinations, Cal Poly Pomona, Laguna Beach Unified School District, Visit Anaheim, Generator Media + Analytics, Lithia Motors, Ukiah Daily Journal, Inland Empire Magazine, Metrolink, Casanova/McCann, Constitutional Rights Foundation, Los Angeles Angels of Anaheim, and Laura's House, to name just a few.

Several of our graduates have returned to CSUF to teach as adjunct professors in the Department of Communications. In the last five years, we have also had several students go on to pursue doctoral degrees at the University of North Carolina at Chapel Hill, Chapman University, Texas Tech University, and California State University, Fullerton (Ed.D.). We recently hired one of these individuals for a tenure-track position for the 2019-2020 academic year.

E. Many department/programs are offering courses and programs via technology (e.g. on-line, etc.) or at off campus sites and in compressed schedules. How is student learning assessed in these formats/modalities?

This is not applicable to our M.A. program.

IV. Faculty

A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure track faculty lines (e.g. new hires, retirements, FERPs, resignations, and how these changes may have affected the program/department's academic offerings. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor).

There are currently 34 full-time faculty members in the Department of Communications. Of these, eight have taught regularly in the Graduate Program. Another six have taught at least one class in the program and will continue to teach graduate courses in the future.

Since the last program review, there have been several retirements and/or departures of core graduate faculty. These include Carol Ames, Genelle Belmas, Gail Love, Coral Ohl, Laura Triplett, Robert Wheeler, Diane Witmer, and Fred Zandpour.

At the same time, we have added a number of new faculty in the last few years. Many of these individuals began teaching in the graduate program with the first few years of their arrival at CSUF. Among these are Christina Ceisel, Micheal McAlexander, Penchan Phoborisut, Waleed Rashidi, Chelsea Reynolds, and Frank Russell. As we hire additional faculty in upcoming years, we hope to add them to the roster of graduate faculty.

The department has lost FTEF tenured/tenure-track faculty since the last review. In the last review, tenured and tenure track lines totaled 25 to 27. In the last six years, tenured/tenure-track faculty totaled 21 to 25 each year. For the department overall, the FTES have averaged about 962. The Department's SFR as set by the College is 23.1. Faculty composition is as follows:

Faculty Composition

YEAR	Tenured	Tenure Track	Sabbaticals at 0.5	FERP at 0.5	Lecturers	Actual FTEF
2013/2014	21	4	0	1	7	31.9
2014/2015	17	4	0	5	8	31.9
2015/2016	16	7	3	6	8	31.9
2016/2017	15	8	2	6	7	32.1
2017/2018	13	9	1	7	7	31.4
2018/2019	12	9	1	5	9	Unavailable

B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, the career objectives of students, the planning of the university, and regional, national, or global developments.

Faculty hiring decisions have been made based on most critical need within undergraduate concentrations. Although they do not parallel the graduate program, the concentrations do form the foundation of the department's curricular, pedagogical, and scholarly foci. Recent trends in technology and convergence of technologies have been significant considerations at both the department and university levels, and we have sought faculty with appropriate scholarly interests.

C. Describe the role of full-time or part-time faculty and student assistants in the program's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and student teaching assistants. Identify any parts of the curriculum that are the responsibility of part-time faculty or teaching assistants.

Faculty members are assigned to teach graduate courses on a rotating basis. Since we offer different elective courses each semester, the instructors teaching these courses rotate as well. Generally, there are four to six graduate courses offered each semester. These include at least two core courses and two or three elective classes.

Graduate courses are generally taught by full-time faculty. There has been one exception when a section of Comm. 500 was taught by a part-time faculty member who was concurrently enrolled in a Ph.D. program. However, this part-time instructor was a graduate of our M.A. program, had taken Comm. 500 from the current Graduate Program Coordinator, and was well-acquainted with the course curriculum. She has since been hired as a full-time faculty member in the Department of Communications.

No graduate students teach Department of Communications courses. Graduate students may work as teaching assistants through the Comm. 595 internship option. However, the primary role of these students is to assist the faculty member in charge of the course. Students may assist full-time faculty, part-time faculty, and lecturers when serving as graduate teaching assistants.

D. Include information on instructor participation in Special Sessions self-support programs offered by the department/program.

There are no Special Sessions self-support programs offered.

V. Student Support and Advising

A. *Briefly describe how the department advises its graduate students.*

The Graduate Program Coordinator is responsible for advising all of the graduate students enrolled in the M.A. program. This includes meeting with students to help them put together their study plans, advising them on which classes to take, providing career advice, and occasionally offering other types of professional and personal counseling as needed.

B. *Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities supported? List the faculty and students participating in each type of activity, and indicate plans for the future.*

Several of our faculty members have done collaborative research with students and/or have co-authored papers to be presented at conferences. Students receive credit for this work through the Comm. 599 independent study option.

Faculty

Carol Ames
Carolynn Coal
Emily Ericksen
Kuen-Hee Ju-Pak
Gail Love
Cynthia King
Micheal McAlexander
Dr. Frank Russell
Andi Stein
Bonnie Stewart
Doug Swanson
Mark Wu
Fred Zandpour

Students

Jessica Gray
Michael Goldys
Elizabeth Muehlmann
Rachel Powers
Karen Dickinson
Francelyn Magtira
Nathan Jeffers, Anisha Velez-Gambe
Miguel Hernandez
Anthony Tyre
Siamack Esmaili
Terri Manley
Jingyu Deng, Erin Murphy
Madeline Hovarter, Christina Jimenez, Brian Klein,
Caitlyn McGinnis, Jacklyn Moe, Linda Rivera, Karly Sacks

A number of students have worked with faculty as graduate teaching assistants. Students can receive up to three units of credit for this as part of the Comm. 595 internship option.

Faculty

Christina Ceisel
 Beth Georges
 Cynthia King
 Gail Love
 Waleed Rashidi
 Chelsea Reynolds
 Gregg Schwenk

 Jason Shepard
 Doug Swanson

Students

Amber Breneissen
 Derek Opina, Eric Warren
 Justin Marsden
 Richard Edwards
 Crystal Wishart
 Nathan Jeffers, Samantha Rodriguez, Eric Warren
 Cady Chow, Jose Contreras, Alexzandra Roden,
 Brittani Saint, Armando Villalpando
 Farnosh Mazandarani
 Elise Anguizola-Assaf, Nancy Attalah, Christina Jimenez

Graduate students are also eligible for induction into the Kappa Tau Alpha student honor society, based on their GPA.

VI. Resources and Facilities

A. Itemize the state support and non-state resources received by the program/department during the last five years.

	State Acct Dept. Expenditures	Dept. Gifts/ Philanthropic
2011-2012	3,341,655	5,465
2012-2013	3,314,922	6,240
2013-2014	3,132,534	1,550
2014-2015	3,227,493	3,221
2015-2016	3,337,082	7004
2016-2017	3,617,604	5,470
2017-2018	3,661,509	5,200
2018-2019	3,651,396	1555

Notes:

- Expenditures are all Department expenditures, excluding faculty/staff benefits.
- Gifts to general Department philanthropic account.

B. Identify any special facilities/equipment used by the program/department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over the last five years and prioritize needs for the future.

Our program does not use any special facilities or equipment. The majority of our courses are taught in standard classrooms or seminar rooms in College Park, Langsdorf Hall, and Gordon Hall. One of our research methods classes is taught in a computer lab in the basement of College Park. These facilities have remained unchanged over the last five years.

C. Describe the current library resources for the program/department, the priorities for acquisitions over the next five years, and any specialized needs such as collections, databases, etc.

Our graduate students make regular use of the facilities and resources of the Pollak Library, including books, periodicals, online databases, and study rooms. Students in Comm. 500 are provided with instruction on how to use the library's online databases and print materials from Communications Librarian John Hickok, who has been a great source of support for our program.

In the future it is hoped that we will be able to benefit from any expansion of the library's print and electronic collections in the way of books, subscriptions to scholarly journals, electronic resources, and A/V materials.

VII. Long-term Plans

A. Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity.

- Ensure students in the graduate program receive the necessary grounding in the field in research, theory, scholarship, and professional practice as stated in program goals.
- Develop new in-person and online courses that meet student needs and keep up with trends in the field and in technology.
- Enhance the existing curriculum with opportunities that will provide additional educational options for students, such as courses developed in conjunction with the Latino Communications Institute.
- Continue to schedule courses that reflect student needs and interests based on survey feedback.
- Increase the number of students enrolled in the graduate program by continuing to expand recruiting efforts.

B. Explain how long-term plan implements the University's mission, goals and strategies and the unit's goals.

These goals reflect both the University's mission and goals and the Graduate Program goals. They focus on establishing a student-focused environment that offers courses combining theory with practical application. They also provide students with knowledge and skills that will help them meet their personal and professional goals.

C. Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, and how it will collect and analyze such evidence.

- The overall quality of student theses and projects will be used to evaluate whether or not students have been provided the knowledge and skills needed for successful scholarship and professional practice. This will be accomplished by continuing to follow the guidelines of the four-year assessment plan.
- The number of new courses proposed and implemented will measure the effectiveness of the goals of developing courses that keep up with trends in the field and in technology, as well as enhancing the existing curriculum.
- Annual graduate student survey data related to course topics and class scheduling will be used to determine whether or not the program is meeting student needs and interests in terms of relevant course offerings.
- Enrollment statistics will be used to measure whether recruitment efforts have been successful in increasing the numbers of both domestic and international students.

D. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?

Long-term budget plan

Funding for the graduate program in Communications is inseparably linked with the undergraduate program in ways similar to that of many CSUF departments in that:

- Faculty who teach graduate classes also teach undergraduate classes;
- The department's Student-Faculty Ratio (increased from 22.8 to 23.1 since the last review) recognizes no difference between graduate and undergraduate classes, even though graduate classes are normally limited to 15 students;
- Resources such as office space, supplies, and staff support are not allocated separately to the graduate program in any formal way.

The lack of a funding differential between graduate and undergraduate classes necessitates that enrollments in large undergraduate classes, in effect, support smaller classes, including those within the graduate program. Although an ongoing and unmet need exists to implement a graduate funding differential, the department has been able so far to maintain its graduate program.

1. *Baseline salary and operating support.* In years past, the College and/or the Provost's Office has provided the Department with annual baseline budgets for salary and operating support. The Department was not provided a baseline salary budget for the 2017-2018 academic year. For the 2018-2019 academic year, the dean's office provided budget targets for select funds near the end of the fiscal year.
2. *Staffing.* Typically, the Department has offered six graduate courses per semester, for an equivalent of 1.2 full-time equivalent faculty (FTEF). In addition, the graduate coordinator is allotted a .2 release time each semester for administering the program, at a replacement cost to the Department of approximately \$9,494.

Because of the relative year-to-year stability of the program, the allocation of salary resources toward the graduate program is not expected to change significantly for the near term.

If the past serves as our guide, such needs for graduate faculty resources would largely parallel the needs of the undergraduate program, where faculty positions and funding are primarily based. Therefore, few if any extra positions would be required exclusively for the graduate program.

Professional staff help for the program, in the form of an Administrative Support Assistant for approximately 50% time (roughly \$20,000), is allocated on an ongoing basis. This person maintains records, processes applications, provides advisement backup, and performs numerous other valuable duties.

Reproduction services, supplies, telephone, postage, and other support mechanisms are difficult to identify as specifically used for the graduate program, but the costs are minimal and estimated to be no more than \$400 per year. Service costs have been reduced significantly through the use of electronic communication in recent years.

3. *Resource reallocations.* In order to address a serious need to reward faculty participation, we attempted to reallocate funds amounting to a minimum of one .2 assigned time compensation per semester, at approximately \$4,747 per semester, to support faculty members who devote substantial time to chairing theses or serving on graduate committees. Additionally, the dean's office initiated a plan to offer assigned time for faculty who commit to significant thesis support. However, the dean's office ceased this support. In future years, we hope to reinstate commitment to thesis support.
4. *New funding.* Absent the establishment by the CSU system of a graduate enrollment support differential, it should be emphasized that no dramatic change in annual graduate funding is anticipated at this time. Therefore, the figures reported here reflect a reasonably good estimate of both short- and long-term budget expectations.

APPENDIX I – GRADUATE DEGREE PROGRAM DATA*

TABLE 1. Graduate Program Applications, Admissions, and Enrollments

Academic Year	Applied	Admitted	% Admitted	Enrolled	% Enrolled
2011-2012	75	40	53%	29	73%
2012-2013	49	32	65%	18	56%
2013-2014	42	27	64%	22	81%
2014-2015	32	22	69%	16	73%
2015-2016	54	30	56%	18	60%
2016-2017	52	40	77%	26	65%
2017-2018	41	30	73%	18	60%
2018-2019	43	30	70%	23	77%

*Data provided by the CSUF Office of Assessment and Institutional Effectiveness

TABLE 2. Graduate Program Enrollment in FTES*

Graduate Program Enrollment in FTES	
Academic Year	FTES
2011-2012	28.9
2012-2013	24.8
2013-2014	20.1
2014-2015	17.5
2015-2016	17.9
2016-2017	16.6
2017-2018	16.8
2018-2019	20.75

*Data provided by the CSUF Office of Assessment and Institutional Effectiveness

TABLE 3. Graduate Program Enrollment in Headcount*

Academic Year	Total Headcount
2011-2012	75
2012-2013	58
2013-2014	48
2014-2015	42
2015-2016	46
2016-2017	51
2017-2018	46
2018-2019	52

*Data provided by the CSUF Office of Assessment and Institutional Effectiveness

TABLE 4. Graduate Student Graduation Rates*

Year Entered	Headcount	% Graduated 2 years or less	% Graduated 3 years or less	% Graduated 4 years or less
2011	22	72.7	86.4	90.9
2012	18	55.6	77.8	77.8
2013	18	38.9	88.9	88.9
2014	10	70.0	90.0	90.0
2015	16	56.3	93.8	Unavailable
2016	12	33.3	58.3 (preliminary)	Unavailable

*Data provided by the CSUF Office of Assessment and Institutional Effectiveness

TABLE 5. Master's Degrees Awarded

M.A. Degrees Awarded 2011-2019	
Academic Year	M.A. Degrees Awarded
2011-2012	41
2012-2013	36
2013-2014	25
2014-2015	14
2015-2016	21
2016-2017	14
2017-2018	12
2018-2019	21

*Data provided by the CSUF Office of Assessment and Institutional Effectiveness

APPENDIX II - FULL-TIME INSTRUCTIONAL FACULTY, FTEF, FTES, SFR*

YEAR	Tenured	Tenure Track	Sabbaticals at 0.5	FERP at 0.5	Lecturers	Actual FTEF
2013/2014	21	4	0	1	7	31.9
2014/2015	17	4	0	5	8	31.9
2015/2016	16	7	3	6	8	31.9
2016/2017	15	8	2	6	7	32.1
2017/2018	13	9	1	7	7	31.4
2018/2019	12	9	1	5	9	Unavailable

*Data provided by the CSUF Office of Assessment and Institutional Effectiveness

APPENDIX III - RESOURCES

	State Acct Dept. Expenditures	Dept. Gifts/ Philanthropic
2011-2012	3,341,655	5,465
2012-2013	3,314,922	6,240
2013-2014	3,132,534	1,550
2014-2015	3,227,493	3,221
2015-2016	3,337,082	7004
2016-2017	3,617,604	5,470
2017-2018	3,661,509	5,200
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Notes:

- Expenditures are all Department expenditures, excluding faculty/staff benefits.
- Gifts to general Department philanthropic account.

APPENDIX IV – LONG-TERM PLANNING

1. Provide consistent grounding in theory and research for students in all three concentrations.

Reconfiguration of our core courses in 2017 ensured students in all three concentrations now take Comm. 500 (Theory and Literature of Communications), Comm. 508 (Humanistic Research in Communications), and Comm. 509 (Social Science Research in Communications). This change went into effect in Fall 2017. Outcomes will be determined by evidence of students' abilities to conduct quantitative and qualitative research in their Comm. 597 project and Comm. 598 exit option courses.

2. Maintain updated learning outcomes for all graduate courses.

Learning outcomes were developed for each Department of Communications graduate course during the 2018-2019 academic year by the graduate program coordinator in conjunction with Dr. Doug Swanson. These learning outcomes will be periodically reviewed and updated to ensure they are consistent with the material taught in their corresponding graduate courses.

3. Routinely assess four core elements of graduate-level instruction: theory, research, data analysis, and application.

This began in the 2015-2016 academic year with the development of a four-year assessment timeline. So far, the program has assessed the mastery of three elements from this timeline – theory, research, and data analysis. Evaluation of the fourth element – application – is currently in the works. Assessment of these elements will be repeated on a four-year cycle to evaluate the changes and improvements that have been made in each component of the program.

APPENDIX V – FACULTY CURRICULUM VITAE

In the interest of sustainability, this information will be provided in a Dropbox file.