2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025 **PROGRAM(S): JOURNALISM AND DIGITAL COMMUNICATION**
CLUSTER: 2 **AREA OF STUDY: CREATIVE ARTS, HUMANITIES AND COMMUNICATION**
LAST YEAR CPPR COMPLETED: 2023 **NEXT SCHEDULED CPPR: 2028 CURRENT DATE: 2/24/2025**

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):

Journalism AAT, Journalism AA, Multimedia Journalism Certificate of Achievement

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.

The most significant change to the Journalism and Digital Communication program since last year's report is the hiring of a full-time faculty member in journalism and communication. This full-time hire brings a dedicated resource and an advocate for the advancement of the program.

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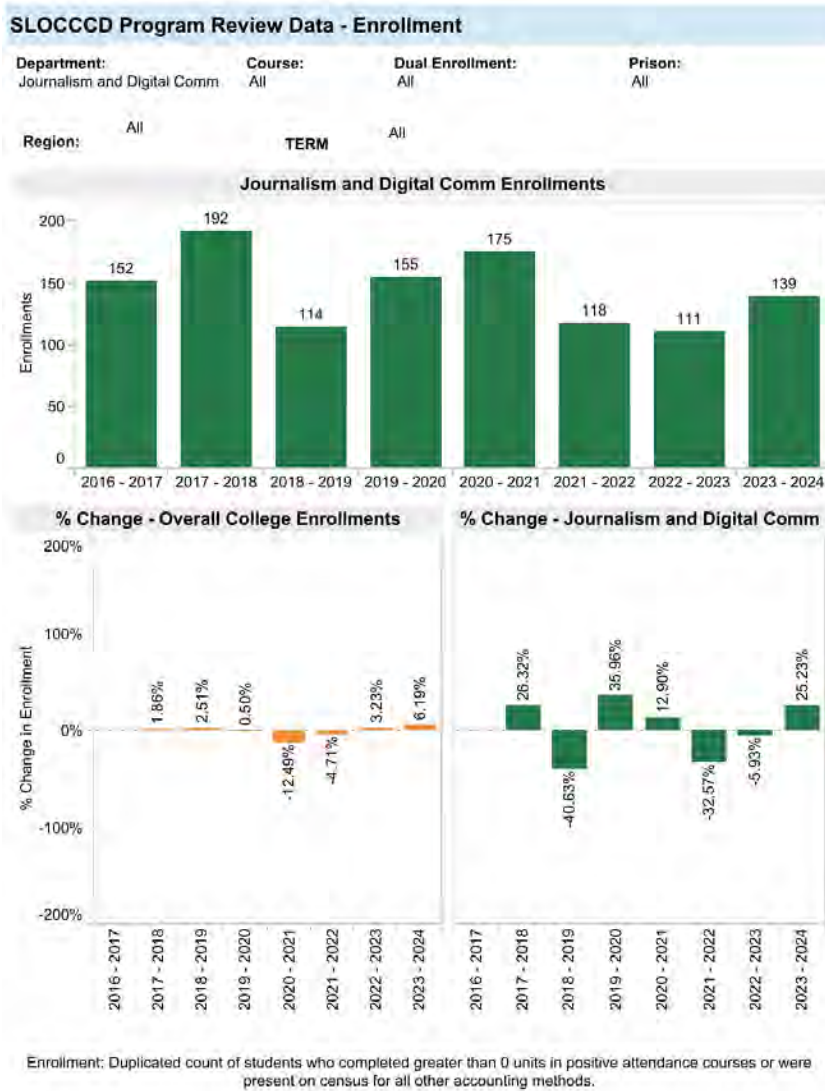No ☐ If no, you do not need to complete a Progress Report.

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.

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)**

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

Enrollment in the Journalism and Digital Communication program increased during the 2023-2024 academic year from 111 to 139 students, a 25.23% increase. This outpaced the

---

college's enrollment increase of 6.19%. This is the first positive enrollment growth since the 2020-2021 academic year.

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**
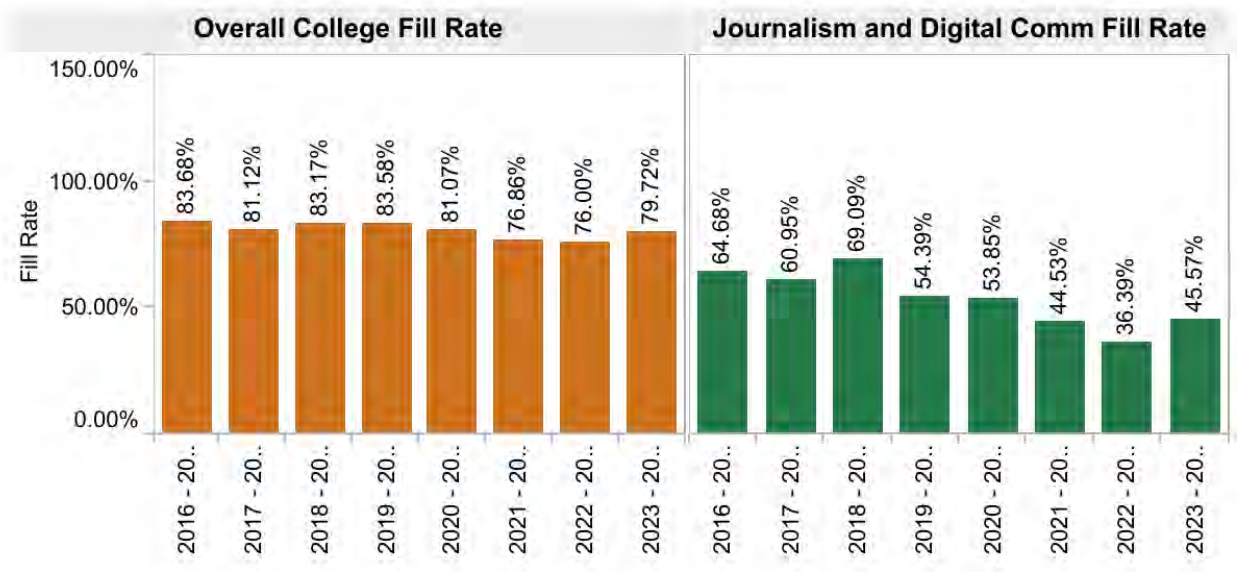Insert the data chart and explain observed differences between the program and the college.

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.

Fill rate for courses in Journalism and Digital Communication reached 45.57% during the 2023-2024 academic year, an over 9 percentage-point increase from 2022-2023. However, this still lags well behind the college fill rate of 79.72%.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.
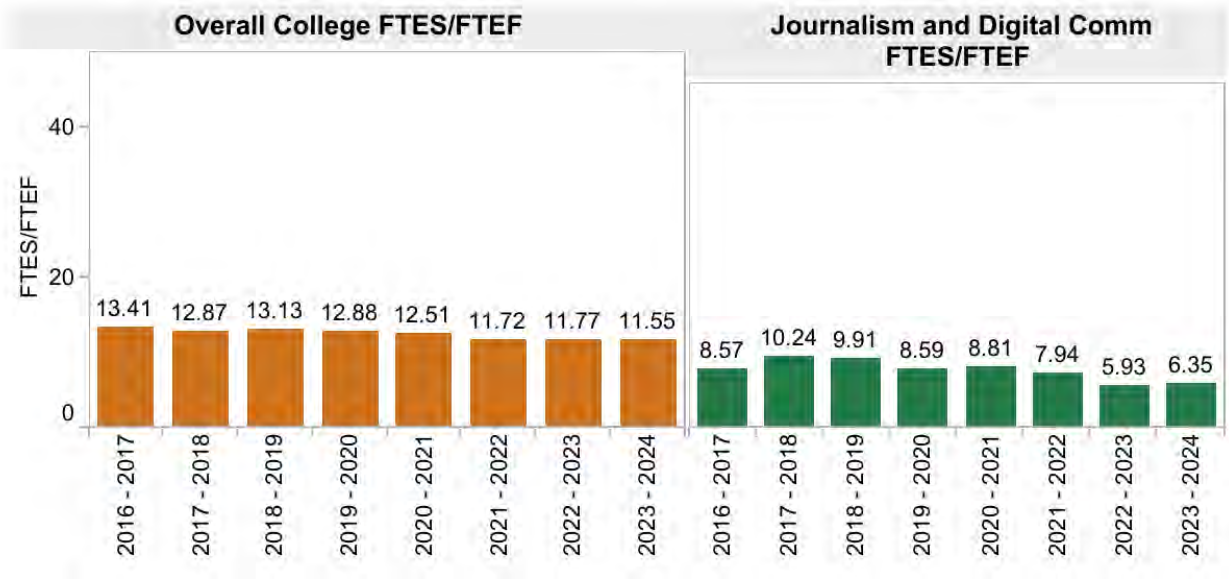
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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

Overall College FTES/FTEF

Year	FTES/FTEF
2016 - 2017	13.41
2017 - 2018	12.87
2018 - 2019	13.13
2019 - 2020	12.88
2020 - 2021	12.51
2021 - 2022	11.72
2022 - 2023	11.77
2023 - 2024	11.55

Journalism and Digital Comm FTES/FTEF

Year	FTES/FTEF
2016 - 2017	8.57
2017 - 2018	10.24
2018 - 2019	9.91
2019 - 2020	8.59
2020 - 2021	8.81
2021 - 2022	7.94
2022 - 2023	5.93
2023 - 2024	6.35

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

For the Journalism and Digital Communication program, the efficiency (FTES/FTEF) was 6.35 during 2023-2024, an increase from the 2022-2023 academic despite still being below the 11.55 college number.

D. **Student Success—Course Completion by Modality (Insert Data Chart)**
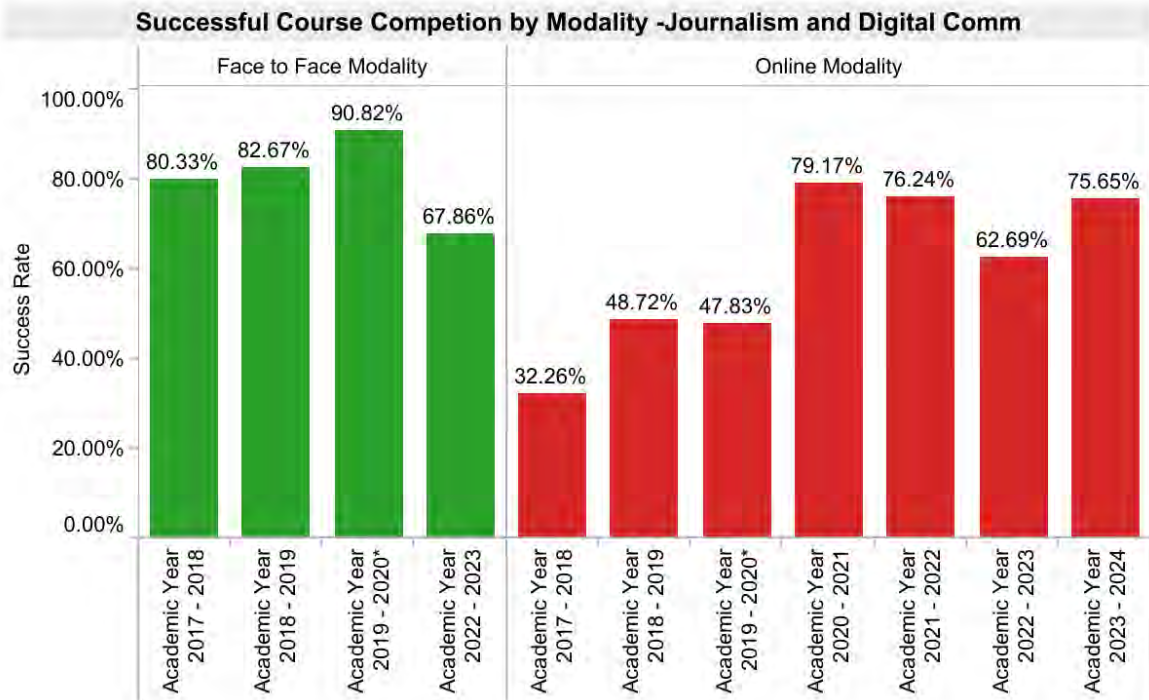Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Journalism and Digital Comm

Course:
All

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -Journalism and Digital Comm

Successful Course Competion 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	Academic Year 2023 - 2024
Face to Face Modality	Department S..	80.33%	82.67%	90.82%			67.86%	
	Total Depart..	122.0	75.0	99.0			29.0	
Online Modality	Department S..	32.26%	48.72%	47.83%	79.17%	76.24%	62.69%	75.65%
	Total Depart..	31.0	39.0	27.0	145.0	104.0	67.0	117.0

The success rate for Journalism and Digital Communication online classes was 75.65% during the 2023-2024 academic year. There were no face-to-face classes offered in Journalism and Digital Communication during the 2023-2024 academic year.

E. **Degrees and Certificates Awarded (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:	Award Type:	Area of Study
Journalism	All	All

Program Awards
Top Code Description(s): Journalism
Award(s): All

Program Awards Table

Award Type	Award	2019	2020	2021	2022	2023	2024
AA	Journalism (AA)						1
	Total						1
AAT	Journalism (AAT)	2	4	6		5	2
	Total	2	4	6		5	2
CS	Multimedia Journalism (CS)		1				

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

The Journalism and Digital Communication program awarded three degrees during the 2023-2024 academic year, including one AA and two AATs. This is down from five total degrees during the 2022-2023 academic year.

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion
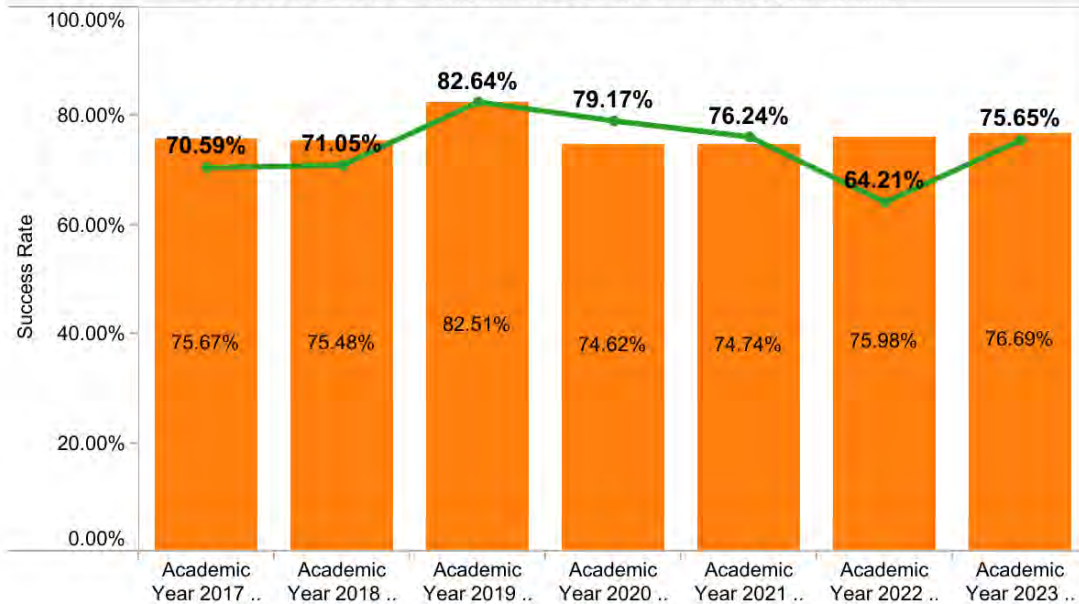
Select Department:
Journalism and Digital Comm

COURSE
All

TERM
All

Measure Names
🟩 Department Success Rate
🟧 Overall College Success Rate

Successful Course Completion - Journalism and Digital Comm

Journalism and Digital Comm Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Department Success..	70.59%	71.05%	82.64%	79.17%	76.24%	64.21%	75.65%
Total Enrollments	153	114	126	145	104	96	117

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

The success rate in Journalism and Digital Communication during its most recent academic year of 2023-2024 was 75.65%, an over 11-percentage point increase from the previous year. The college success rate, by comparison, was 76.69%.

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?

A holistic analysis of available disaggregated data does not present any programmatic discussions that are not already taking place. The program itself is quite small so there are continued efforts to increase enrollment, including on-campus promotion, program brand awareness and forthcoming collaborations with Cal Poly and local high schools. The public-facing anchor of the program, The Cuestonian student newspaper, consistently aims to achieve equity by representing diverse peoples and viewpoints from across campus. As the program grows, the data should trigger more nuanced discussions about patters, inequities and potential strategies.

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.

   N/A

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 **OR** Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
N/A		

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)
N/A			

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.*

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
B. Anticipated changes in curriculum, scheduling or delivery modality
C. Levels, delivery or types of services
D. Facilities changes
E. Staffing projections

F.   Other

Now that the full-time journalism/communication faculty member is in place, there are some changes coming to the Journalism and Digital Communication program. First, discussions are taking place to change the JOUR 206 Storytelling with Data and Social Media to a Social Media Journalism class. This change would more closely align the class with industry need and other institutions' offerings. The data element would not be removed from the class because it is necessary to understand social media metrics, but a title change is expected to drive enrollment. This new JOUR 206 class would then be the cornerstone to a forthcoming Social Media Strategist Certification of Achievement. This certificate would include classes from not only journalism, but also business, art and computer science. Furthermore, the program will plan to add a public relations course that could be implemented in all current and forthcoming degree and certificate offers. The effort to enhance public relations curriculum was identified in the Program Sustainability Plan Progress Report during the previous academic year.

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.

The initial Overall Program Strength and Ongoing Viability Assessment (APSOVA) was created in Spring 2023 by Cyrus Saatsaz, the part-time faculty member who was the Journalism lead under LangComm's interim Chair, Brad Langer. We assume this is the same document the APPW references as the Program Sustainability Plan.

Its objectives are faulty as planning steps are used as objectives and two of the three do not make sense. For example, the objective for enrollment is to "*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.*" The Cuestonian's course listings are our student newspaper courses; a public relations course could not be part of the Cuestonian course listings and "an element of public relations" would not fit the CID for student run media courses. It is unclear what other "course number" an element of Public Relations would fit into. Under the Degrees and Certificates, the objective is "*Revising the Transfer Model Curriculum which correlates with Guided Pathways to streamline the graduation process for prospective students of the program.*" The Transfer Model Curriculum cannot be revised at the local college level. It is held at the Chancellor's Office and colleges must use it for their Associate Degrees of Transfer.

Dean Aubrey Kuan Roderick has given our new full-time faculty member who leads the Journalism program, Dr. Jeremy Shermak, approval to revise the APSOVA in collaboration with LangComm's Chair, Beth-Ann Dumas. We include the revised objectives here.

11 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

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	☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)	Increase Cuestonian course(s) fill rate to 5 or more. Increase JOUR 205 and 206 fill rate by 5%	☒ Identified ☒ Resources Allocated ☒ Implemented	**No**
Efficiency (FTES/FTEF)	N/A	☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion	N/A	☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality	N/A	☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded	Increase number of Multimedia Certificates completed from the current number of 1. Increase number of Journalism AAs and AATs in the next two years.	☒ Identified ☒ Resources Allocated ☐ Implemented	**No**

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.

Planning steps for continuing the sustainability plan in meeting the objectives:

Student Demand/Fill Rate

12 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

- Create and post flyers to increase awareness (done in F24 and S25)
- Hold table events to increase awareness. (held in F24 and S25)
- Recruit students from JOUR courses into other JOUR courses as well as the Comm. C1000 course Dr. Shermak teaches. (in progress)
- Request permission to attend English, Graphics, and Digital Photography classes briefly sharing the Cuestonian course opportunities.
- Explore creating a public relations course (in progress)
- Explore changing hybrid Cuestonian course meeting times
- Create a Social Media Strategist certificate and market it to counseling and students (in progress)

Degrees and Certificates Awarded

- Create a new Social Media Strategist certificate (in process) that is well aligned with Business certificates, the Journalism Multimedia certificate, the Business AAT and Journalism AAT such that students who are in the pathway to complete the SMS certificate can complete another certificate or degree with only an additional few courses.
- Revise the Multimedia Journalism Certificate (planned for S25) and market to journalism students and counseling
- Revise the Journalism AA-T. (DONE)
- Explore journalism partnership with CalPoly's Journalism program to increase AATs desiring to transfer to CalPoly.