

## 2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025

PROGRAM(S): LANGUAGES AND COMMUNICATION

CLUSTER: CREATIVE ARTS, HUMANITIES & COMMUNICATION AREA OF STUDY: COMMUNICATION STUDIES

LAST YEAR CPPR COMPLETED: [Click here to enter text.](#) NEXT SCHEDULED CPPR: 2029+CURRENT DATE: 2/1/2025

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from the [IPPR Program Review Documents Folder](#). Please review the [Resource Allocation Rubric](#) when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

**Note:** Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

AA-T

### GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.[Click here to enter text.](#)

### PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes  If yes, please complete the Program Sustainability Plan Progress Report below.

No  If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

### DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

<sup>1</sup> San Luis Obispo County Community College District  
Instructional Annual Program Planning Worksheet

Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

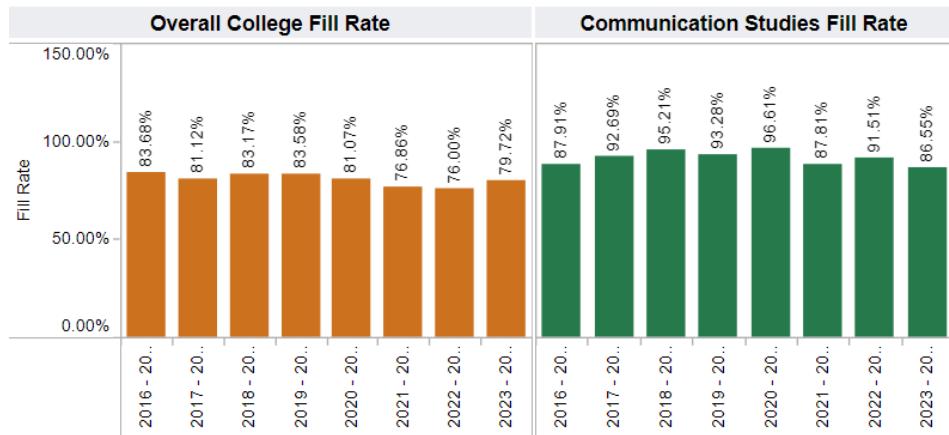
A. **General Enrollment (Insert Aggregated Data Chart)**

The college as a whole is down 18.08% in enrollment (not counting dual enrollment - communication studies does not have a dual enrollment program) during the time captured in the data chart (2016-2013). While Communication studies is only down in enrollment 16.42% - A difference of 1.66%. Recent trends in college enrollment points to an increase in enrollment in the post Covid years. We need to track enrollment to determine if the college and Communication Studies will follow this trend.



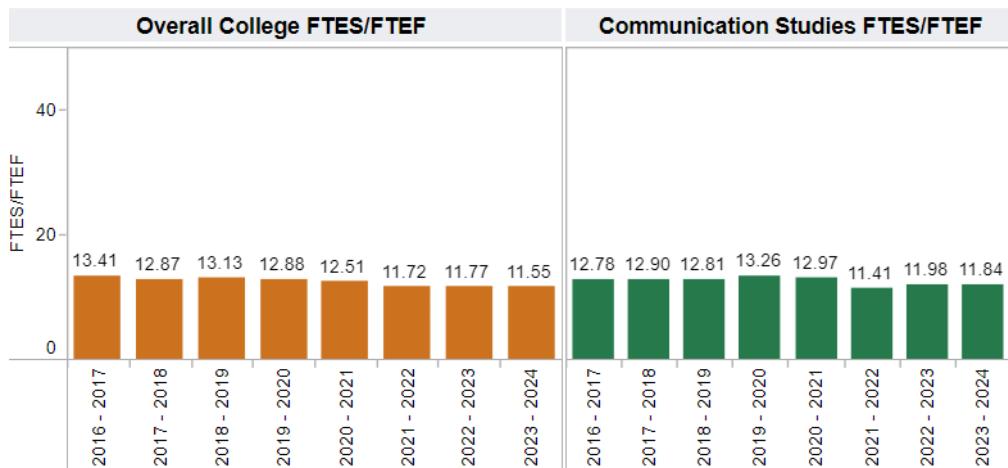
### B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

In the last year where data is available, Communication Studies fill rate was 86.55% vs the college's fill rate of 79.72%, a difference of 6.83%.



### C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

In the last year where data is available, Communication Studies general efficiency was 11.84 vs the college's general efficiency 11.55, a difference of 0.29.



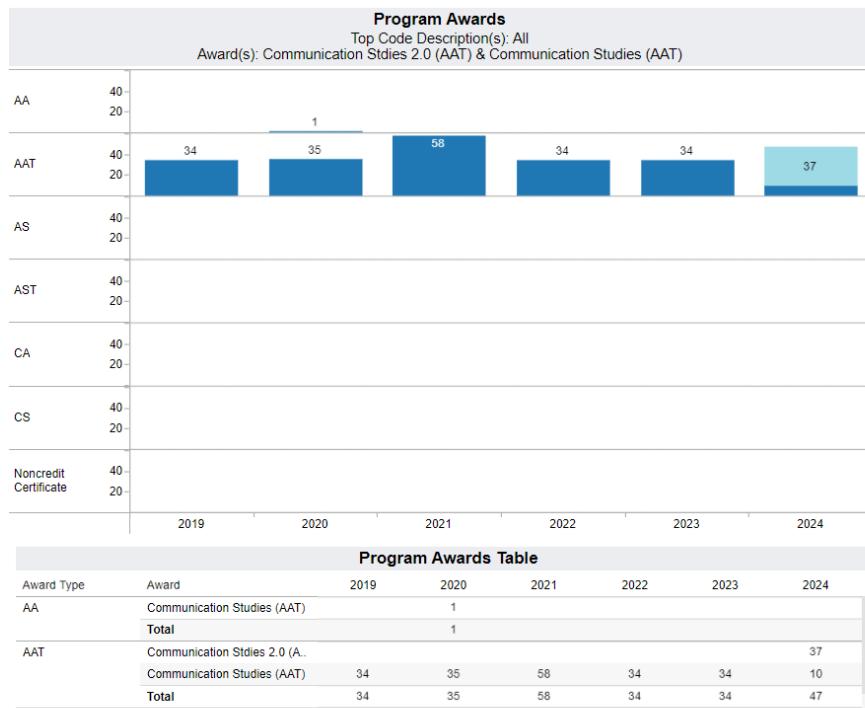
#### D. Student Success—Course Completion by Modality (Insert Data Chart)

In the last year where data is available, Communication Studies course completion rate by modality (the difference between face to face and online - where the goal is to narrow the gap between the two modalities) was 4.76% vs the college's 6.34%, a difference of 1.58%. In a straight comparison of online modality completion rates, Communication Studies was 80.47% vs the colleges of 73.47% - a difference of 7%.



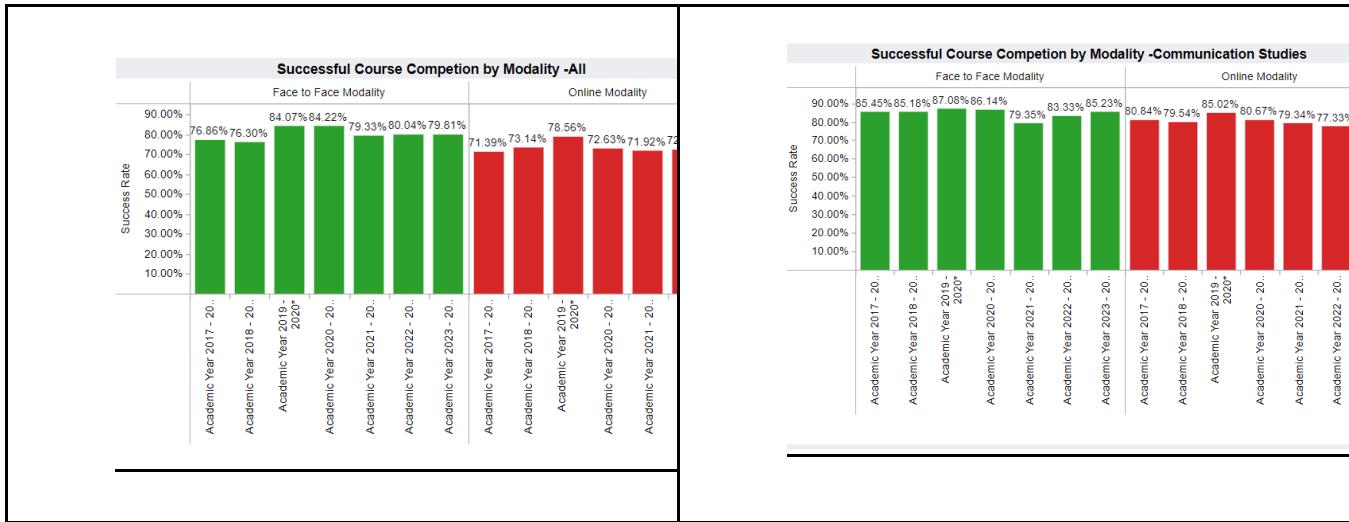
## E. Degrees and Certificates Awarded (Insert Data Chart)

Communication Studies currently only offers AA-T degrees. With only one certificate option available, a comparison against the college is challenging. The trend is clear, however, that program is consistently awarding degrees between the low 30s and high 50s on a year by year basis.



## F. General Student Success – Course Completion (Insert Aggregated Data Chart)

In the last year where data is available, in a comparison of online modality completion rates, Communication Studies was 80.47% vs the colleges of 73.47% - a difference of 7%. Communication Studies completion rate for face to face classes was 85.23% while the college's was 79.81% - a difference of 5.42%.



## G. Review the Disaggregated Student Success charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

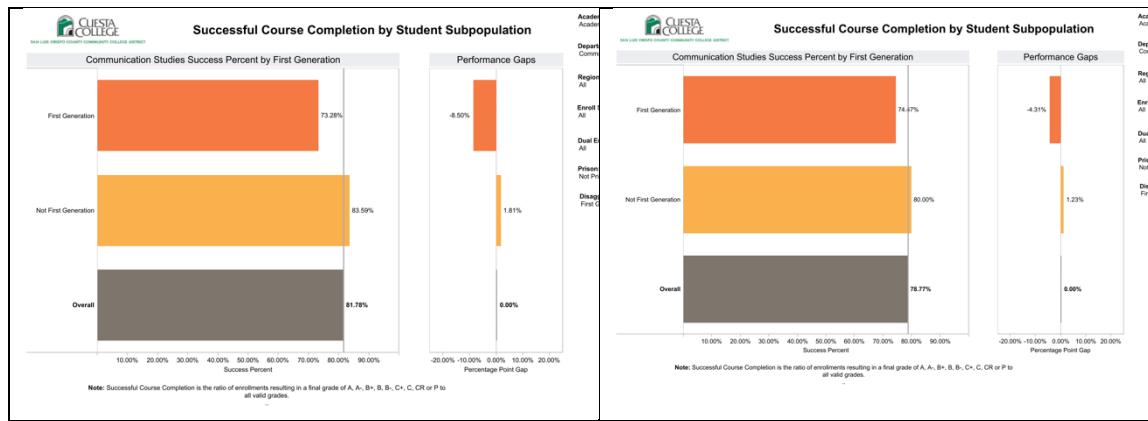
- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?
- We focus on equity gaps of three groups: 1<sup>st</sup> generation, academically disadvantaged, and Hispanic.

### First Generation

- We have reduced the course completion gap from -8.5% in 2023-2024 to -4.3% in 2024-2025, a reduction of nearly half. Although 2024-2025 is in progress, the trend is a reduction in the gap which was -13% in 2022-2023. A direct cause and effect reason is difficult to determine, but more faculty are using OER and participating in the JEDI Academy implementing practices that help increase success of vulnerable students.

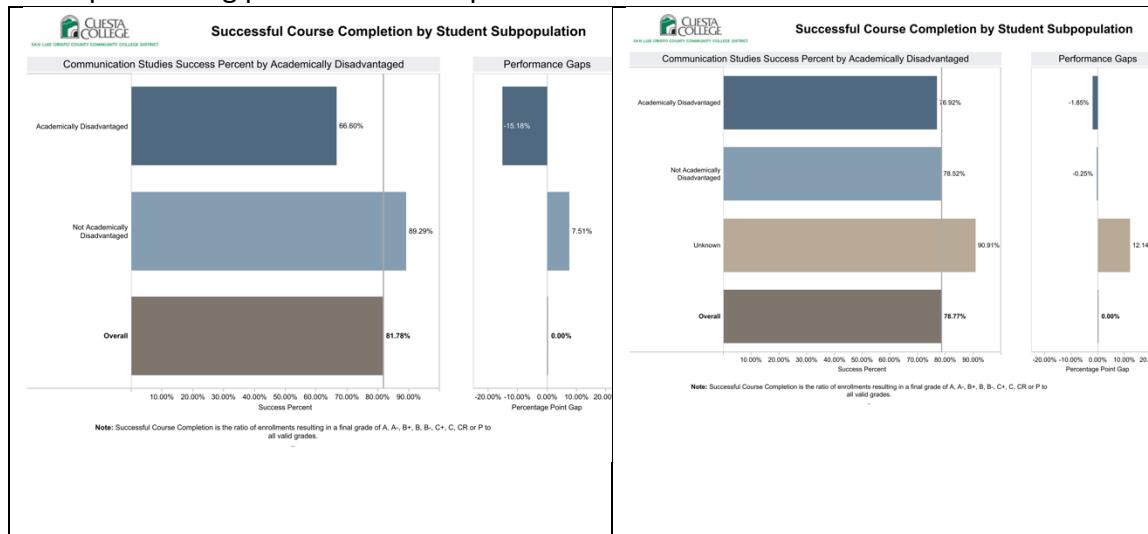
• 2023-2024

2024-2025



### Academically Disadvantaged

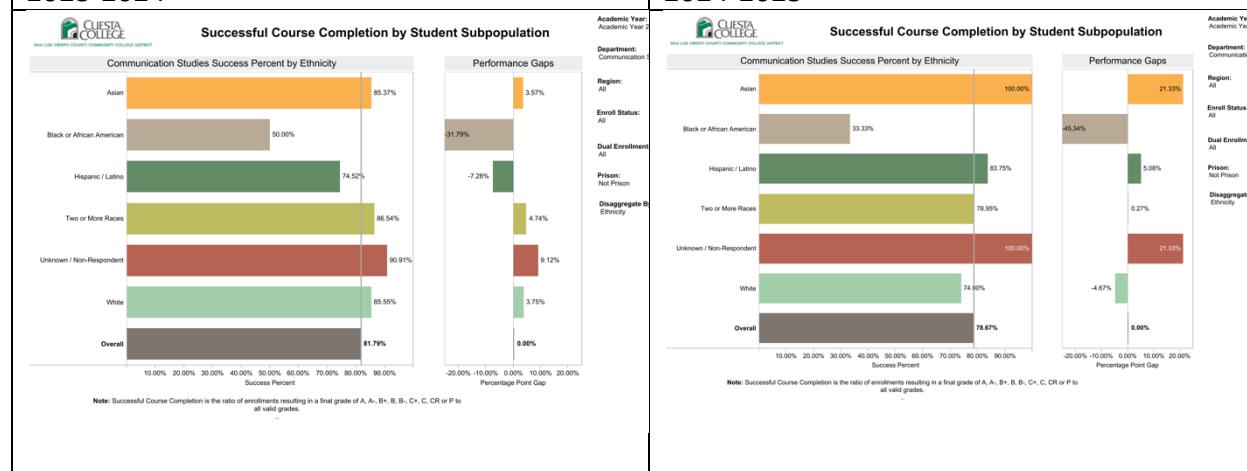
- The gap for these students has been nearly eliminated from -15% in 2023-2024 to -1.8% in 2024-2025. Although 2024-2025 is in progress, the trend is a reduction in the gap which was -19% in 2022-2023. Again, A direct cause and effect reason is difficult to determine, but more faculty are using OER and participating in the JEDI Academy implementing practices that help increase success of vulnerable students.



### Hispanic/Latino

We focus on Hispanic/Latino/a/x students because we are a Hispanic Serving Institution and that is the largest minority ethnicity at the college. Our equity gap of -7.2% in 2023-2024 has been eliminated and transformed to a +5% in 2024-2025; however, 2024-2025 is still in progress, so it remains to be seen if the gap is truly eliminated. The gap increased slightly from -5.8% in 2022-2023 to -7.2% the following academic year. Even if we have not eliminated it when 2024-2025 ends, the +5% is a promising sign. As we've noted for the other groups, a direct cause and effect reason is difficult to determine, but more faculty are using OER and participating in the JEDI Academy implementing practices that help increase success of vulnerable students.

2023-2024



## PROGRAMS AND CURRICULUM REVIEW PROGRESS

### SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

#### Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.  
[Click here to enter text.](#)
2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study <b>OR</b> Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
Public Address (Comm 201)	Major Modification	F 2024
Small Group Communication (Comm 210)	Major Modification	F 2024
Argument and Debate (Comm 215)	Major Modification	F 2024

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
Comm. 230 (Interpersonal Communication)	9/5/24	We were overwhelmed with Cal-GETC and CNN modifications of three courses—all 3 for Cal-GETC and one for both CCN and Cal-GETC	5/1/25
Comm 212 (Intercultural Communication)	9/2/24	We were overwhelmed with Cal-GETC and CNN modifications of three courses—all 3 for Cal-GETC and one for both CCN and Cal-GETC	5/1/25
Comm. 280 (Fundamentals of Communication)	5/1/24	We were overwhelmed with Cal-GETC and CNN modifications of three courses—all 3 for Cal-GETC and one for both CCN and Cal-GETC	5/1/25

## SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

*Directions:* For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type “N/A” in the first box of the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
N/A			

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote “N/A” for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)
N/A			

## OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

## PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

### CHECKLIST

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

### NARRATIVE

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

## PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes and addressing equity gaps
  1. Generally speaking, based on the reported data, our students are successfully meeting our student learning outcomes.
- B. Anticipated changes in curriculum, scheduling or delivery modality
  1. Curriculum for Comm 201, 210, and 215 were modified in Fall 2024 and will be implemented in Fall 2025 to meet the new Cal-GETC GE requirements. Comm. 201 and 210 have been approved for area C1 Oral Communication. We are waiting for the decision of what areas, if any, Comm. 215 will qualify for; it was submitted to fulfill area C1 Oral Communication **and** 1B Critical Thinking English Composition.
  2. Comm. 210's new title is *Small Group Speaking and Communicating*, implemented in Fall 2025
  3. Comm. 201 has been modified to comply with common course numbering; beginning with fall 2025 it is titled Comm C1000.

C. Levels, delivery or types of services

1. We will continue to offer a diverse array of courses, modalities, and schedule options to meet our students' needs. Our hybrid courses are popular. Also, there's been a surge in demand for late start 9 week classes and we have scheduled more of those which typically fill even prior to the start of the semester.

D. Facilities changes.

1. COLLAB is our division's repurposing of the current language lab (6103A&B) into a new space for our LangComm students, particularly communication and languages students since journalism students have their own lab. The vision for the space involves a design that allows for connections among students, language dialog practice, and communication and language course group collaboration; it will also provide some computers for student work and a recording corner for students to record various communications projects. COLLAB will also provide opportunity for our Hispanic/Latino/a/x, Black/African American, first generation, and foster youth students a place to collaborate and connect with each other, a place to complete assignments in their online/hybrid/or in-person courses that require digital recorded assignments, and access to computers just for LangComm. students. Research is clear—minoritized/underserved students who are connected to their similar peers complete and persist at higher levels. Furthermore, this would help encourage students and first-generation students who are typically financially disadvantaged with access to technology.

E. Staffing projections

1. In 2024 we hired a split FT instructor between Journalism and Communication Studies. That full time tenure track faculty member's primary role is to lead the Journalism program; he teaches one Comm. course each semester.
2. We project increased staffing need to meet student demand due to Cal-GETC, which combines formerly separate Cal-State and UC requirements into a single GE path. With Cal-GETC, oral communication is a UC GE requirement for the first time ever, which will likely boost demand for our courses that fulfill that requirement—currently Comm. C1000 and 210 and potentially 215; we are waiting for the decision on whether that course will fulfill the oral communication and critical thinking English composition GE areas.
  - i. There are no courses other than Comm. that will fulfill the C1 oral communication GE requirement.
  - ii. As far as we know, If Comm. 215 is approved for 1B critical thinking, English composition, only this course and the English critical composition course will fulfill this requirement

3. We are continuing to open part-time pools to address staffing needs; we will open a pool in this semester (Spring 2025).
4. We may seek a full-time Comm. faculty member during the faculty hiring priority process of fall 2025 for AY 2026-2027 if demand increases due to Cal-GETC; we are already struggling to staff requested CMC Comm. courses and counseling requested late start courses.

F. Other

## PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment	N/A	<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)	N/A	<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)	N/A	<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion	N/A	<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success — Course Modality	N/A	<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded	N/A	<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.