

Appendix A: TEMPLATE FOR ANNUAL PROGRAM REPORT REVIEW (See preceding document for detailed descriptions for each section)

ANNUAL PROGRAM REPORT

College	CLASS
Department	Communication
Program	Bachelor's + Master's
Reporting for Academic Year	2021-2022
Last 5-Year Review	2015/Was rejected by the Dean
Next 5-Year Review	December 2022
Department Chair	Dr. Mary Cardaras
Author of Review	Dr. Mary Cardaras + Dr. Lonny Avi Brooks
Date Submitted	1 October 2022

I. SELF-STUDY (suggested length of 1-2 pages)

A. Five-Year Review Planning Goals

Present your planning goals from your last 5-year plan.

The last five-year strategic plan was completed and submitted in academic year 2014-2015 by a previous chair. It was problematic, overall, and, for a number of reasons, was rejected by a previous Dean. Due to a variety of circumstances, including the retirement of said long-time chair, a long-time faculty member, the election of a new chair (this chair), semester conversion, a newly transformed curriculum, and then the covid pandemic, a new strategic plan did not progress. We are being asked to produce one by year's end.

1. The Multimedia Journalism concentration was modified, which included a not so new name, Media Production, which included the tweaking of existing courses and renaming some of them. Most importantly, was the reassignment of appropriate unit and WTU allocations. Many of our courses had been two-unit *workshop courses* with higher than normal WTU allocations. These were adjusted to reflect 2.6 WTU allotments.
2. Our Pioneer newspaper is a fully online publication. We will publish just two *special* hard copy issues per year; The back to campus fall issue and the graduation issue. Advertising is becoming a bit more robust as we've adjusted to an online newspaper. And now students in the Advertising Design and Production class is involved in selling and designing ads.
3. All faculty see the great value for our students in a study abroad program, but the pandemic has cooled temperatures for the enthusiasm we once had in this area. The chair is working with the Center for International Education to sign an MOU with the American College of Greece for both faculty led, special programs, and semester abroad offerings.
4. The department aspired to create a vibrant, continuing visiting scholar program wherein the institution of the visiting scholar will completely fund the faculty who would conduct research at East Bay, provide guest lectures, present their research, and teach one course per semester as a paid lecturer, this portion of which would be union-compliant. Drs. Grant Kien and Yung-I Liu were spearheading this project, but the pandemic derailed the initiative. Dr. Liu will go on sabbatical in spring 2023, so this will be put on hold.

5. The old library is, at some point, going to be torn down. In the basement of that building are two studios, offices, a classroom lab, and our cage, which houses all of our equipment. The continued health and growth of Communication and the Media Production concentration is dependent upon this space, computers and video equipment.
6. The studios and lab in the basement of the old library are now officially open, university spaces. Other departments reserve the space for classes and students, university wide, can check out the space for their own use.
7. Meiklejohn's classrooms remain difficult environments in which to teach. They are dingy and old and, at last check, the building is still on a major fault line. There have been some improvements, but the building needs to be modernized, torn down (?), updated, something. The building is not safe, nor is it conducive to teaching and/or learning.
8. Communication is hosting its second annual Critical Media Literacy Conference in October 2022, thanks to lecturer Dr. Nolan Higdon. This will be held at our Oakland campus.
9. Currently, we have seven TT faculty members for a undergraduate student population of approximately 338, down substantially since the start of the pandemic. We have a bench of approximately 8 regular lecturers/instructors in any given semester.
10. Our Master's program continues to struggle with a mere 14 registered students, far below what we normally have enrolled, which had hovered around 40. There are initiatives underway now to address enrollment and recruitment. The problem here was, in large part, due to the pandemic and the inability of international students to study here at East Bay and other campuses.

B. Progress Toward Five-Year Review Planning Goals

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

1. The modified Media Production concentration is officially on the books. It continually struggles for enrollment, given the pandemic and the local competition of both San Francisco State's BECCA and San Jose's journalism and production programs. We will monitor its progress and growth.
2. The Pioneer newspaper is working at building recruitment for reporting and production. Even though our students are a paid staff, their time is limited. We are trying to promote the future internship and employment benefits from being part of a student and community publication. The staff we have now is engaged. We just need more of them and from departments in all corners of the university.
3. The chair has developed a new Center and study abroad experience in Athens, Greece at the American College of Greece. It is the Demos Center. The six week summer program promotes civic engagement in an experiential learning environment. She will recruit East Bay students as one way to revive Communication's study abroad interests once an MOU is signed with The American College of Greece.
4. The proposed visiting scholars program is on hold at least until Dr. Liu returns from

sabbatical in fall 2023. Also, international enrollments need to improve since the pandemic and the subsequent slowing of international students coming to the United States in general.

5. There has been NO meaningful discussion about where this space will be recreated. I encourage CLASS and the university to discuss a plan beyond the old library and the impact it will have on Communication and, now, other departments. See #6.
6. Students from all over the university now use the studio and lab space in the basement of the old library. Communication is not the only stakeholder. As enrollments rise in the future this space issue will become more crucial. This is a specialized space and will require some investment.
7. All our classrooms, given the curriculum, must be modernized, updated and responsive. All Communication classrooms should be smart classrooms. We need a proper screening room/auditorium, like the one in the Art building, which many departments clamor to use. Also, Meiklejohn is very hot in the summer and very cold in winter. These conditions are very difficult for faculty, staff and, especially, our students. And again, the building is just not safe. It straddles a major earthquake faultline and is not retrofitted to properly absorb any future movement of the earth beneath.
8. The Critical Literacy Media Conference 2022 will be held October 22, 23, 24. We are hoping this continues to be an annual conference hosted at East Bay. We also hope to one day propose a Critical Media Literacy curriculum which can be offered as a certificate program.
9. Dr. Terry West completed the FERP program this year and one other faculty is likely to FERP in 2023. Two tenure track faculty were hired. Dr. Jennifer Zenovich will start in spring 2023. She has been a long time lecturer. Dr. Kalemba Kizito will start in fall 2023. He is an alum of the master's program in Communication and has taught both Communication Theory and Public Speaking. We will forgo a tenure track search in academic year 2023-2024.
10. Our master's program currently has 14 students enrolled, far below what we had expected and hoped. Currently, there are 20 new applications in the pipeline. This program is targeted for suspension, but the department will work to promote international enrollment, in particular, and to recent undergraduates. We have always had a healthy influx of international students, but the pandemic crippled that area of enrollment. The Director of the program and the chair hope to speak with the Dean of CLASS in hopes of

C. Program Changes and Needs

Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular

changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.

Overview: The department seeks to increase enrollment through courting the community colleges via ADTs. We already have expanded our reach this way and are ready to further engage additional schools. The chair is willing to speak to any community colleges and their potential students, who are interested in Communication at East Bay.

Curriculum: Our major focus is to review the Communication core curriculum. It needs serious review and updating. It also needs to better synthesize courses in our three areas of concentration. There are not enough electives. We need and want to increase enrollment in our existing bachelor's program by 50 students in the next academic year and we hope to be able to keep our master's program or partner with another department to offer an innovative, new master's program. There have been ongoing discussions about adding a Master's degree in Documentary Production. We will resume discussions about the feasibility of such a program in the coming months as the faculty dive into the reshaping of the core to determine what Communication will be post-pandemic.

Faculty: We are focused on assembling a more diverse faculty, overall. As mentioned above, we have made two new TT hires. One is a "more traditional" diversity hire, the second is a woman. As we look forward to an increased enrollment and future hires, diversity is front and center. A commitment.

Staff: We just hired someone in our studio and lab area to manage the space, equipment, mentor students and assist faculty. We are currently searching for a new admin in the office of Communication and have just completed a second round of interviews. We will soon make an offer.

Resources: (*facilities, space, equipment, etc.*) I'll not belabor the point in any detail, but to just momentarily reiterate: Meiklejohn needs major classroom improvement, the heat and air conditioning need to be repaired once and for all, there needs to be hot water all of the time, we need to plan for the destruction of the library building where Communication has existing facilities, and we need a proper large screening, smart classroom.

Assessment: Dr. Lonny Avi Brooks is our department curriculum assessor. Please refer to the following section.

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

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

CAPR ILO and PLO Communication Spring 2020: State of Assessments for Undergraduate and Graduate programs:

Department of [Communication]/CLASS

ASSESSMENT PLAN: [Communication Undergraduate and Masters in Communication]

Date Updated: [Fall Semester, 2022]

PROGRAM LEARNING OUTCOMES (PLOs)

Students graduating with a Undergraduate degree in Communication or a Graduate degree in Communication will be able to:

PLO 1	<p><i>Explain and apply communication theories. (ILO 2 Communication, ILO 3 Diversity)</i></p> <p>Graduate: <i>Engage critical/creative thinking toward a convergent praxis of theory and applications relevant to the communication discipline/field. (ILO 1 Communication, ILO 2 Thinking and Reasoning, ILO 3 Diversity).</i></p>
PLO 2	<p><i>Articulate and apply communication research methods. (ILO 1 Thinking and Reasoning, ILO 3 Diversity).</i></p> <p>Graduate: <i>Conduct original research adding to the discovery of knowledge in the communication discipline/field; (ILO 1 Communication, ILO 2 Thinking and Reasoning, ILO 3 Diversity).</i></p>
PLO 3	<p><i>Critique and implement media creation and analysis. (ILO 1 Communication, ILO 2 Thinking and Reasoning, ILO 3 Diversity).</i></p> <p>Graduate: <i>Demonstrate results of original research in the communication discipline/field through presentation in written, oral, or mediated formats; (ILO 1 Communication, ILO 2 Thinking and Reasoning, ILO 3 Diversity).</i></p>
PLO 4	<p><i>Articulate diverse communication perspectives toward communities and peoples. (ILO 3 Diversity and ILO 4 Collaboration).</i></p> <p>Graduate: <i>Develop critical and cultural perspectives in promoting social justice. . (ILO 3 Diversity, ILO 4 Collaboration, ILO 5 Sustainability).</i></p>
PLO 5	<p><i>Articulate diverse communication perspectives toward communities and peoples. (ILO 3 Diversity and ILO 4 Collaboration).</i></p>

Year 4 of our 5 year Assessment Plan: 2021-2022

1. Which PLO(s) to assess	PLO 4: Articulate diverse communication perspectives toward communities and peoples.
2. Is it aligned to an ILO?	Yes.
3. If yes, list ILO.	(ILO 3 Diversity and ILO 4 Collaboration).
4. Course name and number	COMM 465/665: Identity and Difference in Media
5. SLO from course	<ul style="list-style-type: none"> Understand the role of media in shaping our views of identity and difference

6. *Assessment activity*

Sampling Procedure, Characteristics and Data Collection: We sampled from **COMM 465/665: Identity and Difference in Media** from Spring 2022 at the undergraduate and graduate sections of this course. We looked at a Final Work & Presentation Identity and Difference Media assignment completed by 20 Undergraduate students and 3 Graduate students where students had the option of completing either a project or a final paper:

Option 1:

Produce a work of media on identity and difference (e.g., short video, photo essay, audio-piece, web- based exhibition, etc. and a 5-page (not including references) accompanying essay explaining how your creative work relates to the theories, works and themes from the course. Your essay must include at least one (1) primary source and one (1) secondary source.

Option 2:

Write a 10-page research paper (not including references) exploring the theories, works and themes from the course. The paper should contextualize your own original media analysis with detailed research into historical, critical and/or theoretical readings related to media, identity and difference. Your sources must include at least one (1) primary source and two (2) secondary sources.

Students were then asked guiding questions to consider in completing one of their Final assignment options:

Although below are general questions to consider, you are encouraged to explore your own areas of interest:

- What role does the media play in the process of identity formation?
- How does media create and maintain geographical and cultural identity?
- What kinds of identities are created and supported by contemporary media in the U.S. and in the world?
- What conflicts arise between identities and how are they related to media?
- How does new digital media change the identity and ways of identification and self-identification of people?
- How are the organizational and institutional structure of the media system and identity (that it creates and maintains) related?
- With what kind of content do consumers associate themselves?
- What is the local and global identity created by media?

7. Assessment Instrument

In analyzing our assessment data, We have adapted the CSUEB ILO Critical Thinking Rubric Approved by Academic Senate, March 2016.

Description: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

This rubric is the most flexible for our major and we are refining it to assess the other PLOs this academic year (2021-2022).

CSUEB ILO Critical Thinking Rubric Approved by Academic Senate, Description: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

	4	3	2	1
Explanation of issues	Explanation stated clearly and provides all relevant information necessary for full understanding.	Explanation stated less clearly and/or provides mostly relevant information necessary for full understanding.	Explanation stated provides some relevant information necessary for understanding.	Explanation stated provides little relevant information necessary for understanding.
Use of evidence	Provides sufficient information to support claims and conclusions made.	Provides some information to support claims and conclusions made.	Provides little information to support claims and conclusions made.	Provides minimal information to support claims and conclusions made.
Context, assumptions	Thoroughly analyzes strengths and weaknesses of one's own and others' assumptions; carefully evaluates influence of context.	Analyzes strengths and weaknesses of one's own and others' assumptions; evaluates context.	Minimally analyzes strengths and weaknesses of one's own and others' assumptions; minimally evaluates context.	Minimally analyzes strengths and weaknesses of one's own and others' assumptions; minimally evaluates context.
Alternative viewpoints	Carefully evaluates all relevant alternative viewpoints.	Evaluates most of the relevant alternative viewpoints.	Evaluates some of the relevant alternative viewpoints.	Evaluates minimal relevant alternative viewpoints.
Statement of position	States a clear position that is valid, original,	States a relatively clear position that	States a position that lacks	States a position that lacks

	and/or innovative, as appropriate.	has some validity, originality and/or innovation, as appropriate.	validity, originality, and/or innovation.	
Conclusions, implications, and consequences	Conclusions, implications, and consequences flow from student's analysis.	Conclusions, implications, and consequences generally flow from student's analysis.	Conclusions, implications, and consequences minimally flow from student's analysis.	C i i a c n s a

We used the CSUEB ILO Critical Thinking Rubric to guide the assessment of the Project rubric created by the instructor for the course:

Grading Rubric

A	B	C	D or F
Excellent	Very good	Satisfactory	Incorrect or Insufficient
Addresses the paper promptly and completely	Addresses the prompt posed by the assignment, but leaves one (1) aspect of the assignment unaddressed	Addresses part of the prompt, but leaves out something important that the assignment asked for	Does not answer the questions required for the assignment
Displays thoughtfulness and is creative and/or insightful in new or interesting ways	Interpretation could use further support in order to be convincing	Vague or incorrect usage of concepts and terms	Lacks support for interpretation
Demonstrates real effort and research	A few typos, spelling or grammar errors.	Needs to provide more support	Appears to have been written very quickly
Interpretation is very well-supported	Page count satisfied	Many typos, spelling errors and grammatical mistakes	Way too short or way too long
Writing is clear and precise		Too long or too short	
Perfect! Almost no spelling or grammar errors			
Page count satisfied			

8. How data will be reported

The totals in each category for the Final are summarized in the table below.

Undergraduates

Yr	# of Stude	Excellen	Very Good	Satisfacto	Insufficie
		nt		ry	nt

	nts				
		# and %	# and %	# and %	# and %
Sp 22	20	6 30%	6 30%	6 30%	2 .09%

Graduates

Yr	# of Students	Excellent	Very Good	Satisfactory	Incomplete
		# and %	# and %	# and %	# and %
Sp 22	3	2 66%			1 33%

9. Responsible person(s)

Dr. Lonny Avi Brooks, Dr. Anita Chang

10. Time (which semester(s))

Spring 2022

11. Ways of closing the loop

Main findings:

Recommendations for Program Improvement: Based on our prior 2018-2019 Assessment report, improving the clarity of writing especially in *student's critical evaluation of, and articulating diverse communication perspectives toward communities and peoples*, will remain a priority. We see that greater student peer learning and interaction will support this goal. Therefore, going forward, we will encourage creating more discussion posts on Canvas to increase student engagement outside of class time.

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

We continue to recommend that our department archive sample rubrics for faculty to adapt, assess, share and discuss as part of regular faculty meetings. Creating a committee right at the beginning of the year involving faculty whose courses will be assessed within the department creates a useful team. New rubrics, including refining our current rubric for this year's PLO assessment process, are continuing to be developed for our next year of assessment data collection and analysis 2022-2023 in consultation with faculty.

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

Year 5 of our 5 year Assessment Plan:: 2022-2023

<p>1. Which PLO(s) to assess</p>	<p>PLO 2. Articulate and apply communication research methods. (ILO 1 Thinking and Reasoning, ILO 3 Diversity).</p> <p>Graduate: Conduct original research adding to the discovery of knowledge in the communication discipline/field; (ILO 1 Communication, ILO 2 Thinking and Reasoning, ILO 3 Diversity).</p> <p>PLO 5. Explain and demonstrate sustainability and social justice concepts in communication. (ILO 3 Diversity, ILO 5 Sustainability).</p> <p>PLO 1 Graduate: Engage critical/creative thinking toward a convergent praxis of theory and applications relevant to the communication discipline/field. (ILO 1 Communication, ILO 2 Thinking and Reasoning, ILO 3 Diversity).</p>
<p>2. Is it aligned to an ILO?</p>	<p>Yes.</p>
<p>3. If yes, list ILO.</p>	<p>(ILO 3 Diversity, ILO 5 Sustainability).</p> <p>(ILO 1 Thinking and Reasoning, ILO 3 Diversity).</p> <p>Graduate: (ILO 1 Communication, ILO 2 Thinking and Reasoning, ILO 3 Diversity).</p>
<p>4. Course name and number</p>	<p>COM 206 New Media in the Digital Age or similarly aligned course</p> <p>Graduate: COMM 602 - Critical Cultural Methods or COMM 605 - Contemporary Rhetoric</p>
<p>5. SLO from course</p>	<p>TBD</p>
<p>6. Assessment activity</p>	<p>TBD</p>
<p>7. Assessment Instrument</p>	<p>TBD</p>
<p>8. How data will be reported</p>	<p>TBD</p>

9. Responsible person(s)	TBD
10. Time (which semester(s))	TBD
11. Ways of closing the loop	TBD

Year 1 of New Assessment Cycle: 2023-2024

1. Which PLO(s) to assess	<p><i>PLO 1: Explain and apply communication theories. (ILO 2 Communication, ILO 3 Diversity).</i></p> <p><i>PLO 1 Graduate: Engage critical/creative thinking toward a convergent praxis of theory and applications relevant to the communication discipline/field. (ILO 1 Communication, ILO 2 Thinking and Reasoning, ILO 3 Diversity).</i></p>
2. Is it aligned to an ILO?	Yes.
3. If yes, list ILO.	<p><i>(ILO 2 Communication, ILO 3 Diversity).</i></p> <p><i>Graduate: (ILO 1 Communication, ILO 2 Thinking and Reasoning, ILO 3 Diversity).</i></p>
4. Course name and number	<p>COMM 203 Communication Theories or COMM 330 Critical/Cultural Studies or similarly aligned course</p> <p>Graduate: COMM 601 - Theories in Communication</p>
5. SLO from course	TBD
6. Assessment activity	TBD
7. Assessment Instrument	TBD
8. How data will be reported	TBD
9. Responsible person(s)	TBD
10. Time (which semester(s))	TBD
11. Ways of closing the loop	TBD

Year 2 of new Assessment Cycle: 2024-2025

1. Which PLO(s) to assess	<p><i>PLO 2: Articulate and apply communication research methods. (ILO 1 Thinking and Reasoning, ILO 3 Diversity).</i></p> <p><i>PLO 2: Graduate: Conduct original research adding to the discovery of knowledge in the communication discipline/field;</i></p>
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	<i>(ILO 1 Communication, ILO 2 Thinking and Reasoning, ILO 3 Diversity).</i>
2. <i>Is it aligned to an ILO?</i>	Yes.
3. <i>If yes, list ILO.</i>	<i>(ILO 1 Thinking and Reasoning, ILO 3 Diversity).</i>
4. <i>Course name and number</i>	COMM 304 Quantitative Research Methods and/or COMM 305 Qualitative Research Methods. Graduate: COMM 603 - Advanced Quantitative Research Methods or COMM 604 - Advanced Qualitative Research Methods
5. <i>SLO from course</i>	TBD
6. <i>Assessment activity</i>	TBD
7. <i>Assessment Instrument</i>	TBD
8. <i>How data will be reported</i>	TBD
9. <i>Responsible person(s)</i>	TBD
10. <i>Time (which semester(s))</i>	TBD
11. <i>Ways of closing the loop</i>	TBD

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS *(suggested length of 2 pages)*

Each program should provide a one-page discussion of the program data available through University Dashboard. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure-track hires. Resource requests must be supported by reference to University Dashboard data.

Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.

A. Discussion of Trends & Reflections Notable Trends;

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

Reflections on Trends and Program Statistics:

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

According to some of the data provided, I cannot identify any significant trends of real consequence. Since 2017, we have a slightly higher percentage of FTEs from 17.0 to 17.3 in 2019. Given the increased enrollment in 2020, I'll assume FTEs rose this semester, but we don't have the data yet. We show a population of 555, both undergraduate (528) and graduate students (27) in fall 2020. Regarding the undergraduate program, in 2015, enrollment was at 533 in fall, and precipitously dropped over the next few years to 500 (fall 2016), 463 (fall 2017), 409 (fall 2018) and had a slight rebound in fall 2019 to 427. So, since last year we have had an increase of 100 students, fall to fall semester. The graduate program has greatly struggled over the same time frame. Thirty-five students in fall 2015, 22 (fall 2016), 25 (fall 2017), 15 (fall 2018) to a cohort of 13 in fall 2019. This fall we have rebounded somewhat to a cohort of 27 students, but the graduate program must be addressed and strengthened. We actively market the master's program, but have much competition in the greater bay area from other well endowed, more established programs. We intend to better market all of our programs, especially at the bachelor's level to the community colleges, given the expansion of ADTs. Like many other programs, we to diversify the faculty at the TT level is a top priority. We operate at a disadvantage being in an area that is so costly and that has other universities which have the resources to adequately attract a diverse faculty. There is great competition in this area.

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

1. Request for Tenure-Track Hires: provide evidence from trends provided.
Our enrollment has increased by 100 students fall 2019 to fall 2020. If this continues upward in the next five years, we would anticipate to request at least 2 (or 3) new TT searches/hires. (In the department we have only one full professor, five associates and two assistants. One of our associates in his his 4th year of the FERP program.)
2. Request for other resources:
This remains unchanged since our last annual review. Our department is dependent on curriculum-specific technology, classrooms and studios. In Meiklejohn Hall, we are deficient in this area. All classrooms need to be updated. Technology needs to be reliable and responsive, given that we are dependent on the web and other media in our curriculum. I acknowledge that some progress has been made. We desperately need one larger classroom space, designed much like AE 1203, which can handle 100 students, and can be used as a classroom and screening room. Our curriculum would be enhanced by this addition. Also, we need to begin planning for the eventual destruction of the library building beneath which houses our two studios, classroom lab, the cage for our equipment and a bank of offices. Finally, a portion of our curriculum is dependent on cameras and computers, tripods, lighting, editing software and audio equipment. Updating this gear over time, accounting for wear and tear, is not an option. Since our last five-year review submitted and rejected in 2015, which

the Dean deemed extravagant and unreasonable, the department has been responsive, careful, and judicious in its approach to our various budget requests, including equipment, and will continue to monitor the condition of said equipment and enrollment trends in the next five years. We have been able to adequately retire and add new radio and television equipment, thanks to IREE funding, and our computer labs have been updated in a reasonable time frame, thanks to the university IT commitment to doing so in its refresh schedule. That said, yes, we acknowledge that our department is more expensive than others. It is a function of our field, which in all areas demand that our students understand and be able to create content audio and visual. This will support their internship and job searches. They cannot be competitive without this crucial area in our curriculum.