

2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023-2024 PROGRAM(S): JOURNALISM AND DIGITAL COMMUNICATION
CLUSTER: AHSS AREA OF STUDY: CREATIVE ARTS, HUMANITIES, AND COMMUNICATION
LAST YEAR CPPR COMPLETED: 2022-2023 NEXT SCHEDULED CPPR: 2024-2025 CURRENT DATE: 4/7/2024

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 this [SharePoint 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):

Journalism, AA, Journalism, AA-T, Multimedia Journalism, CA

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.

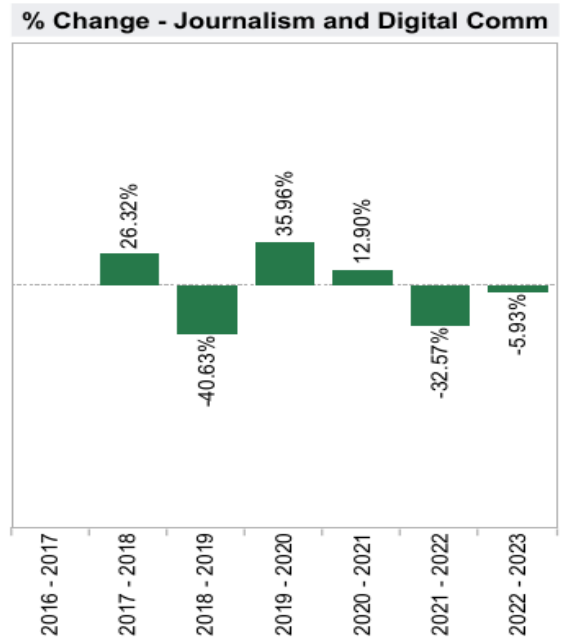
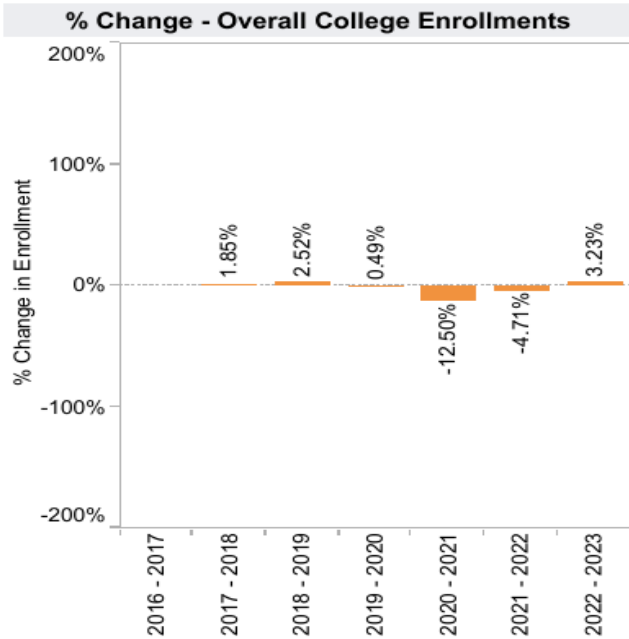
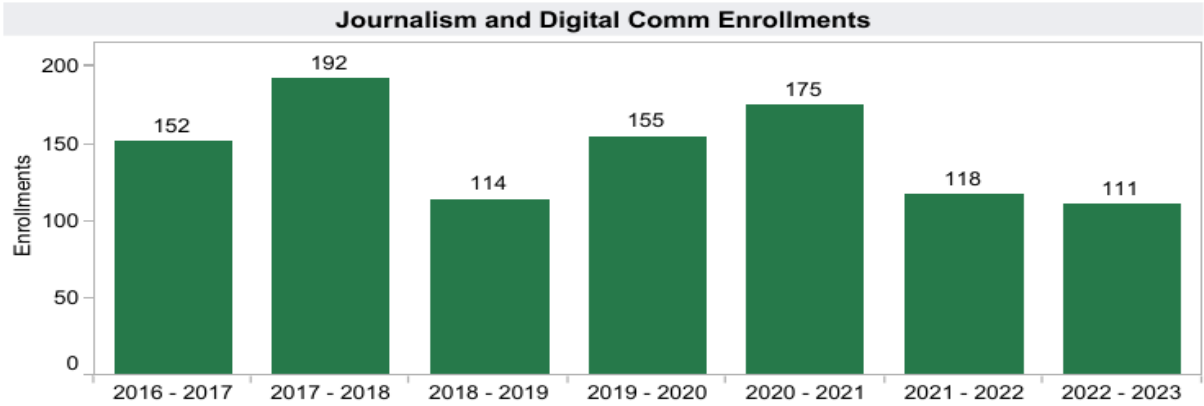
Data Analysis and Program-Specific Measurements

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)**

SLOCCCD Program Review Data - Enrollment

Department: Journalism and Digital Comm **Course:** All **Dual Enrollment:** All **Prison:** All
Region: All **TERM:** All



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.

Enrollment for the 2022-2023 year decreased over the 2021-2022 academic year from 118 to 111, a decrease of -5.93% compared to the college's overall enrollment increase of 3.23%. Important to note that the enrollment decrease rate improved considerably from the previous year's decrease of -32.57%.

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

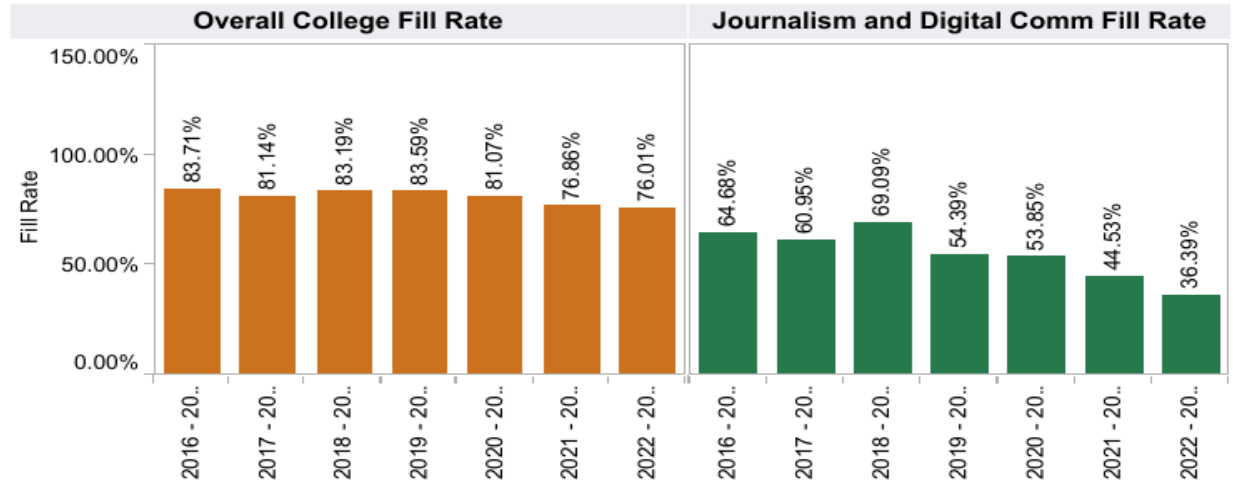
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Journalism and Digital Comm

Course:
All

Dual Enrollment:
All

Prison:
All



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.

The fill rate for the 2022-2023 year was 36.39% compared to the college's overall fill rate of 76.01%. With the Program Sustainability Plan implemented, this number undoubtedly will increase in the next review given the increase in Spring 2024 enrollment.

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

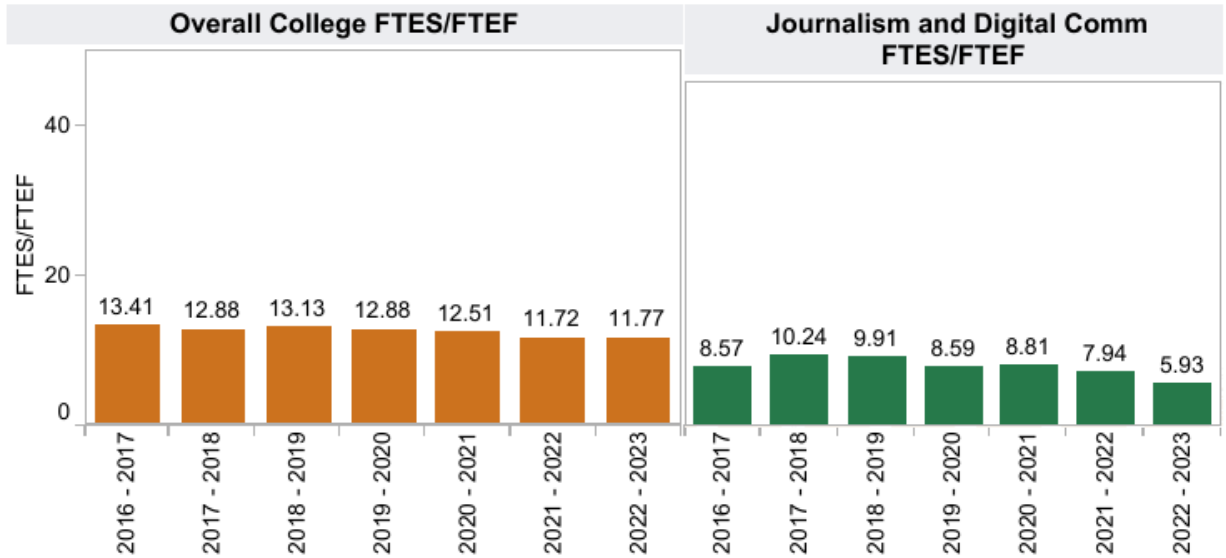
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Journalism and Digital Comm

Course:
All

Dual Enrollment:
All

Prison:
All



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

For Cuesta College the Efficiency figure was 11.77 for the most recent academic year, while in the journalism program it was 5.93. With the Program Sustainability Plan implemented, the program will show an increase in efficiency in the next review given the increase in Spring 2024 enrollment.

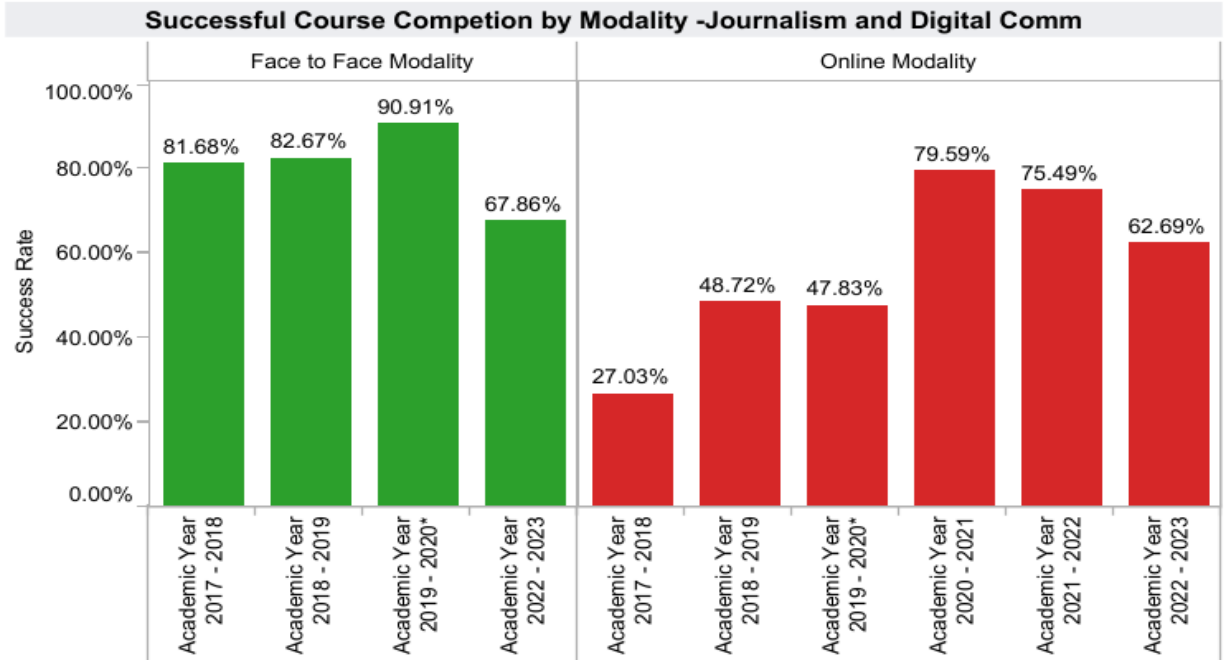
D. **Student Success—Course Completion by Modality (Insert Data Chart)**

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Journalism and Digital Comm

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - Journalism and Digital Comm

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	81.68%	82.67%	90.91%			67.86%
	Total Department Enrollm..	131.0	75.0	100.0			29.0
Online Modality	Department Success Rate	27.03%	48.72%	47.83%	79.59%	75.49%	62.69%
	Total Department Enrollm..	37.0	39.0	27.0	148.0	105.0	67.0

The success rate for students in a Face to Face Modality was 67.86% while for online courses it was 62.69%.

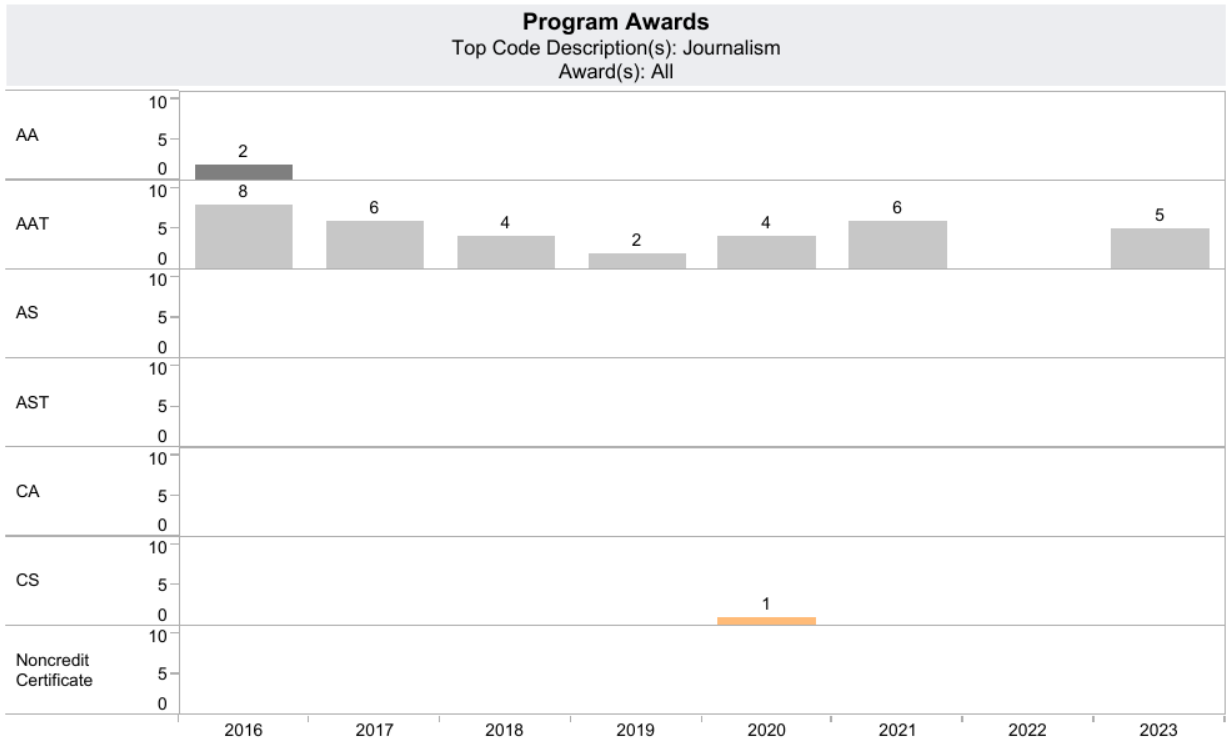
E. Degrees and Certificates Awarded (Insert Data Chart)

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Journalism

Award Type:
All

Area of Study
All



Award Type		Award	2016	2017	2018	2019	2020	2021	2022	2023
AA		Journalism (AA)	2							
		Total	2							
AAT		Journalism (AAT)	8	6	4	2	4	6		5
		Total	8	6	4	2	4	6		5
CS		Multimedia Journalism (CS)				1				

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

There were five degrees issued for the 2022-2023 academic year. There is no data available for the 2021-2022 academic year; it's unknown if this means there were no awards issued, or if the data isn't available. The five degrees is one less than the 2020-2021 academic year, one more than 2019-2020, three more than 2018-2019 and one more than the 2017-2018 academic year.

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

SLOCCCD Program Review Data: Successful Course Completion

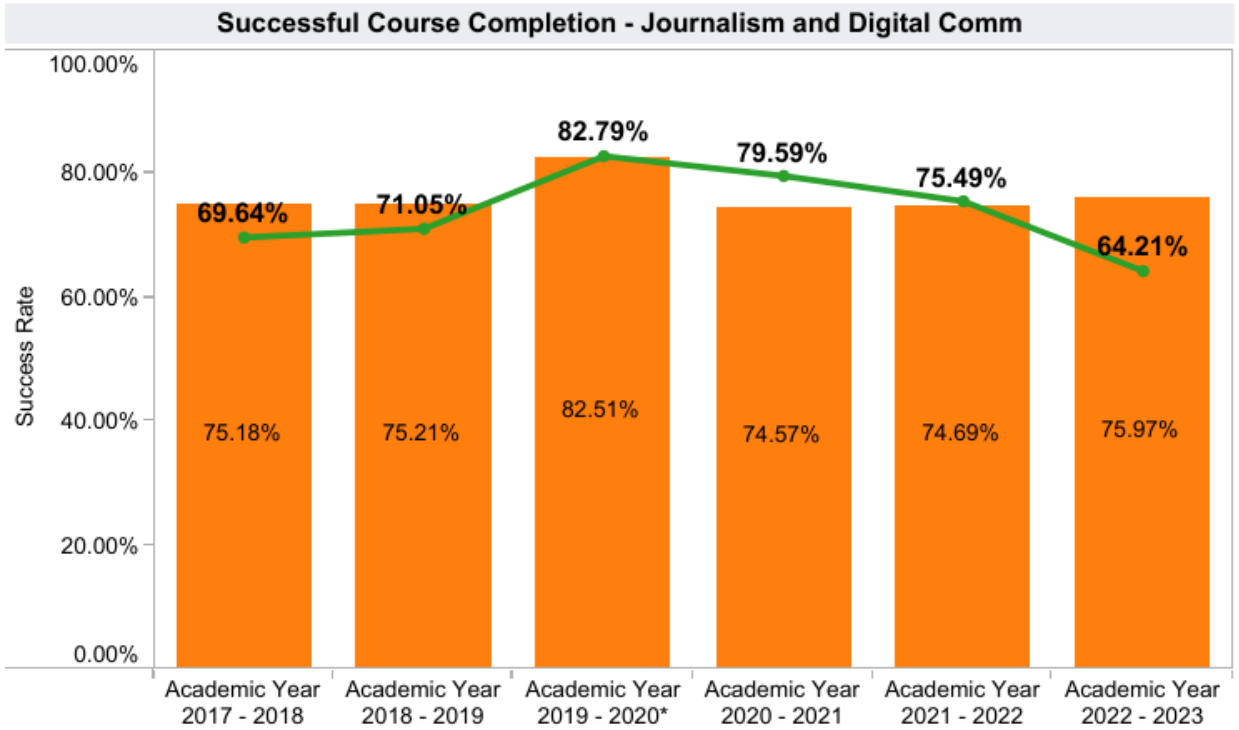
Select Department:
Journalism and Digital Comm

TERM
All

Measure Names

- Department Success Rate
- Overall College Success Rate

COURSE
All



	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	69.64%	71.05%	82.79%	79.59%	75.49%	64.21%
Total Enrollments	168	114	127	148	105	96

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The success rate for the journalism program’s most recent academic year was 64.21%, a decrease from 75.49% the previous year. The college’s success rate was 75.97%.

- 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?

This is the first year the Disaggregated Student Success chart was introduced in the program review. In analyzing all the categories, and coupled with no recent programmatic discussions, there didn’t appear to be any anomalies or concerns from the data reviewed. Considering The Cuestionian is in the public spotlight as a credible award-winning news organization, there is a continual concerted effort to maintain equal and fair opportunities for all groups. This effort has resulted in a very diverse, and very successful, group of individuals representing both the leadership and staff of the publication.

Programs and Curriculum Review PROGRESS

- A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the ____ year in the 5-year calendar of the Curriculum Review Worksheet.

N/A

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the ____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
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N/A		
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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 ____ 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)
N/A			

B. For the following questions, please refer to Part A, #3 of the previous year’s APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren’t already referenced in the previous year’s APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #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 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			

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 ____ 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.

There is a hiring process undergoing this semester for a new full-time faculty member to lead the program beginning in the fall (current program lead who is submitting this review is among the applicants). This is huge news for the program considering it hasn't had a full-time lead in nearly two decades, and will bring the program the stability it's needed.

The program is also in the process of a name change for numerous classes, to increase awareness of the program given the ambiguity that came with the current names, most of which feature "News Production" as the main component of the class name. The new class names will start with "Cuestonian Student Media" to better indicate what the class entails. It's important to note that student feedback was solicited to help come up with a new class name which would resonate the strongest with the prospective student body.

And lastly, the program's student publication introduced a biannual student newsletter highlighting some of the most prominent and impactful stories published by The Cuestonian emailed to Cuesta College's student body via an all-student email sent from the college's marketing department. The program was suffering from poor branding and awareness, and these issues are being implement as part of the Program Sustainability Plan with positive results, as enrollment, typically lower in spring, enjoyed a modest increase in Spring 2024.

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

B. Anticipated changes in curriculum, scheduling or delivery modality

The program is also in the process of a name change for numerous classes, to increase awareness of the program given the ambiguity that came with the current names, most of which feature “News Production” as the main component of the class name. The new class names will start with “Cuestonian Student Media” to better indicate what the class entails. It’s important to note that student feedback was solicited to help come up with a new class name which would resonate the strongest with the prospective student body.

C. Levels, delivery or types of services

D. Facilities changes

E. Staffing projections

There is a hiring process undergoing this semester for a new full-time faculty member to lead the program beginning in the fall (current program lead who is submitting this review is among the applicants). This is huge news for the program considering it hasn’t had a full-time lead in nearly two decades, and will bring the program the stability it’s needed.

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	Discuss initial process for potentially adding an element of Public Relations to either The Cuestonian's course listings or possibly another course number depending on practicality and efficiency to bolster enrollment.	<input checked="" type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	No
Student Demand (Fill Rate)	Simplifying the course descriptions of the classes pertaining to student media publication The Cuestonian.	<input checked="" type="checkbox"/> Identified <input checked="" type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Partially
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	Revising the Transfer Model Curriculum which correlates with Guided Pathways to streamline the graduation process for prospective students of the program.	<input checked="" type="checkbox"/> Identified <input checked="" type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	No
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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.

A part of the reason for the plan still being necessary is because of the time it takes to implement revisions and/or changes needed to achieve the identified objectives, such as revising a Transfer Model Curriculum for Guided Pathways, or making changes to any identifiers in the course catalog. Raising awareness of the program’s existence through marketing tactics, including an all-student email newsletter highlighting the top stories published by The Cuestionian, helped increase Spring 2024 enrollment.