Bakersfield College
Program Review – 2013-14 Annual Update

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

X Faculty Request Form ☐ Classified Request Form ☐ Budget Change Request Form

☐ ISIT Form X M & O Form X Best Practices Form

☐ Other: _____

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 mission of Bakersfield College

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. Last Spring, our faculty wrote a textbook for Public Speaking (COMM B1) that is being considered for adoption at other campuses statewide and will be submitted for the On-line Electronic Resource Library, a statewide initiative to lower the cost of textbooks for the top 50 courses in the lower division.

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 the third-highest retention and 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.

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 the third 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. We have representation on College Council, Academic Senate, FCDC, Curriculum Committee, EODAC, and numerous other bodies. We have also taken on leadership roles on college wide initiatives such as recruitment and outreach events, Open Educational Resources (OER), assessment, and mentoring. We have also been active in reaching out to our communities and constituencies, including, National Communication Association (NCA) Educational Policies Board, active participation in the Western States Communication Association (WSCA), ASCCC Representative, 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. Our goals include the development of a communication laboratory.

Oversight & Accountability: The department has three 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: As a goodwill gesture to our students and the college, we have added two seats to each class resulting in the equivalent of an additional five classes at no cost to the college.

Facilities Needs and Technology Needs: The Communication department needs an additional designated classroom. Because of the demand and lack of current space we will be able to use this additional room from 8 am to 9 pm with little or no breaks in usage.

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.

Staff Development: The majority of the department full time faculy and a few adjunct instructors attend regional and/or national conventions each year. We also attend FLEX and other training throughout the year.

Degrees and Certificates: List the degrees and/or Certificates of Achievement awarded by the program, if applicable.
AA-T Communication
Communication Certificate of Achievement

II. Program Assessment:
   a. How did your outcomes assessment results inform your program planning?
      o 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.
      o 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.

   b. How did your outcomes assessment results inform your resource requests this year?
      o 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.
      o If faculty is considered a resource, the department of communication is in need of another full-time faculty member.

   c. Note any significant changes in your program's strengths since last year.
      o 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 1/3.
      o As a result of the 2011 -2013 budget difficulties, we entered into a Memorandum of Understanding (MOU) that increased all sections by two to five seats per class, starting in Fall 2012. This MOU will sunset in Summer, 2014. We will return to our standard sized classes fall 2014.
      o We are developing a large lecture-style course that will increase the department's FTES ratio. This course aligns with CI-D curriculum for our AA-T.
      o We have hired Andrea Thorson as a 2012 replacement hire, returning us to our Spring 2011 levels of seven full-time faculty.

   d. Note any significant changes in your program's weaknesses since last year.
      o A heavy reliance on adjunct faculty and full-time overload: 62.8% of our classes are taught by adjunct instructors or as full-time overload. This number has increased by about 10% in one year. The department is having difficulty finding qualified adjunct instructors. Unlike other

disciplines who have a local Master's program from which to draw qualified applicants, about one quarter of our adjunct faculty commute from outside of the county. We will be requesting an additional full time instructor to start Fall, 2014.

- o We are asking for two additional rooms in which we will have priority scheduling. Communication classrooms require a computer, access to the internet, and a big screen monitor. We have traditionally outfitted our dedicated classrooms with these resources. We currently have the capacity to fill two more rooms from 8 am to 9 pm Monday through Thursday and Friday morning classes without an empty class period.

e. If applicable, describe any unplanned events that impacted your program.
- o We are excited about the change in the budget that has allowed us to grow our offerings to meet the needs of students.

III. Technology and Facilities Analysis
a. Has your program received new or repurposed technology in this cycle?
  i. If yes, how have you assessed the outcome of the use of that technology and its effectiveness as it relates to student outcomes?
    - Three of our faculty received new computers for their offices. These were purchased with funds from our foundation account. No formal assessment has been done, but those faculty express that their computers are much better tools to enable them to get their work accomplished.
    - One of our dedicated classrooms had a failed HDTV display replaced. This was also purchased with funds from our foundation account. No formal assessment has been undertaken, but a functioning computer display so students can see instructional material and student speech visual aids is necessary to our classes.
  ii. If no, what technology could play a contributing factor in future student success and outcomes for your program? How would you evaluate the use of this technology?
    - We would like to request an additional two classrooms where Communication would have priority scheduling. Based on our current scheduling we would be able to utilize these rooms from 8 am to 9 pm. This will make scheduling easier for students, and our administrative assistant. The Communication Department will have to add a large screen monitor and a computer in each room.
    - New Computers for our offices and classrooms. We don't have a formal assessment procedure in place.
  iii. How might other areas use this technology?
    Effective faculty computing capability, in offices and classrooms, is an indispensable component of contemporary pedagogy. How does an instructor manage their classrooms or use them for instruction without good computing in 2013?

(NOTE: Technology requests can be made by filling out the ISIT Request form.)

b. Has your area received any facilities maintenance, repair or updating in this cycle? If yes, how has the outcome contributed to student success?

Yes. The outside of Fine Arts has been scraped and repainted. It looks much nicer. Any contribution to student success comes from having a well-maintained and pleasant environment in which to learn.

(NOTE: Facilities and M&O requests can be submitted by completing the [M&O request form](#))

    c. We could use data support. Our department is introducing data analytics in one of its basic courses, COMM B1. In the near future, we will need assistance in analyzing the data we collect and integrating it with campus-wide and district-wide data collection and analysis.

IV. Trend Data Analysis:

Discuss any significant changes in data trends over the last year using data provided by Institutional Research. Metrics may include the following:

    a. Changes in student demographics (gender, age and ethnicity)
- The ethnic, gender, and age mix of Communication students has not shifted much over the past five years. Our numbers are similar to those campuses wide.

    b. Changes in enrollment (headcount, sections, course enrollment and productivity)
- Our headcount and number of sections have fluctuated with the college budget.
- We are currently offering more sections of Communication classes than we ever have. We are currently teaching 87 sections of Classes with 93 sections planned for Spring 2014. These additional classes mean several hundred more students will be served.
- We have temporarily added two to five seats to our classes to offset budget shortfalls.

    c. Success and retention for face-to-face, as well as online/distance courses
- Our success and retention rates are the 3rd highest on campus.

    d. Degrees and certificates awarded (five-year trend data for each degree and/or certificate awarded)
- The number of AA (now AA-T) we have awarded continues to climb each year. We expect our numbers to at least triple due to Helen Acosta advising our AA-T and certificate students.
- The number of certificates we have awarded has been down since the 2009-10 school year. This is likely due to the fact that we no longer have an active class of Ambassadors promoting our certificates.

    e. Other program-specific data *(please specify or attach)*
- Technology in the classroom is a necessity for teaching Communication. As we have grown, scheduling has become more of a challenge. To offset this challenge we are asking for two more rooms where we have priority scheduling.

V. Progress on Program Goals:

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.

Departmental goals were not a part of our APR last year, however we have consistently updated our goals. We have six year goals as well as yearly goals. Both our six and our yearly goals are included at the end of this document.

Previously Established Goal 1: *(state goal)*
Progress on Goal: Increase number of adjuncts

X Completed: Fall 2013   ☐ Revised: _____Fall 2013

Comments on Goal 1: The goal of increasing the number of adjuncts was left unspecific because we were unsure how many sections we would be asked to teach. We successfully hired four additional adjunct instructors to teach with us this fall. Many returning full time and adjunct faculty have pitched in to mentor, train, and assist these new hires.

The growth on the main campus as well as Delano will require us to hire an additional three or four adjunct instructors for next semester, as well.

Previously Established Goal 2: COMM Major and Certificate Advising as part of load
Progress on Goal:

☐ Completed: _____ (Date)   ☐ Revised: _____
(Date)

Comments on Goal 2: Helen Acosta now sees an average of 10 COMM majors per week. The program is seeking to craft an MOU so that she may receive compensation for this work (part of load).

Previously Established Goal 3: Assessment as part of department culture
Progress on Goal: The department has appointed Bryan R. 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. 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.

☐ Completed: _____ (Date)   ☐ Revised:
_____ (Date)

Comments on Goal 3:

Previously Established Goal 4: Reestablish Communication Ambassadors
Progress on Goal: Progress is happening but it has been slow. Our current goal is to recruit ten of our best students to be ambassadors.

☐ Completed: On going   ☐ Revised: _____ (Date)

Comments on Goal 4: Historically, ambassadors have had the responsibility of educating the campus, the high schools and the community about the discipline of Communication. We are hoping to continue in that tradition as well as have them continue to help with the certificate program.

VI. Curricular Review (Instructional Programs only):

a. List each of the courses offered within the discipline's academic program in the first column, using one row per course. Place an **X** in the appropriate column to indicate when the course is scheduled for review.

Course	2013-2014 (2019-2020)	2014-2015 (2020-2021)	2015-2016 (2021-2022)	2016-2017 (2022-2023)	2017-2018 (2023-2024)	2018-2019 (2024-2025)
COMM B1					X	
COMM B2	X					
COMM B4				X		
COMM B5				X		
COMM B6		X				
COMM B7			X			
COMM B8					X	
COMM B10		X				
COMM B21	X					

b. List courses that are proposed for *addition*.
- COMM B21 Oral Interpretation - We are reapplying to the state for approval of this course.

c. List courses that are proposed for *deletion*.

d. List any changes the program has made to online/hybrid/distance education courses.
- We are now offering a Saturday morning class in Delano

e. Provide an update on the program's transition to adopting a [Transfer Model Curriculum](#) (AA-T or AS-T), if applicable.
- The Communication AA-T was one of the first three on campus to be completed.

VII. Conclusions and Findings:

Present any conclusions and findings about the program.

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.

We are also very active on campus with leadership and participation in various committees:
- Michael Korcok is currently in his fourth year as the academic senate vice president
- 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 on the Campus communication committee with the president and a department senate representative.
- 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. Many in the department – full time and adjunct – have also participated in writing textbooks for our students.

Communication Department Six Year Goals:

ACTION ITEM	TIMELINE	Responsible Parties	Completed	Leaders in completion?	Status?
New Hires (10 total full time--Delano)		A.Todd, Michael			
Assessment as part of department culture		Bryan, Neeley			
HS outreach with embedded advising		Helen			
COMM Lab		Drea, John, Helen			
More COMM Majors		Helen, A.Todd, full department			
Student Success Metrics 10% a year		Mike, A.Todd			
Cohorts Model (Carnegie)		A.Todd, Neil, Neeley			
Productivity number increased/addressed		Mike, A.Todd			
increase governance presence		Drea, Mark, Bryan			
integrate and innovate pedagogy		Helen, Neil, Jon, Brenda, Michael, John, Mark			
Forensics		Drea, Mark			
assessment of student speeches based on videotaped/digital copies of speeches		Bryan, Mark, Jake, Jon, Helen, Neeley			
Interp Class		A.Todd			
More Professional Development		Bryan, John, Neil, Bryan			
All books department made?		Drea, Mark, Fabiola, Bryan, Michael			
More ICC classes (10 sections)		A.Todd, Helen,			

		Neil			
Increase number of adjuncts		A.Todd, Bryan			
Instructional COMM course that meets AA-T		Neeley, Neil			
Successfully Complete 6 year SLO cycle and 4 year PLO cycle		Bryan, Neeley			
Work more closely with other departments on campus (pairing courses/double majors)		A.Todd, Mark, Bryan			
COMM Major Advising as part of load		Helen			
Convince A.Todd to consider moving COMM B2 to area E		Mark			
Grow Ambassdors		A.Todd, Neeley, Helen			

Our goals for this academic year (2013-14) are as follows:

1. Resubmit Interpersonal Communication course outline (We were given a one year conditional approval.)
2. Resubmit Oral Interp for state approval
3. Business Communication Certificate
4. Award more certificates
5. Update promotional pamphlet
6. More Communication majors to graduate. (Ask your students if they have their ed plan completed.)
7. Active Communication Ambassadors
   a. Promote our classes
   b. Certificate processing
   c. Clean up FA 59 for ambassador and adjunct use.
   d. Bulletin boards