

# ***Bakersfield College 2018-2019***

## **Program Review – Annual Update**

Program Name: [Communication](#)

**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. We are the program at Bakersfield College tasked with teaching the first element of the Golden Four: Oral Communication. In addition, we work with our colleagues in Philosophy and English to offer the second element of the Golden Four: Critical Thinking. 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 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.

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.

**Instructional Programs only:**

- A. List the degrees and Certificates of Achievement the program offers  
Communication ADT  
Communication Certificate of Achievement
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two. N/A
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both. N/A

**Program Goals:**

A. 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. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

- 1. **Program Goal:** Hire thirteen additional full-time Communication faculty to meet student need throughout the Bakersfield College service area.

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student progression and completion

**Progress on goal achievement:**

Unmet Student Need	
Campus overall enrollment has grown while department offerings remained static.	We have not been able to grow our offerings at the same rate as the college. As a result, fewer students who need the required courses we teach can progress.  The college has grown from serving 23,000 students annually 6 years ago to over 34,000 in 2017-18, the number of sections we've had the capacity to offer each semester has remained static, with 100-109 sections per semester (this Fall, we have 109). To serve more students we have aggressively increased summer sections. The increased sections allowed a greater number of students to complete our classes in 2017-2018: 5,958, up over 8% from last year. However, this number is still far too low to serve all the students who need our classes.
Department staff insufficient to meet general education/Golden 4 needs.	The Communication Program at Bakersfield College is tasked with providing all the courses in one of the Golden Four General Education areas: <b>Oral Communication</b> . Every student who hopes to complete a degree at Bakersfield College must complete one of the three classes in our program that meets the Oral Communication requirement. In addition, we offer a course that meets a second of the Golden Four General Education areas: <b>Critical Thinking</b> . We share this role with our colleagues in Philosophy and English.

<p>Students in their first 2 semesters who don't qualify for courses with prerequisites cannot meet the goals of 12-15 units per semester and 30 units in their first year without including the Oral Communication Requirement and the Critical Thinking Requirement</p>	<p>Far too few BC students take the 12-15 transferrable units per semester necessary to transfer in 2 and finish in 4. The only way students who don't qualify for courses with prerequisites to stay on their path in their first year and fill their schedules is by taking two courses in the Golden Four that have zero prerequisite or co-requisites: The oral communication requirement (COMM B1 Public Speaking, COMM B4 Persuasion or COMM B8 Small Group Communication) and the Critical Thinking requirement (2 options for this requirement have no prerequisites: COMM B5 Argumentation and Rhetoric or PHIL B7 Introduction to Logic).</p> <p>We cannot meet Strategic Direction #2, goals 1 (Increase the number of students attempting 12-15 units in the first semester) or 3 (Increase the number of students attempting 30 units in the first year) without substantial increases (discussed below) in courses above that meet these requirements.</p>
<p>Student persistence and degree progress interrupted by lack of access to courses that meet the Oral Communication requirement.</p>	<p>While, over the last two years, the BC Communication program has served a record number of unduplicated students, 11,466, and over 60% of the course sections we taught met the Oral Communication requirement (COMM B1 Public Speaking, COMM B4 Persuasion, COMM B8 Small Group Communication), this still represents a small percentage of the students we needed to serve.</p> <p>Of the 4,796 students who began their first year in Fall, 2016:</p> <ul style="list-style-type: none"> <li>• 1,374 have completed the oral communication requirement</li> <li>• 3,422 have not completed the oral communication requirement.</li> </ul> <p>Of the 4,766 students who began their first year in Fall, 2017:</p> <ul style="list-style-type: none"> <li>• 1,395 have completed the oral communication requirement</li> <li>• 3,371 students have not completed the oral communication requirement.</li> </ul> <p><b>Over two years, 6,793 students who entered BC in the Fall alone have not been able to complete a requirement with high success rates and no pre-requisites that counselors urge them to take their first semester.</b></p> <p>In 2017-2018 there were 879 students on our waitlists on the first day of classes (this represents only 6 students per sections who could not get in to classes, as the above numbers attest, far more students weren't even able to get on waitlists). Our Fall waitlists tend to be full by the beginning of May and our Spring waitlists tend to be full by the beginning of December.</p>
<p>Need (conservatively) <b>56 new sections</b> each semester to meet Oral Communication requirement needs of future Fall Freshman Cohorts</p>	<p>In the last two years the BC Fall Freshman cohort has been close to 5,000 students. If this trend persists, to assure that these students transfer in two and finish in 4, we would need to add 113 sections of courses that meet the Oral Communication requirement annually (56 sections each semester). Our summer numbers over the last few years show that Summer demand tops out around 30 sections. As a result, we cannot add to our Summer offerings. Instead, these courses must be added to Fall and Spring to meet the needs of next Fall's cohort.</p>

<p>In the short term, need <b>50 additional sections</b> each semester to resolve the backlog of students who could not complete the Oral Communication requirement.</p>	<p>Almost 3.5 thousand Fall cohort students are turned away from Oral Communication courses annually. These additional 50 sections would begin to resolve the backlog of the over 200 sections we would need to resolve the last 2 years of backlog alone.</p>
<p>Student persistence and degree progress interrupted by lack of access to courses without prerequisites that meet the Critical Thinking requirement.</p>	<p>Only 2 of the 6 courses that meet the Critical Thinking requirement have zero prerequisites: COMM B5 and PHIL B7. The rest of the courses that meet this requirement have a prerequisite of ENGL B1A. This slows student progress as students must complete ENGL B1A before they can attempt 4 of the 6 courses that meet the CSU Critical Thinking requirement. Roughly 2,000 students per year can complete the Critical Thinking Requirement by taking PHIL B7 or COMM B5. Just as in the Oral Communication requirement examples above, this leaves thousands of students unable to (1) enroll in 12-15 units their first semester or (2) attempt 30 units in their first year.</p>
<p>Need (conservatively) <b>20 new sections</b> each semester to begin to meet Critical Thinking requirement needs of future Fall Freshman cohorts</p>	<p>As in the above Oral Communication requirement example, the annual Fall Freshman cohorts have been horribly underserved. Together, Philosophy and Communication need to add 100 sections a year of courses without prerequisites that meet the Critical Thinking requirement to meet the needs of the Fall Freshman cohort alone. If we continue as we have, 3/5ths of these courses (60 sections) would be taught in Philosophy and 2/5ths (40 sections) would be taught in Communication. This would be an increase of 20 sections of COMM B5 per semester.</p>
<p>In the short term, need <b>8 additional sections</b> each semester to attempt to resolve the backlog of students who could not complete the Oral Communication requirement.</p>	<p>As in the above Oral Communication requirement example, the backlog of student need compounds over time. Together, Philosophy and Communication need to add 40 sections a year of courses without prerequisites that meet the Critical Thinking requirement to meet the needs of the backlog of students who have been turned away from Critical Thinking requirement courses. If we continue as we have, 3/5ths of these courses would be taught in Philosophy (24 sections) and 2/5ths would be taught in Communication (16 sections). This would be an increase of 2 sections of COMM B5 per semester.</p>
<p>Major growth means students cannot complete degree in 2 years.</p>	<p>In just one year our Majors grew from 259 to 744. We have one of the fastest completion rates at Bakersfield College. We cannot sustain students' opportunities to complete the Communication Major in two years if we are forced to convert courses currently offered for our majors into Golden Four GE classes. Additionally, converting current courses to Golden Four courses would meet a small fraction of the need.</p>
<p>Cannot meet needs for staffing in rural communities.</p>	<p>Only morning students on the Delano campus can complete a Communication Certificate or Degree, underserving the 40% of Delano students who can only take classes at night.</p> <p>The new Shafter Center would like to increase from 2 sections of COMM B1 per year to 6 sections per year.</p>

### Early College and Inmate Scholars Program

<p>Cannot meet <b>increased</b> need for staffing in Rural and Prison Initiatives</p>	<p>The Director of the Rural Programs has been asked to increase offerings at the following locations:</p> <ul style="list-style-type: none"> <li>* <b>Wonderful Academy</b> would like to increase COMM B1 offerings from 3 per year to 10 per year</li> <li>* The Delano Early College programs would like 8 COMM B1 sections a year.</li> <li>* The Wasco Early College Program would like to increase from 2 sections of COMM B1 per year to 6 sections per year</li> <li>* McFarland is beginning an Early College Program. They would also like 6 sections of COMM B1 per year.</li> </ul> <p>*At each of these sites similar numbers of either COMM B5 or PHIL B7 should be offered to meet President Christian's Golden Four goals for the Rural initiative.</p>
<p>Cannot meet increased need for staffing in Early College Arvin program.</p>	<p>Our current commitment to the Arvin Early College program includes an increase in necessary personnel for the 3rd year of the pilot as we will need to provide 12 sections over the course of the year to meet the needs of the 3 cohorts, both completing the Golden Four and within our Major, that will be in progress by 2019-2020.</p>
<p>Cannot meet need for staffing in inmate scholar program.</p>	<p>We have been able to recruit 3 adjunct faculty from outside of Kern County to come in on Fridays in the Spring to teach 3 back-to-back classes each in the Inmate Scholars program. While this will allow our students in this program to complete their certificate and their major much more quickly, based on the numbers of students in our program, we still need twice as many sections per semester in the program than we offer now.</p>

### Adjunct Faculty and Faculty Overload

<p>Adjuncts teach more than 1/3 of courses.</p>	<p>In 2017-2018 we have 35% of our classes are taught by regular adjunct faculty (this is the highest of the 5 largest programs on campus)</p> <p>Department has maxed out our adjunct faculty capacity with 8 new hires this academic year.</p>
<p>Department has hired full-time emergency hires every semester for 4 years.</p>	<p>41% of our sections are taught by full-time faculty (this is the lowest of the 5 largest programs on campus)</p> <p>*The 41% taught by full-time faculty, as bad as it looks, is nonetheless an illusion. In 2017-2018, 22 sections were taught by emergency/temporary full-time faculty.</p>
<p>Emergency Hires are an inefficient use of resources.</p>	<p>Emergency Hires are announced and approved anytime from 2 weeks before a semester begins up until 12-week classes begin. These courses are opened long after students have built their schedules. As a result, students often cannot take the classes at the times they are open and often have no idea that the courses are available. As a result, courses staffed</p>

	<p>by Emergency Full-time Hires tend to have lower enrollments than classes that are opened at the beginning of Priority Registration.</p> <p>In addition, the process of approving Emergency Full-time hires is labor intensive and requires personnel in Departments, Dean’s offices, the Vice President of Instruction’s office, Course scheduling, Human Resources and at the District Office to devote hours of time to tasks that are not part of their regular load.</p>
Barriers exist to recruiting larger adjunct pool.	<p>There is no local Communication Master of Arts program from which to recruit</p> <p>On average we lose 3 adjunct faculty per year due to better job opportunities.</p> <p>Half of our adjunct faculty teach at California State University, Bakersfield as well. Several of these adjunct faculty members, teach 8 classes a semester between both institutions and are showing signs of burn-out including increased use of sick days and student complaints.</p> <p>8 new adjunct faculty hired in the last year but have lost 4 due to retirements and opportunities closer to home.</p> <p>Several of our adjuncts drive 4-5 hours round-trip to teach our classes.</p> <p>Three of our new adjunct faculty are only available to teach on Fridays.</p> <p>Many of our adjunct faculty would like to be assigned to the Southwest Campus. The student need on that campus, beyond our 7-10 sections per semester, has not yet been demonstrated.</p>
Half of our full-time faculty members teach at maximum overload.	<p>Over the last two years sick-leave days used by full-time faculty teaching maximum overload increased. Some of our senior faculty have begun to cut back.</p> <p>Junior, untenured faculty are now picking up maximum overload classes while also meeting their shared governance commitments.</p>
If every request for faculty we make this year is fulfilled we will still have fewer full-time faculty than English or Math, who also serve the Golden Four.	<p>English, the only other program on campus that has 100% responsibility for a course in the Golden Four and partial responsibility for a second, has 33 full-time faculty members. If all our requests this year are granted, we would move from 10 full-time faculty to 23 full-time faculty, still 10 full-time faculty below English.</p> <p>Math, a program that shares responsibility with Psychology for one area of the Golden Four has 27 Full-time Faculty members. If our requests are granted this year we would still have four fewer faculty members than the Math department.</p>

**Status Update – Action Plan and any link to Resource Requests: See 13 faculty requests**

**2. Program Goal:** Increase sections to 125 per semester in order to aid students in successfully meeting the Renegade Promise to “transfer in two”.

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

- (1. Student Learning, 2. Student Progression and Completion, 3. Facilities, 4. Leadership and Engagement)  
Student progression and completion

**Progress on goal achievement:** We've recently realized this goal is far too low. We need more than twice as many sections per semester. While we were able to support over 500 more students in completing coursework in the last year, most of that increase came during an enormous summer school offering. We still fall a minimum of 3.5K behind the need annually (see above). If BC's enrollments weren't growing rapidly this wouldn't be insurmountable. Currently, we don't have the capacity to offer more than 107-109 sections per semester. While we hired 8 new adjunct faculty, their sections have only made up for sections lost to retirements and better opportunities elsewhere.

**Status Update – Action Plan and link to Resource Requests:** See faculty requests

**3. Program Goal: Increase Inmate Scholars Certificate and Degree Completion**

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

- (2. Student Learning, 2. Student Progression and Completion, 3. Facilities, 4. Leadership and Engagement)  
Student progression and completion

**Progress on goal achievement:** Last year we were able to triple our offerings in the BC Inmate Scholars program due to faculty interest in volunteering in the program.

Number of Communication Certificates in progress: 806  
Number of Communication Certificates completed: 4  
Number of Communication degrees in progress: 806  
Number of Communication degrees nearly completed: 28

**Status Update – Action Plan and link to Resource Requests:** Over the next year, due to recruitment of adjunct faculty from Southern California for “3 on Fridays” we will, once again, double our course offerings, which will speed completion of Certificate and Major courses. However, grant funding is coming to an end and funding for textbooks is drying up. We are actively working with our textbook publisher to find a solution.

**4. Program Goal: Expand Early College Offerings to meet President Christian's goal to help Rural Students Complete an ADT, Certificate or the Golden Four before high school graduation**

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

- (3. Student Learning, 2. Student Progression and Completion, 3. Facilities, 4. Leadership and Engagement)  
Student Learning 1.6: Establish at least five full certificate programs in rural Communities.  
Progression and Completion 2.1: Expand dual enrollment in additional KHSD high schools.

**Progress on goal achievement:** Early College is a program that facilitates high school students completing a Communication Certificate as well as an associate degree by offering concurrent / dual enrollment college courses. From the beginning, the Communication program has supported every Early College initiative presented to us. We have been active in the Wonderful Academy and Wasco program since their first years. Last year, in conjunction with the Game Changer Grant initiative, the Communication Department helped launch the Early College program at Arvin High School. The first cohort launched in Spring of 2018 and exceeded the projected interest with more than 90 students and parents completing registration/orientation. Communication is one pathway for current students however all students must take two general education courses from our department no matter their degree path. Communication faculty initiated an internal review of early college program and will present their findings at an academic conference in October 2018.

**Status Update – Action Plan and link to Resource Requests:**

The Director of the Rural Programs has been asked to increase offerings at the following locations:

\* Our current commitment to the **Arvin Early College program** includes an increase in necessary personnel for the 3rd year of the pilot as we will need to provide 12 sections over the course of the year to meet the needs of the 3 cohorts, both completing the Golden Four and within our Major, that will be in progress by 2019-2020.

\***Wonderful Academy** would like to increase COMM B1 offerings from 3 per year to 10 per year

\* **The Delano Early College programs** would like 8 COMM B1 sections a year.

\* The **Wasco Early College Program** would like to increase from 2 sections of COMM B1 per year to 6 sections per year

\* **McFarland** is beginning an Early College Program. They would also like 6 sections of COMM B1 per year.

\*At each of these sites similar numbers of either COMM B5 or PHIL B7 should be offered to meet President Christian’s Golden Four goals for the Rural initiative.

See the following faculty requests:

- 2018 COMM faculty request form Arvin position 1
- 2018 COMM faculty request form Arvin position 2
- 2018 COMM faculty request form Wonderful position
- 2018 COMM faculty request form Delano Early College position
- 2018 COMM faculty request form Shafter Center/Wasco position 1
- 2018 COMM faculty request form Shafter Center/Wasco position 2
- 2018 COMM faculty request form McFarland position

**5. Program Goal: Improve local Baccalaureate degree options for our Majors**

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

(4. Student Learning, 2. Student Progression and Completion, 3. Facilities, 4. Leadership and Engagement)

Student progression and completion

**Progress on goal achievement:** Throughout 2017-2018 the BC Communication department worked with the “finish in 4” team and the CSUB Communications department chair to attempt to reverse CSUB’s decision not to accept the BC Communication ADT. While we developed the finish in 4 template and agreed that students have no problem finishing in 4 years when they transfer from BC with a Communication ADT the Communications department at CSUB have not agreed to reinstate approval of the Communication ADT. Our “finish in 4” team has worked with CSUB counselors and evaluators to develop a plan that will allow our Communication ADT students to move forward within the “finish in 4” framework with a 15-unit per semester guarantee that is not the ADT guarantee but it is the best option we have at the moment.

**Status Update – Action Plan and link to Resource Requests:** Continue working with the “finish in 4” team to gain acceptance of the Communication ADT at CSUB.

B. List new or revised goals (if applicable)

**Program Goal:** [Develop a Communication Skills Lab](#)

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

[Student Learning, Student Progression and Completion](#)

**Progress on goal achievement:** Since the late 1990s we have often asked for a Communication Skills Lab. With the new funding formula, a Communication Skills Lab will support increased student success in our courses. We have seen our colleagues at other California Community Colleges improve student success in their classes through the use of a Communication Skills lab. The Bakersfield College communication skills lab would be for all students in oral communication and argumentation courses, including—Persuasion, Public Speaking, Small group and Argumentation and Rhetoric. These courses are part of the Golden Four CSU requirements and are therefore critical in order for our students to achieve the goals of student success and learning. Communication labs have been an integral part of communication studies departments at both the 2 and 4-year colleges for many years. There are close to 50 communication labs at various two and four year schools across the nation. These labs have been shown to be pivotal in allowing students to achieve success in regards to staying in their communication courses, but the one-on-one skills of peer, and self-evaluation skills learned in the labs are often transferable to other courses

One study from San Mateo Community College demonstrates the link to student success. “Our success and retention rates are the 3<sup>rd</sup> highest on campus. [In Addition], integration of class work and praxis creates high student retention and success compared with the division average one need for future employers as well as for transfer success. (Kate Motoyama, Chair Communication Department, San Mateo Community College

“Success and retention for face-to-face, as well as online/distance courses

We expect the communication lab will increase student retention. The following information was provided by Kate Motoyama, Chair of Communication dept, San Mateo Community College in regards to their communication Lab.”

**Status Update – Action Plan and link to Resource Requests:** We have made strides to create a communication lab environment despite not having an actual lab. We have done this through the use of Supplemental Instruction Leaders. These excellent students have helped many students through their fear of public speaking and to develop their skills as communicators. However, this year we have seen a decrease in the availability of SI funding as a

result of the shift to creating more support opportunities for Math and English students in order to meet the mandates of AB 705. If we had a Communication Skills Lab we would have our own budget from which to hire student workers to act as tutors and SI leaders.

**Program Goal: Develop COMM B11 Skills for Online Presentation**

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Progression and Completion

**Progress on goal achievement:** We were approached by Bill Moseley who asked if we could work within the new directive approved by the CSU Breadth Committee to allow 100% online Oral Communication courses. We attended a workshop with a faculty member who has been teaching Public Speaking online. In the workshop we learned that, in order for the course to meet the oral communication requirement students must give 4 live, face-to-face, synchronous, streaming speeches to a live audience. In the workshop she shared the methods and technologies that have made this possible. Over the summer faculty drafted the course that is now working its way through curriculum review. One section of this course will pilot in Fall 2019 with more sections to be added in Spring 2020. This online course will allow Bakersfield College the opportunity to offer online only degrees and certificates as well as increasing the accessibility to students throughout Kern County. Additionally, Bill Moseley has suggested that we offer the course through the Online Education Initiative (OEI).

**Status Update – Action Plan and link to Resource Requests:** Two faculty members are currently building the course Canvas shell. In Fall, 2019 we will offer 1 section to pilot the Canvas shell and we will begin to recruit adjunct faculty from outside our area to teach this course online beginning Spring, 2020. Ideally, we will hire a full-time faculty member who will be the faculty lead for the course. Within the next year BC will need to resolve two issues that have stood in the way of offering this course: (1) every student must be required to have a webcam for this course. Current BC online course standards disallow this requirement, (2) CCCZoom groups need to be more stable than they are currently to allow students to give all 4 class speeches to live steamed audiences of their peers. BC technologists need to confer with their counterparts at schools, like Folsom, where Public Speaking Courses are already streaming.

See 2018 COMM Faculty Request Form Online position

**Program Goal: Design and Implement a Critical Thinking Course that is UC transferable.**

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Progression and Completion

**Progress on goal achievement:** We were approached by the chair of Counseling, Mark Osea and the Transfer Counselor, Marisa Marquez and asked to develop a UC transferable Communication course to help eliminate the “critical thinking” bottle neck at BC, allowing UC bound students to more

effectively complete their course load at Bakersfield College. A group of faculty who teach our current course, COMM B5, worked together over the summer to review UC transferrable classes at other colleges. Currently, the course, COMM B15: Argumentation and Critical Thinking, is working its way through curriculum review.

**Status Update – Action Plan and link to Resource Requests:**

Once the course is approved by C-ID, CSU/UC Breadth then we will offer 1 section of this course per semester.

**Program Goal: Canvas adoption and training for all COMM faculty**

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Learning, Student Progression and Completion

**Progress on goal achievement:** Many of the Communication faculty members have been early adopters at every stage of Canvas implementation. We have developed Canvas shells that we share with new faculty for COMM B1 and COMM B5. We are now offering multiple sections of hybrid COMM B1 (Public Speaking) and will offer multiple sections of COMM B5 (Rhetoric and Argumentation) beginning in the Spring of 2019. Those hybrid courses host their online components in Canvas. The Department is also using Canvas shells to share course syllabi, structures, assignments, and quizzes, as well as to share Department documents and resources. We are linking our Canvas presence to e-Lumen as we pilot those processes.

**Status Update – Action Plan and link to Resource Requests:** Moving forward, this Spring we will require all adjunct faculty to put their Syllabi, course schedules and their grades on Canvas. We are developing assessment modules for a variety of classes that instructors will be able to include in their classes to ease assessment processes.

**Program Goal: Increase COMM B5 for Golden Four in the 1<sup>st</sup> 30 units**

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

Student Progression and Completion

**Progress on goal achievement:** COMM B5 (Rhetoric and Argumentation) meets the A3 Critical Thinking requirement, one of the Golden Four. COMM B5 is one of 2 options students have to complete area A3 without first completing a prerequisite course. The Communication Department is committed to helping students finish their critical thinking in the first year. The Department is increasing the number of COMM B5 sections offered from 9 per semester in 2017 to 16 in the Fall of 2018 and will increase to 20 in the Spring of 2018. The Department has offered a couple of 8-week sections each of the last few semesters.

**Status Update – Action Plan and link to Resource Requests:** We will pilot an 8-week hybrid version of the course (which will allow for 2 sections to meet in the time block formerly occupied by 1 section) with 4 sections in Spring 2019. To meet the needs of each Fall Freshman cohort, annually, we need to add roughly 56 new sections of COMM B5 Argumentation and Rhetoric. To begin to meet this need, we have requested the following positions:

- 2018 COMM Faculty Request Form Replacement

- 2018 COMM Faculty Request Form Critical Thinking position

In addition, the following Early College position requests include sections of COMM B5:

- 2018 COMM faculty request form Arvin position 1
- 2018 COMM faculty request form Arvin position 2
- 2018 COMM faculty request form Delano Early College position
- 2018 COMM faculty request form Shafter Center/Wasco position 1
- 2018 COMM faculty request form Shafter Center/Wasco position 2
- 2018 COMM faculty request form McFarland position

**Program Goal: To recommend and promote Communication as a viable second major that students can complete within their 60 transfer units**

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Progression and Completion

**Progress on goal achievement:** The communication department teaches classes that fulfill five different CSU GE requirements. Students who plan strategically often earn, within the 60 units required for their first major, an ADT in Communication as a second major. This not only benefits the student, it benefits the college as well. With the new funding formula, second majors that can be completed within the 60 unit ADT will provide additional “points” BC will need in the future.

**Status Update – Action Plan and link to Resource Requests:** We are in the early stages of creating promotional materials to educate students, faculty, and the community about the benefits of a second major in Communication.

### **Program Analysis:**

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time). *All programs will answer the following questions unless otherwise indicated.*

1. Please report on any unexpected changes or challenges that your program encountered this cycle:
  - a. One of our Full-time Faculty members was recruited as a Dean, she is in her 2<sup>nd</sup> year as a Dean. Her position has not yet been replaced.
  - b. Our building was under construction during Summer School so we had to move most of our Summer classes to the BC Southwest Center.
  - c. Due to the impending new funding formula we were asked to add as many summer section classes as possible that began before July 1. We developed 3 4-week sessions that ran at the BC Southwest Center. We planned over 50 sections at BCSW. Several sections in the 2<sup>nd</sup> and 3<sup>rd</sup> session didn't fill because students needed classes at the Panorama campus and couldn't get back-and-forth. In the future, it would be ideal to offer 3 sessions on the Panorama Campus, Southwest Campus and at the Delano Campus in order to best meet student need.
2. How does your trend data (or other data your area collects) impact your decision making process for your program?

- a. Please see our position requests. While the trend data shows that we are serving more students than ever before, data we obtained from the Office of Institutional Research show that we are far from meeting student needs for the Oral Communication and, by extension, the Critical Thinking Requirement. We need 13 new faculty to begin to meet this need.
3. Evidence of Department Dialog of data
  - o If you have had time to review and discuss your program's data with members of your department, attach documentation of your discussion. Documentation can come in the form of minutes from meetings or retreats, email dialog or any other ways that show substantive discussion.
  - o We discussed our data in a Retreat on September 8, via email as we developed our arguments for our position requests and in hallway conversations throughout the month of September.
4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?
  - a. Our students are becoming substantially younger. For the first time in decades, 43% of our students are 19 or younger.
5. Were there any changes to student success and retention rates for face-to-face and online courses? (instructional only)
  - a. Our distance ed retention has increased. The instructor who teaches the course attributes this increase to 2 changes: (1) improved explanation in the course schedule about what a "hybrid" course is as well as the student expectations in a "hybrid" course and (2) the Canvas course that he created to clarify student expectations outside of traditional class hours.
6. Equity gaps
  - o Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).
  - o No statistically significant gaps.
7. Please describe any recent achievements of your department, including but not limited to faculty who have won awards or distinctions, new projects your department has implemented, professional development work, professional conference presentations or recently published work.

Several faculty presented flex workshops and presented at conferences. BC Communication Faculty authored textbooks continue to be adopted at Community Colleges throughout California and the other Western States. One of our new adjunct faculty will present in the "Top Papers" category at the National Communication Association Conference this November. Several of our faculty, full-time and adjunct, have worked in the past year with: the National Institute for the Humanities, Leadership Bakersfield, Latina leadership Institute and Toastmasters International.
8. The college has embarked on significant efforts such as **Guided Pathways**, **affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.

We have been deeply involved with Guided Pathways from the beginning. Last Spring, our Department Chair was a Co-Lead for the Arts, Humanities and Communication pathways team. In this role she sent targeted emails both to students in the pathway and more specific targeted emails to Communication majors. Additionally, she developed weekly student success slides that Communication faculty now show in their classes. As a direct result of these efforts, Communication majors jumped from 259 to 744, certificate completions jumped from 68 to 177 and degree completion

jumped from 69 to 102. Additionally, we inducted nearly 30 students into the Communication Honor Society, Sigma Chi Eta, our largest cohort in the history of BC Sigma Chi Eta.

9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.

- a. Dual Enrollment: We have one adjunct faculty member who teaches at South High who will teach COMM B1 for Dual Enrollment in the Spring.
- b. Inmate Education: We have been deeply involved with Inmate Education since the beginning. Currently, here are our numbers:

Number of Communication Certificates in progress: 806

Number of Communication Certificates completed: 4

Number of Communication degrees in progress: 806

Number of Communication degrees nearly completed: 28

- c. Rural Initiatives: We are involved and committed to ALL the Rural Initiatives. We offer courses at all of BC's rural sites.

**Analysis of Received Resources from Previous Cycle**

**Discuss the type of resources you received and their Impact on program effectiveness?**

**Facilities:**

*If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.*

2: Renovation

3: Furniture

The communication department gratefully received the benefit of the Language Arts Building's recent renovations. Rooms 109, 110, and 114 received new desks and separate chairs that meet ADA requirements and greatly contribute to student learning. With the new furniture, different desk layouts and arrangements within the classroom can be utilized. Group work such as activities and discussion are facilitated with ease compared with the use of the old furniture. The new hooks on the desks allow students to hang their belongings and keep them off of floor and out of the aisles, increasing safety and reducing liability exposure. Additionally, the new desks have reduced obstacles to exiting the room in the event of an emergency. The new carpeting decreases noise in the classroom which decreases distraction. Although not specifically requested, the new paint gives the classrooms a fresh and clean feeling and shows our students that we are invested in them.

- 6. Renovation: All interiors in the building were painted white. This unrequested change is harmful to student success in our discipline.

Background of Problem: This past summer (2018) our primary building (Fine Arts) was painted white, including all walls, and all doors. While we work hard to support the college goals of Student Success and Learning, current studies of paint color in a college classroom suggest this entire white environment inhibits these goals. A key finding in our area of communication and speaking was the heightened level of anxiety that students reported in the all-white classroom (see study synopsis below). Our students are already involved in the most stress-inducing course on campus—public speaking, and we should be doing what we can to help mitigate these natural fears.

Below are some of the key discussion points from the study

Johnson S.S. Heidi and Jennifer Maki, American School & University, "Evaluating color in the classroom and how it affects students." Aug 1, 2009.

Through a survey, 100 college students were studied before and after in each classroom using three methods, including on-task behavior, academic performance and sense of well-being.

Students were first tested in a classroom painted white and then re-tested in the same room after it had been painted a different color. The results were compared to a control group that remained in an all-white painted class for the entire study.

The results of this study showed that color in a classroom can reduce off-task behavior and anxiety, as well as positively affect perceptions of learning and sense of well-being. When the test group was observed after the classroom had been painted, it was striking to see how much more attentive the students were. The lighting in the classroom was not changed, but once the walls were painted, shadows and glare appeared to decrease, which likely helped students focus. In terms of impact on actual learning, although there was not a large difference in exam grades between the two groups before and after painting, the test group at least did not falter as much with regard to quiz scores.

To date, our pleas to return to at least our normal classroom paint scheme have been turned down with responses generally reflecting the tone that faculty may not make any modifications to offices and that the only approved color for hallways, doors, and interior is white. We are requesting our facilities in the Fine Arts complex to be repainted and doors to be re-stained to match the previous, less-stress-inducing color schemes.

### **Technology:**

*If your program received technology (audio/visual – projectors, TV's, document cameras) and computers, how does the technology impact your program and help contribute to student success?*

- 1: Replacement Technology
- 2: New Technology
- 3: Software
- 4: Other \_\_\_\_\_

NONE

### **Other Equipment**

*If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.*

NONE

### **Conclusion:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program if someone were to only read this portion of your annual program review.

The Bakersfield College Communication Department is one of the premier Community College Communication Departments in California. With only ten full-time faculty members, the Communication Department offers approximately one hundred Communication class sections per semester, as well as a large summer session each summer.

While we continue to provide excellent educational opportunities, we are not meeting the Strategic Directions needs of our students. In order to avoid the continued bottleneck caused by 3.5 thousand underserved students per year in the Oral Communication requirement alone we need to more than double our full-time faculty. We have exhausted options for local adjunct faculty and classrooms on the Panorama Campus. While our offerings are strategic, increasingly utilizing hybrid sections that allow for twice as many classes to be taught in a single classroom, we don't come close to meeting the need for the half of the Golden Four that we have responsibility for teaching. Each year, thousands of our Fall cohort Freshman are locked out of completion of the Oral Communication requirement (COMM B1, B4 or B8) and the zero prerequisite Critical Thinking requirement options (COMM B5 and PHIL B7) because less than half of the sections needed are offered. To begin to meet this need we have requested 13 full-time positions:

- 7 Early College positions that will allow Rural high school students to meet College requirements on their High School campuses (using high school classrooms and College professors)
- 1 Delano Campus request (as afternoon and evening space is always available)
- 1 Online faculty request as the CSU Breadth Committee has approved courses to meet the Oral Communication requirement that require speeches to be given in a live, synchronous streaming environment
- 2 Critical Thinking instructor faculty requests (one is a replacement request for our faculty member who is now a full-time Dean)
- 2 Bakersfield area Oral Communication instructor faculty requests

“Leadership and Communication” is an important academic subfield of the discipline of Communication, Communication faculty are teaching leadership through their personal examples of campus service and leadership: All ten faculty members are involved in numerous campus initiatives and projects besides the 50+ departmental initiatives and projects which they have set for the 2018-2019 academic year.

We appreciate the improved facilities in the Language Arts building. The ADA compliant desks and sound dampening carpeting have cut down on the noise and distraction in the classroom. We are not fond of the upgrades made in the Fine Arts building as the paint choices made are likely, based on academic research, to increase distraction in the classroom. We look forward to classroom carpeting next summer and hope the same colors chosen for Language Arts will be used. The warm colors combined with the sound dampening may lessen the distraction caused by the paint colors. We have requested wifi capable computers to replace our old classroom computers in FA 47, 51 and 58. The current computers use ethernet cables that never stay on the wall and present a constant tripping hazard. Upgrading to wifi capable computers would reduce these dangers. Additionally, we are requesting new computers for our more seasoned faculty's offices as it has been years since they've had upgrades and a new faculty printer for the Delano Campus as the hub printer is always broken.

The Communication department is a vital part of Bakersfield College. 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!