INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

CURRENT YEAR: 2017-2018   **PROGRAM:** Communication Studies (CS)
CLUSTER: HUMANITIES AND SOCIAL SCIENCES   **LAST YEAR CPPR COMPLETED:** 2015-2016
NEXT SCHEDULED CPPR: 2020-2021   **CURRENT DATE:** 2/5/2018

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
- 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 degrees and/or certificates:
AA-T Communication Studies

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*
None

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 **X** 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

In addition to other data that is relevant to your program, institutional program data is available on the SLOCCCD Institutional Research and Assessment Program Review Data Dashboard site. Please paste the charts into this document, and respond to the prompts for each data element. Please also comment on your program's data and how it compares to the overall college data. Take time to work with your faculty to review the disaggregated data. Several measures can be "drilled down" to reveal differentiated results based on location, modality, ethnicity, age, gender and so on. This disaggregated data can reveal a great deal about your program's effectiveness.

Note: 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.

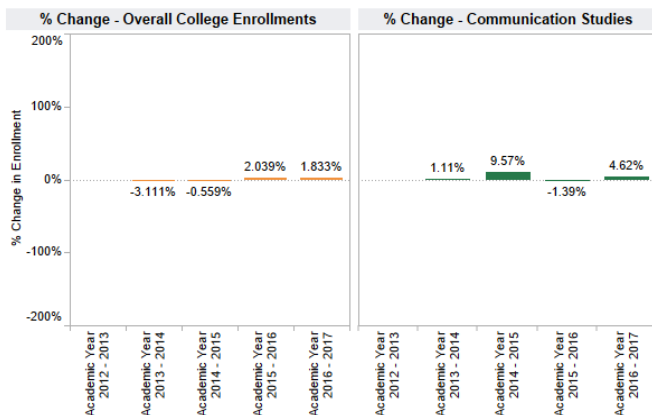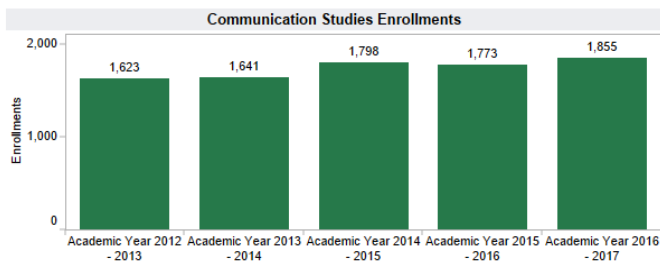# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

General Enrollment (Insert Aggregated Data Chart)

Disaggregated Enrollment Data (review analytically to determine if different populations are impacted)

- List the previous year's projection and current year's projection for enrollment *(i.e. increase, decrease, remain the same)*.
  - Comm. Studies (CS) did not create a projection for last year, but the data shows our enrollment is up 4.62% from last year and is the highest its been since the earliest year showing of the data (2012-2013). We predict our enrollment for this year will remain close to what it was for 2016-2017.
- List the trend *(i.e. increasing, decreasing, same).*
  - The trend is up.
- List contributing factors to the trend.
  - It's very difficult to know, but we can speculate that it's our dynamic faculty, strategic scheduling, and robust DE course offerings in the Fall, Spring and Summer (We now offer 4 DE courses over the summer). In addition, Communication Studies remains a popular ADT.
- Are different demographic groups underrepresented in your enrollment figures? What might be causing this? How can it be addressed?
  - All the pertinent demographic are well represented in our courses. Since all of our courses satisfy major GE requirements, we draw students from the entirety of the Cuesta student population.
- What strategies will be employed to meet the current year's projection?
  - We will continue the strategies we've been employing, and we feel confident that we will meet our projections. Over the last 4 years using our current strategy CS has exceeded the college's growth rate (10.7% vs. 0.2% respectively)

SLOCCCD Program Review Data - Enrollment

| Department: Communication Studies | Course: All | Dual Enrollment: All | Prison: All |

Communication Studies Enrollments

Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

Disaggregated Student Demand Data (review analytically to determine if different types of courses are impacted)

- List the trend (i.e. increasing, decreasing, same)
  - The trend is increasing and our demand is better than the college average in each year over the last 5 years.
- List contributing factors to the trend.
  - Our dynamic faculty, strategic scheduling, and robust DE course offerings in the Fall, Spring and Summer (We now offer 4 DE courses over the summer).
  - Students have shown a propensity to be attracted to the CS major because of its versatility.
  - List which courses have the highest student demand and which courses have the lowest student demand.

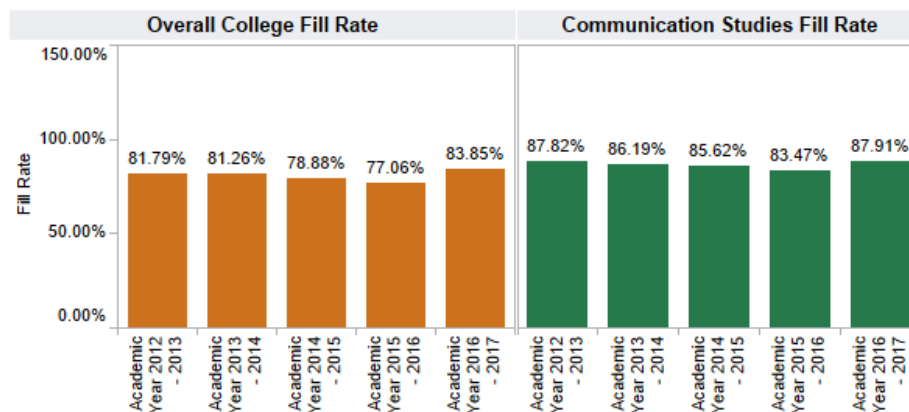| 201	210	215	212	230	280
84.4	86.9	94.75	95.11	86.35	86.88

It's difficult to use only fill rates as the primary method of gauging demand because of course, the numbers will be higher with courses in which only a small amount of sections are offered like Comm. 212 and 215. Enrollment data may be a better determinant of demand combined with fill rates.

Using only the fill rate data, the CS course with the lowest student demand over the last 5 years is the 201 course (84.4), while the course with the highest demand is 212 (95.11). Partly this is because we only offer two sections of 212 because that is enough to fulfill student need. The 201 could have lower fill rates because the college decided to keep lower enrolled sections at the South County campus. Lower enrolled courses (including those in the South County) have been cut in recent years and our demand over the last 2 years is increasing.

- Based upon the trend, what strategies do you plan on implementing?
  - CS will continue to hone our schedule to meet student demand. For example, we have eliminated sections like the Friday offerings that do not fill and we are in the process of eliminating the Comm. 230 course at NC, at least in the fall and converting the face-to-face SLO section to a hybrid.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Communication Studies | Course: All | Dual Enrollment: All | Prison: All

Overall College Fill Rate — Academic Year 2012-2013: 81.79%, Academic Year 2013-2014: 81.26%, Academic Year 2014-2015: 78.88%, Academic Year 2015-2016: 77.06%, Academic Year 2016-2017: 83.85%

Communication Studies Fill Rate — Academic Year 2012-2013: 87.82%, Academic Year 2013-2014: 86.19%, Academic Year 2014-2015: 85.62%, Academic Year 2015-2016: 83.47%, Academic Year 2016-2017: 87.91%

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

Disaggregated Efficiency Data (review analytically to determine if different types of courses are impacted)

- List the previous year's projection and current year's projection for enrollment *(i.e. increase, decrease, remain the same).*
  - NA - CS did not have a projection from last year. We expect the current year to remain the same or slightly increase.
- List the trend *(i.e. increasing, decreasing, same).*
  - The trend is increasing - CS is now more efficient than it's ever been; 12.78 vs 5 yr average of 12.25.
- List contributing factors to the trend.
  - Building a schedule that meets student demand and cutting lower enrolled sections.
- What strategies will be employed to meet the current year's projection?
  - CS will review its current course caps and consider raising them to the averages of comparable colleges if deemed pedagogically appropriate. Also, CS will continue to hone our schedule to better meet student demand
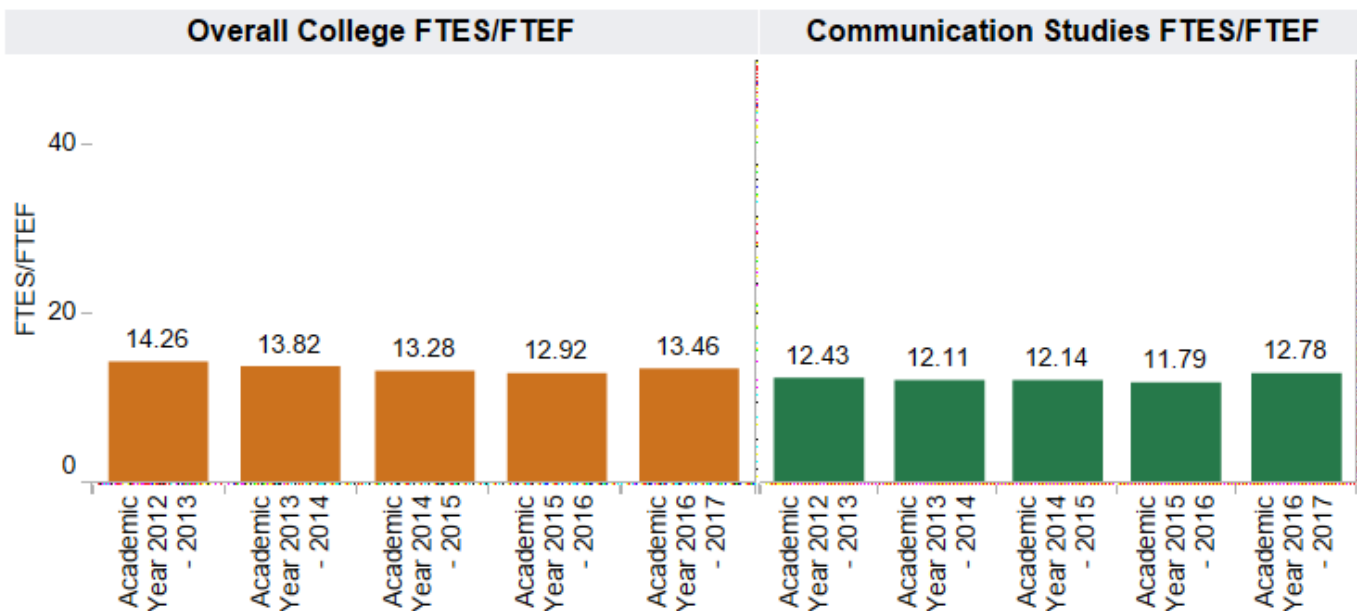
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Communication Studies	All	All	All

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

General Student Success – Course Completion (Insert Aggregated Data Chart)
Disaggregated Success and Completion Data (review analytically to determine if different populations are impacted)
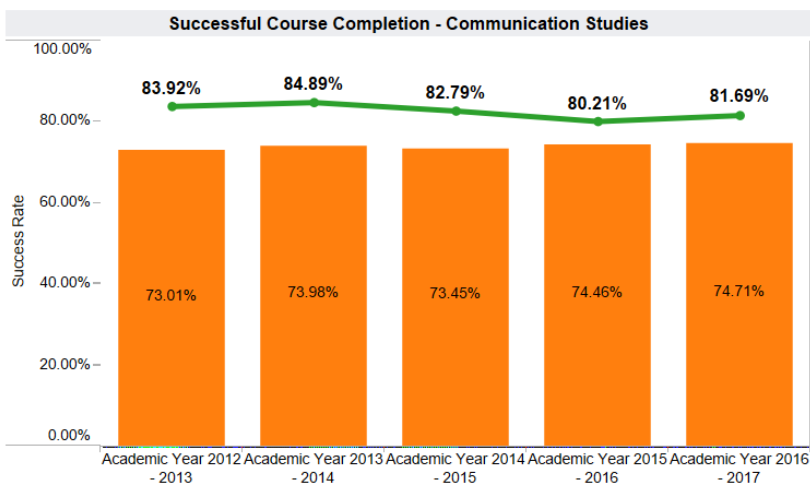● Are different demographic groups underrepresented in your success figures? What might be causing this? How can it be addressed? No, the success rates of Comm. Studies do not demonstrate that any demographic group is underrepresented. In fact, our success figures for nearly all demographic groups including low income, DSPS, Hispanic, 1st generation, foster youth, veterans, females, and males exceed the college's.
● List strategies used during the last year in which data was reported to increase student success.
    We did not list strategies to increase student success last year beyond maintaining our course caps because those allow for a better quality of instruction, which translates directly into success for our students. Our success rates are greater than the colleges overall and for nearly all demographics.
● Did your strategies effect change?
● List the trend (*i.e. increasing, decreasing, same).* Our success rate has slightly increased from 2015-2016. It has remained relatively high, at or above 80% for the fast five years and no more than a 3.2% spread from the highest to lowest %.
● Based upon the trend, what strategies do you plan on implementing?
    o Current research indicates that a large portion of student success is attributed to students' financial issues. For example, a recent study at Hancock college found that not being able to afford the textbook in a course accounted for ⅔ of students who dropped or withdrew from a class: http://www.ksby.com/story/37399411/allanhancockcollege-launches-initiatives-to-lower-costs-for-students
    o We provide access to electronic versions of the first few chapters of the text to students so that they do not fall behind when waiting to purchase their textbook.
    o Also, we plan on maintaining our current course caps in the skill based courses like Comm. 201 and 215 because that helps us to provide more personalized instruction, which translates into higher rates of student success.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:	COURSE	Legend:
Communication Studies	All	▇ Department Success Rate
		▇ Overall College Success Rate

Successful Course Completion - Communication Studies

	83.92%	84.89%	82.79%	80.21%	81.69%
Success Rate	73.01%	73.98%	73.45%	74.46%	74.71%
	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017

Communication Studies Success Rate Table

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	83.92%	84.89%	82.79%	80.21%	81.69%
Total Enrollments	1,623	1,641	1,801	1,774	1,855

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

Student Success—Course Modality (Insert Data Chart)
- List strategies used during the last year in which data was reported to increase student success.
  - The CS strategy used to improve DE success rates was to develop courses that were shorter in length: Comm 212, Comm 230, and Comm 280 are all offered in 9 week accelerated terms. These shorter terms keep students more intensely engaged over shorter periods of time, which we believe, reduces drops, thus increasing the success rate.
- Did your strategies effect change?
  - Yes. Our DE success rates went from a low of 60.74 to 74.32 matching the college's DE success rate.
- List the trend (*i.e. increasing, decreasing, same).*
  - The trend line in face-to-face courses is flat, or least too similar between years to say the difference is not natural variance within random student populations (F2F low of 83.4% vs. high 86.7%).
  - College 5 yr F2F mean 74.72& / DE mean 74.64%; CS 5 year F2F mean 85.03% / DE mean 70.19%
  - DE courses have seen significant improvement over the last year moving from a low of 60.74% to a high of 74.32% - nearly a 14% improvement.
- Based upon the trend, what strategies do you plan on implementing?
  - CS will continue to offer fast track and late start DE courses; And we have revised the CS NC ATT pathway so that it is more reasonable pathway for students to complete (4 days a week rather than 2).

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Communication Studies

Course: All

Legend:
- Face to Face Modality
- Online Modality

Successful Course Competion by Modality -Communication Studies
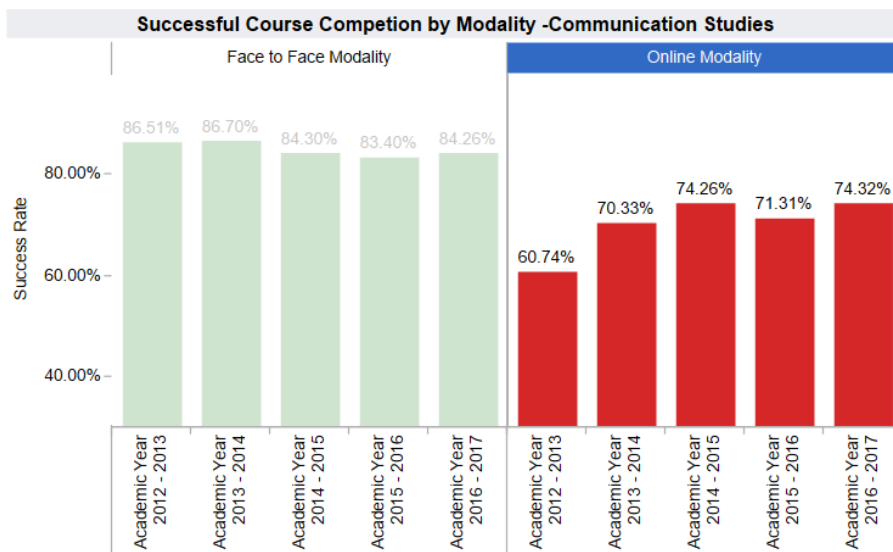
| Successful Course Competion by Modality Table - Communication Studies		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	86.51%	86.70%	84.30%	83.40%	84.26%
	Total Department Enrollments	1,460	1,459	1,529	1,307	1,376
Online Modality	Department Success Rate	60.74%	70.33%	74.26%	71.31%	74.32%
	Total Department Enrollments	163	182	272	467	479

Degrees and Certificates Awarded (Insert Data Chart)

- List the previous year's projection and current year's projection for degrees and certificates awarded (*i.e. increase, decrease, remain the same*).
  - CS does not have a previous projection
- List the trend (*i.e. increasing, decreasing, same*).
  - CS has offered an AA-T in Communication Studies since 2013, and since then students have earned 101 AA-Ts. Though there was a dip in 16/17 from 15/16, the trend is clear - students are prodigiously earning Communication Studies AA-Ts
- List contributing factors to the trend.
  - Well trained and dynamic faculty
  - Classes scheduled to meet student needs
  - Wide range of course offerings based on C-ID, CSU, and UC standards
  - Flexibility in career options with a CS major
- What strategies will be employed to meet the current year's projection?
  - CS will continue to hone our schedule to better meet student demand

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Award Type:
Speech Communication   All

Program Awards
Top Code Description(s): Speech Communication
Award(s): Communication Studies (AAT)
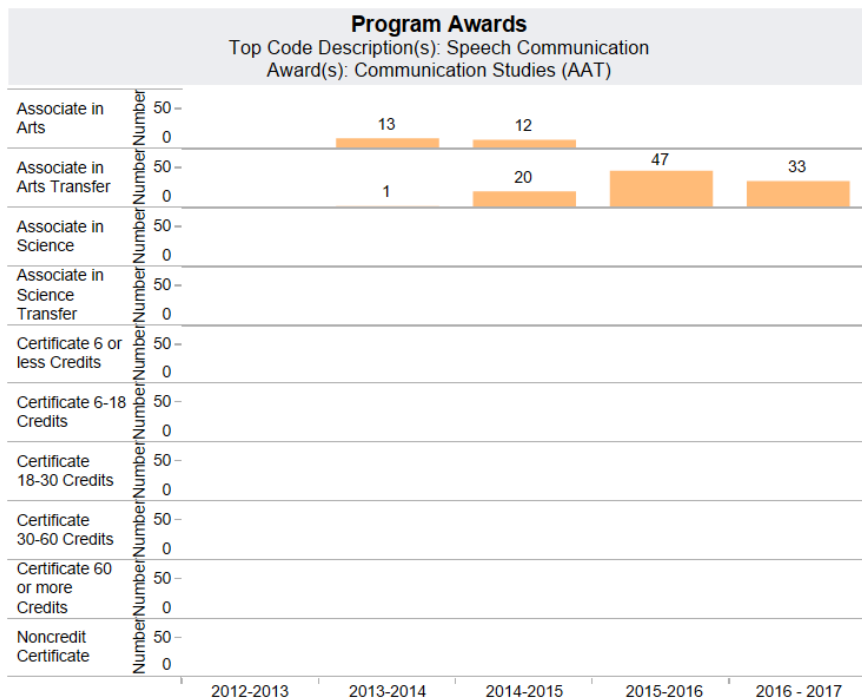
Program Awards Table

Award T..	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Arts	Communication Studies (AAT)		13	12		
	Total		13	12		
Associate in Arts Transfer	Communication Studies (AAT)		1	20	47	33
	Total		1	20	47	33
Grand Total			14	32	47	33

Program Awards: The number of degress and certificates awarded by program type

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Please 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 AND IMPROVEMENTS CHECKLIST AND NARRATIVE

CHECKLIST:

X   SLO assessment cycle calendar is up to date:
X   Date SLO assessment cycle calendar was last updated: 2017
X   All courses scheduled for assessment have been assessed in eLumen
X   Dates of last completed course assessments in eLumen: Fall 2017
N/A   Program Sustainability Plan progress report completed

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.*
-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.
   o   None
B.   Anticipated changes in curriculum, scheduling or delivery modality
   o   We're considering offering COMM 230 as a hybrid
C.   Levels, delivery or types of services
   o   None - CS is a model of inclusivity
D.   Facilities changes
   o   None
E.   Staffing projections
   o   CS will continue to open part-time pools to build up our cadre of adjunct instructors
F.   Other

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

Communication Studies was not required to complete a "Program Sustainability Plan".

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