Bakersfield College

Comprehensive Program Review

2014-2015

**I. Program Information:**

Program Name: Communication

Program Type: X Instructional [ ]  Non-Instructional

Program Mission Statement:

Communication courses offer instruction in communication theory and practice, critical thinking skills, and applied training for transfer students, students seeking career training in both occupational and technical fields, and enhanced targeted instruction for verbal, non-verbal, written, and mediated communication.

Communication Courses:

1. Improve student access, retention and success through increased opportunities provided by our certificate program and our ADT (AA-T) program.
2. Provide effective learning and career pathways for students by identifying growing community needs and organizing programs to meet those needs.
3. Support student learning by improving certificate and degree processes in our discipline, increasing articulation through the CSU Breadth Committee as well as articulation through IGETC.

Program Description: Describe how the program supports the Bakersfield College Mission.

Since being named the 2008 Model Teaching Program by the Western States Communication Association, the nationally-ranked (according to Community College Week) Communication Department at Bakersfield College continues to lead in State and national efforts to improve student opportunities and outcomes. We were among the first in the State to offer the ADT, which has led to increased transfer rates in our discipline. Our certificate program continues to be a model for Communication programs nationwide.

The program offers lower-division Communication courses that lead to the completion of an ADT degree and/or certificate of completion, transfer to four-year colleges, development of specific technical and occupational skills for entry level communication related jobs, and enhanced personal and interpersonal life skills.

Our department has high student retention and one of the highest success rates on campus. Part of our core mission is to continue to increase student success and retention by being student focused and by providing a variety of general education courses that appeal to different segments of the student population, including students with high-anxiety about their communication skills. A communication lab could specifically address this issue through the use of direct practice and feedback.

We are aligned with the mission of the college in that we serve a diverse population of students who have an assortment of majors and work in a variety of occupations. As the economic and political climate has shifted we have evolved to meet the demands of our students.

**College Goals**:

Student Success: Increase the percentage of students who successfully complete 12 units within one year. Helen Acosta is advising Communication majors so that they may complete graduation requirements in the quickest and most efficient way. Our department has among the highest student retention and success on campus, which leaves some room for improvement.

Communication: Our department is active in participatory governance, including formal and informal activities. Members of our department are in leadership roles in the following committees and groups: Professional Development (FLEX), Academic Senate, Room Usage (priority scheduling), EODAC, the Communication Project, Mid-term Accreditation report, Co-lead of the student equity plan, Co-lead Bakersfield Student Bloggers, On-line Educational Initiative (OEI), and TED (Renegade) Talks. We also have representation on the following committees: FCDC, Curriculum, Program Review, and Assessment. We have also participated in recruitment and outreach events, Open Educational Resources (OER), assessment, and mentoring.

Additionally we have been active in reaching out to our communities and constituencies including serving on the National Communication Association (NCA) Educational Policies Board, and serving the Community College section of the Western States Communication Association (WSCA), and local high school forensics.

Facilities and Infrastructure: While we are an academic department without primary responsibilities for facilities and infrastructure, the department, through its foundation account, has provided media equipment for use in our classes including document cameras, big screen televisions, and computers.

The chairs in our main rooms in Fine Arts have been cracking and breaking until about 40% need to be replaced. These chairs are dangerous, and due to the small size of the desks, must be replaced with similar sized chairs-not the ones that we have been receiving—second hand chairs that do not fit any of the current desks we use.

The Communication department has, through the room utilization committee, acquired additional rooms in the Language Arts building, including LA 114, 110, and 109. The Communication department is using LA 114 the most, but it does not work well for a communication room because of excessive noise when the air conditioning is not working properly. This room, nor the others mentioned have appropriate computer, monitor, or any reasonable audio visual equipment necessary for allowing students to improve their public speaking skills in today’s communication environment.

Our goals also include the development of a communication laboratory. One location suggestion is the suite of rooms marked Fine Arts 73. This suite currently houses one music faculty office, the music lab, the music library, and three smaller rooms with a single piano in each. It is expected that music faculty will return to the new building along with the lab, music library and practice rooms. This facility needs moderate upgrading due to the poor condition of the ceiling in the music lab, but otherwise no modernization is necessary. An alternative site is located in the media/mail room area and is currently a storage room for the theater and music departments until the new theater is completed.

Oversight & Accountability: The department has four members who hold leadership positions in the Academic Senate including its Executive Board. We hold monthly departmental meetings and two extended workdays per year for both full-time and adjunct faculty. We are proactive in adopting best practices at the departmental, program, course, and class levels.

Integration: Departmental decision making, including staff development, curriculum, assessment, and budget, is participatory and overseen. The department meets annually to develop, evaluate, and assess our six year goals.

**Student Excellence**: The Communication Department provides a variety of college level Communication courses that fulfill GE requirements. Our classes are rigorous and provide the opportunity for students to gain speaking, persuasive, group, intercultural, and people skills.

**Fiscal Responsibility**: We have used our foundation account to fund presentation and teaching equipment (computers and TV monitors) in the classrooms where we have priority scheduling.

**Facilities Needs and Technology Needs**: The Communication department has secured priority scheduling in a fourth classroom. Because of the demand and lack of current space we will use this additional room from 8 am to 9 pm with little or no breaks in usage. Our department has secured L.A. 114 as additional room; however, we have many facilities and technology concerns that are discussed below in section II i and III B 1.

**Health & Safety**: The Communication department follows safety practices and procedures and is diligent at keeping functioning, safe equipment in the classroom.

**Legal Requirements and State Mandates**: The Communication department operates under all legal guidelines and state mandates.

Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)—please list:

1. Employ critical thinking skills when constructing, listening to, analyzing and evaluating messages.

2. Apply strategies and theories of communication in day-to-day interactions including conflict resolution, productive advocacy, and navigating interpersonal, group, organizational, and cultural contexts.

3. Craft and deliver ethical, responsible, and effective messages for appropriate audiences.

***Instructional Programs only:***

1. List the degrees and Certificates of Achievement the program offers.
	* AA-T Communication
	* Certificate of Achievement Communication
2. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both.
3. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

**II. Program Assessment:**

1. How did your outcomes assessment results during the past three years inform your program planning?
	* Our success rates in our evening COMM B8 Small Group Communication classes were lower than our other classes. Because of this we are now offering only one evening class of this course and more during the day.
	* The demand for COMM B1 and COMM B2 has steadily increased. These classes and their wait lists are among the first to fill up during registration. We have increased our offerings by an average of 10 sections of these classes per semester. We hope to continue to offer more.
	* The demand from BC students on the Delano Campus to take the full variety of courses to complete the communication certificate and ADT degree has required the department to create a standardized rotation of communication courses giving students the opportunity to take up to five communication courses within a one-year to year-and-a-half cycle.
2. How did your outcomes assessment results during the past three years inform your resource requests this year?
	* During our assessment process it became difficult to implement our assessment plan because of a lack of resources and/or awareness of the resources available. More specifically, the department was searching for a surveying program to assess both program level and student learning outcomes. The available resources on campus as well as access to programs off-campus were not made readily available. This perceived lack of access prompts the department to request more effective communication between applicable parties and offices who have access to faculty/student tools and measurements that will help the department initiate, analyze, and complete the assessment process.
	* If faculty is considered a resource, the department of communication is in need of at least two more full-time faculty members. (See new faculty request.)
3. Describe how the program monitors and evaluates its effectiveness.
	* The Department of Communication has increased its efforts and energy over the past three years in the areas of PLO/SLO assessment in an effort to more closely monitor effectiveness. Through the dedicated work of our faculty/staff, the department has been able to revisit the PLOs and SLOs and identify both strengths and weaknesses both in the PLOs and SLOs themselves as well as previous assessment tools and practices used to measure how well these objectives were being met throughout the length of each specific course.
	* The Department has updated its six-year goals within the last three years outlining the accomplishments of the past, identifying areas for work and improvement, as well as establishing new six-year goals. These six-year goals do reemerge in Department meetings, and informal benchmark reports are given to track the success of the Department in reaching their identified goals.
	* All full-time and adjunct faculty are evaluated in accordance with the contract. We have found these evaluations to be a great help in improving our teaching as well as aligning ourselves with the SLOs.
4. Describe how the program engages all unit members in the self-evaluation dialogue and process.

The Department has had a renewed sense of collegiality and with this new vigor has incorporated a number of practices to change the Department culture to be more inclusive, participatory, and holistic. Because of the intricate role each faculty member plays in the Department’s success, meeting times that were once more conscious of the schedules of full-time faculty only has been shifted to try to include all faculty (both full-time and adjunct) schedules. Workday, Trainings, and Meetings that address issues germane to all faculty have been moved to Saturdays to accommodate faculty members who cannot make our regularly scheduled department meetings and other special meetings that were/are traditionally scheduled during the week. Course leads are being held more accountable for decisions made for specific courses and the communication between course leads and all faculty has been explicitly encouraged.

* + The assessment process, from its initial planning stage to reporting out to the department, has become more inclusive to all Department faculty members. The change in meeting times to discuss assessment tools and implementation as well as the results from the assessments has allowed the Department to have a clearer understanding of what is required, what is being implemented in a given year as far as assessment, and the product of the assessment process. Over the past three years we have experienced some obstacles during our assessment process but have now successfully identified these barriers and have put more effective processes in place to carry out effective assessment. This is the direct result of more open dialogue and interaction between all members of the faculty within the Department.
	+ Realizing the need for more time to work together, the Department of Communication established additional workdays to accomplish the work of the department. To tackle issues dealing with Curriculum and Assessment the department tentatively has one to two workdays a month to attend to the pressing issues of the Department and student needs. Through these additional workdays the Department as a whole is more informed about the issues the Department has faced in the last year and has been able to move toward resolving these issues together because the literacy level surrounding these issues are much higher collectively.
1. Provide recent data on the measurement of the PLOs/AUOs, as well as a brief summary of findings.

The last and only successful assessment carried out by the department took place in 2012-2013. The summary of our findings are shared here: The survey used for the assessment of SLO # 2 was available to approximately 1800 students through the online surveying tool Survey Monkey. Of the 1800 potential students from 60 different sections of Communication B1, Communication B2, Communication B4, Communication B5, and Communication B8, 814 or the 1800 students took the survey. Approximately forty-five percent of the available students completed this survey. All 14 questions that were asked within the survey were designed to measure how well students were able to meet this SLO. The survey and norming of desired responses for this survey work was completed by the entire Department on a Department Workday in the fall prior to this assessment implementation in the Spring. The Department of Communication normed the desired responses for students and students responded favorably to all fourteen content questions. Student’s responses ranged from 70.62% to 92.88% across the 14 content questions measuring their effectiveness of this SLO. Student responses exceeded the Department's SLO goals of having students meet or exceed 70% for each of the 14 content questions. The Department meets and exceeded their expectations for both participation and effectiveness in students meeting the desired skills for this SLO assessment.

* + The Department is now on a standardized assessment schedule, which allows for the assessment of all PLOs and SLOs on a six-year cycle. The expectations and timetable for these assessments are clearly identified and have been updated in the CurricUNet system.
	+ Again, after the shortcomings of assessment in the last three years the Department has now established an assessment process that assesses during the fall and reports out these results to the appropriate parties, the department itself and CurricUNet, in the spring. 2014 – 2015 will be the first year that this is piloted.
1. What have the program’s PLOs/ AUOs revealed or confirmed in the last three years?
	* In 2013 – 2014 the Department recognized that the PLOs did not align with the SLOs from many courses offered within our program. With a great deal of discussion and collaboration changes were made to both our PLOs and SLOs to more accurately capture what the Department does as a program as well as how each course meets student learning objectives.
	* The department culture involving assessment had to change if the Department was going to get honest assessment data from the program and courses. In response to the need to change, the Department clarified PLO and the PLO/SLO mapping to streamline future assessment.
2. *If applicable*, list other information, data feedback or metrics to assess the program’s effectiveness (e.g., surveys, job placement, transfer rates, output measurements).
3. Discuss the strengths of your program.
	* Our department has continued to grow. We are now the third largest program on campus. Our goal has been to offer just the right amount of sections to meet student need. The last two semesters we offered 87 sections. This semester we are offering 104 sections - a 16% growth in one year. Five of these sections have been late start at the request of the vice president. Our classes were full when classes started in August. Clearly, the demand for our classes is increasing.
	* Helen Acosta has been advising Communication students with their Education plans, their Communication AA-Ts and their Communication Certificates. Since we began the AA-T program in 2010-2011 our degrees conferred have increased by one third.
	* We are developing a large lecture-style course. This course aligns with CI-D curriculum for our AA-T.
	* Our department is very involved in leadership and committees on campus. We currently have various leadership roles on the following committees: Professional Development (FLEX), Academic Senate, Room Usage (priority scheduling), EODAC, the Communication Project, Mid-term Accreditation report, Co-lead of the student equity plan, Co-lead Bakersfield Student Bloggers, On-line Educational Initiative (OEI), and TED (Renegade) Talks.
	* We also have representation on the following committees: FCDC, Curriculum, Program Review, and Assessment. We have also participated in recruitment and outreach events, Open Educational Resources (OER), assessment, and mentoring.
	* We are active participants in the National Communication Association (NCA) Educational Policies Board (a national office), and Community College Section leadership in the Western States Communication Association (WSCA), ASCCC Representative, and local high school forensics.
	* In the last two years, all of the full-time faculty and several of our adjunct faculty have participated in writing five new Communication textbooks. These include Public Speaking, Interpersonal Communication, Intercultural Communication, Rhetoric and Argumentation, and Small Group Communication.
4. Discuss areas for improvement in your program.
	* A heavy reliance on adjunct faculty: 62% of our classes are taught by adjunct instructors, making Communication department statistically the most reliant on part time faculty on campus. The department is having difficulty finding qualified adjunct instructors. We do not have a local master’s program from which to draw qualified applicants.
	* Due to student demand, we were approved to hire a full time temporary instructor for this semester. We also were approved to give four of our adjuncts a fourth class. While we are excited at this opportunity to serve more students and see the grown in the department, this puts us in a precarious situation in that adjuncts are only allowed to teach a fourth class once every three years. To meet this demand in the future, we will need to hire more full-time and adjunct instructors.
	* We need well equipped, large enough classrooms to have effective group work and activities that are conducive to the course content and objectives.
	* While we have secured an additional room full time (LA 114), and other rooms part time (LA 109, and LA 110) unfortunately they are not equipped with any technology. These room need to be outfitted with a computer and a TV monitor.
	* There are often horrendous air conditioning and noise factors which are addressed in the M&O request.
	* With the addition of LA 114 to our priority scheduling list, we now have four rooms that we have used almost every hour of the day. Although this is a step in the right direction, we still need an additional dedicated room full time.
	* Helen Acosta has been donating her time to advising Communication students. We would like to request that she be given release time for performing this valuable service.
5. *If applicable*, describe any unplanned events that impacted your program.
	* About a week before classes started, Helen Acosta found out that she needed to be away this semester on medical leave. Three full-time and two adjunct instructors stepped up to take over her classes.
	* An increased demand for our classes and a request by our dean and vice president to add five late start sections.
	* Additional classrooms that will need technology
	* We are delighted to be working with a new dean

**III. Resource Analysis:**

 The Department’s priority need is additional full-time faculty. As the Faculty Request Form points out, a substantially disproportionate share of our classes are taught by adjunct instructors and full-time overload. Our student’s contact-time with full-time faculty is central to their educational experience.

Our second priority is a Communication Lab. Universities and community colleges with labs demonstrate a reduction in student apprehension as well as an increase in student retention. These benefits extend beyond Communication classes and many colleges have labs open to all classes.

 Technology in our classrooms: although the department has been willing to pay for these upgrades ourselves, we would appreciate help from the College.

1. **Human Resources**
2. **If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. (Faculty Request form; Classified Request form)**
3. **Professional Development  (Professional Development form)**

**a. Describe briefly the effectiveness of the professional development your program has been engaged with (either providing or attending) during the last cycle, focusing on how it contributed to student success.**

Our department focuses a great deal of attention on training our full time and adjunct faculty members in an effort to keep our department current, collaborative, and connected to student success.  In the last three years we have established trainings that focus in five primary areas: course specific work sessions, faculty led presentations, online management systems, flex activities, and textbook writings.

1) Course specific work sessions have been instrumental in permitting instructors an avenue to share activities and projects that were highly effective in their classrooms in an effort to spread the success department wide. The sessions encourage instructors to brainstorm ways to increase student success and involvement though various methods of teaching, additionally, instructors norm at least one assignment in a given course during at least one session per year.

2) Faculty led presentations are a regular part of our department culture. Our faculty lead presentations are a result of faculty area of interests, conference findings, and/or recent research. For instance a few of our presentations included but were not limited to: technology, disability, interpersonal communication, assessment, and online skills.  Helen Acosta educated our department on various technologies we can use to better meet the needs of our hearing impaired students.  Bryan Hirayama provided the department a presentation on how to improve our assessment.  Andrea Thorson presented tips and tricks to use when managing online management systems.

Mark Staller, Michael Korcok, Andrea Thorson, A. Todd Jones, Bryan Hirayama and two adjunct faculty members attended the annual Western States Communication Association Conference in 2013. Mark Staller accepted an official role in Regional Western States Communication Association effective 2014-2015. Andrea Thorson and Bryan Hirayama reported on the Dark Side of relationships interpersonal communication panels they attended Western States Communication Association Conference. Over the last three years A. Todd Jones has attended all three National Communication conferences and presented at two of them. Bryan Hirayama, John Giertz, and Andrea Thorson attended at least one of the National Conference each year and one adjunct member of the department attended the conference per year. Helen Acosta attends a conference in an areas of technology or intercultural communication yearly. Each member was responsible for attending panels and reporting back to the department when they returned from a conference.

3) The trainings for online management systems have provided our students the ability to test online which results in more time in class spent practicing skills. Students who otherwise may never have had experience with online systems now have the skills are now able to navigate the systems and use them effectively. Online rubrics provide students with immediate feedback, which permits them the ability to start improving and working on their weaknesses immediately.

4) Our faculty members consistently participate in and/or facilitate FLEX activities. Most recently Mark Staller and Andrea Thorson provided FLEX workshops in 2014  Andrea co-facilitated the “Renegade Talks” with Todd Coston and co-facilitated the “How to Give a Great Lecture and Renegade Talk.” In the past Bryan Hirayama and Helen Acosta have been known to facilitate FLEX workshops as well. All these workshops are directly related to student success as they help instructors give more vivid, invigorating, stimulating, and memorable lectures.

5) Perhaps our most recent and unique accomplishment in the area of professional development is in the area of textbook publication.  We were able to create textbooks that were uniquely suited for our specific students needs, this opportunity has not alone produce quality books that allow us to teach our students most effectively, but also provided us a means of working collaboratively together.  Our courses have become well organized, planned, and structured and better able to meet the SLO’s of our courses.

**b. Provide rationale for future professional development opportunities and contributions that your program can make.**

In the future our department can continue to offer the BC campus FLEX workshops that focus on improving classroom techniques and lectures as well as ways to use technology. Andrea Thorson plans to continue the Renegade TALKS as well.

1. Facilities (M&O requests can be submitted by completing the [M&O Request form](https://committees.kccd.edu/sites/committees.kccd.edu/files/Copy%20of%2012%20M%26O%20Needs%20Workbook%2012-13%20APR.xlsx).)

Our department has been allocated a semi-permanent classroom (LA 114). Additionally we are requesting a location for the communication lab pilot program. Two locations most often suggested have been the old music suite of Fine Arts 73 (C,D, and E) and Fine Arts 59

* 1. Assess the effectiveness of the facilities used by your program in meeting college strategic goals.

Language Arts 114 must be cooled by a large floor fan because the air conditioning is not working properly. The noise is so overwhelming that students in the back have a very difficult time hearing. More important, our students must give 22 minutes of oral presentations from the front of the room. Many of them will not be able to be heard because of the fan noise and this will directly impact their grade. Furthermore, any students which have specific needs, such as note taking help, are challenged by the environment of this room.

* 1. Justify your facilities and M & O request.
1. Technology (Technology requests can be made by filling out the [ISIT Request form](http://www.bakersfieldcollege.edu/irp/Annual%20Program%20Reviews/2012-13/13%20ISIT%20Priority%20Workbook%2012-13.xlsx).)
2. Has your program received new or repurposed technology in this 3-year cycle?

NO. Our dedicated classrooms need to have technology for both instruction and student presentations. Although our department has appropriatey outfitted the classrooms in the Fine Arts building, classrooms in other buildings need to be properly outfitted for the needs of our courses.

* 1. If yes, discuss the assessment of its effectiveness as it relates to student, program, or administrative outcomes.
	2. If no, what technology could play a contributing factor in future student success and outcomes for your program? How would you evaluate the effectiveness of this technology?
1. Discuss the effectiveness of technology used in your area to meet [college strategic goals](http://www.bakersfieldcollege.edu/collegecouncil/BAKERSFIELD%20COLLEGE%20STRATEGIC%20FOCUS%202013-14.pdf).

With the addition of more designated classrooms, we are requesting TV monitors and computers to be installed in LA 114, LA 109, and LA 110. (See ISIT form) We are also proposing the creation of a Communication lab that will serve all Bakersfield College students. (See appendix at the end of this report.

1. Does your program need new or repurposed technology to support student success? Justify your ISIT Technology Request and your vision for meeting student, program, or administrative unit outcomes for this next 3-year cycle.
2. Budget (Changes to the budget allocation can be requested using the [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)).

If you are requesting any additional funding, explain briefly how it will contribute to increased student success.

**IV. Trend Data Analysis:**

Review the data provided by Institutional Research. Provide an analysis of program data throughout the last three years, including:

Two major trends are apparent in the Institutional Research and Reporting Trend Data. The Communication Department has grown rapidly, both in the number of classes offered and in the number of Communication majors, and our matriculation rates continue to exceed the college wide results.

* 1. Changes in student demographics (gender, age and ethnicity).

There were no noticeable changes in gender, age and ethnicity demographics. Most of our numbers match college wide numbers. However, 38% of Communication students are 19 or younger, compared to 25% College wide.

* 1. Changes in enrollment (headcount, sections, course enrollment, and productivity).

In 2013-2014, the department’s unduplicated headcount was 5,305 or 20.8% of College wide Headcount. This was a substantial increase from 2012-2013’s 17.6% and 2011-2012’s 15.5%. This substantial year-over-year increase in the number of students enrolled in Communication classes recovered the substantial decrease from 2010-2011 and then some.

* 1. Success and retention for face-to-face as well as online/distance courses.

Our retention rates are slightly above the college average at 86%. Our Success rates are 8% above the college average at 75%. These numbers are a five year average from 2009-2010 to 2013-2014

* 1. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).

In 2013-2014, the number of Communication Majors rose to a new high of 317. This was a substantial increase from 2012-2013’s 221 and 2011-2012’s 164. These large year-over-year increases in the number of Communication majors represent a healthy and growing department. A good portion of the growth in majors for 2013-2014 was 86 students pursuing the newly minted Communication Studies transfer major.

* 1. Other program-specific data (please specify or attach).

In 2013-2014, the Communication Department had 74% of its students complete a Student Ed Plan and 73% of its students fully matriculated. These are substantially greater than the College wide rates of 64% and 62%, respectively. The higher rate of education plan completion is partially explained by a much higher than college wide percentage of young students: 38% of Communication students are 19 or younger, compared to 25% College wide. Having a noticeably larger percentage of younger students than Collegewide likely works against our substantially higher matriculation rate, however.

* 1. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Degree or Certificate** | **2011-2012** | **2012-****2013** | **2013-****2014** | **2014-****2015** | **2015-****2016** | **2016-****2017** |
| Communication | 35 | 27 | 37 | 40 | 50 | 60 |
| Communication Certificate | 23 | 58 | 76 | 100 | 110 | 120 |

**V. Progress on Previously Established Program Goals, Future Goals and Action Plans:**

1. List the program’s goals from the previous Program Review. For each goal, please discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

|  |  |  |  |
| --- | --- | --- | --- |
| **Previously Established Goal** *(state goal)* | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?****(select all that apply)** | **Progress on goal achievement****(Choose one)** | **Comments****(if applicable)** |
| 1. The department has appointed Bryan Hirayama to head assessment within the department. Assessment is now a part of regular department conversation and assessment plans are on a scheduled six year cycle.  | X 1: Student Success [ ]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development | X Completed: 2013-14 Academic year [ ]  Revised: \_\_\_\_\_\_\_\_\_\_\_ (Date)*(*state revised goal) | Assessment measures are now implemented in the Fall of each semester and analyzed and reported out on in the Spring of that school year. Bryan also sits on the assessment committee to be informed about both best practices and any changes to assessment protocol. |
| 2. Resubmit Interpersonal Communication course outline (We were given a one year conditional approval.) |  X 1: Student Success [ ]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development | [ ]  Completed: September 2014 [ ]  Revised: \_\_\_\_\_\_\_\_\_\_\_ (Date)*(*state revised goal) | Interpersonal Communication will now fulfill the Area E requirement rather than the A1 requirement. The course has been resubmitted. |
| 3 . Hire more adjuncts so that we may be able to meet student demand. |  X 1: Student Success [ ]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development | [ ]  Completed: September 2014 [ ]  Revised: \_\_\_\_\_\_\_\_\_\_\_ (Date)*(*state revised goal) | In the last year we have hired 11 new adjunct faculty. We believe that we have been able to meet student need. However, with staffing comes training and scheduling issues. This is still a work in progress. |
| 4 . Student advising as part of load. Helen Acosta has been donating her time to advise our students for two years now. We have requested that this valuable service be counted as a part of her teaching load. | X 1: Student Success [ ]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development | [ ]  Completed: Not yet approved or completed [ ]  Revised: \_\_\_\_\_\_\_\_\_\_\_ (Date)*(*state revised goal) | Professor Acosta is out for part or all of Fall 2014 on medical leave. It is even more obvious to us now how valuable her contributions in advising are to our students. |

1. List the program’s goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College’s strategic goals. Each program goal must include an action plan.

|  |  |  |  |
| --- | --- | --- | --- |
| **Future Goal** | **Action Plan** | **Lead person for this goal** | **Timeline for Completion:** |
| 1 Correct the gross imbalance between full time and adjunct faculty. Currently, less than one third of our classes are taught as part of full time load. | We are asking for two new full time faculty members to help carry the load of meeting student demand. (See faculty request form for statistics and rational.)  | A Todd Jones and hiring committee | If possible, we would like to hire a new full time faculty member to start in January 2015, and one to start in the Fall of 2015. |
| **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** |
| **X 1: Student Success [ ]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development** |
| **Future Goal** | **Action Plan** | **Lead person for this goal** | **Timeline for Completion:** |
| 2. Create a Communication Lab. | We are currently in the process of exploring the possibilities of a Communication lab.  | John Giertz | Much of the research has been completed and plans are currently being considered. (See appendix) |
| **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** |
| **X 1: Student Success [ ]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development** |
| **Future Goal** | **Action Plan** | **Lead person for this goal** | **Timeline for Completion:** |
| 3. Create a new course “Introduction to Communication” | Submit application and a new COR to the curriculum committee. | Mark Staller | Submit by the Oct, 2014 deadline. |
| **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** |
| **X 1: Student Success [ ]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development** |
| **Future Goal** | **Action Plan** | **Lead person for this goal** | **Timeline for Completion:** |
| 4. Assure that all of the rooms where Communication classes are taught are outfitted with a TV monitor, a computer, and the internet.  |  We are in the process of requesting media equipment through ISIT. (See the ISIT form) | A Todd JonesJohn Giertz |  On going |
| **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** |
| **X 1: Student Success [ ]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development** |

**VI. Curricular Revisions *(Instructional Programs only):***

A.    Review of Course Information:

o   Column A list all of the courses associated with the degree.

o   Column B list the Fall term the review process will be started for ongoing compliance.

o   Column C list the compliance due date.

o   Column D list any changes to courses with regard to distance education.

o   Column E list corresponding C-ID descriptors if available.  [http://www.c-id.net/](https://owa.kccd.edu/owa/redir.aspx?C=1jutmJoeikmbCygP58PDRYoLMkJKqtEIjAEhudqPL9tMOd1PBnlJmOSlfTs_9lEQ_WmnUC8WQk8.&URL=http%3a%2f%2fwww.c-id.net%2f)

**\*\*Dates listed should reflect a five year cycle allowing for one year of review**

**to maintain ongoing compliance.\*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A. Course** | **B. Fall Term Review will be Submitted** | **C. Compliance Due Date** | **D. Distance Education Changes** | **E. C-ID Descriptors Available** |
| Comm 1 – Public Speaking |  2017-2018 |  2018-2019 |  NA | COMM 110 Public Speaking |
| Comm 2 – Interpersonal Communication | 2013-2014 |  2014-2015 |  NA | COMM 130 Interpersonal Communication |
| Comm 4 – Persuasive Communication | 2016-2017 |  2017-2018 |  NA | COMM 170 Oral Interpretation of Literature |
| Comm 5 – Rhetoric and Argumentation |  2016-2017 |  2017-2018 |  NA | COMM 120 Argumentation or Argumentation and Debate |
| Comm 6 Intercultural Communication  |  2014-2015 |  2015-2016 |  NA | COMM 150 Intercultural Communication |
| Comm 7 Organizational Communication |  2015-2016 |  2016-2017 |  NA |   |
| Comm 8 Small Group Communication |  2017-2018 |  2018-2019 |  NA | COMM 140 Small Group Communication |
| Comm 21 Oral Interpretation |  2013-2014 |  2014-2015 |  NA | COMM 170 Oral Interpretation of Literature |

1. Review of Program Information:

Is the program information housed in CurricUNET accurate? (Considerations: changes in course(s) names and/or suffixes as well as additions/deletions of courses). If not, then a program modification needs to be started in CurricUNET to reflect the necessary changes. Explain the requested changes below.

* COMM B10 is listed incorrectly labeled as Oral Interpretation and should be Leadership Communication

Is the program and course listing information in the current catalog accurate? If not, list the requested

changes below. Catalog information should reflect what is in CurricUNET.

* Yes
1. Student Education Plan (SEP) Pathway(s) uploaded to “Attached Files” in CurricUNET.

If applicable, SEP Pathway with CSU Breadth indicated? Yes

If applicable, SEP Pathway with IGETC indicated? No

If applicable, SEP Pathway with BC General Education indicated? Yes

 **\*\*Please ensure that the information housed in CurricUNET and the current catalog match. \*\***

1. If applicable, provide a description of the program’s future adoption of C-ID descriptors and Associate Degree for Transfer (ADT) or Model Curricula.

C-ID descriptors have been adopted for all available courses

* We are in the early stages of creating a new class entitled Introduction to Communication.
* We have applied to the state to have Oral Interpretation (COMM B21) meet a GE requirement.

**VII. Faculty and Staff Engagement:**

1. **Discuss how program members have engaged in institutional efforts such as committees, presentations, and departmental activities.**

1) COMMITTEES: Our full time faculty are very active on campus with leadership and participation in various committees:

* Michael Korcok served as the academic senate vice president, and served on the enrollment management committee for three years as co-chair.
* John Giertz is serving as our department’s representative to college council. He is also serving on executive board of Academic Senate and is the Co-Chair of the Professional Development Committee.
* Mark Staller is serving on the curriculum committee and state representative for academic senate. He is also a member of the Communication Project team.
* A Todd Jones is serving as department chair, on FC/DC, and the room usage committee.
* Helen Acosta is volunteering her time serving as our in house advisor to our majors and certificate students. We are in the process of asking for released time for her. She is also a member of the Communication Project team.
* Bryan is a part of the KCCD Leadership Academy. He is the active faculty co-chair of Equal Opportunity Advisory Diversity Committee (EOADC), and Achieving the Dream (ATD) Core Team Member, an Assessment Committee Member, and a Co-Lead for the Student Equity Plan. He serves on the Executive Board of the Academic Senate for EODAC, and previous Academic Senate Representative for the Department of Communication.
* Andrea Thorson, is serving as the chair of the Communication Project with the president, is co-chairing Renegade Talks, is the current Academic Senate Vice President, serves on the WHAM committee, is a Co-Lead “Chief Executive Officer” on the Bakersfield College Mid-Term accreditation report, and is the faculty lead for the OEI initiative. She was the departmental Academic Senate Representative and the Executive Senate Member at Large before becoming the Vice President of Academic Senate this year.
* Several of our adjuncts are serving the department or on campus committees such as ISIT, the centennial celebrations committee, senate, etc.

2) DEPARTMENTAL ACTIVITIES: Course specific work sessions have been instrumental in permitting instructors an avenue to share activities and projects that were highly effective in their classrooms. The sessions encourage instructors to brainstorm ways to increase student success and involvement though various methods of teaching. Additionally, instructors norm at least one assignment, in a given course, during at least one session per year at department meetings and/or Saturday workdays. We have trainings for online management systems and course specific content every consistently.

3) CONFERENCES: Our department makes it a priority to attend confreences in our area of the course of the year. This most recent year, Mark Staller, Michael Korcok, Andrea Thorson, A. Todd Jones, Bryan Hirayama and two adjunct faculty members attended the annual Western States Communication Association Conference. Mark Staller recently accepted an official role in Regional Western States Communication Association effective 2014-2015. He will have an instrucmental role in conference process given this new position.  Andrea Thorson and Bryan Hirayama reported back to the department on the Dark Side of relationships interpersonal communication panels they attended at Western States Communication Association Conference.

Over the last three years A. Todd Jones has attended all three National Communication conferences and presented at two of them. Bryan Hirayama, John Giertz, and Andrea Thorson attended at least one of the National Conference each year and one adjunct member of the department attended the conference each year. Helen Acosta attends a conference in areas of technology or intercultural communication yearly. Each member was responsible for attending panels and reporting back to the department when they returned from a conference.

3) PRESENTATIONS Our faculty members consistently participate in and/or facilitate FLEX activities. Most recently Mark Staller and Andrea Thorson provided FLEX workshops in 2014  Andrea co-facilitated the “Renegade Talks” with Todd Coston and co-facilitated with Mark Staller, the “How to Give a Great Lecture and Renegade Talk.” In the past Bryan Hirayama and Helen Acosta have been known to facilitate FLEX workshops as well. All these workshops are directly related to student success as they help instructors give more vivid, invigorating, stimulating, and memorable lectures.

1. ***Instruction Only*: Discuss how adjunct faculty are included in departmental training, discussions and decision-making.**

Adjunct faculty are included in our departmental training, discussions and decision-making. We welcome our adjuncts to our departmental meetings and in most meetings we have adjuncts in attendance. We hold at least one Saturday work session every semester and in the summer, in which we provide food, training for online management systems, offer techniques for engagement, and share ideas for teaching. Saturday work days and our department meetings are also a time where we discuss content and curriculum, vote on issues, allow everyone to voice their opinions freely (adjuncts included), and also a time that we train instructors and professors alike. We make our adjunct faculty a part of our culture on a regular basis. We value their opinions and encourage their participation through meetings and email communication. Over the last three years we have spent a great deal of time, about 15 training sessions for online systems and several trainings/presentations that serve to norm our instructors and full time professors. We also included our interested adjuncts in critiquing textbooks and workbooks and fully fund one or two adjuncts each year to state and national conferences.

**VIII. Program Funding Sources:**

Identify any non-KCCD general fund sources

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Title of Account/Grant/Categorical Funding** | **Start Date** | **End Date** | **Percentage of Program Budget Covered** | **Positions funded wholly or in part** |
| Foundation Accounts | Communication Foundation Account |  |  | 0 | 0 |
| Grants | 0 |  |  |  |  |
| Categorical Funding | 4310-Inst Supplies & Materials4313- Non-inst supplies & materials |  |  |  |  |

**IX. Conclusions and Findings:**

The Communication department is pro-growth. We are serving more students this year than we ever have. Through the strategic scheduling of classes, our in home advisor, and our certificate program, we are optimizing opportunities for students. The demand for our classes has increased over the past few years which was evident when we were asked to add five late start classes this fall. As we continue our rapid growth in class offerings and campus participation it becomes more apparent that we need two additional full time faculty members.

With the increased demand for our classes, it has been necessary for us to add additional classrooms where we have priority scheduling. With these additions comes the need to mediate each room with a TV monitor and a computer.

Our full time faculty are very active on campus with leadership and participation in various committees:

* Michael Korcok served four year as the academic senate vice president, and served on the enrollment management committee for three years as co-chair.
* John Giertz is serving as our department’s representative to college council
* Mark Staller is serving on the curriculum committee and state representative for academic senate.
* A Todd Jones is serving as department chair, on FC/DC, and the room usage committee.
* Helen Acosta is volunteering her time serving as our in house advisor to our majors and certificate students. We are in the process of asking for released time for her.
* Bryan Hirayama teaches at both Panorama and Delano campuses. He is serving as the co-chair of EOADC committee and serves on the executive board of the senate.
* Andrea Thorson, our newest addition to the department is serving as the chair of the Communication Project with the president, is co-chairing Renegade Talks, is the current Academic Senate Vice President, serves on the WHAM committee, is a co-lead on the Bakersfield College mid-term accreditation report, and is the faculty lead for the OEI initiative.
* Several of our adjuncts are serving the department or on campus committees such as ISIT, the centennial celebrations committee, etc.

In addition to all of our departmental and campus responsibilities, many of our faculty are active at the regional and national levels attending the National Communication Association convention, the Western States Communication Association convention, the intercultural communication convention and various argumentation and debate conferences. Several of our faculty has presented at these conventions and one has served on the educational policies board for the national organization, and another is currently serving as the Vice Chair Elect for the Community College Section at the regional level. All of the full time faculty and several of our adjunct faculty have participated in writing textbooks for our students. We have written a total of five different textbooks in the past two years.

The Communication department is a vital part of the campus as a whole. We are active in key leadership roles as well as the overall betterment of the college. This includes student success initiatives, participatory governance, and our committee responsibilities. Our goals are aligned with Bakersfield College goals, and our SLO’s and PLO’s are aligned with the IPO’s. We look forward to continued cooperation and collaboration between faculty, staff, and administration. We are BC!

**VII. Attachments (place a checkmark beside the forms listed below that are attached):**

X [Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview) [ ]  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview) X [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)

X Professional Development X [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) X [M & O Form](http://committees.kccd.edu/bc/committee/programreview)

X [Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) X Other: Communication Lab Proposal

**Communication Lab**

Communication skills are often cited by business leaders as the most important preparation a future employee can have, and yet most Americans rank communication—especially public speaking—as their number one fear. Communication labs are increasing, and not just at the university level. The number of community college labs has more than tripled since I attended my first communication lab conference in 2007. One student form Clark State Community College in Ohio said, “Speech lab is beneficial to me because it allows me to know how to form my speech into a better speech and also tells me more about what the professor is seeking.”

**Background:**

In 2007 I was involved in a communication lab proposal with 2 members of the Communication department and our dean. While we did develop a complete proposal including the cost of the equipment, possible sites, and budget, we were not able to move forward on it due to concerns over the possible locations. Our newest proposal includes two possible sites along with recent studies indicating the importance of communication labs, beyond the traditionally held view of reducing communication anxiety. I am also including trends and qualitative information from several community college labs from around the country

**Overview of new proposal**:

We propose to create a pilot communication lab, for communication and possibly English students who are required to give oral presentations. This pilot program will not require much equipment or initial funding because the amount of equipment is minimal and the pilot program will be staffed by full time faculty who are helping to test the feasibility and effectiveness of the lab. The Communication department will use its foundation monies and we have received preliminary promises from the Renegade foundation fund as soon as we have a dedicated site.

**Theory and Literature Review**

In 2012, Eunkyong Yook and Wendy Atkins-Sayer, (Yook and Atkins-Sayre) published the most exhaustive overview of the theory and practices of college and university communication labs to date. Several chapters examine issues of communication competency and anxiety—concerns our lab will immediately address for our students. There are also chapters on best practices in operating communication labs, information we intend to use immediately to create the best lab possible. One unexpected result of communication labs (and uniquely from communication labs) is the issue of student voice or the ability of individual students to feel empowered enough to become more involved in all their classes.

Two critical findings emerge from the literature (1) communication centers increase a student’s sense of voice and ability to become engaged in the classroom which leads to (2) communication labs or centers reduce apprehension while increasing grade point average and retention.

Hunt and Simonds (2002) examine the reduction of communication apprehension (as a direct result of communication labs) and the development of “student voice.” If, as Gawelek, Mulqueen, and Tarule (1994) argue, "Voice is the ‘currency’ of the Academy," then we cannot take lightly the fact that some-indeed, many-students have communication apprehension. If students are afraid to speak – to use their physical voice – that will be extremely challenging for them to critically engage the world around them – to use their philosophical and theoretical voice. Empowerment is inherently tied to issues of voice, and *communication centers* [italics not in the original] are uniquely positioned to directly impact students’ conceptions and use of voice.” (49)

Additionally, the communication centers services might actually make a critical, engaged, empowering classroom more likely, in that students receive one-on-one attention in the communications center, they may feel more confident to approach instructors either during class, after class, or during office hours. Self-confidence and empowerment enjoy a mutually constitutive relationship, and so that students can experience increased self-confidence as result of their one-on-one attention in the communication center, they may feel more empowered to be active participants in the classroom. (47) Hunt and Simonds provide a broad overview of the benefits of communication labs and Yook and Atkins-Sayer argue this point more specifically.

According to Eunkyong L. Yook, (Yook and Atkins-Sayre) “Research supports the link between communication and retention, stating that communication competence reduces the frustration that is often the reason for dropping out, and that, inversely, students with communication apprehension are more likely to have a lower grade point average and are more likely to have a lower grade point average and are significantly more likely to drop out.” (Hawken, Duran, & Kelly, 1991; McCroskey, Booth-Butterfield, & Payne, 1989; Rubin Graham, & Mignerey, 1990). Therefore, reducing communication apprehension increases a student’s ability to interact in the class, increases their G.P.A. and decreases the likelihood of dropping out of school.

Specific students The Communication Lab will serve:

What this pilot offers that can’t be achieved in the classroom environment. The pilot offers individualized feedback sessions which are not possible in any speech classroom due to the number of students in the class. It will provide the necessary data to support what we as professors believe to be true; that individual sessions with trained faculty or staff can improve a student’s success in the communication class and also directly reduce their communication anxiety.

**Course- and program-level outcomes the Communication Lab supports**:

The main Program Learning Outcome the lab addresses is communication apprehension and anxiety. Our department is directly evaluating this learning outcome this semester, so we do not have solid statistical data available, but we do have information from informal data collection and we know that students who have taken multiple courses have less communication apprehension than first year students. We are also attempting to identify students with high levels of communication apprehensions to find if they have a higher than average drop rate. As referenced above, communication apprehension is an important factor in student success as measured by both grades and dropout rate.

Additionally, we hope to use a non-communication class which requires an oral presentation. I do have initial interest from Dr. Keri Wolf in the English department to have students from one of her courses in which she requires an oral presentation to use the lab and compare the overall grades with students from an identical course that did not use the communication lab.

Evaluation methodology for communication apprehension:

We will be using the McCroskey Personal Reporting Communication Apprehension (PRCA) communication apprehension form. Our department has used this form for about two years and all faculty are familiar with how to administer it. Additionally we will use both open and closed ended questionnaires to measure student and participating faculty satisfaction. These questionnaires will be similar to the Writing Center questionnaire used to gather feedback regarding satisfaction. Additionally, we will perform a simple comparison of student grades for identical classes. (For example, Persuasion course to persuasion course, Public Speaking to public speaking, etc.) This should be especially important for non-communication courses because we assume the students will not receive as much lecture and explanation time in class as communication class students do.

Program learning Outcome 2 is to form and present informative persuasive messages.

All of our students are required to give both informative and persuasive messages, but there are few opportunities to receive feedback and times to practice within the classroom setting. Our national organization (N.C.A.) recommends no more than 25 students per oral language course, but realistically, there is no way Bakersfield College can afford this student to teacher ratio. The lab, therefore allows each student to receive the attention and practice time they cannot get in the class. This practice time must not be confused with the normal time a student spends in practicing their speech outside of class. (Generally, most students are advised to practice each speech a minimum of 4 to 6 times out loud, after they have researched and written their outlines.) The lab time will provide them with direct feedback from communication faculty before they give the speech in the class.

Evaluation methodology:

We have developed and tested a methodology for evaluating outlines. We will use this in a comparison approach between the students using the lab and students in similar classes not using the lab.

Additional Outcome:

Our department is also specifically concerned with student retention. As stated in our 2013-2014 Program Review document, “Part of our core mission is to continue to increase student success and retention.” The director of the San Mateo Community College communication lab reports the following. [Referencing the communication lab] “Integration of class work and praxis creates high student retention and success compared with the division average” [*Student Success and Core Program Indicators 2009-2012 PRIE*]; see IIC. Kate Motoyama, Chair of Communication department, San Mateo Community College.

**Operational overview:**

Hours of operation: The lab will operate M-Friday approximately 2-3 hours per day. Because there will no night classes involved during the pilot we do not anticipate needing to operate the lab at night. We will attempt to operate the lab centered around hours when the chosen classes are not in session so that the students should be available/

Staffing

Most communication labs are staffed through a combination of full and adjunct professors. Our pilot program will be staffed by communication full time faculty who are directly involved in testing the pilot. Because both suggested sites are located in the same building as the faculty offices, there will not be any foreseen difficulties in faculty because of location.

Level of expertise required.

The initial pilot program will be staffed by full and possibly part time faculty who have at least a Masters degree in an approved program of Communication Studies. However, San Francisco City College currently uses selected students majoring in communication who have been trained in providing initial help with the various forms and even some initial feedback. But this goes more to a fully approved lab.

Number of students it will serve:

The lab will serve approximately 120 students (Four classes), but the actual number will be closer to 100 by the end of the semester due to attrition. Many community college labs serve up to 500 students per semester and given the number of sections we have, a full time lab would see between 400 to 500 communication students per semester.

**Facility Requested.** Complete communication centers hav**e** multiple rooms for individual taping, feedback/tutoring and computer work. The pilot program, because of the limited number of students will need no more than three separated sections. We need a place for students to sign in, fill out forms, use computers and printing and possibly self-evaluation. We would need a separate room for taping. If there is only one taping room, then it would need to be large enough to accommodate small groups of about 6 people because our classes, especially small group and persuasion, do have group presentations. A facility with three rooms could have two medium size taping rooms or perhaps temporary walls to create more taping spaces. Here are two possible sites.

The first is Fine Arts 73 C, D, and E. These rooms are currently part of a suite used by the Music department. Room E—the old music lab—has been moved to new Performing Arts Center. Room C is currently a piano room and room D is a music library. These rooms would be ideal because they would provide enough room for multiple taping sessions, a student work room with computers and a room for student forms and tutoring.

 The second room is Fine Arts 59 which is currently used for the Communication department as a general workroom. It can be used for a small scale pilot project, but it will need temporary walls in order to create a taping room. This room is not large enough for two separate rooms and therefore it would limit the number of students even for a small pilot program.

**Equipment Required**

This equipment is applicable for both room options.

(3) Video cameras. Canon 32gb VIXIA HF R52 Full HD Camcorder. This model has full wifi capabilities so that students can send their speeches to allow for sharing videos online. This will greatly speed up the process of being able to view and critique speeches. We request 3 cameras based on the advice of Kristin Rabe. The third camera is a backup in case one camera breaks or is stolen. ($399.00 each, $1,197.00

(3) Tripods: Manfrotto Compact Action Aluminum Tripod (Black) ($69.88 each, 209.64)

General office equipment. Depending on the configuration of the room the lab will need at least one table/large desk for students to sign in, and to update their individual forms. We may need

(2) 48” round Tables Item #: 24052864 Manufacturer #: BLC48DA1A1CD (179.99, 359.98)

Telephone (1) Only for Needed for students to be able to call the lab for general information and for recorded messages about the basic hours.

(2) Computer Costs: Dell Tower + 19.5" LED Widescreen Monitor. SKU: 5859014 ($1,719.92)

(2) Canon Pixma MX922 Wireless Printer ($198.99)

**Timeline for implementation of the pilot**: We hope to begin the pilot program in January of 2015.

**Additional Benefits**:

1. Direct savings to the college. Our national organization (N.C.A.) recommends no more than 25 students per oral language course, but realistically, there is no way Bakersfield College can afford this student to teacher ratio.

2. The pilot program will also allow faculty from outside the discipline to expose their students who are required to give oral presentation to trained faculty. Much like the writing center, students will have opportunities to learn the basic elements of public speaking in order to do their best in their classes. Eventually, if the pilot becomes a feasible fully funded center, we will be open to the entire campus.

3. Our master plan includes a communication center within the building of the “Big Tent.” The pilot program will give us the time to design the best practices for this eventual communication center and be fully operational when our campus opens the “Big Tent.”

4. The pilot program can help relieve some of the pressure on the Writing Center. According to the 2014 *Semester Report of the Writing Center*, (Arbolante, Bakersfield College Writing Center) 13% of all students, or 288 self-identified Communication course students, sought assistance in the Writing Center. Kim Arbolante, the acting director of the Writing Center, has told me that the staff does the best they can, even though they sometimes do not feel ready to assist in communication students because speech outlines and debate briefs are different in nature from outlines or essays required in writing courses. A communication lab will directly take some of the pressure off the already heavily used Writing Center.

We believe the time is right for this Communication Lab Pilot Program. If you can supply the space, we will supply the benefits.

Thank you,

John Giertz

References

Arbolante, K. (2014). *Bakersfield College Writing Center.* Bakersfield.

Motoyama, K. (2013). *Instruction Program Review: Spring 2013 Subm ission Cycle.* San Mateo Community College.

Yook, E. L., & Atkins-Sayre, W. (Eds.). (2012). *Communication Centers and Oral Communication Programs in Higher Education: Advantages, Challenges, and New Directions.* Lanham, Maryland, United States: Lexington Books.