**Bakersfield College**

**Program Review – Annual Update 2016**

**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 in the field of Communication. 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.

The Communication Department program offers lower-division Communication courses that lead to the completion of an AAT 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. We were among the first in the State to offer the AAT, which has led to increased transfer rates in our discipline. Our certificate program continues to be a model for Communication programs nationwide.

**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, nonverbal, 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.

We are aligned with the mission of the college in that our courses are designed primarily to provide instruction in effective communication, especially oral communication in debate, intercultural, interpersonal, organizational, public speaking, and small group settings. Students fulfill their G.E. oral communication requirement in COMM1 (Public Speaking), COMM4 (Persuasive Communication), or COMM8 (Small Group Communication). However, they can develop other communication competencies and skills (and fulfill other G.E. requirements) in COMM2 (Interpersonal Communication), COMM5 (Argumentation and Rhetoric), COMM6 (Intercultural Communication), COMM7 (Organizational Communication), COMM9 (Health Communication) COMM10 (Communication and Leadership) and COMM21 (Oral Interpretation). The Communication Departments helps to produce students trained to be effective workers and leaders in their communities and the world.

**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.Update CORs and Program PLOs in Curricunet.  |  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 2016 (Date) | Six CORs updated last year. (COMM2 was approved for Area E G.E. Requirement.) COMM9 and COMM10 up for review/revision, and COMM21 to be resubmitted for new G.E. Area Requirement. Program modification needed to update Program PLOs. |
| 2. Hire additional full-time Communication faculty to meet student need at Delano and rural campuses. |  X 1: Student Learning  X 2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  X Revised: September 2016 (Date)**[ ]** Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Request a temporary full-time hire for Delano campus for Spring 2017.Request a Tenure-track full-time hire for Delano campus for 2017-2018. (See Faculty Position Request for justification of this goal.) |

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 video-recorded 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.Faculty are working together to norm and assess oral communication skills. This semester, we are using a new application, GoReact, to help us norm and assess more effectively. |
| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| Increase number of Communication sections offered in order to meet student need and to aid students in successfully meeting the Renegade Promise (added 2016). |  X 1: Student Learning  X 2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | Through hiring additional part-time and full-time Communication faculty, we will be able to increase the number of course offerings to meet student need. This will help students move more quickly from our impacted COMM1 waitlists, as well as provide students more opportunities to fulfill G.E., Certificate, and AAT requirements. |

**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). *Slight (-3%) decrease in 2015-2016 headcount, which we will need to counteract in order to meet our growth target. (2014-2015 was our watershed year for maximum number of sections offered, but this growth was not sustainable. We need to do a better job of hiring and training full-time and adjunct Communication faculty in order to increase the number of Communication sections offered.) Numbers for distance education are now appearing since we are piloting a hybrid COMM1 course. However, productivity for this COMM1 hybrid is low, so we must plan carefully when/if we expand distance education classes in Communication. Census Day enrollments increased this past year, so we should identify what we are doing right in regards to class roll management.*
3. Success and retention for face-to-face, as well as online/distance courses. *Retention rates for Communication classes same as college average, whereas success rates are slightly higher than college average (76% for face to face, 49% for hybrid distance education). Success rates for hybrid class are lower than college average (49% to 55%), so another reason to carefully consider if/when to expand distance education classes in Communication.*
4. 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):**

Use attached **Assessment Report Form AU Tab**

1. Describe *any significant changes* in your program’s strengths since last year.
* From Fall 2014 to Fall 2015**, Communication Studies Majors increased from 157 to 300**.
* **AAT Communication Studies degrees** **increased from 34** in 2014-2105 **to 56** in 2015-2016.
* **Communication Certificates of Achievement** increased **from 83** in 2014-2015 to **193** in 2015-2016, more than doubling in one year.
* Communication Department faculty increased their **departmental projects and initiatives** **from 30 to 50** this academic year.
* Two full-time Communication instructors were hired at the BC campus, and one full-time instructor was reassigned to the Delano campus.
1. Describe *any significant changes* in your program’s weaknesses since last year.

The deficiencies of the three new dedicated classrooms for the Communication Department, LA 109, LA 110, and LA114, have not been addressed and are still very problematic:

* These classrooms have very little air circulation.
* They need to be outfitted with projectors and computers to make them suitable for public speaking classes.
* Chair/desk units in the LA classrooms need to be replaced with separate chairs and desks in order to save/maximize space and comply with state fire code and federal ADA guidelines for classroom aisle widths.
* All three LA classrooms need to be outfitted with Wi-Fi Access Points and/or cabled Ethernet to make video-recording and playback possible.

In addition, the Communication Department has grown beyond our assigned classroom space on the BC campus, with only four full-time “priority” classrooms for scheduling purposes, we cannot add any more classes to the BC schedule without scrambling for classroom space at the last minute. The Communication Department needs at least two more “priority” classrooms for scheduling purposes. We are willing to share our classroom scheduling matrix to demonstrate that we are maximizing our classroom usage throughout the day and evening, and we request that BC administrators and departments analyze and evaluate classroom usage patterns in order to reassign poorly-used classroom 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.

Delano students are currently being negatively impacted by the limited number of Communication classes being offered in Delano, and the Communication Department is unable to meet the growing demand for Communication instructors for the Delano Campus and other rural campuses. Our goal is to eliminate these educational barriers by requesting a full-time faculty hire to serve our Delano, Wasco, and rural students. The high demand for another full-time instructor in Delano is evident, and the need is obvious: The Communication courses we are currently trying to staff in Delano and other rural campuses is equivalent in number to the Communication classes being offered at Porterville College, which is staffed with two full-time Communication instructors. The BC Communication Department is currently trying to staff Delano and six other rural campuses (approximately 20 Communication classes) with only one full-time Communication instructor assigned to Delano. With rural campus offerings expanding and the work in local Prison Programs getting under way, the demand for courses in Delano and nearby communities is increasing dramatically, so we must hire a full-time Communication instructor to meet our Strategic Directions of Student Learning and Student Progression and Completion.

A full-time Communication Instructor hire in Delano is crucial if we are going to fulfill our college mission to offer the necessary transfer-level classes students need to succeed. The majority of Communication course meet one of the Golden Four transfer-level courses (oral communication), and other Communication courses are needed to help students complete other General Education, Communication AAT, or Communication Certificate of Achievement requirements.

The Communication Department is tasked with staffing approximately one hundred sections each fall and spring semester, while having significantly less full-time faculty than other departments of similar size. (According to the latest KCCD IR report, only 33% of FTEF in the Communication Department was generated by Full-Time faculty in 2015-2016, while 48% of FTEF was generated by Adjunct faculty members. In comparison, in the same time period, the Academic Development Department FTEF was generated by 54% Full-time faculty and 26% Adjunct faculty; the English Department FTEF was generated by 54% Full-time faculty and 29% Adjunct faculty; and the Math Department FTEF was generated by 66% Full-time faculty and 14% Adjunct faculty.) As BC enrollment and wait list numbers increase, the pressure continues to be put on the Communication Department (and all departments) to add seats and sections to meet student demand and generate FTES, but the Communication faculty are capable of stretching only so far to meet the demand on the BC campus, let alone at Delano and other rural campuses.

For the last two years, the department has had to hire temporary full-time faculty to meet staffing needs for the main campus. Two full-time hires on the BC campus last year will help the Communication Department meet student need at BC, but this Spring 2017 semester, we will be requesting a temporary full-time hire at the Delano Campus. Even though we are hiring and training more Adjunct faculty for Delano, we will not be able to cover even the minimum amount of class offerings without a temporary full-time hire.

The one full-time Communication Instructor assigned to Delano is currently on triple-overload, teaching eight three-unit classes while trying to fulfill his other faculty obligations. One Communication Adjunct currently teaching three classes in Delano is traveling from Bakersfield to do so, and has only agreed to make this commute for one more semester.

We cannot meet the demand for Communication classes in Delano with only Adjunct instructors because there is a very high turn-over rate for Communication Adjuncts in Delano, primarily because they transfer to Porterville College, either for full-time or Adjunct work. The two full-time Communication instructors at Porterville College began as BC Adjunct instructors in Delano, and the last BC Communication Adjunct instructor we hired and trained to work at the Delano campus transferred to Porterville as an Adjunct instructor after only one semester. If we intend to staff Communication classes at the Delano campus, the Wasco campus, and other rural campuses (including the Prison Program campuses), then we need to hire a second full-time Communication instructor for the Delano campus.

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, through its Foundation account, has been funding faculty to attend either the National Communication Association or the Western States Communication Association annual conferences because attendance at our recognized professional conferences is one of the best ways to keep faculty current in their academic specialties. However, the Communication Department faculty have also taken advantage of many of the FLEX workshops on the BC campus, and Helen Acosta and Andrea Thorson have provided FLEX training workshops this past academic year.

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

The Communication Department would like to present FLEX workshops on the following topics:

* innovative lecture techniques,
* presentation aids,
* In-class learning activities,
* Learning Portfolios,
* reducing prejudice and discrimination, and
* reducing the use of oppressive language.
1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?

All desks in FA 47, FA51, and FA 58 have been outfitted with chairs that actually fit. Since Communication instructors often reconfigure classroom furniture, even several times during one class session, having chairs that actually fit under the desks has improved student learning and classroom management.

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

We hope to get LA 109, LA 110, and LA 114 outfitted with appropriate classroom furniture, appropriate projectors and computers, and appropriate Wi-Fi access. With these facilities improvements, Communication students will be able to have interactive classrooms that encourage active learning, and they will be able to practice their presentation and communication skills more effectively.

If our request for more dedicated or “priority” classrooms is fulfilled, we will be able to increase student success by offering and teaching more Communication classes on the BC campus.

If our request for a Communication Lab pilot is fulfilled, we will be able to document the increase in student success created by Supplemental Instruction. (We are including a separate document in addition to this 2016 Communication Department Program Review Annual Update. John Giertz has been working with Lesley Bonds to develop the most effective approach to a Communication Lab, and his proposal for a pilot Communication Lab is included as a separate document.

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?

The computers in FA 47, FA 51, and FA 58 have been repurposed for use in these classrooms, but they are so old and slow that the IT staff have recommended we request they be replaced with more recent computers. The computer carts in LA 109, 110, and 114 are outdated and inefficient, and they need to be replaced with short-throw projectors and stationary computers (with remote control) so that student speakers and instructors can more easily and effectively show recorded video and use presentation aids during oral presentations.

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

New computers and projectors, and Wi-Fi Access Points (or Ethernet access) in LA 109, 110, and 114 which allows for video-streaming and live video playback will have a significant impact on student learning and student success. Students need decent technology in order to succeed in their Communication classes that require presentation aids and video-recording and video playback capabilities.

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

Classroom computers, projectors, and video-playback equipment help to ensure student learning and student success and retention in Communication courses. Without the appropriate Communication technology, students cannot learn essential job skills and life skills that will help them to enter and compete in the work place and other academic settings.

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

The Communication Department is a low-cost, high-FTES-generating department that brings in substantial monies to the college through the state allocation for Full Time Equivalent Students. With a full-time hire on the Delano campus, and with the appropriate investment in basic classroom technology for Communication classrooms, the Communication Department can educate a large number of BC students and teach them communication skills that will help them in all of their college courses and jobs.

The Communication Department has functioned for the past five years with only a $200 supply budget, but this $200 supply budget is essential to provide white board markers, erasers, and cleaning spray for our dedicated Communication classrooms, as well as very basic office supplies (staples, tape, etc.).

**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.

In just five years, the Communication Department has grown substantially to become one of the premier Community College Communication Departments in California. With only nine full-time faculty members, the Communication Department is offering approximately one hundred Communication class sections per semester, as well as a large summer session each summer. Through pro-active advertising and recruiting, the Communication Department this past academic year **has doubled**  **both the number of AAT Communication Degrees and the number of Communication Certificates of Achievement it has awarded (from 157 AAT degrees to 300** **in 2015-2016, and** **from 83 Communication Certificates of Achievement to 193** **in 2015-2016)**. A primary goal of the Communication Department is to continue to grow strategically in order to meet student need and to create an exceptional Communication Department that will propel BC students into the 21st Century job market.

With Leadership and Communication as an important academic subfield of the discipline of Communication, Communication faculty are teaching leadership through their personal examples of campus service and leadership: Communication faculty members Co-Chair three different campus-wide committees (AIQ, EOADC, and PDC), five faculty members serve on the BC Academic Senate (including Senate Vice-President), and all nine faculty members are involved in numerous campus initiatives and projects besides the 50 departmental initiatives and projects which they have set for the 2016-2017 academic year.

The primary personnel need of the Communication Department is a Full-Time hire at the Delano campus. Although the BC Communication Department offers a comparable number of Communication classes at Delano and rural campuses as Porterville College (which has two Full-Time Communication instructors), we are currently trying to staff Delano Communication classes with only one Full-Time instructor on triple-overload. We are requesting a temporary full-time Communication Instructor hire in Delano for the Spring 2017 semester, and we are requesting a tenure-track full-time Communication Instructor hire for the 2017-2018 academic year.

The primary equipment and technology needs for the Communication Department are upgrades to the Language Arts classrooms (classrooms LA109, LA110, and LA114), including 1) new desks and chairs to improve student learning and to meet ADA and Fire Code compliance standards, 2) Wi-fi access points (or Ethernet cable) in each classroom, and 3) short-throw projectors and computer stations which will allow students to play streaming video off of the internet for oral presentation aids and to record and playback their oral presentations in real time for audience analysis and evaluation. (The secondary technology need is for an upgrade to the classroom computers in FA47, FA51, and FA58 and Wi-Fi Access Points to also ensure video streaming and effective use of presentation aids in oral communication classes.)

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

 X Professional Development Form X [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) (3 forms) X [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment) (2 forms)

 X Other: Communication Lab Pilot Proposal