**Bakersfield College**

**Program Review – Annual Update 2015**

**I. Program Information:**

Program Name: Communication Department

Program Type: X Instructional  Student Affairs  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission: The 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.

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.

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.

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, 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.

**II. Progress on Program Goals:**

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

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| **Program 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** |
| 1. Resubmit COMM2 for Area E G.E. requirement. | x 1: Student Learning  x 2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  **x** Ongoing: October 2015 (Date) | COMM1, COMM2, COMM4, COMM5, COMM6, COMM7, and COMM21 are all up for renewal, but it is essential to get COMM2 resubmitted for Area E. |
| 2. Correct the gross imbalance between full time and adjunct faculty. Currently, less than 1/3 of our classes are taught as part of full time load. | X 1: Student Learning  X 2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  X Revised: October 2015 (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Faculty position requests will go in to FCDC in October. Hopefully, we can get approval for two full-time hires for next year. |

1. List new or revised goals (if applicable)

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| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| Initiate departmental evaluation of student presentations in all oral communication courses using videotaped student speeches and a departmental assessment rubric. | X 1: Student Learning  X 2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Departmental assessment of SLOs in oral communication courses should result in improvement of teaching and learning in oral communication. |

**III. Trend Data Analysis:**

Highlight ***any significant changes*** in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity). *No significant changes in demographics this past year.*
2. Changes in enrollment (headcount, sections, course enrollment and productivity). *Percentage of college-wide headcount has increased to 20.8 % Total FTEF has increased to 49.8 FTEF. FTES/FTEF has decreased slightly as Communication maximum class sizes were adjusted.*
3. Success and retention for face-to-face, as well as online/distance courses. *Retention and success rates holding steady, consistently greater than the college average.*
4. Changes in the achievement gap and disproportionate impact (Equity). *Retention and success rates for 30-39 age bracket decreasing or not increasing. Department will explore effects of evening class offerings and use of technology on this age group.*
5. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

**IV. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning? Use bullet points to organize your response. *This past year, our departmental assessment focused on oral communication SLO #5, managing communication apprehension. The department used the Personal Reporting of Communication Apprehension form from the National Communication Association to evaluate this SLO. Since the results for the PRCA were inconclusive, we have decided to move from a personal, self-reported assessment of SLO#5 to a more objective evaluation of this SLO using videotaped student speeches. We are designing a general rubric to be used by all instructors to help us evaluate oral communication SLOs #2 (using research and oral source citations) #4 (use of effective delivery techniques and presentation aids) and #5 (managing communication apprehension). The Fall 2015 departmental assessment plan includes the following elements:*
   * *All Communication instructors teaching an oral communication course will have their students videotape their “capstone” research-based speech.*
   * *Instructors will give the department access to a random sampling of these videotaped student speeches.*
   * *After “norming” their evaluation of videotaped speeches using the departmental rubric, instructors will be asked to evaluate about a dozen videotaped student speeches at the end of the semester.*
   * *At a final Saturday work session at the end of the semester, the results of the departmental assessment of oral communication SLOs will be shared with all Communication faculty in attendance, and the department will discuss what pedagogical adjustments, if any, should be made at the department level for the Spring 2016 semester.*
2. How did your outcomes assessment results inform your resource requests? The results should support and justify resource requests. *The Communication Department has designed and piloted electronic rubrics for oral communication courses with a company called Maple Soft. Repeated difficulties with this online course management system and its electronic assessment tools has caused our department to request a better online management system for the BC campus. Our department is volunteering to pilot the use of Canvas and Elumen, two online applications that can enhance online course management and online assessments of student learning, during the Spring 2016 semester.*
3. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO). *During the Spring 2015 semester, the Communication Department completed mapping course SLOs with Program Level SLOs and GE SLOs, so our course level student learning outcomes are now aligned with program learning outcomes and GE learning outcomes. We are also in the process of determining a variety of assessment methods to determine how effective we are at teaching these SLOs.*

*Course level student learning outcomes are also aligned with the institutional learning outcomes:*

* *critical thinking is a primary component of COMM5*
* *evaluating sources and information for validity and usefulness are components of COMM1, COMM4, and COMM8.*
* *communicating effectively orally is a primary component of all Communication courses.*
* *demonstrating competency with job-related skills is especially relevant in COMM6 and COMM8*
* *the ability to engage productively at the interpersonal level is a component of COMM2*
* *the ability to engage productively at the community, state, national, and world level is component of COMM1, COMM4, and COMM8.*

1. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

1. Describe *any significant changes* in your program’s strengths since last year.

* The department now has a dedicated Communication Major Counselor, Jonathan Schultz, in the Counseling Department.
* Although the Communication Department has very involved full-time faculty members, their service to the BC campus this 2015-2016 academic year is outstanding. The Communication Department has four faculty members on the Academic Senate executive board and three faculty members co-chairing campus committees (EOADC, EMC, and PDC).
* The Communication Department has over thirty department initiatives and projects that its faculty are carrying out this year.

1. Describe *any significant changes* in your program’s weaknesses since last year.

The deficiencies of three new dedicated classrooms for the Communication Department, LA 109, LA 110, and LA 114, have become even more obvious:

* A faculty survey carried out by Helen Acosta reveals that the Language Arts classrooms have very little air circulation.
* The Language Arts classrooms need to be outfitted with projectors and computers to make them suitable for public speaking classes.
* The square footage of these classrooms makes it very difficult to have classes with more than 25 students.
* Chairs and desks in the LA classrooms need to be replaced with desks that can be placed together in order to save/maximize space.

1. If applicable, describe any unplanned events that affected your program.

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.

The Communication Department is requesting two full-time tenure-track Communication instructor positions. The department has experience rapid growth the past three years, with no full-time hires during this time. In order to sustain this growth and increase student retention and success rates in our Communication courses, we need additional full-time instructors. Since almost 60% of our courses are currently taught by adjunct instructors, hiring two full-time Communication instructors will correct this disparity and lead to increased student-instructor contact, a crucial factor in student success.

1. Professional Development:
2. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.

* The Communication Department has funded travel of all full-time faculty to national and regional conferences of the National Communication Association (NCA) and Western States Communication Association (WSCA). Conference attendance has allowed Communication faculty to maintain current knowledge and engage in productive pedagogy training.
* Members of the Communication Department have presented professional development workshops on the BC campus.

1. What professional development opportunities and contributions can your program make to the college in the future?

* Workshop on using Powerpoint and other presentation technologies/applications in the classroom
* Workshop on using a general rubric for evaluating oral presentations across the BC campus

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?

We have refurbished FA59 to make it a more productive space for our department. We have labeled this room the “Communication Department Support Center,” and we intend to make it a place where Communication instructors can support one another and their students. Two computers have been repurposed for this room, and adjunct faculty can now use it as a place to hold office hours and to work with their students.

1. How will your Facilities Request for next year contribute to student success?

If new audio-visual technology is installed in LA 109, LA 110, and LA 114, students will be able to learn how to effectively use presentation technologies and programs in their oral presentations. With the addition of computer monitors and short-throw projectors in these rooms, students will have the equipment they need to learn basic job skills related to oral communication.

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?

We have found it very difficult to meet student needs in LA 109, LA110, and LA114. The existing equipment in these rooms is insufficient, and it is hampering our program’s ability to successfully educate our students in basic public speaking skills.

1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?

If new audio-visual equipment is installed in LA 109, LA 110, and LA 114, students will be able to give effective oral presentations that use audio-visual technologies, and they will succeed in learning the basic skills needed for public speaking.

1. Discuss the effectiveness of technology used in your area to meet college strategic goals.

The Communication Department has outfitted FA 47, FA 51, and FA 58 with computers and projectors that lead to students successfully completing their oral communication courses. They are learning to communicate effectively, both orally and in writing.

D. Budget: Explain how your budget justifications will contribute to increased student success for your program.

**VI. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

The Communication Department has steadily grown the past four years. Through the strategic scheduling of classes and our certificate program we are optimizing opportunities for students. 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 equip each room with decent audio-visual equipment and classroom furniture that maximizes classroom space.

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

**VII. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

X [Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**

X Curricular Review Form **(Instructional Programs Required)**

X [Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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

Professional Development Form  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) X [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_