

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name:

Spring 2024: Speech Communication (SPCH)

Fall 2024: Switched to Communication Studies (COMM Studies)

Academic Year Reviewed:

The PLO data reviewed is from Spring 2024 and Fall 2024, which is our most recent data.

The enrollment trend data covers the 23/24 academic year, as this is the most recent data set available in the AHC data dashboard. There are also some 2025 information/data included.

Date Submitted: May 22, 2025

1. Has your program mission or primary function changed in the last year?

COMM Program Mission Statement:

The Communication Studies (COMM) Department focuses on developing broad-based competencies in oral and written communication as well as critical analysis within our students.

The mission has not changed.

The primary function has not changed.

2. Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements)

As of March 2025:

- Gained AP&P approval of our discipline name change from Speech Communication to Communication Studies. Name change took effect Fall 2024.
- Gained AP&P Approval of a new course: COMM 100: A Survey of Communication
- COMM 100 was approved under CalGETC Area 1C
- COMM 101 was approved under CalGETC Area 1C

- *COMM 102 was denied under CalGETC Area 1C. (see note below)
- The modified COMM 102 COR was resubmitted for CalGETC Area 1C approval.
- COMM 103 was denied under CalGETC Area 4 (see note below)
- COMM 106 was denied under CalGETC Area 1B (see note below)
- NOTE: The AHC Articulation Officer mistakenly submitted the Fall 23 version of COMM 102, 106, and 103 CORs for the 2025-2026 Cal-GETC review cycle.
 - o COMM 102, 106, and 103 were denied.
 - o COMM faculty had revised the CORs to meet the new Cal-GETC requirements, met all deadlines, and these 3 CORs were Board approved on Nov 17, 2024.
 - o The AHC Articulation Officer didn't submit the revised CORs because he mistakenly submitted the old, Fall 23 CORs instead.
 - o This was a catastrophic mistake and has caused a great deal of uncertainty for our discipline and the transferability of our courses.
 - o We were told COMM 103 and COMM 106 and were not eligible for resubmittal.
 - o The AHC Articulation Officer has submitted a technical appeal review and the COMM faculty are anxiously awaiting the verdict.
 - o Fortunately, since COMM 102 was submitted to a new GE category in CalGETC, that course was already allowed to be resubmitted on appeal.
- In Fall 24, COMM successfully offered a fully face-to-face, 16-week COMM 103 (interpersonal communication) class for the first time in many years. We will continue to offer the fully face-to-face section once per academic year.
- We changed our COMM certificates from Certificates of Accomplishment to Certificates of Achievement.
- We converted COMM 101 to the Common Course Numbering System and the course was approved as COMM C1000.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

- Yes, our two-year program map is in place. There were no challenges.
- All courses are offered each semester. The only exception is COMM 108, which is offered every Fall. This means students can earn their 2-year AAT COMM degree within 2 years.

4. Were there any staffing changes?

- FT faculty member Jenny Schroeder is still acting as the Guided Pathways Director and is not in the classroom.

- Jenny Schroeder taught one class as a part-time instructor. She taught a COMM 101 class in Guadalupe targeting high school students (Spring 25).
- We hired one new part-time faculty member for the Spring of 2025. We lost two part-time faculty members for Fall 2025. We recently interviewed a few candidates and started the hiring process for two new part-time faculty members for Fall 2025.

5. What were your program successes in your area of focus last year?

Our area of focus this year is enrollment.

- Our online enrollment has remained exceptionally consistent—before, during, and after Covid
- Our online synchronous public speaking courses remain popular.
- All sections of face-to-face public speaking classes remain robust, many with waitlists.
- Our asynchronous online classes remain full and in demand.
- We continue to offer a learning community for our student athlete population.

Learning Outcomes Assessment

- Please summarize the key results from this year's assessment.

Years analyzed: Spring 24 and Fall 24

Multiple sections of assessment data were entered for all courses

SPR 24: SPCH 101, 102, 103, 106, 108, 110

FALL 24: COMM 101, 102, 103, 106, 108, 110

Detailed data can be found in SPOL.

Overall findings:

SPR 24:

PLO 1 Theory: Demonstrates knowledge of communication theories.

Requirement: 70%

Reported: 83.56%

Difference: +13.56%

PLO 2 Communication Skills: Improved skill in a variety of communication situations

Requirement: 70% Reported: 90.39%% Difference: +20.39%

PLO 3 Critical Thinking: Critically analyze and construct messages.

Requirement: 70% Reported: 85.35% Difference: +15.35%

PLO 4 Self-Awareness: Develop an awareness of one's personal communication effectiveness

Requirement: 70% Reported: 93.58% Difference: +23.58%

FALL 24:

PLO 1 Theory: Demonstrates knowledge of communication theories.

Requirement: 70% Reported: 78.46% Difference: +8.46%

PLO 2 Communication Skills: Improved skill in a variety of communication situations

Requirement: 70% Reported: 86.32% Difference: +16.32%

PLO 3 Critical Thinking: Critically analyze and construct messages.

Requirement: 70% Reported: 84.42% Difference: +14.42%

PLO 4 Self-Awareness: Develop an awareness of one's personal communication effectiveness

Requirement: 70% Reported: 89.95% Difference: +19.95%

b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

- As per the standard, SPCH/ COMM has consistently performed above the required 70%, across all measures.
- Much of the success of the SPCH/COMM program comes from students taking our classes the first time in 101 or 102 and then following favorite instructors to the more specialized COMM courses.

c. Please summarize recommendations and/or accolades that were made within the program/department.

We will continue to meet as a department to discuss course standards, assignments and grading to ensure our learning outcomes remain high. Now that the process has become official, and the data entry technology is working properly we will work to engage the part-time faculty in this discussion to widen our data pool and have more robust evaluations of our courses.

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

We updated our PLO Assessment type from a 4-point to a 2-point scale.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

COMM 110: Intercultural Communication was reviewed by Andria Kaiser.

CRN 41559

What were some key findings regarding RSI?

The review noted that CRN 41559 was strong in all RSI categories.

Key findings:

There was significant teacher to student contact and communication
There was significant feedback on all student work
Student work was graded in a timely manner

- Strengths:
 - Individualized and personal feedback on all assignments
 - Weekly lecture videos
 - Active participation with students and instructor in the Q&A DB
 - Weekly announcements from the instructor
 - Modules set up in a consistent week-to-week structure
 - Grading rubrics attached to each assignment
 - High retention rate
 - High success rate
 - High interaction between student(s) and teacher

- Some areas of possible improvement:
None noted

b. What is the plan for improvement?

- This course is in the process of being updated /revamped using an OER textbook.
- After modifying the COR and submitting it for CalGETC approval, the new curriculum will match the CalGETC requirements.
- The revised version of the course will be offered Fall 25.

NEW resources and planning initiatives that **do not apply directly to core topics. *This section is only used if there are new planning initiatives and resources requested.***

If Jenny Schroeder does not return to her faculty position, we request a full-time faculty position to replace her.

Planning years: 2025-26

Description: Hire one full-time Communication Studies instructor to meet the demands of the Santa Maria and LVC campuses.

Area of Focus Discussion Template

ENROLLMENT TRENDS AND EFFICIENCY

Enrollment Trends and Efficiency – look for areas of growth or decline, relationship to the college and similar programs, and head count (enrollment and full-time equivalents for students and full-time equivalents faculty).

1. What data were analyzed and what were the main conclusions?

For this section, we were directed to review the last complete academic year, which was 2023/24

This year's review included an analysis of the following data types:

- Headcount
- Enrollment
- Success Rates
- Retention Rates
- FTES
- Efficiency
- Fill Rate
- Demographics
- Persistence Rates

For clarity:

When we refer to **headcount**, the rule is each student gets counted once in a time period regardless of how many courses they are enrolled in.
Enrollments refer to total seats occupied.

HEADCOUNT

(credit courses only)
(see appendix for additional data graphs)

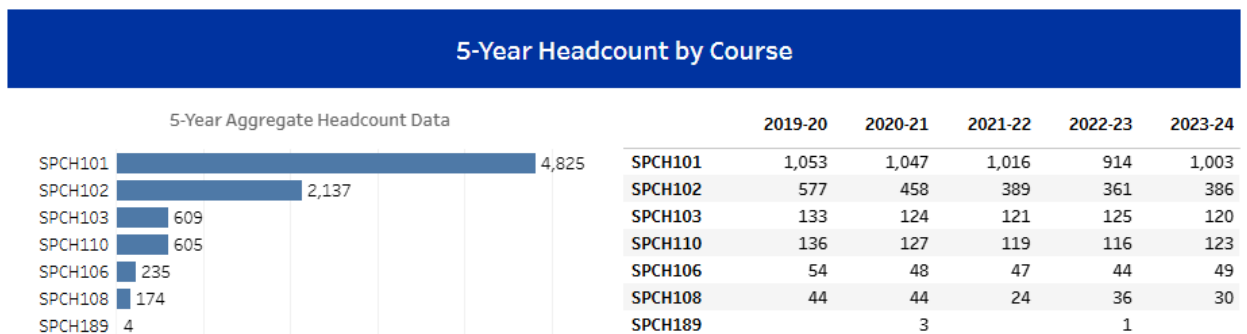
Overall AHC headcount:

2020-21: 15, 204
2021-22: 14, 918
2022-23: 15, 561
2023-24: 16,227

SPCH/ COMM Studies overall headcount:

2020-21: 1,698
2021-22: 1,592
2022-23: 1,485
2023-24: 1,593

SPCH/COMM Studies headcount by course:

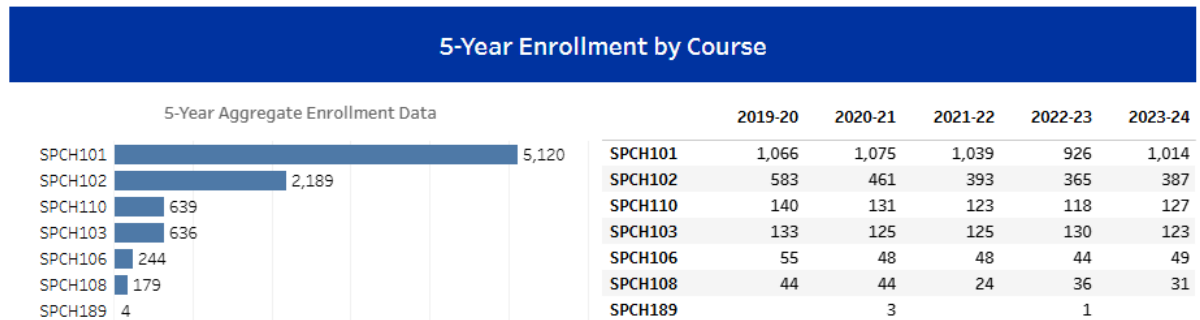


Based on the overall headcount data, the SPCH/COMM had similar ebbs and flows as the college.

Notably, in 2022/23, the SPCH program had a dip in headcount across all courses (except SPCH 108). The overall AHC headcount did not have a dip in overall headcount that year. We are not sure why.

ENROLLMENT

SPCH/ COMM Studies overall enrollment by course:



SPC/ COMM Enrollment by modality (see data graph in appendix):

2019-20:	1,748 students onsite 273 students online (traditional)
2020-21:	0 students onsite (Covid) 1,628 students online synchronous (in Zoom) 256 students online (traditional)
2021-22:	808 students onsite 696 students online synchronous (in Zoom) 248 students online (traditional)
2022-23:	1,318 students onsite Insignificant # in Zoom (doesn't show on graph) 248 students online (traditional)
2023-24:	1,307 students onsite 174 students online synchronous (in Zoom) 250 students online (traditional)

Conclusions based on modality data:

Zoom Classes:

SPCH/ COMM Studies had a very robust set of courses offered online synchronous in Zoom.

Anecdotal data collected by instructors showed many students were very happy with public speaking courses offered in Zoom. Providing Zoom public speaking

courses allowed students who were from out of state (or even out of the country) to earn their AA degree. Diane Auten had multiple students actively serving in the military (some in other countries) fulfilling their public speaking requirement in Zoom.

Zoom public speaking classes tend to still be in high demand, although the SPCH/ COMM program are limited in the number they are allowed to offer. We would like to offer more sections as we believe if they were offered to students, they would fill.

Online Classes:

Online class enrollment has remained very consistent before, during, and after Covid.

The SPCH/ COMM program has high demand for online classes, with classes remaining full with waitlists.

SPCH/COMM 103 has an average headcount of 24-26 students per section.
SPCH/COMM 110 has an average headcount of 25-27 students per section.

5-Year Enrollment by Course

5-Year Aggregate Enrollment Data		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
SPCH110	259	53	51	52	51	52
SPCH103	255	53	48	51	53	50

5-Year Enrollment by Course

5-Year Aggregate Enrollment Data		Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
SPCH110	262	62	51	52	47	50
SPCH103	254	52	48	51	54	49

Fraudulent Students:

- In Fall 24/ Term 1, Admissions and Records' acquired the ability to detect fraudulent stuents in online classes.
- In Fall 24/ Term 1 enrollment was drastically affected, since A&R dropped fraudulent students AFTER classes started (see numbers below)
- In Fall 24/ Term 2, Admissions and Records was able to drop fraudulent students BEFORE the class started.

- Fraudulent students being dropped before classes started opened up room for faculty to add students off the waitlist before the class started.
- However, enrollment is still affected. Because many students see an extensive waitlist, they do not add their names. The perception is they are too far down the list and will not get a spot in the class. This is unfortunate and makes it difficult to capture the interest of legitimate students who want to take the class, but choose a different class due to an excessive waitlist.
- Fall 24 fraudulent student data
 - COMM 103 Term 1 (CRN 21610): 7 fraudulent students were dropped AFTER the class started
 - COMM 110 Term 1 (CRN 21614): 8 fraudulent students were dropped AFTER the class started
 - COMM 103 Term 2 (CRN 21611): 29 fraudulent students were dropped BEFORE the class started
 - COMM 110 Term 2 (CRN 21615): 30 fraudulent students were dropped BEFORE the class started

Effects of the MOU

Due to the new modality MOU, as of Spring 2025, we are offering 1 less section of COMM 110 online (even though it fills with a waitlist every term). We have a highly qualified FT faculty member (Diane Auten) ready and willing to teach the course, but she will exceed her 50%. Unfortunately, this is also negatively affecting the bottom line of FTES for the college.

We do not have another instructor DE certified and/or willing to teach the course.

The full-time faculty in the SPCH/ COMM discipline teach online.

The full-time faculty support the dissolution of the MOU.

SUCCESS

Overall Discipline Success

See data graph in appendix

Overall AHC Success:

2019-20:	72%
2020-21:	74%
2021-22:	71%
2022-23:	72%
2023-24:	74%

Overall SPCH/ COMM Studies Success

2019-20:	81%
2020-21:	78%
2021-22:	74%
2022-23:	78%
2023-24:	78%

The SPCH/ COMM discipline exceeds the average college success rate consistently, every year.

Success Rate Based on Gender (see appendix for data graphs)

Overall AHC Success and Retention by Gender:

		Success & Retention										Success %	Retention %
		2019-20		2020-21		2021-22		2022-23		2023-24			
AHC	Female	73%	83%	75%	89%	71%	86%	72%	87%	74%	88%		
	Male	71%	82%	73%	88%	71%	86%	72%	88%	73%	89%		
	Non-Binary	59%	72%	64%	85%	71%	86%	70%	87%	77%	91%		

SPCH/ COMM Program Success and Retention by Gender

		2019-20		2020-21		2021-22		2022-23		2023-24			
TOTAL	Female	83%	90%	80%	91%	73%	89%	80%	91%	79%	92%		
	Male	78%	87%	76%	89%	76%	89%	76%	90%	77%	92%		
	Non-Binary	71%	100%	81%	100%	79%	96%	89%	95%	92%	96%		

The SPCH/COMM program exceeds the college average *success* rate in every single gender category.

Except for 2021-22, males are less successful in our courses overall. Although they still exceed the college average of success for males.

RETENTION

Overall Discipline Retention

See data graph in appendix

Overall AHC Retention:

2019-20:	82%
2020-21:	88%
2021-22:	86%
2022-23:	87%
2023-24:	89%

Overall SPCH/ COMM Studies Retention

2019-20:	89%
2020-21:	90%
2021-22:	89%
2022-23:	90%
2023-24:	92%

The SPCH/ COMM discipline exceeds the average college retention rate consistently, every year.

Retention Rate Based on Gender (see appendix for data graphs)

Overall AHC Success and Retention by Gender:

		Success & Retention										Success %	Retention %
		2019-20		2020-21		2021-22		2022-23		2023-24			
AHC	Female	73%	83%	75%	89%	71%	86%	72%	87%	74%	88%		
	Male	71%	82%	73%	88%	71%	86%	72%	88%	73%	89%		
	Non-Binary	59%	72%	64%	85%	71%	86%	70%	87%	77%	91%		

SPCH Program Success and Retention by Gender

		2019-20		2020-21		2021-22		2022-23		2023-24			
TOTAL	Female	83%	90%	80%	91%	73%	89%	80%	91%	79%	92%		
	Male	78%	87%	76%	89%	76%	89%	76%	90%	77%	92%		
	Non-Binary	71%	100%	81%	100%	79%	96%	89%	95%	92%	96%		

The SPCH/ COMM program exceeds the college average *retention* rate in every single gender category.

Our male retention rate is marginally lower than the female rate (if at all), still exceeding the college average retention rate based on gender.

PERSISTENCE

SPCH/ COMM Persistence Data Fall to Spring (see appendix for data graph)

Persistence by Gender:

- SPCH persistence rate was lower (for females) than the college average in Fall 2019, Fall 2020, and Fall 2021. However, female persistence was higher than the college average in Fall 2022 and Fall 2023.
- SPCH persistence rate was higher (for males) than the college average in Fall 2019, Fall 2020, Fall 2021 and Fall 2023. However, the male persistence rate for males was lower than the college average (only by 1%) in Fall 2022.
- This is very interesting data. Although men (enrolled in SPCH/ COMM classes) score lower in success and retention across the board, males are much more persistent than females overall.
- When the data is disaggregated, this discrepancy may be due to more females enrolling in our courses than males, skewing the data.

Persistence by Ethnicity:

Hispanic Students:

- Across the SPCH program, Hispanic students were the most persistent. They scored higher than the college average in 2019, 2020, 2022, and 2023.
- Hispanic students scored below the college average in 2021.

White Students

- White students scored above the college average in 2021 and 2023
- White students scored below the college average in 2019, 2020, and 2022

Other

- Students falling in the “other” ethnic category scored above the college persistence average in 2019, 2020, 2021, and 2022
- Students falling in the “other” category scored below the college average in 2023 only.

Reflections

- White students were exceptionally persistent in 2021, which is the only year Hispanic students fell below the average. We are not sure why this happened, but potentially due to aftereffects of Covid or lack of technology resources?

FTES

1. Based on data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

Male students are less successful than the female students in our program (although they still exceed the college success rate average). We may need to investigate why this is the case.

Male retention rates are also lower than female retention rates in our program (again, still higher than the college average). This is also something we can investigate.

2. What are your plans for change or *innovation*?

There are many professional development opportunities/ sessions addressing targeting males (often African American males) and how to help them be successful. The COMM faculty could take advantage of these training courses.

COMM faculty are also interested in teaching incarcerated students at the prison and jail which will also target male populations.

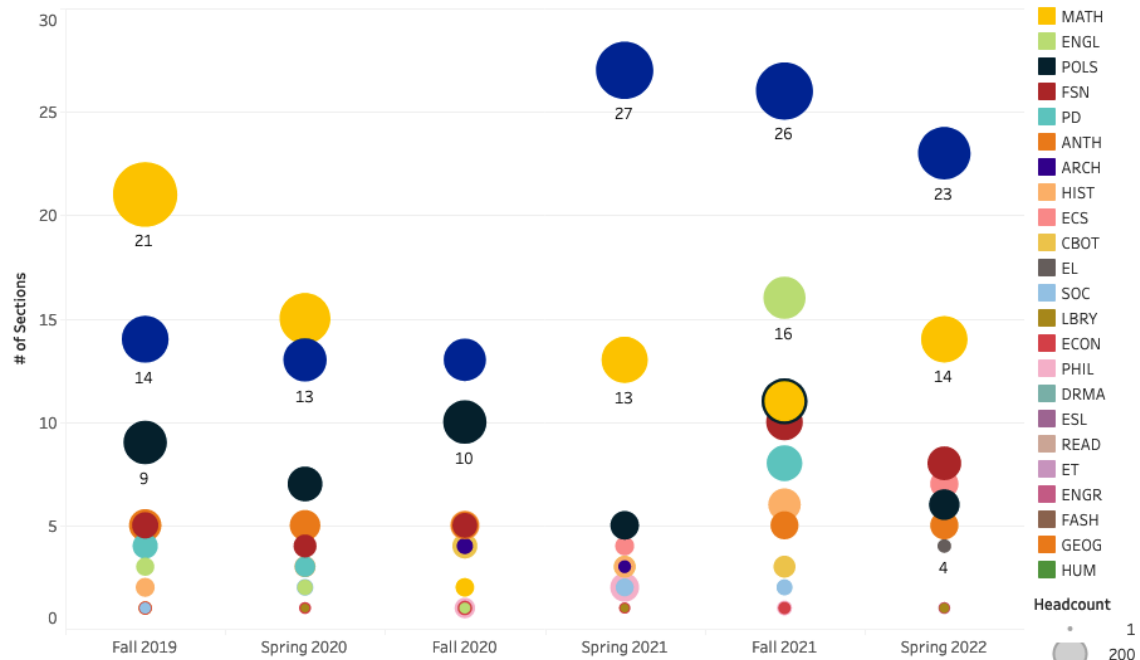
Males tend to thrive in a competitive environment, so potentially involving more fun, competitive assignments (examples: group quizzes, Kahoot exam reviews, etc.).

The COMM department converted almost all courses over to OER or ZTC textbooks. Our plan for innovation is to continue to offer accessible textbooks to our students.

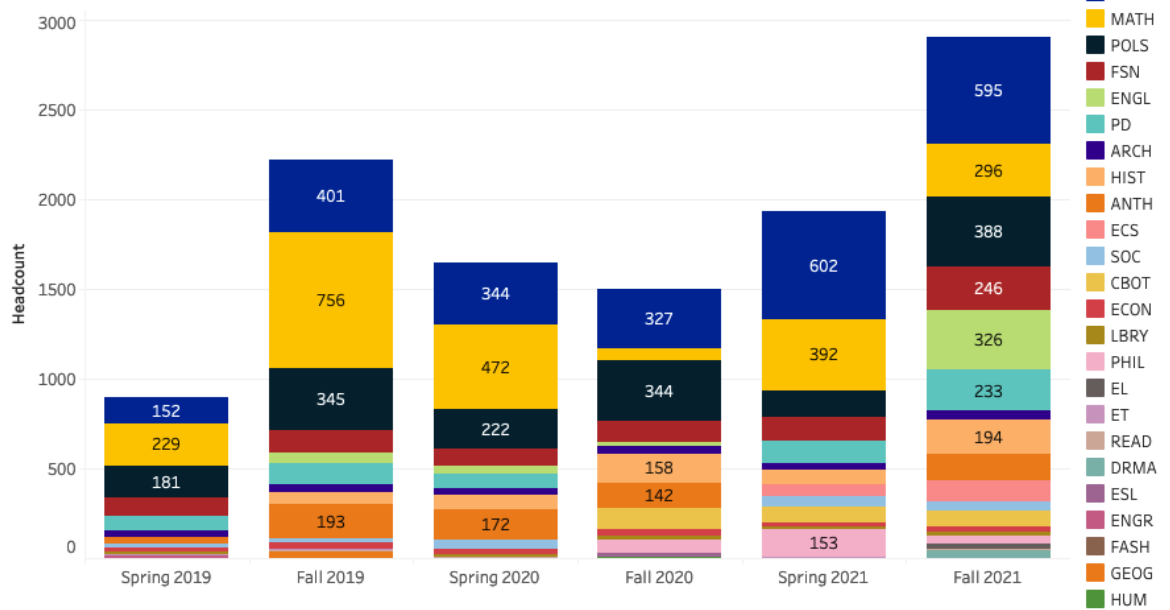
COMM has one final class (COMM 110) to switch to an OER/ ZTC textbook. This will take place in Fall 25.

We are very proud that COMM leads (college-wide) in the number of sections offering ZTC textbooks (see graphs).

ZTC Section Count by Subject



ZTC Section Count by Subject



3. How will you *measure* the results of your plans to determine if they are successful?

By reviewing and discussing the success and retention data. This will tell us if these changes were successful.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners).

Patrick McGuire reviewed our findings.

2. Are there specific recommendations regarding the core topic responses from the validation team?

no.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

Given the consistency of enrollment and size of the COMM program, if we lose a full-time faculty member, we will need a replacement.

Program Review Signature Page:

Diane Auten

Diane Auten (May 28, 2025 10:12 PDT)

Program Review Lead

05/28/2025

Date



Program Dean

05/29/2025

Date



Vice President, Academic Affairs

07/17/2025

Date

Appendices:

HEADCOUNT

AHC Overall Headcount (for credit courses)

HEADCOUNT DATA

AHC CR Headcount | Time Period: 4 Academic Years



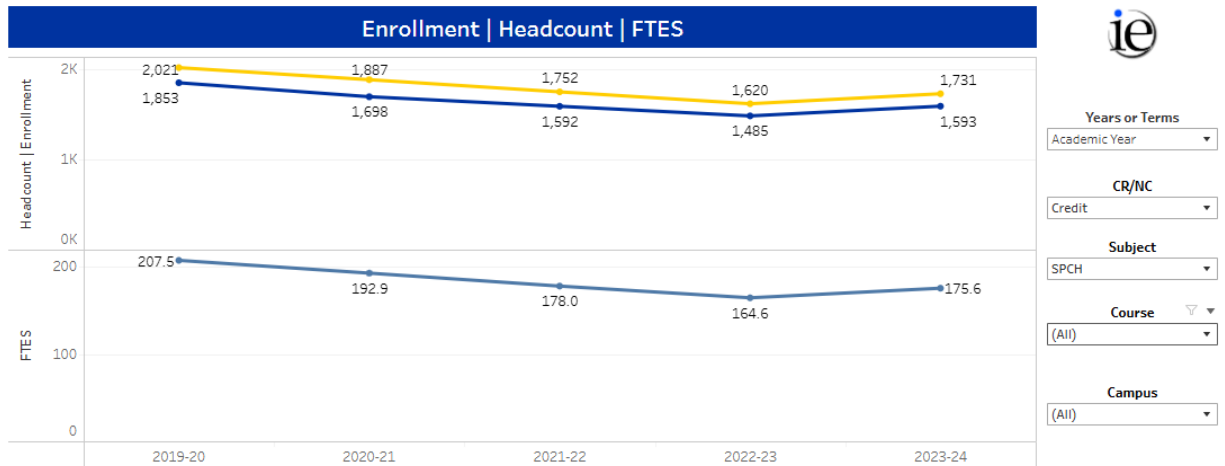
		Data View			
SGroup 1	SGroup 2	2020-2021 Headcount	2021-2022 Headcount	2022-2023 Headcount	2023-2024 Headcount
ALL	ALL	15,204	14,918	15,561	16,227
Grand Total		15,204	14,918	15,561	16,227

SPCH/ COMM Headcount Data:

Yellow is enrollment

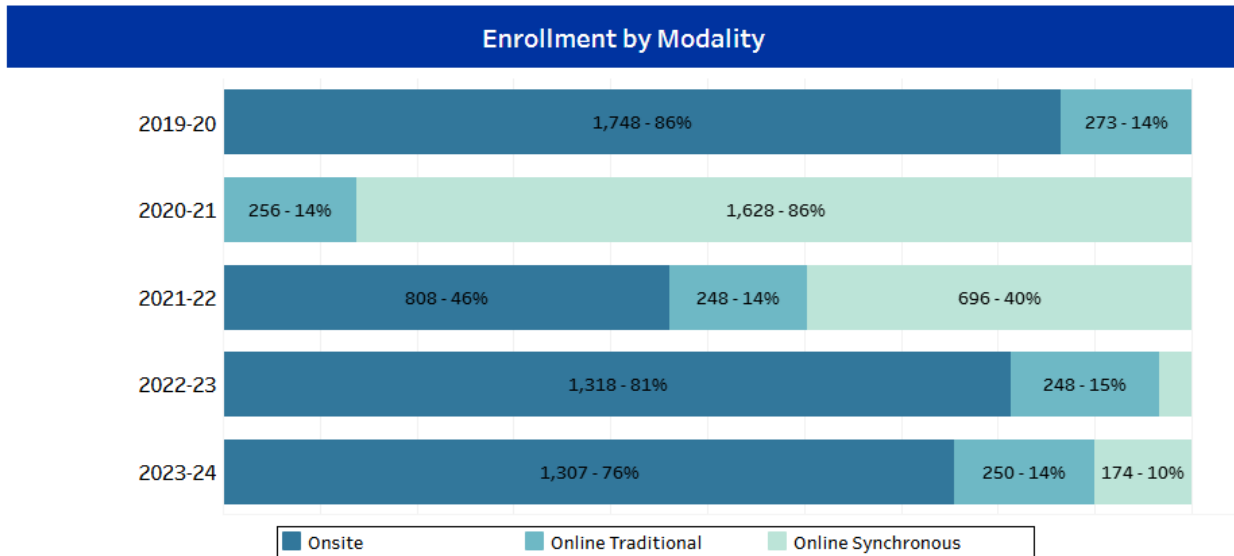
Blue is headcount

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



ENROLLMENT

Enrollment by Modality:



Enrollment by Course:

5-Year Enrollment by Course

5-Year Aggregate Enrollment Data

SPCH101	5,120
SPCH102	2,189
SPCH110	639
SPCH103	636
SPCH106	244
SPCH108	179
SPCH189	4

	2019-20	2020-21	2021-22	2022-23	2023-24
SPCH101	1,066	1,075	1,039	926	1,014
SPCH102	583	461	393	365	387
SPCH110	140	131	123	118	127
SPCH103	133	125	125	130	123
SPCH106	55	48	48	44	49
SPCH108	44	44	24	36	31
SPCH189		3		1	

SUCCESS AND RETENTION

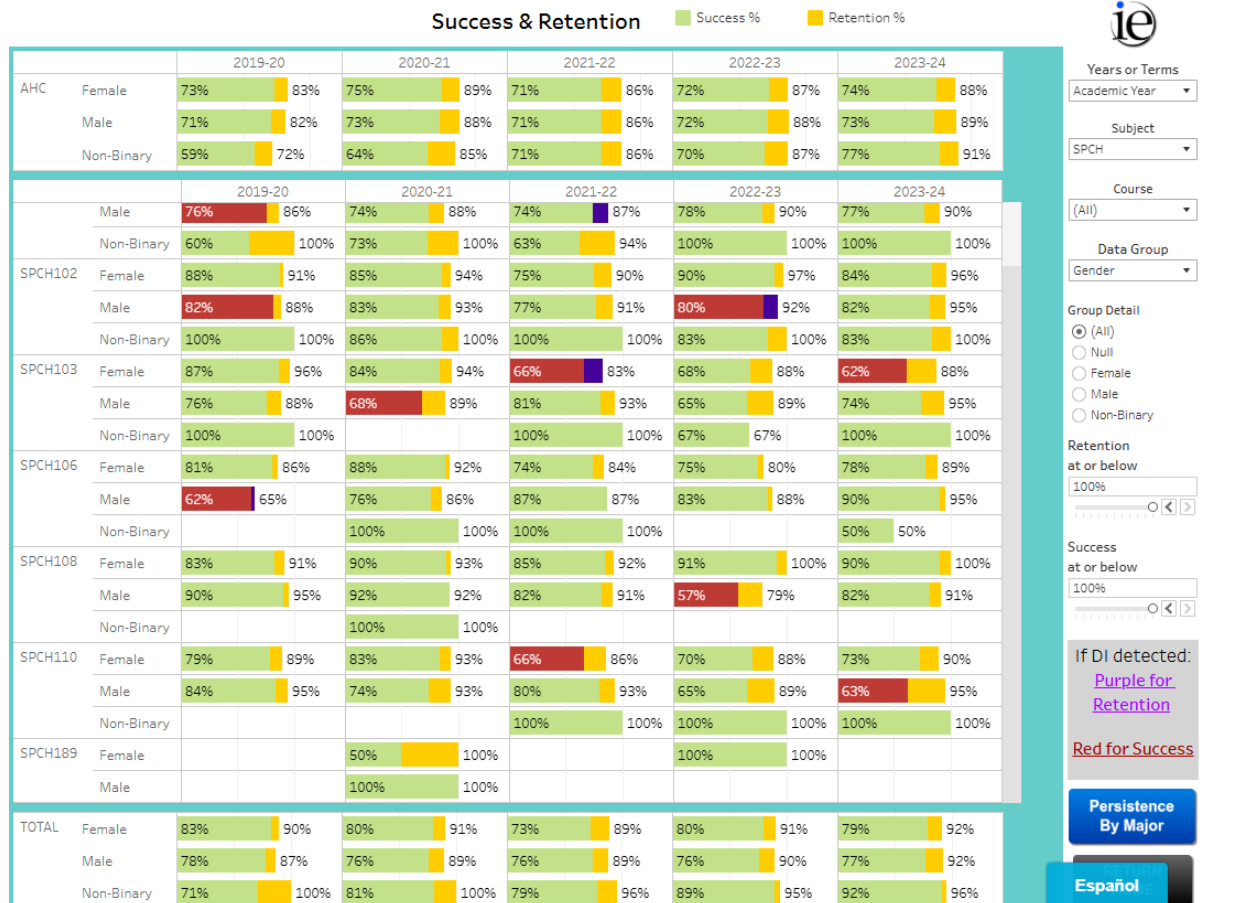
PROGRAM REVIEW: SUCCESS, RETENTION, PERSISTENCE

Success & Retention

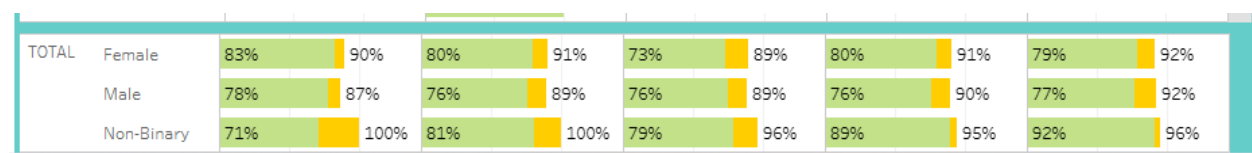
Success % Retention %

	2019-20	2020-21	2021-22	2022-23	2023-24
AHC ALL	72% 82%	74% 88%	71% 86%	72% 87%	74% 89%
Grand Total	81% 89%	78% 90%	74% 89%	78% 90%	78% 92%
SPCH101 ALL	79% 88%	75% 89%	74% 90%	79% 90%	78% 90%
SPCH102 ALL	85% 90%	84% 93%	76% 91%	85% 95%	83% 96%
SPCH103 ALL	83% 93%	78% 92%	71% 86%	67% 88%	67% 91%
SPCH106 ALL	69% 73%	83% 90%	79% 85%	80% 84%	82% 90%
SPCH108 ALL	86% 93%	91% 93%	83% 92%	78% 92%	87% 97%
SPCH110 ALL	81% 91%	80% 93%	72% 89%	68% 89%	69% 93%
SPCH189 ALL		67% 100%		100% 100%	

SPCH Success Rate by Gender:



SPCH Gender Success and Retention

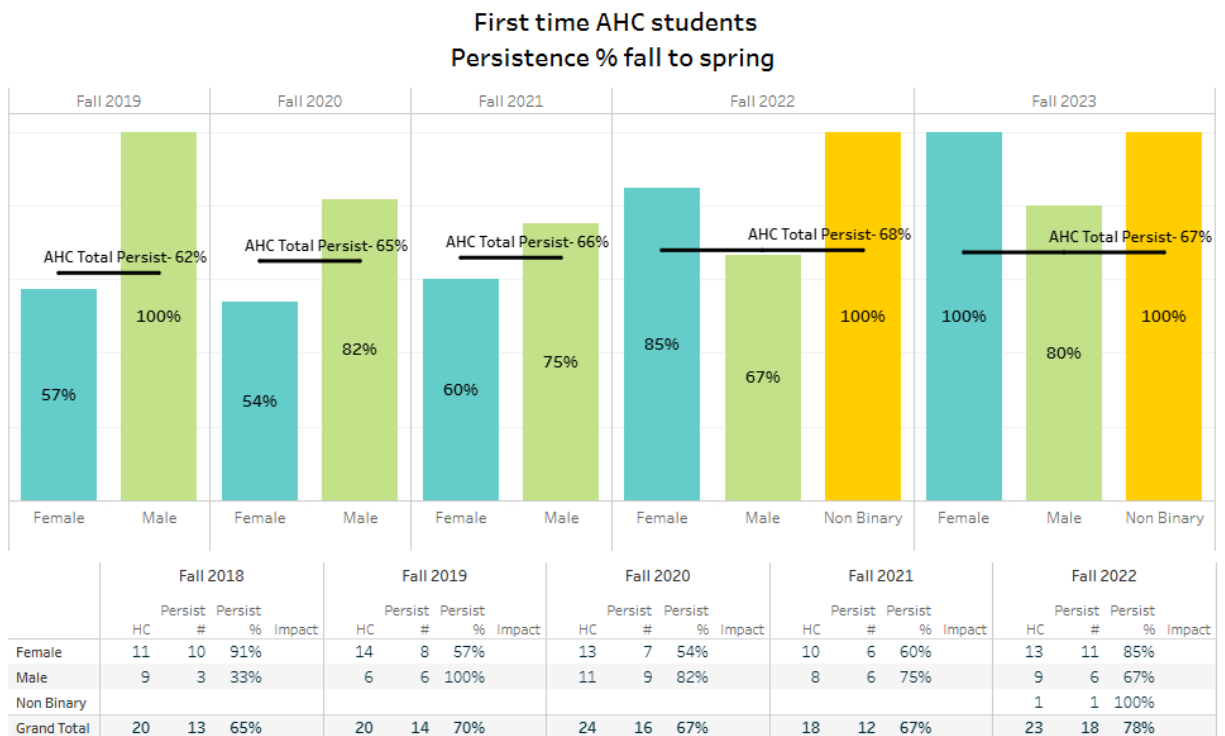


AHC Gender Success and Retention

		Success & Retention									
		Success %		Retention %							
		2019-20		2020-21		2021-22		2022-23		2023-24	
AHC	Female	73%	83%	75%	89%	71%	86%	72%	87%	74%	88%
	Male	71%	82%	73%	88%	71%	86%	72%	88%	73%	89%
	Non-Binary	59%	72%	64%	85%	71%	86%	70%	87%	77%	91%

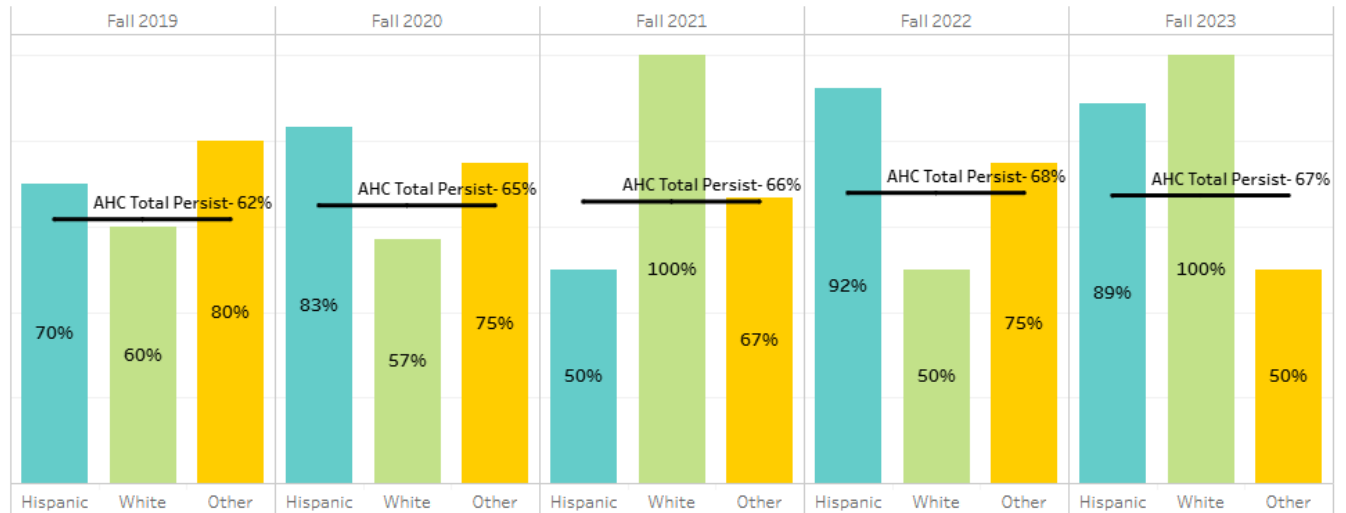
PERSISTENCE

Persistence by Gender:



Persistence by Ethnicity

First time AHC students
Persistence % fall to spring



	Fall 2018				Fall 2019				Fall 2020				Fall 2021				Fall 2022			
	HC	Persist #	Persist %	Impact	HC	Persist #	Persist %	Impact	HC	Persist #	Persist %	Impact	HC	Persist #	Persist %	Impact	HC	Persist #	Persist %	Impact
Hispanic	9	8	89%		10	7	70%		6	5	83%		8	4	50%		13	12	92%	
White	8	4	50%		5	3	60%		14	8	57%		4	4	100%		6	3	50%	
Asian	1	0	0%		1	0	0%						1	0	0%					
Black	1	0	0%		2	2	100%		2	2	100%		1	1	100%		3	2	67%	
Filipino					1	1	100%		1	0	0%									
Nat Am													1	0	0%					
Pac Isl													3	3	100%					
Two or more	1	1	100%		1	1	100%		1	1	100%									
Unknown																	1	1	100%	
Grand Total	20	13	65%		20	14	70%		24	16	67%		18	12	67%		23	18	78%	











Yearly Planning Review-Communication 2024-2025 Enrollment Trends and Efficiency

Final Audit Report

2025-07-17

Created:	2025-05-28
By:	Lilian Ojeda (lojeda@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA68E-dN3egMzA_NAwHCKQnX_9M9UJTU3C

"Yearly Planning Review-Communication 2024-2025 Enrollment Trends and Efficiency" History

-  Document created by Lilian Ojeda (lojeda@hancockcollege.edu)
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-  Email viewed by Diane Auten (dauten@hancockcollege.edu)
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