Bakersfield College
Comprehensive Program Review

Program Information:
Program Name: Communication Program (ADT and Certificate)

Program Type: X Instructional   ☐ Student Affairs   ☐ Administrative Service ☐ Other

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.

Instructional Programs only:
   A. List the degrees and Certificates of Achievement the program offers
      COMMUNICATION ASSOCIATE DEGREE FOR TRANSFER
      COMMUNICATION CERTIFICATE
   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.
   C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Progress on Program Goals, Future Goals, and Action Plans:

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 goals, please duplicate this section.

Current Program Goals	Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Comments
1. Hire five additional full-time Communication faculty to meet student need on the main campus and at the 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 2017 (Date) ☐ Ongoing: _____ (Date)	We currently fall behind a minimum of 1.5K students in need of the Oral Communication each year. In order to meet this need we need to add 53 new sections a year (minimum). We have exhausted all local options for adjunct hiring. The only way to begin to meet this need is through new full-time hires.
2. Increase sections to 125 per semester in order to aid students in successfully meeting the Renegade Promise.	X 1: Student Learning X 2: Student Progression and Completion ☐ 3: Facilities ☐ 4: Oversight and Accountability ☐ 5: Leadership and Engagement	☐ Completed: _____ (Date) ☐ Revised: _____ (Date) ☐ Ongoing: _____ (Date)	Our goal is to offer enough sections to meet the growing student demand. To do this we will need to hire additional full time and adjunct instructors.

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

Future Goals	Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)	Action Plan	Timeline for Completion	Lead person for this goal
1. Prison Program goals	X 1: Student Learning X 2: Student Progression and Completion ☐ 3: Facilities ☐ 4: Oversight and Accountability ☐ 5: Leadership and Engagement	Rotate offerings in the Prison Program to assure that students can complete a Certificate in Communication	Ongoing	Bryan Hirayama
2. Arvin Early College Program	x 1: Student Learning x 2: Student Progression and Completion ☐ 3: Facilities ☐ 4: Oversight and Accountability ☐ 5: Leadership and Engagement	Work with Arvin HS and the director of the BC Rural Programs to offer a full Communication major in the Arvin Early College Program	Begin offering: Spring, 2018	Chris Cruz-Boone
3. Improve local Baccalaureate completion options for our students.	x 1: Student Learning x 2: Student Progression and Completion ☐ 3: Facilities ☐ 4: Oversight and Accountability ☐ 5: Leadership and Engagement	Encourage CSUB to begin to offer a Communication Studies BA. Investigate options for a Communication Studies CCC Baccalaureate at BC.	CSUB will stop accepting our ATD students in Fall, 2018.	Mike Korcok
5. Identify and minimize disproportionate disadvantage	X 1: Student Learning X 2: Student Progression and Completion ☐ 3: Facilities ☐ 4: Oversight and Accountability ☐ 5: Leadership and Engagement	Data collected shows no disproportionate advantage. BC doesn't collect LGBTQ data even though the State Academic Senate says that LGBTQ students are at the greatest proven disadvantage. Developing a demographic survey students can take the first day of class on-line so we can collect the data.	We will be teaching interpersonal classes with an LGBT theme Spring, 2018.	A Todd Jones

Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

- Communication classes are scheduled morning, afternoon, and evening in our six dedicated Panorama campus Communication classrooms. All assigned classrooms are being utilized from early morning to late evening, with a high level of room utilization. This room utilization is recorded on an Excel spreadsheet which can be used as evidence supporting our request for more "priority" classrooms.

- Every semester the Communication Department holds an evening Communication Department Showcase or Speech Contest that is open to the public. The public Showcase or Speech Contest allows us to advertise our classes, and it gives our top students a performance opportunity.
- The Communication Department has set aside late Monday afternoons for department meetings, department work sessions and pedagogic workshops. No full-time instructors are scheduled to teach in the 4:20 p.m. to 5:45 p.m. slot on Mondays so that we have a set time when all full-time instructors can meet as necessary.
- A Saturday work day is scheduled each semester, typically lasting 6 to 8 hours. Because over 50% of our instructors are Adjuncts, these Saturday work days are crucial for departmental assessment and instructor training projects. Additionally, time is devoted to norming speech evaluations and to reviewing and updating department projects and initiatives. These departmental goals and initiatives are developed and evaluated annually to encourage departmental productivity, collaboration, and innovation.
- Each Communication course is managed and led by one or two full-time faculty who collaborate on sharing innovative assignments and course resources. This arrangement provides additional support to adjunct faculty, fostering high academic standards and departmental continuity. The course leads also coordinate the assessment plans for their courses.
- The Communication Department hosts a bi-monthly Potluck lunch in the Fine Arts building where multiple departments and staff members are able to interact, network, and develop relationships and a sense of community.
- The Communication Department maintains an open dialogue with Jonathan Schultz, the Communication Department Counselor Liaison. Jonathan regularly attends our department meetings, and we encourage all instructors to keep Jonathan in the communication loop when speaking to students and staff about Communication classes and the requirements they help to fulfill. Our relationship with Counselor Liaison Jonathan Schultz increases the accuracy and timeliness of course and transfer information that is provided to our students.
- The Communication Department's faculty members regularly participate in campus and community projects, such as Renegade Talks, Writer's Bureau, Prison Programs, WeComm Speech Club at the Delano Campus, BC Communication Club at the main campus, Communication Ambassadors, Completion Coaching for Guided Pathways in the Arts, Humanities, and Media Pathway, Flex week workshops, and Habits of Mind, etc. This regular faculty service outside of the required committee work contributes to greater campus and community awareness and strengthens our local learning communities.
- The Communication Department created a course on Canvas that hosts all department materials electronically, allowing both full-time and adjunct faculty access to up-to-date information within our department like faculty contact information, program review packets, assessment materials, etc. quickly and easily. The Canvas course also has sections for each Communication course taught with the lead instructors responsible for updating their course's syllabus, textbook, sample class activities, quizzes, exams, etc. to allow the highest level of access to sample materials from all courses to faculty.
- Currently, four Communication courses are taught between two faculty within the Prison Program; COMM B1 Public Speaking and COMM B6 Intercultural Communication. We hope to consistently offer COMM B1 as the oral communication course and rotate the second course offered to allow for the possibility of a Communication certificate within the Prison Program.
- Students who take our classes, none of which have any prerequisites, complete matriculation at a 20% higher rate (89%) than the college as a whole (69%). Our matriculation rates have increased over the years as a result of the in-class orientations that we complete each semester in the 5th to 6th

week in which we teach students:(1) what to do to maintain priority registration, (2) how and when to complete their SEPs, (3) the advantages of the Associate Degrees for Transfer, (4) how to complete a Communication Certificate within their General Education pattern and (5) how to speed their progress at BC. The quality of the support we provide helps all students working toward completion of a degree at BC complete more quickly.

- The Department Chair has instituted wellness reminders as part of Program meetings as an attempt to mitigate for the stressors of consistently teaching overload.
- COMM SI operates out of FA 59. Each of our 6 SI leaders serve multiple sections across instructors. COMM SI leaders provide drop-in hours, workshops targeted at specific skills and traditional SI sessions.
- We have found that Summer Bridge participation improves instructor awareness of student needs. As a result, we encourage our faculty, both full-time and adjunct, to participate in Summer Bridge. This year we had 9 faculty members participate in Summer Bridge.
- The Communication Department is an active member of the Arts, Humanities and Communication Pathway team. We work to bring pathways advice to our majors in a timely manner.

3 Year Program Analysis:
Take a look at your trend data. Provide an analysis of program data throughout the last three years (all programs should have some form of data that is used to look at changes over time) and report:
1. **Changes in student demographics (gender, age and ethnicity).**
   Our student base has gotten significantly younger. Last year, only 12% of our students were over 29. We serve a higher percentage of Latino students (70%) than the College and a slightly lower percentage of white students (17%).
2. **Changes in enrollment (headcount, sections, course enrollment, and productivity).**
   In 2016-17 we served a greater number of students than ever before with slightly higher student retention and success. Our "productivity" is lower than the college as a whole because of the nature and requirements in our classes. In 65% of our classes students must learn to give speeches in front of an audience. At the State level, each student is required to give 22 minutes of graded speeches. Our other classes also As a result, our class sizes must remain at 30.
3. **Changes in achievement gap and disproportionate impact.**
   No disproportionate impact noted within our program. Students in all demographic categories are more successful in Communication program courses than the college.
4. **Success and retention for face-to-face as well as online/distance courses.**
   Our Success and retention rates in face-to-face classes have been climbing steadily in the last 5 years. We began teaching hybrid online/face-to-face classes in 2015. While success rates were lower, they have been climbing. Last semester, the instructor who teaches these classes began using Canvas and the one-semester success rates were much higher than any previous semester.
5. **Any unplanned events that affected your program/.**
   One of our full-time faculty members was transferred to a BCATT Dean position.
   THE RIDE initiative and the Early College Initiative both present a vital need for increased staffing.

6. **Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).**
   Our BC AA continues the process of sun setting. In the last 3 years, students who began the degree before 2011 have completed a total of 24 degrees, with 3 awarded last year. Our Associate Degree for transfer continues to grow. In the last 3 years more students have completed the degree each year. In the last 3 years 159 students have completed the Communication Associate Degree for Transfer.
   Our Certificates in Communication continue to be popular. We had a 1-year spike in Certificates in 2015-16 with 193 Certificates earned. The following year there was a dip in Certificates with only 63 earned. We just moved Certificate processing to the CTE office.
7. **Reflect on any changes you would like to see in your program in the next 3 years.**
8. We need our students to continue to have local upper division options. Only half of our students who complete the ATD degree transfer to a CSU. The lack of a local Communication Studies Baccalaureate program, the 3rd largest BA program in the CSUs, diminishes student opportunities. These opportunities will diminish further beginning Fall, 2018. CSU, Bakersfield has notified us that they will no longer accept our ATD to meet the degree requirements for their Journalism/PR program. As a result, our greatest priority is to find a way for our students to complete their Bachelors' degrees locally.
9. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.

Full Name of Degree or Certificate	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
COMMUNICATION AA (only students who began before 2011)	8	3	1	0	0	0
COMMUNICATION ASSOCIATE DEGREE FOR TRANSFER	58	67	75	83	90	98
COMMUNICATION CERTIFICATE	193	68	100	100	100	100

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
Positions: *Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.*	☐ 1: Classified Staff ☒ 2: Faculty	In the last 3 years we have hired 4 new faculty members, all of whom had previously been our long-time adjunct faculty. The net increase in sections offered was offset by a loss of other adjunct faculty and a full-time faculty reassignment as a BCATT Dean. As a result, the number of sections offered has diminished slightly. However, our new full-time faculty members have expanded our capacity to meet other needs: *We are more involved in shared governance activities *We are helping to build the Arvin Early College Program *We are better able to make data driven decisions

Professional Development: *Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle*	☒ 1: Provided Professional Development ☒ 2: Attended Professional Development	All of our full-time faculty and most of our adjunct faculty attend flex week activities. In the last 3 years, 4 of our faculty members have offered flex week activities and several others have been respondents at flex workshops offered by others. Within our department, we have 2 annual professional development days in which we meet to improve the effectiveness of our work in the classroom.
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.*	☐ 1: Space Allocation ☐ 2: Renovation ☐ 3: Furniture ☐ 4: Other ☐ 5: Beyond Routine Maintenance	N/A
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_____	N/A
Resource Request		**Discuss How Effective Request is for Student Success?**
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*	☐ 1: Replacement ☐ 2: New ☐ 3: Other_____	N/A

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success.		
Budget: *Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)*		

Conclusions & Snapshot:

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 Comprehensive Review.

In the last six 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 (10 beginning Fall, 2017), the Communication Department is offering 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 for our students, we are currently teaching beyond our capacity. We have exhausted options for local adjunct faculty and, while our offerings are strategic, we cannot meet the need for Oral Communication courses without additional full-time faculty.

"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 2017-2018 academic year.

Our program must grow to meet the needs of our students. Nearly every freshman at BC needs to take the Oral Communication requirement. However, we cannot offer enough sections of courses to meet this need. Additionally, we cannot meet the growing needs of the Rural Initiatives without a substantial increase in faculty. We need a minimum of 5 new faculty members: 2 on the Panorama campus and 3 assigned to the Rural areas to meet the expanding needs of the College. However, the hiring limitations announced in late September have led us to request 1 new faculty member rather than 5. This will continue the bottleneck students are facing as they attempt to complete their Oral Communication requirement at Bakersfield College.

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) lecture capture (with necessary hardware upgrades) 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.) Additionally, these requests may also allow rural students access to the full-range of our classes through the RIDE program as we may be able to stream courses from any location to one or more rural locations.

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!