

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) For 2024

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster:	Area of Study: Language and Communication	Program: Communication Studies
Current Academic Year: 2024	Last Academic Year CPPR Completed: 2019	Current Date: February 2024

NARRATIVE: Instructional CPPR

Please use the following narrative outline:

- I. **Describe how this program review was conducted, including how all program members were involved in the planning process.**

All members of the Tenured Communication Studies faculty and the dean were included in preparing, researching, producing, and submitting this CPPR.

II. GENERAL PROGRAM INFORMATION

- A. Program Mission

The Communication Studies program compels students to explore the communication theories, strategies, and skills needed to succeed in our complex and diverse world. Courses focus on improving social, cultural, professional, and personal experiences through the understanding and applied practice of communication.

- B. Please highlight any changes and improvements since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program in order to address equity gaps.

- C. List all current full-time and part-time faculty in the program.

Matt Vasques - FT	Zachary Hall - FT	Alexis Olds - PT	Sheree Davis - PT	Amy Ward - PT
Beth-Ann Dumas - FT	Josh Lyman - PT	John Patrick - PT	Alyssa Espinola - PT	

III. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Identify how your program addresses or helps to achieve the **District's Mission Statement**.

Our contribution to the college mission statement follows each section:

1. **Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.**
 - i. Our faculty stresses diverse perspectives in the classroom across ethnic, gender, SES, and political lines. We take extra care to use a wide array of examples and to bring forward traditionally silenced voices.
2. **We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.**
 - i. Communication Studies has one of the most popular degree programs at the college, we work closely with Cal Poly to ensure our courses align with theirs to increase our student's ability to transfer.
3. **Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.**
 - i. Our faculty routinely work with and counsel students on internship opportunities in a wide array of fields including: Environmental activism, Politics, Animal Rights, Homelessness, Public Media, Global poverty, and Agricultural Sustainability.

B. Identify how your program addresses or helps to achieve the **District's Institutional Goals and Objectives**, and/or operational planning initiatives.

1. **Increase in the number of students who earn an Associate Degree or Associate Degree for Transfer, credentials, certificates, or specific job-oriented skill sets**
 - i. **Measure 1:** Percent of student persistence in courses
 1. *Faculty make every effort to track student progress during census. Faculty reach out to students are no shows and non-participants. Students who do not contact the instructors during census are dropped which increases the persistence rate. When/if students fall behind post census faculty reach out in person (if applicable) or digitally to "Check in" to find accommodations that may help the student persist. Furthermore, instructor design assignments and reading that reach a diverse array of students in various modalities to keep students interested, engaged, and motivated.*
 - ii. **Measure 2:** Percent of students who earn either an Associate Degree or Associate Degree for Transfer
 1. *Faculty members often discuss the value of an AA-T in their classrooms and frequently discuss the counseling services available to help students with their pathway to earn their AA-T in Communication Studies and other fields of study.*

iii. **Measure 4:** Percent of students who attain completion, as defined by the Vision for Success goals

1. *Inclusion and equity are one of our top priorities. Communication Studies faculty are focused on closing the success gap between various segments of the student population. Every year when we complete our APPW we look intensively at the completion rates of students who have been historically marginalized and underserved. We understand that work can always be done to increase equity accesses, we have noted that our completion rates among student groups exceed that of the colleges and have increased year over year.*

2. **Institutional Objective 5A: Increase median annual earnings of all students**

i. **Measure 1:** Increase among all students who did not transfer to a four-year institution, sum of median earnings for the four quarters immediately following academic year of exit

1. *Faculty members frequently champion the value of internships to students. Also, these faculty members often will help students find internships, write letters of recommendation, and advise students on how to capitalize on their internship experiences. Numerous studies demonstrate the value of internships in helping students begin their careers post college graduation.*

3. **Institutional Objective 5C: Increase proportion of all students with a job closely related to their field of study**

i. **Measure 1:** Increase among all students who responded to the CTE Outcomes Survey and did not transfer, the proportion who reported they are working in a job very closely or closely related to their field of study

1. *Faculty members design assignments and lessons that are applicable to the communications industry. Many of our faculty members have “real world” communication industry experience and apply that experience in the classroom. Additionally, many of our instructors assign community service or career relevant projects providing the opportunity for job related experience and skill building in the field of communications.*

C. Identify how your program helps students achieve **Institutional Learning Outcomes**.

Students completing courses offered within this department will meet and/or exceed the district’s institutional Learning Outcomes #1, 2, 4, and 6.

#1: Personal, Academic, and Professional Development-- two bullets: Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development; demonstrate the professional skills necessary for successful employment.

In survey after survey, employers identify communication, listening, critical thinking, and

problem-solving skills as the most sought-after candidate qualities. Must-Have Job Skills in 2013 from The Wall Street Journal is representative of what the data tells us. The number one “must-have job skill” is clear communications. Holly Paul, the U.S recruiting leader at PricewaterhouseCoopers, the accounting and consulting firm based in New York, explains “This is really the ability to clearly articulate your point of view and the ability to create a connection through communication.”

LinkedIn’s Dan Brodnitz’s piece The Most In-Demand Skills for 2024 identifies the top 10 skills in-demand from employers. Dan is LinkedIn’s Global Head of Content Strategy. Several of these most in-demand skills are core learning of comm. courses including #1 communication, #3 leadership, #4 project management, #7 teamwork, and #9 problem solving.

As we have demonstrated in Section II, Institutional goal #2, mastery of these soft skills are most likely to lead to successful employment and to reaching professional goals in the workplace.

Our program outcome, communicate and listen effectively in a variety of situational contexts, directly supports this ILO. All of our courses support this program outcome.

#2: Critical Thinking and Communication--all bullets: Analyze and evaluate their own thinking processes and those of others; communicate and interpret complex information in a clear, ethical, and logical manner.

Communication Studies’ students who meet our course outcomes are critical thinkers able to analyze and interpret complex information and appreciate the importance of listening. They can understand their own communication styles, non-verbal and verbal behavior, and recognize the importance of being a strong communicator within society.

#4: Social, Historical, and Global Knowledge and Engagement--all bullets: Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world; demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures.

Our students are students of the world. When students apply communication theory to evaluate communication approaches, communicate and listen effectively in a variety of situational contexts, and articulate communication’s role in society, they can analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world. Each course--Public Address, Argumentation and Debate, Group Communication, and Intercultural Communication includes instruction and application of principles and skills that help them to participate in our local and global world. Not only do our program outcomes help students to achieve this ILO, but more specifically, the course outcomes from Comm. 212, Intercultural Communication, directly support this learning outcome (Students will be able to identify basic verbal and non-verbal communicative traits of other cultures; students will illustrate sensitivity to and understanding of other cultural contexts; students will demonstrate self-reflexivity in cultural communication context; students will be able to identify institutional and social power).

#6: Technical and Informational Fluency--all bullets: Recognize when information is needed and be able to locate and utilize diverse sources effectively and ethically; produce and share electronic documents, images, and projects using modern software and technology.

Students who complete our Public Address and Argumentation and Debate courses learn how to research and use many kinds of sources to support their work. Students completing our Small Group Communication course must collaborate on shared work and learn how to do that through technology. Furthermore, the new distance education hybrid modality of the Group course will place a much greater emphasis on collaboration using technology.

In addition, the implementation of technology in instruction is prevalent in Communication Studies. Instructors work to stay current on available technology and how to adapt information i.e. current media, references, images, etc. to the student experience. This approach allows students to have a better understanding of how and when technology is needed.

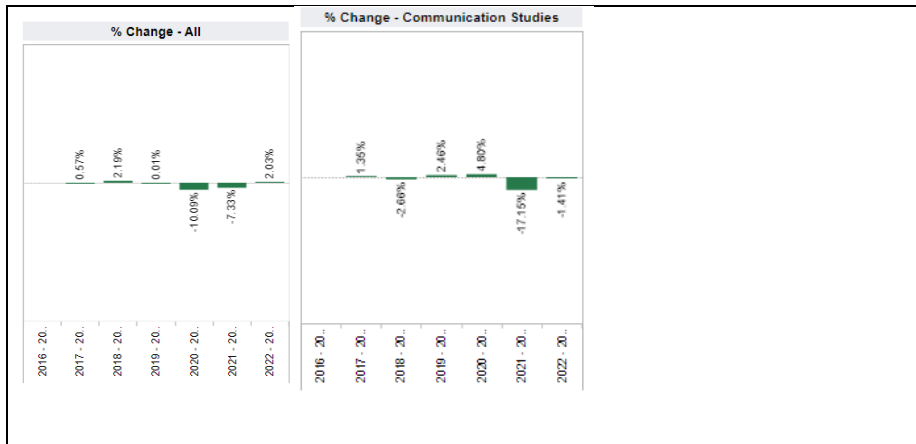
IV. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

The data components are hyperlinked below.

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

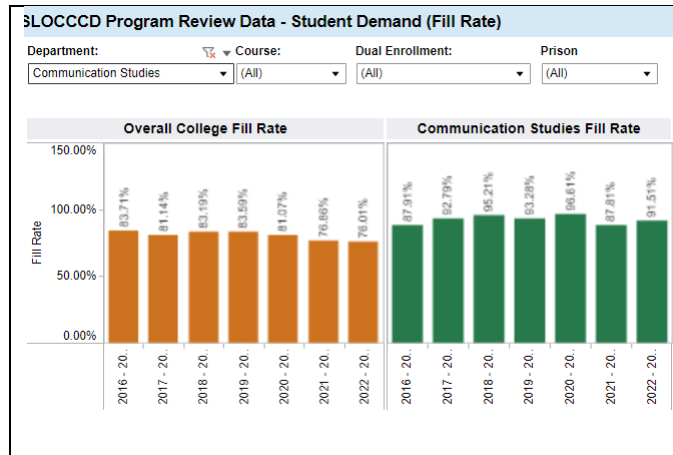
Insert the data chart and explain observed differences between the program and the college.



The last few years have seen a tremendous decline in college enrollment across the country and state. The same trend has been seen at Cuesta College. Over the last 5 years (2017-2022) the College has seen a mean enrollment decrease (excluding dual enrollment) in the enrollment rate of 2.5%. The Communication Studies program over the same time experienced a similar rate enrollment decline 2.5%.

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

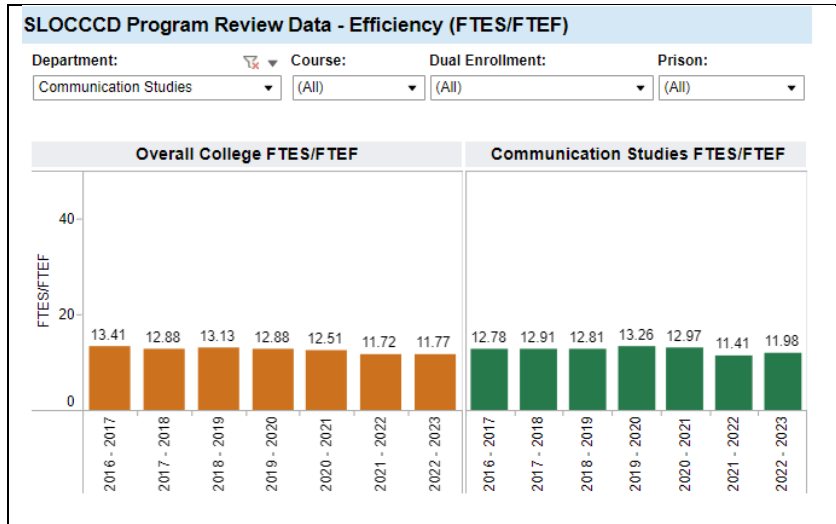
Insert the data chart and explain observed differences between the program and the college.



Communication Studies has a consistently higher fill rate than the college as a whole. Last year alone, Communication Studies fill rate was 13.5% higher than the college's. The Public Address and Small Group Communication courses are the only courses that meet the Oral Communication GE requirement of transfer to state colleges and are required in every ADT; furthermore, Communication Studies remains a popular ADT. Additionally, the Comm. team schedules carefully to meet student demand, monitoring fill rates and adjusting semester to semester. We also offer a variety of course modalities such as hybrid synch/asynch meeting every week and only for identified dates, in-person/asynch meeting every week and only for identified dates, 100% asynch, 100% synch, and 100% in person. We offer courses at a variety of days and times including morning, afternoon, and evening. Our creative scheduling provides much needed flexibility for students. All of these factors explain our high fill rates.

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

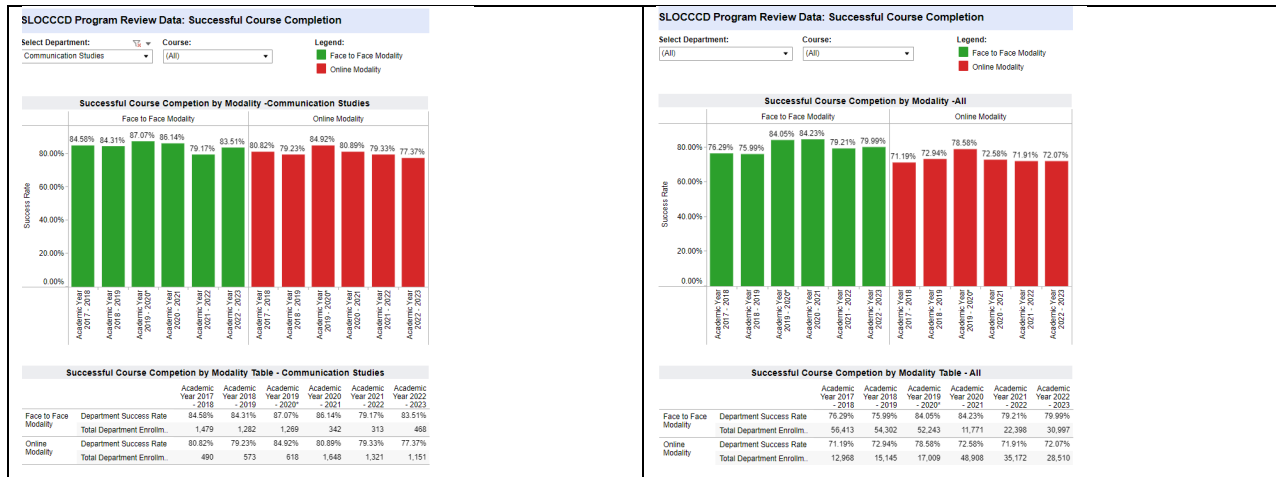
Insert the data chart and explain observed differences between the program and the college.



Over the last seven years Communication Studies and the college have had the same mean efficiency rate of 12.6%. Last year, Communication Studies was slightly more efficient than the college 11.98% compared to 11.77%.

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

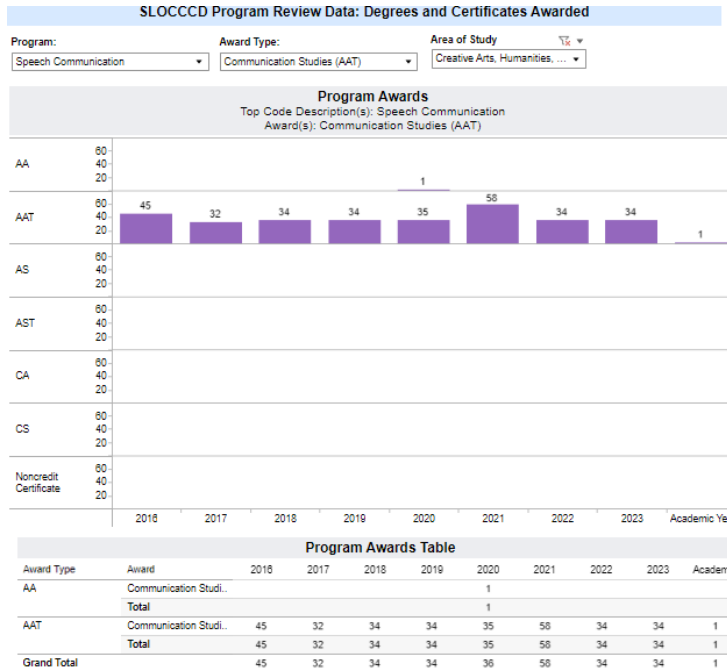
Insert the data chart and explain observed differences between the program and the college.




Communication Studies consistently has better course completion rates than the college regardless of modality. Last year, Communication Studies completion rate for Online was 77.37% while the college’s was 72.07%. The face-to-face completion rate of Comm. was 83.51% compared to the college’s 79.99%. Our course caps of 28 help faculty to provide more attention and connection to struggling students helping them to complete at better rates than the college.

Degrees and Certificates Awarded (Insert Data Chart)

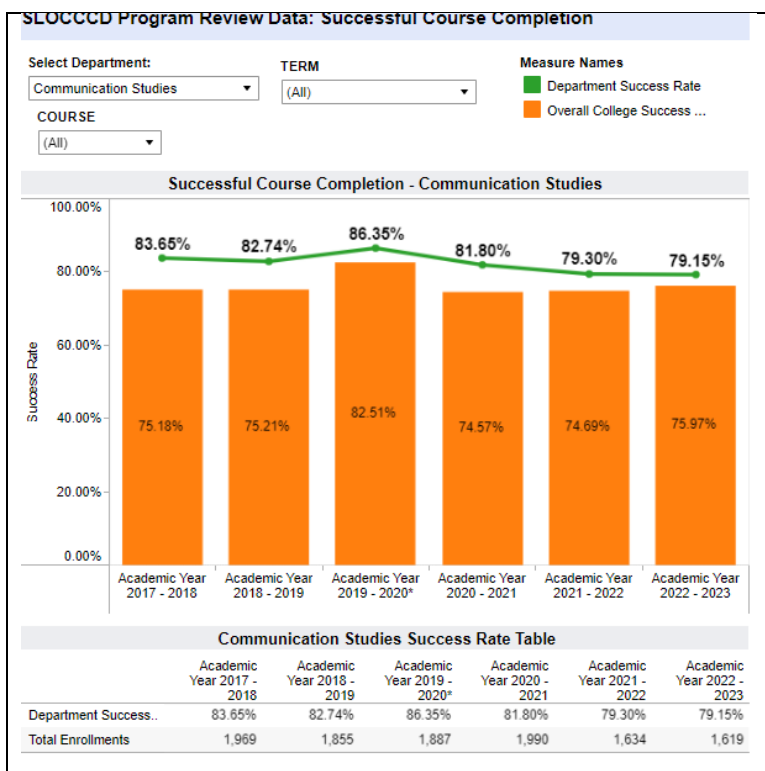
Insert the data chart and explain observed differences between the program and the college.



 Communication Studies has consistently graduated more than 30 students a year with AA-T in Communication Studies – with a mean graduation rate of 38.25 graduates per year over the last year.

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

Insert the data chart and explain observed differences between the program and **Institutional Standards of Achievement**. If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.



What resources might you need to meet and exceed the Institutional Set Standard?

Communication Studies has exceeded the college's course completion rates for six years in a row. To keep up this level of success, and to continue to grow it, we need the continued trust and support of the division and college. This means keeping our course caps at their current levels as well as potentially supporting a full-time faculty position.

- F. 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.

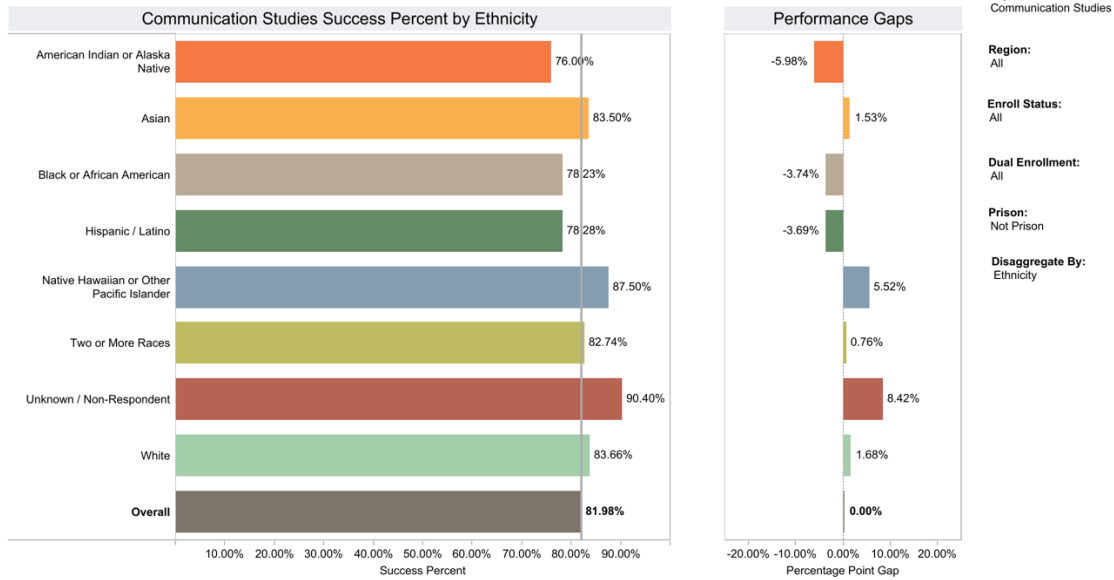
The following are some questions you might want to consider:

- What strategies have you implemented to address equity gaps in the classroom?
- What type of professional development opportunities are your program faculty participating in to address equity in the classroom?
- What resources might you need to minimize equity gaps?

Hispanic and Black Equity Gaps:



Successful Course Completion by Student Subpopulation



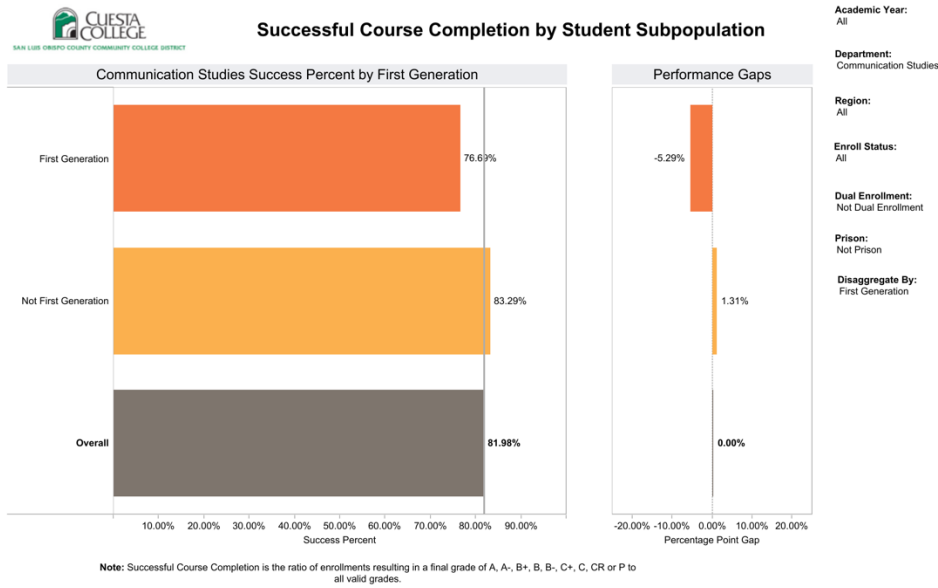
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

We focus on our Hispanic equity gap in course completion because closing it has been identified as a priority for the college in its equity plan and is included in the college’s equity points area of its Resource Allocation Rubric. Also, because Hispanic/Latino/a/x is the largest % of nonwhite ethnicity students at the college and we are a Hispanic Serving Institution. Although Our Hispanic equity gap at -3.69% is smaller than the college’s -4.2% (excluding dual enrollment), we would like to shrink it, ultimately eliminating it.

Likewise we focus on our Black/African American equity gap in course completion because closing it has also been identified as a priority for the college in its equity plan and is included in the college’s equity points area of its Resource Allocation Rubric. Similar to our Hispanic equity gap, ours at -3.74% is smaller than the college’s -7.74% gap (significantly), but we aim to shrink it, ultimately eliminating it.

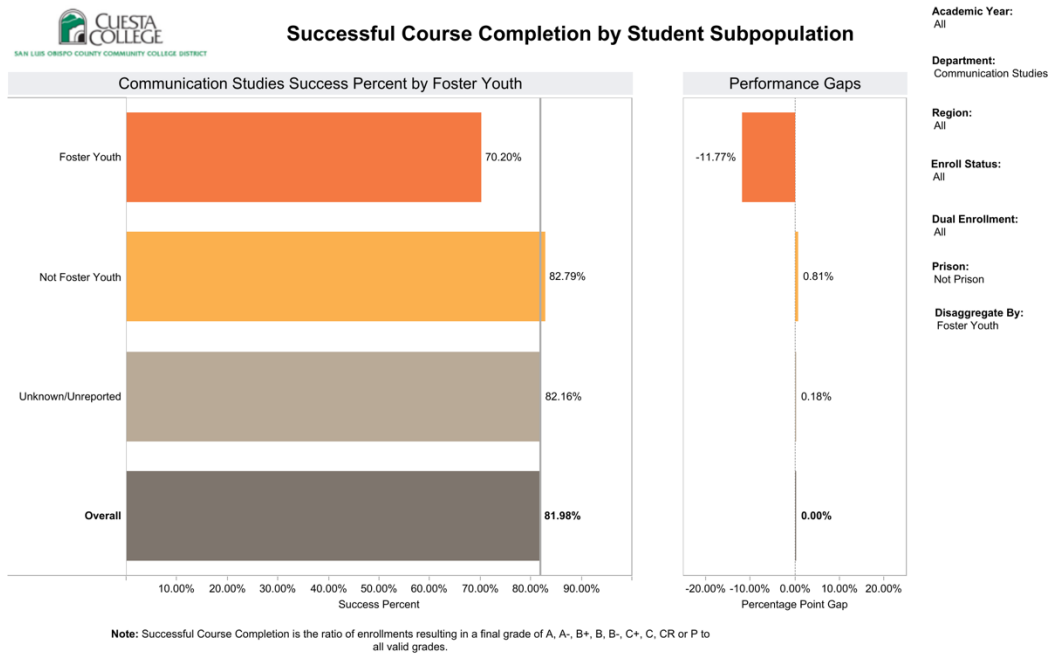
Full-time instructors have been engaged in professional development involving Diversity, Equity, and Inclusion. One is an alum of Cuesta’s JEDI academy and is currently involved in JEDI Community of Practice sessions. All full-time comm. instructors have read widely on the topic and are committed to implementing DEI practices in the classroom.

1st Generation Equity Gap:



We focus on the 1st generation equity gap because closing it has been identified as a priority for the college in its equity plan and is included in the college’s equity points area of its Resource Allocation Rubric and because many Cuesta students are 1st generation and need extra help navigating college successful; additionally, our equity gap here at -5.29% is slightly smaller than the college’s (5.44%, excluding dual enrollment). We are committed to increasing efforts of wayfinding for students in navigating our Canvas courses and college resources for help. Additionally, comm. faculty will incorporate increased successful college skill teaching into their courses (such as study skills, encouragement to communicate with their instructors, time management, etc.)

Foster Youth Equity Gap



We focus on our foster youth equity gap because closing it has been identified as a priority for the college in its equity plan and is included in the college’s equity points area of its Resource Allocation Rubric. Although our foster youth equity gap at -11.77% is smaller than the college’s at -13.3%, it is one of Comm.’s largest and we would like to address this gap for foster youth who often struggle with attaining their academic goals. Similar to first generation college students strategies to shrink this gap involve increasing efforts of wayfinding for students in navigating our Canvas courses and in awareness of and finding college resources for help. Additionally, Comm. faculty will incorporate increased successful college skill teaching into their courses (such as study skills, encouragement to communicate with their instructors, time management, etc.).

Resources that could help LangComm close equity gaps

COLLAB (CO = communication. L = languages. LAB = same word. COLLAB = Collaborative)

COLLAB is our division’s proposed repurposing of the current language lab (6103A&B) into a new space for our LangComm students, particularly languages and communication students since journalism students have their own lab. The preliminary 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 themselves dialoging in their learning language, speaking or signing solo, or for other creative languages and communications projects.

COLLAB would 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 foster students and first generation students who are typically financially disadvantaged with access to technology.

Rolling desks facilitate group work helping students to connect and increasing effectiveness of learning with engagement. Students who are connected to their peers and are engaged complete and persist at higher levels.

iPads with digital pencils for faculty: This technology allows faculty to leave a more personal style of comments in their own writing on student work in Canvas helping them to feel a stronger connection and sense of support and attention from their instructor.

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.

None

V. PROGRAMS AND CURRICULUM REVIEW

A. Programs Review

1. Review the CurriQunet “Program of Study” outline for each program and indicating yes/no for each program/certificate.

Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR).	Currently active	New program since last CPPR (if yes, include active date)	Program modified since last CPPR (if yes, include modified date)	Deactivated since last CPPR (if yes, include deactivation date)
AA-T Communication Studies	AA-T Communication Studies	No	No	None

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2. For all **Currently Active Programs/Certificates**, review the CurricUnnet “Program of Study” outline for each active program/certificate and complete the table by indicating yes/no for each column.

Program/Certificate Title (include only those programs/certificates that are active).	Required courses and electives (including course numbers, titles, and credits) are accurate	Program description is current	Program Learning Outcomes are accurate and include methods of assessment.	If any answers are “no” for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected.
AA-T Communication Studies		Yes	Yes	

B. Curriculum Review

Complete the [Curriculum Review Worksheet](#) and submit the form with your CPPR.

Based on information that you enter; the template will create a 5-year calendar for your program to follow during which any modifications to the Course Outline of Record determined during the curriculum review.

What is the purpose of the worksheet? Completing the worksheet provides evidence that the curriculum (including course delivery modalities) have been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that you have reviewed that the entries on the course outline of record (CurricUnnet format) are appropriate and complete.

IV. **PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS**

1. Attach or insert the assessment calendar for your program for the next program review cycle.

CYCLE STAGE (collect data)	Sp 2023 215	Fall 2023 212	Sp 2024 201	Fall 2024 230	Sp 2025 280	Fall 2025 210	Spring 2026 Break	Fall 2026 210
SLO Program Assessment	2	3	4	1	2	3		4
Analyze Results & Plan Improvements	Fall 2023	Sp 2024	Fall 2024	Sp 2025	Fall 2025	Spring 2026		Spring 2027
Plan Implementation	Fall 2023	Sp 2024	Fall 2024	Sp 2025	Fall 2025	Spring 2026		Spring 2027
Post-Implementation SLO Assessment	Fall 2023	Sp 2024	Fall 2024	Sp 2025	Fall 2025	Spring 2026		Spring 2027

- Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Yes we have. A representative sample within each course cycle has collected assessment data and analyzed it to ensure the learning outcomes are appropriate, that we are utilizing the appropriate collection methods, and that students are meeting the learning outcomes.

- Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

Report Totals:											
		Exceeds expectations		Meets expectations		Does not meet expectations		N/A		Total	
Fall 2023		0	0.00%	19	76.00%	4	16.00%	2	8.00%	25	100.00%
Totals		0	0.00%	19	76.00%	4	16.00%	2	8.00%	25	100.00%

- Include the most recent “ILO Summary Map by Course” from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

Course	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
COMM201			1			
COMM210						
COMM212						
COMM215						
COMM230						
COMM280						
			1			

ILO/PLO Summary Map by Course/Context

Map Origin: Courses for Communication Studies

Map Target: All ILOs

Course	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
COMM201				1	3	
COMM210				5	3	
COMM212						
COMM215				2	4	
COMM230						
COMM280						
				8	10	

Course	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
COMM201						
COMM210						1
COMM212				4		
COMM215						
COMM230				3		
COMM280						
				7		1

- Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

Faculty within the department have had numerous conversations regarding the data and the best methodologies to collect the data. For the most part Communication Studies students are successful and therefore the faculty has decided their pedagogical approach.

- Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#) and review the [Resource Allocation Rubric](#).

Budget and Funding Requests

We include here budget and funding requests that support our program, including Comm. courses' student learning outcomes (it is difficult to tie to assessment results specifically)

COLLAB (CO = communication. L = languages. LAB = same word. COLLAB = Collaborative)

As stated above, COLLAB is our division's proposed repurposing of the current language lab (6105) into a new space for our LangComm students, particularly languages and communication students since journalism students have their own lab. The preliminary 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 themselves dialoging in their learning language, speaking or signing solo, or for other creative languages and communications projects.

Our COLLAB supports the following student learning outcomes for our two most popular communication courses, Comm. 201 Public Address and Comm. 210 Small Group Communication.

Comm. 201, Public Address: 1) students will outline a public message using an established organizational pattern for a specific speech purpose; 2) students will use oral public speaking skills to deliver a timed message appropriate to the speech purpose; 3) students will provide supporting evidence specific to and appropriate for the speech purpose. 4) students will create and distinguish speeches for different purposes, including speeches to inform and persuade.

Students would be able to use COLLAB for practicing their in-person and virtual speaking skills in the recording corner (outcome 2), research evidence for speeches (outcome 3), work on outlines together independently but helping each other (outcome 1), and create speeches (outcome 4).

Comm. 210 (Small Group Communication): 1) students will use problem solving methods to create solutions to group problems; 2) students will identify and employ effective conflict management strategies; 3) students will describe how to successfully lead, follow, and motivate diverse group members; 4) students will explain how to organize and conduct productive group meetings; 5.) students will be able to design and deliver effective team presentations. 6); students will identify appropriate group communication techniques for specific group situations; 7). students will use and identify effective listening skills; 8) students will demonstrate understanding of how the constructive use of technology facilitates successful group communication.

Comm. 210 students meeting in COLLAB to collaborate on their course projects and presentations would be putting into practice all student learning outcomes because they are collaborating as teams, which involves problem solving (#1), managing conflict (#2), leading, following, and motivating (#3), conducting productive group meetings (obviously!) #4, designing effective team presentations (#5), identifying techniques for specific group situations (#6), and using effective listening skills (#7). Students may use the computers or recording corner to understand how the constructive use of technology facilitates their group communication (#8).

Rolling Desks

Rolling desks for 6109 and NCC 2441 will make group work easier at the SLO campus and at NCC facilitating all student learning outcomes since students often complete group activities in comm courses and these activities help them achieve every SLO, especially in the 210 Small Group Communication course.

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives

- A. Faculty will continue to be mindful of the Institutional Goals and Objectives and integrate them into our curriculum and pedagogy. We will continue to promote the practical and civic value of communication studies courses. We will continue to bring real world political and vocational examples, experience, and opportunities into each of our courses.

B. Institutional Learning Outcomes

C. Program outcomes

Indicate any anticipated changes in the following areas:

1. Curriculum and scheduling
2. Support services to promote success, persistence and retention
3. Facilities needs
4. Staffing needs/projections

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

Curriculum

Our focus for curriculum centers on reviewing all comm. courses for potential modification to the new Cal-GETC standards so as many courses as possible will meet one of the Cal-GETC GE requirements. We've been told all major modifications must be submitted to the curriculum committee by October 2024 for inclusion into the 2025-2026 catalog when Cal-GETC is expected to be implemented. We will review and likely submit modifications for Comm. 201 (Public Address), Comm. 215 (Argumentation and Debate), and Comm. 212 (Intercultural Communication) by May of 2024 or September 2024.

Currently, Comm. 210 (Small Group Communication) satisfies the Oral Communication GE requirement for transfer to state colleges along with Comm. 201 (Public Address). However, it does not meet the Oral Communication (1C) Cal-GETC standard; the Comm. team will review the standard to determine if modification is possible for it to meet the Cal-GETC Oral Communication standard for inclusion into that required category or if it could meet any of the other categories.

Scheduling

Counseling has requested more late start short term Comm. courses; we will add a few more late start 9 week Comm. 201 and 210s. Current scheduling is working well based on course fill data.

Staffing Needs

We have been short-staffed resulting in pulling unstaffed courses that could fill from the draft schedules or not scheduling them entirely. Our fall '23 part-time pool resulted in one new hire allowing us to better meet student demand.

We are in the process of hiring a full-time tenure track combined Journalism-Communication position (spring 2024) to begin in fall of 2024; however, the primary focus of this position is to lead the journalism program and teach those courses. The new hire may teach one or two comm. courses.

We're unsure of the impact Cal-GETC will have on enrollment; we anticipate an increase in demand for Comm. 201 due to the C1 Oral Communication GE requirement, which no other disciplines' courses will satisfy and potentially an increase in Comm. 215 (Argumentation and Debate) if the 215 course is approved for the C1 area. However, if Comm. 210 (Small Group Communication) cannot be modified to satisfy the Oral Communication requirement, demand will plummet shifting to Comm. 201 and potentially Comm. 215. Until we've experienced at least one academic year with Cal-GETC in place, we won't be able to assess student demand and our staffing needs. We may need a full-time growth position.

Facilities Needs (also included in VI, #6 above)

COLLAB (CO = communication. L = languages. LAB = same word. COLLAB = Collaborative)

COLLAB is our division's proposed repurposing of the current language lab (6105) into a new space for our LangComm students, particularly languages and communication students since journalism students have their own lab. The preliminary 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 themselves dialoging in their learning language, speaking or signing solo, or for other creative languages and communications projects.

This space will provide out of class opportunities for our communication students that are not currently available to them including collaboration and speaking skill work.

Rolling Desks

Rolling desks for 6109 and NCC 2441 will make group work easier at the SLO campus and at NCC since students often participate in group activities in all comm. courses, especially in Comm. 210 Small Group Communication; these collaborative activities facilitate effective learning beyond lecture instruction.

VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

VIII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before **May 3, 2024.**

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program.

If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate the lead faculty member for the program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Beth-Ann Dumas *Beth-Ann Dumas* 3/4/23

Division Chair/Director Name Signature Date

Name: Zachary Hall Signature Zachary Hall Date 2/23/24

Name Signature Date

Matt Vasques *Matt Vasques* Apr 2, 2024

Name Signature Date

Name Signature Date

Name Signature Date

Name Signature Date

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: [Faculty Prioritization Process Handbook](#)

APPLICABLE SIGNATURES:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.







COMM-CPPR-2024

Final Audit Report

2024-04-02

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