Enrollment - Census/FTES

Percent Change

<table>
<thead>
<tr>
<th>Measure</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrolment</td>
<td>Stable [2.22 %]</td>
<td>Strong Decline [-8.81 %]</td>
<td>Strong Decline [-10.64 %]</td>
<td>Strong Growth [21.11 %]</td>
</tr>
<tr>
<td>FTEs</td>
<td>Stable [0.55 %]</td>
<td>Strong Decline [-9.44 %]</td>
<td>Strong Decline [-11.17 %]</td>
<td>Strong Growth [19.45 %]</td>
</tr>
<tr>
<td>Section Count</td>
<td>Strong Growth [13.04 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-15.38 %]</td>
<td>Growth [4.55 %]</td>
</tr>
<tr>
<td>Avg. Class Size</td>
<td>Strong Decline [-11.64 %]</td>
<td>Decline [-5.56 %]</td>
<td>Growth [5.67 %]</td>
<td>Strong Growth [9.79 %]</td>
</tr>
</tbody>
</table>

Enrollment Summary

Given the trends in enrollment, what are the implications for your program?

Response:
The non-performance Speech Communications classes, which include Speech 121, The Process of Interpersonal Communication, and Speech 151. Small group Communication, offered online in multiple sections every semester, including intersessions, in full semester and eight-week configurations have boosted the enrollment numbers. In addition, an upward trend in enrollment at the College generally is reflected in higher numbers in on-campus Speech classes, especially Speech 101, Oral Communication.

Enrollment Growth Initiatives

Did you have any enrollment growth initiatives that occurred this year? [Yes] [No]

If yes, please list any enrollment growth initiatives that occurred this year and comments on these:

Validation Review

Was a trend analysis done? [Yes] [No]
Was a comparative analysis done? [Yes] [No]
Was a detailed analysis done? [Yes] [No]
Data Evaluation: [ ]
Comments: [ ]

OBJECTIVES:
Enrollment - Instructional Delivery Modes

<table>
<thead>
<tr>
<th>Measure</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>Stable [2.22 %]</td>
<td>Strong Decline [8.81 %]</td>
<td>Strong Decline [10.54 %]</td>
<td>Strong Growth [21.11 %]</td>
</tr>
<tr>
<td>Evening</td>
<td>Strong Decline [-29.08 %]</td>
<td>Strong Decline [-40.61 %]</td>
<td>Strong Decline [-28.39 %]</td>
<td>Strong Decline [-18.92 %]</td>
</tr>
<tr>
<td>Online</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [28.29 %]</td>
<td>Strong Growth [44.27 %]</td>
<td>Strong Growth [25.93 %]</td>
</tr>
</tbody>
</table>

Instructional Modes Summary

Please comment on the enrollment pattern in these instructional delivery modes:

Online: on ground, Day and Evening

Response:

With strong growth in the day program and the online program, more sections should be added in these areas. (This was done in 2008.)

The strong decline in the evening program reflects the college’s need to recruit more evening students.

Program Participation

Did you offer any courses this year in any of the following programs:

Online: ground, hybrid classes, high school outreach, ACT program, Weekend College?

If yes, please list the programs and summarize the nature of your involvement:

In Winter 2007, four Speech 101 classes were offered on ground, three sections of 121 were offered online, and two sections of 151 were offered online.In Spring, four sections of 121 were offered online, including an eight-week class. Three sections of 151 were offered online, including an eight-week class. Ten sections, including a six-week class of Speech 101 were offered on ground.

Two sections of 104, Argumentation, were offered on ground. One section of 121 was offered on ground, and Speech 135, Storytelling, was offered on ground. In the summer, we offered: five sections of 101 on ground, four sections of 121 online, and three sections of 151 online.In the fall, we offered: 10 sections of 101 on ground, two sections of 104 on ground, one section of Speech 111, Voice and Articulation, on ground, one section of 121 on ground and four sections online, one section of 135 on ground and three sections of 151 online.

Validation Review

Was a trend analysis done? [ ]

Was a comparative analysis done? [ ]

Was a detailed analysis done? [ ]

Data Evaluation: [ ]

Comments: [ ]

OBJECTIVES:

No Objectives Submitted.

Enrollment - Demographics
Demographics Summary

Based on these demographic trends in enrollment, are there any implications for the discipline? Please describe:

Respondent:

Response

Continue to add sections of all Speech Communication classes. Topics and projects should reflect the views and needs of a diverse student body.

Validation Review

Was a trend analysis done? [ ] Yes [ ] No
Was a comparative analysis done? [ ] Yes [ ] No
Was a detailed analysis done? [ ] Yes [ ] No
Data Evaluation:

[ ] [ ]
Comments:
Student Success - Success/Retention

Success, Retention & Awards Summary

Given the data, please describe the trend in Student Success. What are the implications for your program?

Response:
It is interesting to note that although the numbers of students increased, the rate of student success and retention declined. The development of measurable SLOs and Speech program outcomes served to tighten standards, and this might account for the decline.

Validation Review

Was a trend analysis done? [ ]
Was a comparative analysis done? [ ]
Was a detailed analysis done? [ ]
Data Evaluation: [ ]
Comments: [ ]

OBJECTIVES:
No Objectives Submitted.

Curriculum - Course Updates

Course Updates, Syllabi & New Programs

Of the number of courses that need to be updated, how many have been completed? [ ]
If course updates are due, please describe the discipline's plan for updating courses:

Are instructors' class syllabi collected? [Yes] [No]  

Please describe the course syllabi collection procedure: 
*The chair collects a syllabus for each course from each instructor. Each instructor delivers a hard copy or online copy of the syllabus to Academic Affairs.*

Have you developed any new courses and/or programs in the last year? [No] 

Please describe the new courses or programs:

**Validation Review**

<table>
<thead>
<tr>
<th>Data Evaluation:</th>
<th>Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

**OBJECTIVES:**

No Objectives Submitted.

**Curriculum - SLOs**

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Committee webpage with Institutional and Program SLOs listed</td>
</tr>
<tr>
<td>42 single course assessments by West faculty</td>
</tr>
<tr>
<td>SLO Tutorial on Janet Fulks' Bakersfield CC website</td>
</tr>
</tbody>
</table>

**Student Learning Outcomes**

Have program SLOs been developed for this discipline? [Yes] [No]  

Does the discipline have assessment plans for program SLOs? [Yes] [No]  

Please describe your assessment plans for SLOs:

Program SLOs for Speech have been completed as have been rating scales.

Have any courses assessed college or program SLOs? [Yes] [No]  

Please describe your assessment of SLOs:

Assessment is done by grading speeches.

**Validation Review**

<table>
<thead>
<tr>
<th>Data Evaluation:</th>
<th>Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

**OBJECTIVES:**

No Objectives Submitted.

**Vocational - Advisory Requirements**

<table>
<thead>
<tr>
<th>Advisory Board Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have an Advisory Board? [No]</td>
</tr>
<tr>
<td>Do you have minutes of your Advisory Board meetings? [No]</td>
</tr>
<tr>
<td>Please provide copies of your minutes (e.g., electronic or paper) and list the meeting dates in the last year:</td>
</tr>
<tr>
<td>Has the Advisory Board provided any recommendations and/or outcomes? [No]</td>
</tr>
</tbody>
</table>

Of those recommendations and/or outcomes, which have been acted upon, and what is your plan of action with regard to other recommendations and/or outcomes:
**OBJECTIVES:**

No Objectives Submitted.

---

### Resources - Personnel

<table>
<thead>
<tr>
<th>Percent Change</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total FTEF</td>
<td>Strong Growth [13.33 %]</td>
<td>Decline [-4.12 %]</td>
<td>Strong Decline [-16.16 %]</td>
<td>Growth [5.12 %]</td>
</tr>
<tr>
<td>Full-Time FTEF</td>
<td>Strong Decline [-10.53 %]</td>
<td>Stable [0.59 %]</td>
<td>Stable [0.59 %]</td>
<td>Stable [0.59 %]</td>
</tr>
<tr>
<td>Part-Time FTEF</td>
<td>Strong Growth [30.77 %]</td>
<td>Decline [-5.88 %]</td>
<td>Strong Decline [-25.00 %]</td>
<td>Strong Growth [8.93 %]</td>
</tr>
</tbody>
</table>

Please comment on the trends in FTEF. What are the implications for your program?

**Response:**
We are stable at this time. However, if growth in the number of classes continues, another tenure-track Speech instructor will be necessary.

---

### Faculty Hiring

Do you see a need to increase full-time, tenure-track faculty?  
No [ ]  Yes [ ]

Do you plan to submit a FP/IP application?  
No [ ]  Yes [ ]

Please Describe:

---

### Faculty Evaluations

Have all evaluations for faculty and staff that are due been completed?  
Yes [ ]  No [ ]

If "No," please describe the plan for completing evaluations:

Do all full-time faculty participate in a college-wide and/or Senate committee?  
Yes [ ]  No [ ]

Please provide a list of the discipline's full-time faculty and their committee assignment:

Betty Jacobs Basic Skills, Matriculation, Senate alternate for the division, Divisional Council
John Jordan CEMA chair, Divisional Council
Albert Marotta Mentoring program in 2007

---

### Professional Development

---
Below 20

Online

Total

Census/FTES

Objectives:

No Objectives Submitted.

Resources - Fiscal Budget

Budget Status

 Were you over, under or on your budget? On

Respondent:

Grants or Additional Funding Sources

 Have you received any grants or any additional funding from other sources? No

 Please indicate the amount of any additional grants or funding: $

 If yes, please describe:

Validation Review

Data Evaluation: Accepted

Comments:

Budget allocations must be increased to provide in classroom technology, recording devices, cameras and microphones.

Objectives:

No Objectives Submitted.

Resources - Facilities

Facilities

 Were you satisfied with the discipline’s facilities? No

Please describe:

A new lectern was requested for one of the classrooms. It was delivered in 2008. This discipline, which is part of Language Arts, will move into the state-of-the-art classroom building scheduled for occupancy in 2010.

How have the current facilities impacted the discipline? The classrooms are messy and make the use of technology difficult.
### Supplies & Equipment

**Were you satisfied with your instructional supplies and equipment?**

Yes

**Please describe:**

Once the new lectern arrived in 2008, the situation improved.

### Validation Review

**Data Evaluation:**

Accepted

**Comments:**

Objectives:

No Objectives Submitted.

### Resources - Resource Request

No Resources Submitted.

### Accreditation - Progress Report

#### WASC Accreditation Planning Agendas

- **Have the faculty in the discipline initiated the alignment of student learning outcomes and course assessment?**
  
  Yes

  **If yes, please describe:**

  Rating scales have been developed.

- **Have full-time faculty representatives from the Division attended monthly meetings of the Curriculum Committee?**
  
  Yes

  **If yes, please list the representatives and describe:**

  The representative in 2007 was Nancy Sander. When she went on sabbatical, Bernard Goldberg took her place.

  **Respondent:**

### Comprehensive Program Review

**Do you have any comprehensive program review agenda items that should be addressed?**

**If yes, please describe:**

### Program Accreditation / Certification

**Do you have any outside agency accreditations standards that should have been addressed?**

No

**If yes, please describe:**

### Validation Review

**Data Evaluation:**

Accepted

**Comments:**

Objectives:

No Objectives Submitted.
## Final Summary

### Measure Summary

<table>
<thead>
<tr>
<th>Measure</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>TotalEnrollment</td>
<td>Stable [2.22 %]</td>
<td>Strong Decline [-8.81 %]</td>
<td>Strong Decline [-10.54 %]</td>
<td>Strong Growth [21.11 %]</td>
</tr>
<tr>
<td>DayEnrollment</td>
<td>Strong Growth [14.07 %]</td>
<td>Strong Decline [-12.56 %]</td>
<td>Strong Decline [-21.66 %]</td>
<td>Strong Growth [32.48 %]</td>
</tr>
<tr>
<td>EveningEnrollment</td>
<td>Strong Decline [-29.08 %]</td>
<td>Strong Decline [-40.61 %]</td>
<td>Strong Decline [-28.39 %]</td>
<td>Strong Decline [-18.92 %]</td>
</tr>
<tr>
<td>OnlineEnrollment</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [285.29 %]</td>
<td>Strong Decline [-9.44 %]</td>
<td>Strong Growth [44.27 %]</td>
</tr>
<tr>
<td>FTES</td>
<td>Stable [0.55 %]</td>
<td>Strong Decline [-9.44 %]</td>
<td>Strong Decline [-11.17 %]</td>
<td>Strong Growth [19.45 %]</td>
</tr>
<tr>
<td>ACS</td>
<td>Strong Decline [-11.64 %]</td>
<td>Decline [-5.56 %]</td>
<td>Growth [5.67 %]</td>
<td>Strong Growth [9.79 %]</td>
</tr>
<tr>
<td>TotalRetention</td>
<td>Growth [3.06 %]</td>
<td>Decline [-3.85 %]</td>
<td>Stable [1.64 %]</td>
<td>Decline [-3.90 %]</td>
</tr>
<tr>
<td>TotalSuccess</td>
<td>Decline [-4.84 %]</td>
<td>Strong Decline [-13.54 %]</td>
<td>Strong Growth [7.48 %]</td>
<td>Strong Decline [-13.07 %]</td>
</tr>
<tr>
<td>MaleEnrollment</td>
<td>Decline [-4.26 %]</td>
<td>Stable [1.85 %]</td>
<td>Strong Decline [-22.64 %]</td>
<td>Strong Growth [45.85 %]</td>
</tr>
<tr>
<td>FemaleEnrollment</td>
<td>Decline [-3.17 %]</td>
<td>Strong Decline [-8.41 %]</td>
<td>Strong Decline [-9.18 %]</td>
<td>Strong Growth [14.04 %]</td>
</tr>
<tr>
<td>Age20Enrollment</td>
<td>Growth [4.35 %]</td>
<td>Growth [5.56 %]</td>
<td>Strong Decline [-22.37 %]</td>
<td>Strong Growth [22.03 %]</td>
</tr>
<tr>
<td>Age2024Enrollment</td>
<td>Stable [2.07 %]</td>
<td>Stable [1.12 %]</td>
<td>Strong Decline [-20.88 %]</td>
<td>Strong Growth [36.55 %]</td>
</tr>
<tr>
<td>Age2534Enrollment</td>
<td>Strong Decline [-13.61 %]</td>
<td>Strong Decline [-12.12 %]</td>
<td>Strong Decline [-11.03 %]</td>
<td>Strong Growth [37.98 %]</td>
</tr>
<tr>
<td>Age3554Enrollment</td>
<td>Strong Decline [-7.91 %]</td>
<td>Strong Decline [-21.88 %]</td>
<td>Strong Decline [-7.00 %]</td>
<td>Strong Decline [-10.28 %]</td>
</tr>
<tr>
<td>Age55Enrollment</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-26.67 %]</td>
<td>Strong Decline [-9.09 %]</td>
<td>Strong Growth [80.00 %]</td>
</tr>
<tr>
<td>EthnicityAsianEnrollment</td>
<td>Growth [3.03 %]</td>
<td>Strong Decline [-25.00 %]</td>
<td>Strong Decline [-37.25 %]</td>
<td>Strong Growth [71.88 %]</td>
</tr>
<tr>
<td>EthnicityBlackEnrollment</td>
<td>Stable [0.58 %]</td>
<td>Decline [-4.40 %]</td>
<td>Strong Decline [-15.64 %]</td>
<td>Strong Growth [26.18 %]</td>
</tr>
<tr>
<td>EthnicityHispanicEnrollment</td>
<td>Stable [2.96 %]</td>
<td>Strong Decline [-6.10 %]</td>
<td>Strong Decline [-14.29 %]</td>
<td>Strong Growth [13.64 %]</td>
</tr>
<tr>
<td>EthnicityIndianEnrollment</td>
<td>Strong Decline [-75.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Growth [200.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>EthnicityWhiteEnrollment</td>
<td>Strong Decline [-11.69 %]</td>
<td>Decline [-4.41 %]</td>
<td>Strong Growth [9.23 %]</td>
<td>Decline [-4.23 %]</td>
</tr>
<tr>
<td>EthnicityOtherEnrollment</td>
<td>Strong Decline [-13.85 %]</td>
<td>Strong Decline [-7.14 %]</td>
<td>Strong Decline [-20.00 %]</td>
<td>Strong Growth [70.83 %]</td>
</tr>
<tr>
<td>FTER</td>
<td>Strong Decline [-10.53 %]</td>
<td>Stable [0.59 %]</td>
<td>Stable [0.59 %]</td>
<td>Stable [0.59 %]</td>
</tr>
<tr>
<td>FTEH</td>
<td>Strong Growth [30.77 %]</td>
<td>Decline [-5.88 %]</td>
<td>Strong Decline [-25.00 %]</td>
<td>Strong Growth [8.33 %]</td>
</tr>
<tr>
<td>FTEF</td>
<td>Strong Growth [13.33 %]</td>
<td>Decline [-4.12 %]</td>
<td>Strong Decline [-16.16 %]</td>
<td>Growth [5.12 %]</td>
</tr>
<tr>
<td>SectionCount</td>
<td>Strong Growth [13.04 %]</td>
<td>Stable [0.00 %]</td>
<td>Strong Decline [-15.38 %]</td>
<td>Growth [4.55 %]</td>
</tr>
</tbody>
</table>

### Enrollment Growth Initiatives

Did you have any enrollment growth initiatives that occurred this year?  
**No**

### Program Participation

Did you offer any courses this year in any of the following programs: Online/on ground, hybrid classes, High School Outreach, ACT program, Weekend College?  
**Yes**

### Faculty Hiring

Do you see a need to increase full-time, tenure-track faculty?  
**No**

Do you plan to submit a FPPIP application?  
**No**

### Faculty Evaluations

Have all evaluations for faculty and staff that are due been completed?  
**Yes**

### Professional Development

Have all of the faculty fulfilled their Flex requirements?  
**Yes**
Final Summary

OBJECTIVES:

Percent Change

Indian

Female

Measure

No Objectives Submitted.

We are stable at this time.

With strong growth in the day program and the online program, more sections should be added in these areas. (This was

Program Review has been completed for this Unit.

Validation Review

Final Evaluation: Accepted

Comments:

Submit Program Review