

PROGRAM REVIEW FOR COMMUNICATION DEPARTMENT SPRING 2014

Submitted September 2014

Bergen Community College

PROGRAM: Communication Department (Speech, Broadcasting, Journalism)

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DATE OF THIS REPORT: September 2014

PERIOD OF YEARS BEING REVIEWED: 2011- Present

Our department mission statement was created during our last Program Review, in April, 2011 (See Appendix A). It states:

The Department of Communication, in the interest of developing responsible communities and individuals, strives to teach a diverse population of students the theories, principles, and practices of effective and ethical communication in a range of personal, public, visual and mediated contexts. The Department also seeks to prepare interested students for advanced undergraduate and graduate studies in Communication.

The option in Communication is appropriate for students focusing on many areas of study as well as professional careers. A concentration in Communication is often selected by students going into education, business, marketing, public relations, law, social work, criminal justice, and political science. This option provides a solid foundation to a liberal arts education. The Communication Department is an all-inclusive discipline offering a variety of courses that give students the tools and ability to hone their verbal and non-verbal skills in both personal and professional settings. The communication option is offered in four areas:

Broadcasting (A.S.)

Cinema (A.A)

General Communication Arts (A.A.)

Journalism (A.S.)

The Communication Department consists of 12 full-time (See Appendix B) professors—seven in Speech, two in Broadcasting, one in Journalism and two in Cinema Studies. In addition, there are 4 Lecturers in Speech, 14 adjuncts in Speech, and 4 adjuncts in Broadcasting and Public Relations. ***Cinema Studies will conduct their own Program Review in 2017, and thus will not be presented in this report.***

The Communication Department offers, on average, 84 sections of COM 100 Speech Communication and 6 sections of COM 102 Public Speaking, every fall/spring semester. These courses are both General Education requirements, thus reaching/serving a large percentage of the Bergen Community College population. The Speech courses provide students with the basic tools to be successful communicators in any field by giving them the skills employers are asking for: effective presentations, active and participatory group and team members, and the ability to get along in the workplace. The courses in the program prepare students to transfer to four year degree programs in Public Communication,

Interpersonal Communication, and Group Communication, which is important since the Communication programs at Montclair State and William Paterson University are among the largest departments at those two colleges. Our basic courses in Speech Communication and Public Speaking also fulfill the College's oral communication competency requirement, as well as the statewide General Education requirement.

The Journalism program includes courses in introductory journalism, media writing, copy editing and print journalism production, the last of which helps produce *The Torch*, the student newspaper of Bergen Community College. In addition to teaching students the skills needed to report, write and edit news for print media, broadcast and the Web, the program links the students and the wider campus community through the student newspaper.

The Broadcasting Program prepares its graduates for Bachelor's degree studies and for careers in media, advertising, marketing, public relations and many other fields. Bergen's student Broadcasting facilities consist of a multi-camera TV production studio, a radio production studio, and a number of post production editing stations. The TV studio has the ability to broadcast live over our PEG channel.

2011 PROGRAM REVIEW

The Communication Department completed its last Program Review on April 1, 2011(See Appendix A for full report). Faculty created Program Learning Goals for Speech Communication and Mass Communication areas and aligned them with Student Learning objectives for over 19 courses. Syllabi for 19 Communication courses were revised. A Program Matrix illustrated how courses in our program supported student achievement mirrored by the Program Learning Goals.

Program Goals for Speech:

- To demonstrate written and reading literacy
- To demonstrate the ability to construct and deliver a speech
- To demonstrate the ability to communicate effectively in interpersonal interactions
- To demonstrate the ability to appreciate diversity and to practice civility

Program Goals for Mass Communication:

- To demonstrate written and reading literacy
- To demonstrate an understanding of the role that mass media plays in society
- To demonstrate the ability to communicate effectively in interpersonal interactions
- To demonstrate the ability to appreciate diversity and to practice civility

Recommendations by 2011 Program Review:

- Faculty should review course descriptions in their areas of expertise and revise accordingly to align with student learning objectives realized in the course.
- Faculty should review course titles for clarity and accuracy.
- Faculty should store sample course exercises, videos, exams and other teaching materials in the Documents Library, TK20, so that these materials can be shared with all faculty.
- The Department should require all faculty adjuncts to use the model syllabi shell created for this Program Review.
- Faculty should review course learning objectives, assessment measures and graded activities every few years to see that we are representing the best educational experience for our learners.

PROGRESS SINCE LAST PROGRAM REVIEW

As this report will show, the Communication Department has followed these recommendations.

- We have had revisions and upgrades to various syllabi as needed, which will be discussed at length in the Curriculum section of this report.
- We have had meetings with discipline faculty to work on questions of assessment, viability of course material and updated information with regard to other school offerings.
- We have shared various teaching materials among the faculty.
- We have a faculty member serving as an Adjunct Mentor, thus ensuring that all Adjunct Faculty use departmental syllabi for their courses.
- We have done several assessment efforts led by a faculty member who is our departmental Assessment Liaison.

FOCUS ON STUDENTS

COM 100 Speech Communication Course:

Data collected by our department (see Appendix C) on 2012-2014 enrollment suggests that in the Fall semester, the Communication Department has, on average, 91 sections of COM 100, thus reaching approximately 2,000 students each Fall. In the Spring semesters, the department offers, on average, 77 sections of COM 100, thus serving approximately 1,690 students each Spring. Summer offerings of COM 100 average 23 sections, thus serving approximately 500 students each summer, for the past two years. This adds up to a total average enrollment of 4,190 students in our COM 100 Speech Communication course alone.

Most recent data collected by the Bergen Community College Center for Institutional Effectiveness (see complete report in Appendix D) on 10/15/13 suggests: that in Fiscal Year 2013 (Academic Year 2012-2013) 2,705 of the 3,185 students enrolled in COM 100 Speech Communication courses passed the course.

COM 102 Public Speaking Course:

The Communication Department started offering this course in Spring 2012. On average, the department offers 6 sections each Fall and Spring Semester, thus reaching approximately 120 students each Fall and Spring semester, or 240 students per academic year.

COMMUNICATION CONCENTRATION (AA.LA. COMM)

According to data from the Center for Institutional Effectiveness, there were a total of 182 students in the concentration in Fall 2012, 122 (67%) of which were full-time students.

The enrollment data by ethnicity showed the following numerical breakdown:

Asian= 16

Black= 14

Hawaiian Pacific Islander= 2

White= 72

Two or more races= 2

Non-Resident Alien= 8

Unknown, Unspecified = 68

Data supplied by Dean Amparo Coddington's Humanities Program Viability Tracking Report (see Appendix E) suggests that the AA.LA.COMM concentration has the most students enrolled in all the A.A. programs in the Division for years 2009-2013, second only to the AA.LA.GEN program. Also, this concentration has the highest number of students (second only to A.A.LA.GEN) completing an A.A. program for years 2009, 2010, 2011, 2012. It tied with 2 other A.A. programs for the highest completion rates in 2013.

Transfer Rates:

17.6% of COMM majors transferred to another institution (2009 Cohort)

Graduation Rates:

18 Students graduated with the COMM major in 2012; 6 COMM degrees were awarded in 2013.

The Center for Institutional Effectiveness conducted a follow-up survey of COMM major graduates in 2011 (n=4) and found that they gave a "good" rating to the question: "How well did the courses you completed at BCC prepare you for further education?"

Students who complete the COMM major transfer to: Montclair State University, William Paterson University, Fairleigh Dickinson University, New York University, Ramapo College, Savannah College of Art and Design and Coppin State University

66.7% of 2009 respondents stated that the COMM program of study helped their performance on the job.

BROADCASTING CONCENTRATION (AS.PS. BRCST):

There were a total of 90 students in the concentration in Fall 2012, 60 (67%) of which were full-time students.

The enrollment data by ethnicity showed the following numerical breakdown:

Asian= 5
Black= 6
Hawaiian Pacific Islander= 0
White= 35
Two or more races= 1
Non-Resident Alien= 6
Unknown, Unspecified = 37

Data supplied by Dean Amparo Coddling's Humanities Program Viability Tracking Report (see Appendix E) suggests that the Broadcasting concentration is keeping on par with other A.S. programs in the Division. For the last five years (2009-2013) it has enrolled, on average, 113 students. This exceeds the rate of the majority of other concentrations in the Division. This concentration also has, on average, one of the highest completion rates (7) in the Division.

Transfer Rates:

16.7% of BROADCASTING majors transferred to another institution (2009 Cohort)

Graduation Rates:

17 Students graduated with the Broadcasting major in 2012; 17 Broadcasting Major degrees were awarded in 2013.

The Center for Institutional Effectiveness conducted a follow-up survey of Broadcasting major graduates in 2011 (n=2) and found that they gave a "very good" rating to the question: "How well did the courses you completed at BCC prepare you for further education?"

Students who complete the Broadcasting major transfer to: Rutgers University, Seton Hall University and William Paterson University

66.7% of 2009 respondents stated that the COMM program of study helped their performance on the job.

JOURNALISM CONCENTRATION (AS.PS.JOUR):

There were a total of 77 students in the concentration in Fall 2012, 55 of which were full-time students.

The enrollment data by ethnicity showed the following numerical breakdown:

Asian= 5

Black= 5

Hawaiian Pacific Islander= 2

White= 33

Two or more races= 2

Non-Resident Alien= 5

Unknown, Unspecified = 25

Data supplied by Dean Amparo Coddling's Humanities Program Viability Tracking Report (see Appendix E) suggests that the Journalism concentration is keeping on par with other A.S. programs in the Division. For the last five years (2009-2013) it has enrolled, on average, 97 students. This exceeds the rate of the majority of other concentrations in the Division. This concentration also has, on average, a completion rate (4) comparable with other concentrations in the Division.

Transfer Rates:

13.3% of JOURNALISM majors transferred to another institution (2009 Cohort)

Graduation Rates:

5 Students graduated with the Journalism major in 2012; 7 Journalism degrees were awarded in 2013

The Center for Institutional Effectiveness conducted a follow-up survey of COMM major graduates in 2008 (n=2) and found that they gave a "good" rating to the question: "How well did the courses you completed at BCC prepare you for further education?"

Students who complete the Journalism major transfer to: City University of New York, Montclair State University, Ramapo College, William Paterson University, Hunter College and Rutgers University, NYU, Baruch College, University of Texas at Austin.

FOCUS ON FACULTY AND STAFF

The Communication Department consists of 12 full-time (See Appendix B) professors—seven in Speech, two in Broadcasting, one in Journalism and two in Cinema Studies. In addition, there are 4 Lecturers in Speech, 14 adjuncts in Speech, and 4 adjuncts in Broadcasting and Public Relations. Faculty in the Department of Communication are well-trained and experienced in the special challenges facing students in the community college environment in particular. They are actively involved in programs that both serve students with special concerns, such as the “Tuition or Food” committee, and those looking for extracurricular activities such as the Speech Competition.

We have a very active and engaged faculty who participate in nearly every aspect of the College in Student Affairs, Academic Committees and workgroups. Currently, all of our full-time faculty are tenured or about to be tenured. Our Fall 2013 Smart Eval course evaluations are just above (See Appendix F) the College and Division averages and many of our members are actively engaged in activities related to improving student learning and engagement. Several members of the department are also active in statewide, regional, and national Communication professional organizations. Our faculty are collaborative, knowledgeable people who keep current by assessing materials, attending and presenting at conferences, and striving to keep their students engaged.

Questionnaires Distributed to Faculty

Two questionnaires were distributed to the faculty via Survey Monkey in Spring 2014 to collect necessary data. One questionnaire (See Appendix G) went to **ALL** communication faculty (Full-time, Lecturers, Adjuncts) to collect information about:

Demographics

Level of satisfaction in various areas of the department

Teaching support

Results by 22 respondents indicated that 54% are female, and 45% are male; 95% identified themselves as White and 4.55% identified themselves as Black. Ninety percent (90%) hold Master’s degrees and 9% have attained a Doctorate degree. Nearly 60% of the faculty have more than 15 years of college teaching experience, 22% have 10-15 years of experience.

Level of satisfaction with the leadership of the Communication Department is very high. Ninety percent (90%) of the faculty feel very satisfied with the current leadership and 68% are very satisfied with the office administration of the department. Team members of the Program Review commented that, “There is a supportive, effective, and caring Chairperson” and, “We have a Dean who is supportive of new courses and programs, and listens to, as well as respects, the needs of the faculty.”

Nearly half of the faculty were “very satisfied” with the academic offerings, and another 45% were “satisfied”-- only 4.5% reported that they were “not satisfied.” To support the academic offerings in the department, the faculty use many services to support their teaching. The top results (See Appendix G) were as follows:

- Library Services (68%)
- Moodle (59%)
- Technology (59%)
- Center for Innovation and Teaching and Learning (45%)
- Computer Labs (40%)
- Tutoring Center (27%)
- Office of Specialized Services (27%)

An additional questionnaire (see Appendix H for survey and results) was handed out to all **Full-Time, Tenured and Tenure Track** faculty via Survey Monkey. It collected data pertaining to:

- Years of college teaching experience
- Years of teaching at BCC
- Highest Degree earned
- Professional Affiliations
- Service to the College
- Awards/Honors Received
- Current Projects
- Grants
- Publications
- Presentations and attendance at Conferences

Among the full-time tenured and tenure-track faculty, 50% have more than 20 years of college teaching experience, followed by 20% who have 16-20 years. Forty percent (40%) of the faculty have been at Bergen for 1-10 years, but the majority, 60%, have been at Bergen for a range of 11 to more than 20 years. One faculty member holds a Ph.D., one a J.D., and the remaining faculty have Master’s Degrees.

Our Speech, Broadcasting and Journalism faculty have many professional affiliations including the New Jersey Communication Association. One of our members has served as the President of that organization, while another has served as the Community College Representative and Special Projects Director. In addition, our faculty are members of the Eastern Communication Association and the National Communication Association. Other memberships include the American Forensic Association, International Listening Association, NJTESOL, and various Theatrical affiliations. Two of our faculty members have presented at the National

Communication Association in November, 2011. In addition, faculty have presented at New Jersey Communication Association, The BCC Tri-State Conference, and the NSSA.

Our Broadcasting faculty remain active in The Broadcast Education Association, the NAB and Phi Delta Kappa. At the April 2014 National Association of Broadcasters/Broadcast Education Association (NAB/BEA) Conference, the panel on which a faculty member presented, was ranked in the top 15, among hundreds of sessions.

Our Journalism faculty member remains quite active as a board member in the New Jersey Foundation for Open Government, the College Media Association, Associated Collegiate Press, Association of Educators in Journalism and the Mass Media, Student Press Law Center and the New Jersey Press Association.

Our faculty have attended a multitude of academic conferences in the past few years. They include: BCC Tri-State Conference, New Jersey Communication Association Conference, Eastern Communication Association Conference, National Communication Association Conference, DKG State Convention, College Media Association Annual Spring Conference, New Jersey Press Foundation Annual Meeting, NSSA, Middle State Conference on Assessment, IUPUI Conference on Assessment, National Association of Broadcasting Conference, Time-Warner Thought Leadership Conference, National Council on Education, Thomas Edison State College National Institute on the Assessment of Adult Learning, NJ Edge Conference, League for Innovation in the Community College, Enrollment Management Conference and the Course Coordinator Symposium.

All of our faculty serve an active role on several college-wide committees. They include: the Middle States Periodic Review Team, Promotional and Sabbatical Committee, Judith K. Winn School of Honors Advisory Committee, Senate Learning Assessment Committee, General Education Committee, Diversity Day Committee, Faculty Development Committee, Admissions Committee, Library Committee, Academic Standing Committee, Faculty Senate, Veterans Initiative and The Online Professor Program (TOPP).

In addition to service on college-wide committees, our faculty have many other notable contributions to the college. They include presentations at several Student Government/Student Life retreats and weekends, extensive work and training in the college Advising Center, and coordinating the Speech Competition. In addition, one of our faculty has served as the Co-Director for the Judith K. Winn School of Honors, another as an Interim Dean, and another as a CIE Assessment Fellow.

Communication Department faculty have received grants for various projects. One faculty member was awarded two state grants in 2013: (1) to create Hybrid Courses in General Education areas and (2) to develop campus-wide video creation and management (CISCO) system for faculty to create video assets for online, hybrid and face-to-face courses. Another faculty member has received CIRD grants for the Speech Competition in 2008, 2009 and 2010.

Adjuncts

Professor Gina Herrmann is the Department Adjunct Mentor. Under her coordination efforts, all adjuncts in the department were observed by full-time faculty and, in addition their syllabi were looked over as well. A mentor system was set up a few years ago so that any concerns or problems could be directed to a single source.

The College provides training for adjuncts, especially in the area of online teaching. Adjuncts and any other temporary faculty members are invited to participate in the The Online Professor Program (TOPP), which teaches the pedagogy and mechanics of teaching online, hybrid and web-enhanced courses. The Web Enhanced Program (TWEP) focuses on web-enhancing a fully face-to-face course. The Center for Innovation in Teaching and Learning (CITL) also provides a wide offering of online and face-to-face workshops to improve learning. One of our current Lecturers, Chris Foster, teaches many of these workshops.

Support Staff

The Communication Department has one full-time secretary who also works for two additional departments-- the Music and Performing Arts and Art. A few student workers also work in the office with the secretary, but her duties are many.

FOCUS ON CURRICULUM

Please see Appendix I for complete course descriptions.

Please see Appendix J for copies of course syllabi.

Please see Appendix K for list of course requirements for each program.

The Communication Department offers several courses in Speech, Broadcasting and Journalism. For a 2-year summary of course offerings, please see Appendix C and Appendix L.

Speech Communication course offerings:

COM 100 SPEECH COMMUNICATION (General Education)

COM 102 PUBLIC SPEAKING (General Education)

COM 114 INTERCULTURAL COMMUNICATION (Diversity Requirement for General Education)

COM 116 INTERPERSONAL COMMUNICATION

COM 119 BUSINESS AND PROFESSIONAL SPEAKING

COM 122 ARGUMENTATION AND DEBATE

Broadcasting course offerings:

COM 101 MASS MEDIA COMMUNICATION

COM 103 INTRODUCTION TO RADIO AND TV BROADCASTING

COM 105 RADIO PRODUCTION

COM 106 TV PRODUCTION

COM 111 VIDEO POST PRODUCTION

COM 140 INTRODUCTION TO MULTI MEDIA

COM 205 ADVANCED RADIO PRODUCTION

COM 206 WRITING FOR THE MASS MEDIA

COM 207 TV PRODUCTION II

COM 208 DIRECTING FOR TELEVISION

COM 210 PUBLIC RELATIONS

VARIOUS CO-OP COURSES (Optional)

Journalism course offerings:

COM 110 PRINT JOURNALISM

COM 201 INTRODUCTION TO JOURNALISM

COM 206 WRITING FOR THE MASS MEDIA

COM 210 PUBLIC RELATIONS

COM 212 COPY EDITING

Scheduling:

Speech (COM 100 and COM 102):

See Appendix C for a list of number and type of sections offered for COM 100 Speech Communication and COM 102 Public Speaking from Summer 2012-Spring 2014. In the fall and spring semesters, an average of 84 sections of COM 100 Speech Communication are offered at BCC. These sections are offered in a variety of traditional, online, and hybrid formats, as well as a variety of campus locations, Paramus, Lyndhurst and Hackensack. The majority of Speech classes are offered during the day. COM 100 is also offered in Summer I and Summer II classes in both Paramus and Lyndhurst, with an average of 12 sections per summer session.

An Honors version of COM 100 is offered every fall/spring semester as well.

COM 102 Public Speaking, which debuted in Spring 2012, runs, on average, 6 traditional sections in the fall and spring semesters in Paramus and Lyndhurst campuses.

The great majority of COM 100 and COM 102 classes run to capacity.

Broadcasting and Journalism:

On average, seven sections of COM 101 Mass Communication are offered every fall and spring semester, followed by a variety of Broadcasting and Journalism courses. See Appendix L for a complete list of these course offerings from 2012-2014. Most of these courses are offered during the day.

Articulation Agreements in Broadcasting:

During the Academic year 2013-2014, two new broadcasting articulation agreements were formed with New Jersey City University (NJCU) and William Paterson University (WPU). Links to these articulation agreements can be found on the Bergen Community College website.

Faculty Elin Schikler, Tom Jewell, Julia Peterson, Dean Amparo Coddling, staff members Brian Hemstreet and Dianna O'Connor visited William Paterson University on 11/15/13 to meet with WPU representatives to discuss a possible program-based articulation agreement (Broadcasting) between the 2 institutions. They discussed curricula in detail, from the program level down to each course, syllabi, textbooks, etc., comparing "ours" to "their" equivalents. The visit also included a tour of the WPU production facilities.

Also, an articulation agreement with Long Island University is in process as well.

Curriculum Development:

Our basic courses, COM 100 Speech Communication and COM 102 Public Speaking, are strong and the syllabi for both courses were developed collaboratively by the entire department. In the online version of the COM 100 Speech Communication course, a number of faculty members met together to develop a common set of course materials and activities that each faculty member has since revised on his/her own, but developing the core assets benefited all who taught online.

The COM 102 Public Speaking course was created and approved by the General Education Committee in September 2011 and has been offered since Spring 2012. In an effort to work collaboratively with colleagues at other community colleges, some Speech faculty attended the Public Speaking Learning Outcomes Summit in February 2013 at Middlesex Community College. This meeting resulted in four suggested learning outcomes for the General Education Public Speaking course (See Appendix M).

COM 114 Intercultural Communication was offered in 2010 when it got approved as a General Education course satisfying the Diversity requirement. This has greatly enhanced our offerings to students and transfers as a General Education course to many of our target transfer schools.

The department offered COM 122 Argumentation and Debate in the Spring 2014 semester, a course which had not been offered for quite some time.

A new Journalism course started in Spring 2013, COM 212 Copy Editing. COM 110 Print Journalism was created in Fall 2010.

Quality of Curriculum:

Speech:

The quality of the curriculum is high. A great deal of attention was given to aligning the courses for majors with programs at four-year universities that our students most often transfer to after graduation to ensure the coursework transfers. Due to the standard use of rubrics (evaluation forms) for assessing student performance during presentations, students receive continuous feedback, which allows them to build their weaker areas, and faculty to tailor course materials accordingly.

COM 100 Speech Communication is available in multiple formats from face-to-face, to hybrid to online. This helps meet the needs of the non-traditional student.

Broadcasting:

Broadcasting classes regularly bring in a variety of broadcasting professionals as guest speakers. Through broadcasting courses, there are frequent media-related field trips including Content and Communications World Conference, SiriusXM, Clear Channel and tapings of television shows. Broadcasting students get many opportunities for “real world” broadcasting experience by helping with Media Technologies’ productions or helping with productions for outside clients (e.g. WNET). Broadcasting faculty notify and encourage students to submit work to media competitions such as the The Financial Literacy PSA competition.

The Broadcasting program teaches the principles of television and radio production. Students produce a variety of programs for both TV and radio. The curriculum contributes to the college by attracting students who want to work in the industry but who might not be able to afford such courses in New York City.

Journalism:

The strongest aspects of this program are the most traditional aspects of a journalism education: accuracy, balance, fairness, legal and ethical issues and strong interviewing, writing, and editing

skills. Areas that need further attention are the constantly evolving new media tools including Facebook, Twitter, Tumblr, Reddit, Instagram, Vine and others, and how they are being used to gather and disseminate media.

Assessment:

Assessment efforts are led by Professor Jane Phelps. She has served as a CIE Assessment Fellow and currently serves as our departmental Assessment Liaison. The Communication Department has conducted two cycles of assessment of student learning outcomes in the Speech Communication (COM 100) course since the Fall 2010 semester. COM 100 is a General Education course that is required for the Associate in Arts degree, and for many other programs at Bergen. Each assessment cycle is a 4-semester process. The cycle is designed so that the department can establish assessment goals, determine the methodology, conduct the assessment, and analyze the results. It is in the 4th semester, when we analyze the results, that we also focus on ways to improve teaching to help students meet the department's student learning objectives, what the Middle States Commission on Higher Education calls "closing the loop."

For both the 2010 - 2012 and 2012 - 2014 assessments the Department used a nationally normed rubric of public speaking competence. The rubric assesses students' public speaking competence in 8 areas. The goal was for 80% of students to be assessed as competent. The results of the two assessments indicated that 90% of students are rated as "competent" or higher on all of the evaluated areas. In the 4th semester of each assessment cycle, the "closing the loop" stage, the department decided to focus on 2 areas. A model lesson plan was developed and was made available to the full-time faculty for their reference in the Fall 2013 semester. It was provided to the adjunct faculty at the beginning of the 2014 semester for their use.

The department's assessment work was evaluated as "exemplary" by the Center for Institutional Effectiveness during its meta-review of College assessment programs last summer. It is one of only 3 departments in the College - including academic and administrative departments - to be recognized as exemplary. The department begins a new cycle of assessment in the Fall 2014 semester.

In addition to the Assessment efforts mentioned above, faculty in Speech, Broadcasting and Journalism have developed Curriculum maps for all courses to track how learners are meeting the Student Learning Outcomes for their classes. (See Appendix V, W and X).

The Appendix contains the following Assessment reports:

- Assessment of Student Learning Outcomes in COM 100, Phase IV of cycle, submitted Feb. 14, 2012 (Appendix N)
- Communication Department Outline of Assessment of Student Outcomes, July, 3, 2012 (Appendix O)

- Report on 2011 and 2012 Assessment of Student Learning Outcomes in COM 100, July 17, 2012(Appendix P)
- Communication Dept. Annual Plan, December 7, 2012 (Appendix Q)
- Communication Dept. Curriculum Map Speech Matrix, Spring 2013 (Appendix R)
- Annual Speech Competition as a Direct Measure of Student Learning Outcomes, May 31, 2013 (Appendix S)
- Third Semester of Assessment of Student Learning Outcomes in COM 100, Model Lesson Plan to “Close the Loop”, Fall 2013 (Appendix T)
- Fourth Semester of Assessment of Student Learning Outcomes in COM 100, Spring 2014 (Appendix U)
- Curriculum Map for Speech (Appendix V)
- Curriculum Map for Broadcasting (Appendix W)
- Curriculum Map for Journalism (Appendix X)

FOCUS ON SUPPORT

Facilities and Equipment:

Speech:

We have one dedicated classroom, W323, which is useful for teaching both Public Speaking and Speech Communication. It includes recording equipment for capturing speeches, a media desk for the faculty member, and computers for each student in the class. It is also laid out in a horseshoe shape that fosters effective communication and is easily adjusted for group work, which is an important part of our courses.

Broadcasting:

Bergen's Broadcasting facilities consist of a multi-camera TV Production studio, a radio production studio, and a number of post production editing stations. The TV studio has the ability to broadcast live over our PEG channel. Currently, there is no mechanism in place to allow live radio broadcasts. The editing stations are equipped with Final Cut Pro running on iMacs. Bergen also possesses a number of inexpensive HDV cameras used in a variety of production courses. Both William Paterson and Montclair State Universities offer tapeless, high definition workflows. William Paterson opened their HD facility in 2013, and features 20 state of the art editing stations. Montclair State's facilities are a bit older but they offer extensive programs in documentary productions and have high quality XD cameras to support the curriculum. Both colleges are also moving towards cutting edge DSLR cinema technology, now used in feature film productions.

Journalism:

COM-110 Print Journalism Production is taught in W-110, a classroom that is also a Mac lab. The other courses are taught in computer labs all over campus. The only specialized software used is Adobe Photoshop and InDesign, the latter of which is the program the students use to design and lay out the newspaper. That work is carried out in the newsroom in SC-111, where The Torch has three Macs for photo editing and layout, and five PCs on which the staffers write and edit their stories.

Recruitment Efforts:

Faculty represent the department at all BCC open houses. Our brochure was revised in the last 4 years (See Appendix Y). In addition to the Admissions Open Houses, faculty attend an Open

House for prospective high school students interested in Performing Arts, Visual Arts, Communication Arts and Graphic Arts. This is held in West Hall in the Spring semester (See Appendix Z).

Our department website was recently revised by Kathleen Williams to update several items. It now has a current faculty listing and photograph, course listings, and program requirements. It also contains general information about the Speech Competition, the S.P.A.R.K. club, Intercultural Conversation partners, and our Communication Honor Society, Sigma Chi Eta.

FOCUS ON COMMUNITY

The Torch:

The program connects with the college and the county community through *The Torch*, the award-winning student newspaper, which is distributed on all three BCC campuses and is mailed to the Board of Chosen Freeholders. It also connects through student journalists, who cover the Board of Trustees meetings and other campus events, interview administrators, faculty, staff and other students. Journalism professor, Lew Wheaton, is the faculty advisor for *The Torch*.

S.P.A.R.K. a Change Club:

Started by Lecturer, Jamie Keller, S.P.A.R.K. stands for “Students Practicing Random Acts of Kindness.” Professor Keller started the group in the fall of 2010. The goal of the group is to spread awareness and prevention on bullying and cyber bullying. The group conducts assemblies at elementary and middle schools in Mahwah, Dumont, Fort Lee, Hackensack and Saddle Brook. In addition, the group has organized walks in conjunction with The American Foundation for Suicide Prevention. The group encourages anti-bullying advocacy, challenges stereotypes and provides a support system for young adults. (See Appendix AA)

Media Club:

Julia Peterson and the Media Club do projects that target our local community. “Bergen Outlook”, a live weekly public affairs program, is part of COM 207 TV PRODUCTION II. The program deals with issues and problems that are facing the local community and airs on FIOS Channel 26 in Bergen County, also known as Torch TV. The Broadcasting program actively collaborates across courses, disciplines, and with other college constituents. It collaborates with other campus clubs and organizations to create video projects. For example, the Media Club created a series of videos for the STEM program for the Environmental Club, and for the Special Effects Club. Outside the college, students are taught to engage with the community in service projects (for example, the Media Club has been a long-time supporter of NY/NJ Blood Services) and through the creation of public service announcements (PSA’s) and programming that serves community needs

Veteran’s Day:

Speech professor, Mike Echols, has presented at each of the last 5 years at the Veteran’s Day Ceremony at BCC.

PROGRAM HIGHLIGHTS

Establishment of Sigma Chi Eta, Communication Honor Society:

Sigma Chi Eta (SCH) is the official community college honor society of the National Communication Association (NCA) with more than 45 chapters across the United States. Sigma Chi Eta, which is represented by the Greek letters S, C, and H, symbolize “Students in Communication with Honors.” The purpose is to recognize the work of outstanding communication students and explore options for community college students to transfer to a four-year college or university or enter the workforce. Alpha Mu is Bergen Community College’s chapter of Sigma Chi Eta. Alpha Mu was chartered in December 2012 by Lecturer, now Adjunct, Jessica Fagnoli. (See Appendix BB).

Speech Competition:

Bergen Community College has held an Annual Speech Competition since 1991. Professor Elin Schikler directed the competition from 1991- 2008, and then Professor Jane Phelps became the director in 2008. Since 2008, a total of 399 students have volunteered to present a 6 to 8 minute informative or persuasive speech on a contemporary issue of significance. In 2014 (see flyer in Appendix CC) , a total of 39 judges from 21 different academic and administrative departments participated in the competition. Prizes totaled \$4,000 for the top 13 speakers. (Please see Appendix S for Report of Student Scores as Direct Measure of Student Learning Outcomes).

The Torch:

The Torch is an entirely student-run newspaper. It is produced by students in the journalism program and others who join through a club supported by Student Life. It is led by an editorial board of 10 to 12 editors (depending upon how many students are on the layout team).

Staff includes a core of 10-15 writers, photographers, illustrators and cartoonists (when we are fortunate enough to have the latter two), plus a varying number of contributing writers. Some stay and become staff writers, others submit a story or two and then move on. The paper is largely written, edited and laid out on computers in the Torch newsroom, SC-111. It’s printed by a commercial printing company, which is selected each semester after a competitive bidding process through a Request for Quotations.

Torch Awards: *The Torch* has historically done well in statewide student journalism contests, but last year stepped out onto a larger stage and won national and regional recognition. In a national contest sponsored by the Society of Professional Journalists (SPJ) that drew more than 350 entries from across the country, *The Torch* won two awards: Second place in the Best News

Publication category, and third place in News Reporting for coverage of the BCC Board of Trustees.

In the SPJ's Region 1, which covers all six New England states, New York, New Jersey and most of Pennsylvania, *The Torch* won second place as Best All-Around Non-Daily Student Newspaper in SPJ's Mark of Excellence awards. Our paper was competing against all colleges and universities – two- and four-year – in the region.

And in New Jersey, *The Torch* won nine awards – including three first-place honors and six second-place awards in the New Jersey Collegiate Press Association contest sponsored by the New Jersey Press Foundation.

Intercultural Conversation Partners:

The ICP program is designed to help ALP and International students practice their English conversation skills by having one-on-one conversations with fellow Bergen students. These conversations help students improve their English and communication skills, boost self-esteem and confidence and make connections with other Bergen students. In addition, ICP embraces the diversity on our campus and creates cultural awareness among our student body. This program was developed by Gina Herrmann, Communication faculty and Heidi Leib, ALP faculty. (See Appendix DD).

EXTERNAL REVIEWER

Dr. Ruma Sen, an Associate professor at Ramapo College, served as our External Reviewer. She made her campus visit on May 6, 2014 (see Appendix EE for itinerary). Dr. Sen visited with Dean Coddling and Vice President of Academic Affairs, Dr. Bill Mullaney, and Communication Department Chair, Elin Schikler. She also visited two classes—one in Broadcasting and one in Speech. In addition, she had lunch with students and faculty and attended our Communication Department meeting. Dr. Sen submitted her review to the committee on June 23, 2014 (see Appendix FF).

COMMITTEE COMMENTS REGARDING EXTERNAL REVIEWER'S REPORT:

The committee finds Dr. Sen's report a bit limited as she did not address our statistical information about enrollment trends, our surveys submitted to faculty or specific curricula issues. Her overall observation of the Communication Department had a negative vision of our combined concentrations. In addition, Dr. Sen wrote that she did not receive the review packet in advance of her visit, which she did. Dr. Sen also mentions that she did not meet with the Journalism department. Our Journalism professor, Lew Wheaton, gave his contact information to Dr. Sen, but was never contacted by her. Contrary to her statement, there was ample opportunity for her to interact with faculty and/or contact them after the visit. This report will respond to a few of her comments in the following sections of this report.

CONCLUSION

The following section will list our Strengths, Goals, and Recommendations for improvement.

STRENGTHS

- Committed, experienced and engaged faculty
- Continued, updated, curriculum development
- Creation of standardized syllabi, as well as the archiving and sharing of such with all faculty, including adjuncts
- Careful monitoring and support for adjunct faculty in our department
- Extensive departmental assessment initiatives
- Instruct thousands of students in our General Education and Elective courses
- Award winning student newspaper *The Torch* covers stories important to the college community, and provides valuable outreach to the broader college community.
- Annual Speech Competition which involves the entire campus community
- Students produce programming which airs on our local PEG channel (Torch TV)
- Creation of an anti-bullying organization (S.P.A.R.K.)
- Established Sigma Chi Eta, Communication Honor Society

FUTURE GOALS FOR THE COMMUNICATION DEPARTMENT

Our department exhibits many strengths, as noted throughout this report, and highlighted in the previous section. However, this Review process has also led the committee to examine areas which need some attention. Those areas are listed below along with recommendations and time frames for accomplishing specific goals.

GOAL #1: Create an ongoing thread between the Communication disciplines

Our External Reviewer recommended, "... the faculty of the Communication Department invest some time in developing a cohesive and comprehensive statement regarding the distinctive nature as well as the common thread through the programs, not for the purpose of vision and mission of the Department, but primarily for the current and future students of the program."

Our department mission statement was created in 2011 (see page 2 of this report). However, we need to rethink this idea of developing a cohesive and comprehensive statement and use it more as a combination recruitment and informative document, which would include some career possibilities and information about transfer options.

Recommendations:

This issue will be discussed by the faculty in upcoming Communication Department meetings.

Kathleen Williams will assume responsibility for this goal being accomplished by May 2015.

GOAL #2: Continue course development in Speech, Broadcasting and Journalism

Our External Reviewer cited the need for students to gain at least a 200 level knowledge in theories and concepts relevant to the fields of media, news, entertainment, and communication studies, based on her review of our course syllabi. Clearly, courses should continually be reviewed and new courses offered, However, we are somewhat constrained by the heavy general-education requirements outside of our control. It limits our ability to offer more than three courses in an AA and only one or two more in an AS degree. We should consider taking a stand on getting rid of general course requirements by the college beyond the 45 credits required by the state. This would give us the opportunity to offer a much richer 100-200 level experience with a mix of practical and theoretical courses that would better prepare our students to start a major at a four year school in step with their non-transfer colleagues.

Recommendations for Course Development in Speech:

We need to offer new courses and market them aggressively. Courses like Interpersonal, Business and Professional Speaking, and Argumentation and Debate should be offered in prime time slots. Two courses, Small Group Communication and Voice and Articulation, have, for some reason, disappeared from the course listings in the college catalog. All of these courses should be put in regular rotation to be taught at least once a year. We need to expand our offerings to include more on Communication Theory, Health Communication, Listening and Introduction to Research Methods since we appear to have a lack of theory and history courses offerings in this area compared to Montclair, Ramapo and WPU. Attention must also be given to restructuring and renaming courses. Finally, adding new faculty lines will allow us the opportunity to teach a variety of courses in our discipline.

Tom Jewell will assume responsibility for this goal being accomplished by May 2015.

Recommendations for Course Development in Broadcasting:

The syllabi for all TV courses are outdated. We continue to teach from syllabi written during a time that pre-dated digital and HD television. A complete rewriting of every course/syllabi in the Broadcasting discipline is needed in order to bring them in line with 21st century technology and best practices.

Our program needs to develop a Remote TV Production course. Surprisingly, the report from the external reviewer did not include a recommendation for a remote video production course. Every community college in the state that offers TV production has such a course with the exception of Bergen (Brookdale has had one since the early 1980s). The development of a remote video production course was also highly suggested by William Paterson University during our visit there. Also, remote video production makes up 70 to 90% of all employment in the broadcast industry. Adding a course like this is absolutely crucial for the survival of the department. Upgrading the studio and purchasing cameras will, of course, need to be done to offer a course in Remote TV production.

Other courses that could be developed include a Documentary Production course. Moreover, there should be a movement towards DSLR/digital filmmaking technology and courses of that nature.

Brian Hemstreet and Andy Baddish will assume responsibility for accomplishing this goal by May 2015.

Recommendations for Course Development in Journalism:

Lew Wheaton is drafting a proposal to create a COM -2xx Print Journalism Production II course that would build on what is taught in the existing course, which would be a prerequisite for the new course. The new course will focus on improving editing skills, and should be ready for presentation to the department in the fall.

Lew Wheaton will assume responsibility for this goal being accomplished by May 2015.

GOAL #3: Better prepare students for future classes within the Broadcasting curriculum

Students are not learning the basic fundamentals of TV studio production. They enter the directing course having little knowledge of camera operation, audio mixing, and switching. This is the norm rather than the exception. This shortcoming was also noted by the external reviewer.

Recommendations:

- Retrain all Broadcasting faculty—full time and part time--to learn the latest trends in TV production, i.e., digital and HD production.
- Develop a two-week hands-on technology “seminar” that all Broadcasting students would have to take and pass before they could enter the TV studio.

Brian Hemstreet and Andy Baddish are meeting in September 2014 to discuss the logistics of the entrance exam for Broadcasting students. They will assume responsibility for accomplishing this goal by December 2014.

GOAL #4: Increase visibility of our department via various mediated contexts and initiate community and high school outreach programs

There is no plan in place to advertise our programs other than two annual Open Houses at the college.

It is very difficult to find information about the Communication programs on the Bergen website. When simple descriptors such as “Journalism Major” are typed in it takes you to a list of Academic programs and when one “clicks” on Journalism an error messages displays. It is also very difficult to find TV production on the Bergen website. When you finally get to a page that says “course descriptions,” you still have to sift through courses from other departments. Other college websites are much either to navigate.

Recommendations:

- Lew Wheaton submitted an application to join the Garden State Scholastic Press Association, which represents advisors and student journalists at high schools throughout New Jersey. He is awaiting membership materials and information about their fall conference.

Lew Wheaton will accept responsibility of accomplishing this goal by December 2014.

- Reorganize the website to make it easier to find Communication courses.

Kathleen Williams will assume responsibility for accomplishing this goal by May 2015.

- Create an advertising campaign to promote the program.

Our department will discuss who will be responsible for accomplishing this goal.

- Revise our department brochure to include relevant information about our programs.

Gina Herrmann will assume responsibility to accomplish this goal by December 2015.

- Develop a TV Field Production class where the students could then interview local community members.

Brian Hemstreet and Andy Baddish will assume responsibility for accomplishing this goal by May 2015.

- Have faculty visit area high schools to interest students about our programs.

Andy Baddish, Kathleen Williams and Lew Wheaton will assume responsibility to accomplish this goal by December 2015.

GOAL #5: *Update technology to support our programs*

Journalism:

The current PC's and Mac's in the newsroom need upgrading operating systems and hardware. The existing newsroom printer is an old inkjet that is accessible from only one of the seven computers in the room.

Recommendations:

Lew Wheaton has submitted two IT requests for upgraded layout software (Adobe InDesign) in both W110 and the newsroom, and also a LaserJet printer that can be networked to all computers in the newsroom. The request was approved and we are awaiting a requisition and purchase order.

Lew Wheaton will assume responsibility for accomplishing this goal by December 2015.

Broadcasting:

The Broadcasting field changes rapidly. Without aiming to be “on the cutting edge” with our facilities and equipment, we need to be at least in line with peer institutions and industry standards in order to best serve our students. Our facilities and equipment are in dire need of upgrading. It needs to occur on a regular cycle and with a solid plan in place for support and maintenance.

Recommendations:

The TV studios and the editing facilities need to be upgraded to a tapeless solution and new editing gear (PC’s with Avid and/or Adobe Premiere is suggested). This would be an affordable upgrade and not a major overhaul. A tapeless solution format will allow for an industry standard workflow, from portable acquisition, to TV studio production, to post production, and then finally to broadcast. Analog, standard definition studio cameras need to be replaced with digital, high definition cameras. Also, one or two DSLR cinema cameras need to be purchased.

Bergen provides funds necessary for tape and minor accessories, however it is unclear where this capital investment will come from and who is taking the lead in procuring these funds.

Brian Hemstreet and Andy Baddish will assume responsibility for accomplishing this goal by December 2015.

GOAL #6: *Need for more Secretarial Assistance*

Our sole staff member, who works very hard, seems overwhelmed at times, primarily because she supports three departments and has little reliable help to keep the office going when she is sick or on vacation.

Recommendations:

We need to hire additional, reliable, student aides who can work several hours to assist our secretary.

Elin Schikler will assume responsibility for accomplishing this goal by May 2015.