

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name: Communication Studies

Academic Year: 2025

Academic Year Reviewed:

The PLO data reviewed is from Spring 2025 and Fall 2025, which is our most recent data.

The enrollment trend data covers the 24/25 academic year, as this is the most recent data set available in the AHC data dashboard. There are also some 2026 information/data included.

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? (eg, new courses, degrees, certificates, articulation agreements)

- 2025/26 was a devastating year for the Communication Studies program articulation agreements, as well as a frustrating year for COMM CCN numbering
- The future success/ projections of enrollment of the COMM program are unknown, due to the change to CalGETC
- We submitted COMM 103 to CalGETC area 1B (twice) and it was denied both times
- We submitted COMM 106 to CalGETC area 4 (twice) and it was denied both times
- We submitted COMM 102 for CalGETC area 1C (twice) and it was denied both times.
- Prior to submission of the courses above, we acquired outlines of approved courses and mirrored them in full detail. It was shocking that our courses were not approved. Unfortunately, this might have been a result of our articulation officer submitting the WRONG CORS when he resubmitted for CalGETC approval. After this error, we had to request (multiple times) for CalGETC to review these courses on a technical appeal. The first time they denied the request. The second time, they agreed; however, they ultimately denied the courses a second time. We believe the technical appeal may have influenced the denial. As it is, the statewide approvals and denials are clearly haphazard (as we modeled our CORs almost identically to ones that had been approved).

- We spoke with our articulation officer about the inconsistencies of course approvals. Because we nearly copied the already approved courses and were still denied, we were very frustrated. We wanted to email our Communication Studies representatives at the state level, but our articulation officer just gave us the general contact information for the state. This was not helpful and we are still stuck in limbo. We feel our articulation officer was not advocating for the college, our discipline, or our students.
- We submitted COMM C1000 to CalGETC area 1C and it was approved
- We have developed a new course (COMM 100) and will be adding it to the associates in arts transfer program map
- We submitted COMM 100 to CalGETC area 1C and it was approved
- Jenny Schroeder piloted the COMM 100 for the first time in fall 25 and taught 4 sections (all hybrid)
- Jenny Schroeder and Diane Auten taught COMM 100 courses in the spring 26 term
 - Jenny- 4 hybrid (8-week)
 - Diane – 2 fully face-to-face
- We streamlined our AA-T to offer one pathway for CSU and UC transfer by eliminating the Speech Communication AA Degree.
- We completed Phase 1 and 2 for Common Course Numbering and received approval for our CommC1000, Intro to Public Speaking and CommC1004 Interpersonal Communication.
- Regarding Common Course Numbering, we have faced challenges as a discipline across the state. Phases 1, 2, and 3 include four Communication Studies courses. However, CalGETC is no longer approving these courses to meet GE. Thus, at the state level, it was decided that faculty will not complete any CCN submissions for Phase 3 until articulation agreements are made with CalGETC. There is no reason to create a course with a CCN if it doesn't fulfill transfer as GE. The whole purpose of CCN was for classes that **fulfill** GE at multiple colleges FOR TRANSFER. If CalGETC isn't going to accept them for transfer, the classes will only be taken by students in the major or with an interest in the class. One or two sections of a course does not need to be Common Course Numbered at any college. Communication Studies is not the only discipline in this situation.
- We switched COMM 102 to an elective course.
- We have started scheduling CCAP courses after the bell schedule at local high schools.

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

- Yes, our 2-year program map is in place and up to date.
- No challenges in maintaining the planned schedule.
- Most of our 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?

- Jenny Schroeder resigned as Guided Pathways Director and is back as a full-time faculty member
- No new full-time faculty were hired
- Three new part-time faculty were hired

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

- The new COMM 100 course was developed and scheduled in fall 25 and spring 26.
- Hybrid and fully face-to-face COMM 100 sections were scheduled.
- Jenny and Diane both created different versions of the COMM 100 class as ZTC courses, working under a grant supporting OER implementation.
- Both the COMM 103 and COMM 110 are scheduled twice per semester as well as in the summer. These classes consistently fill with waitlists. Our online course enrollment has remained exceptionally consistent.
- Even though COMM 103 did not get CalGETC approved, COMM is offering just as many sections and they are filling.
- We offer COMM C1000 every day of the week (M-F), morning, afternoon, and evening.
- We schedule our classes in the Block Schedule, so they don't overlap.
- Students who are majors can take all necessary courses because of the way they are scheduled (and do not overlap).
- We continue to schedule a learning community for our student athlete population.
- All our SM campus courses consistently fill to capacity except for COMM 102 which is reducing in enrollment because it no longer fulfills a GE category. We are reducing our offerings of 102 as CalGETC becomes the primary GE pattern.
- The COMM 100 hybrids have not been filling to capacity and have had a low success rate. Will plan to reduce hybrid offerings and more face to face.
- We continue to schedule many COMM classes, as we have very strong success and retention rates (both in face-to-face classes as well as DE).
- To date, COMM is one of the few ZTC majors on campus.

Learning Outcomes Assessment

- a. **Please summarize key results from this year's assessment.**
Years analyzed: Spring 25 and Fall 25

Multiple sections of assessment data were entered for all courses

SPR 25: SPCH 101, 102, 103, 106, 108, 110

FALL 25: COMM 101, 102, 103, 106, 108, 110

Detailed data can be found in SPOL

Overall Findings from Fall 24/Spring 25:

Program Outcomes +



● COMM1 - Theory: Demonstrates knowledge of communication theories.

Demonstrates knowledge of communication theories.

Outcome Status	Target	Actual Result (Score)	Difference
Data Collection Stage	70.00%	80.18%	+10.18%

● COMM2 - Communication Skills: Improved skill in a variety of communication situations.

Improved skill in a variety of communication situations.

Outcome Status	Target	Actual Result (Score)	Difference
Data Collection Stage	70.00%	87.14%	+17.14%

● COMM3 - Critical Thinking: Critically analyze and construct messages.

Critically analyze and construct messages.

Outcome Status	Target	Actual Result (Score)	Difference
Data Collection Stage	70.00%	84.41%	+14.41%

● COMM4 - Self-Awareness: Develop an awareness of one's personal communication effectiveness.

Develop an awareness of one's personal communication effectiveness

Outcome Status	Target	Actual Result (Score)	Difference
Data Collection Stage	70.00%	89.70%	+19.70%

Overall Findings from Fall 25:

Program Outcomes +

● COMM1 - Theory: Demonstrates knowledge of communication theories.
Demonstrates knowledge of communication theories.

Outcome Status	Target	Actual Result (Score)	Difference
Data Collection Stage	70.00%	85.24%	+15.24%

● COMM2 - Communication Skills: Improved skill in a variety of communication situations.
Improved skill in a variety of communication situations.

Outcome Status	Target	Actual Result (Score)	Difference
Data Collection Stage	70.00%	90.87%	+20.87%

● COMM3 - Critical Thinking: Critically analyze and construct messages.
Critically analyze and construct messages.

Outcome Status	Target	Actual Result (Score)	Difference
Data Collection Stage	70.00%	80.00%	+10.00%

● COMM4 - Self-Awareness: Develop an awareness of one's personal communication effectiveness.
Develop an awareness of one's personal communication effectiveness

Outcome Status	Target	Actual Result (Score)	Difference
Data Collection Stage	70.00%	89.03%	+19.03%

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

As per the standard, 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 C1000 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.

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

n/a

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 103: Interpersonal Communication was reviewed by Andria Kaiser

CRN 40950

- b. **What were some key findings regarding RSI?**

The review noted that CRN 40950 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:
n/a

c. What is the plan for improvement?
n/a

Use the tables below to fill in **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.*

n/a

Area of Focus Discussion Template

INNOVATIVE SCHEDULING

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data.

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 2024/25.

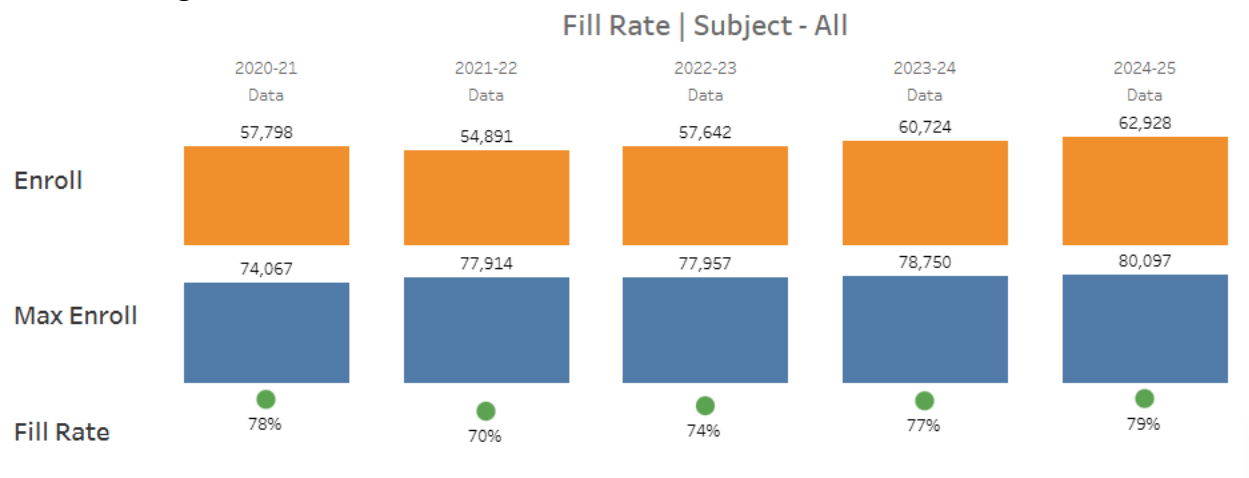
For some data, the most recent data available is from 2023/24.

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

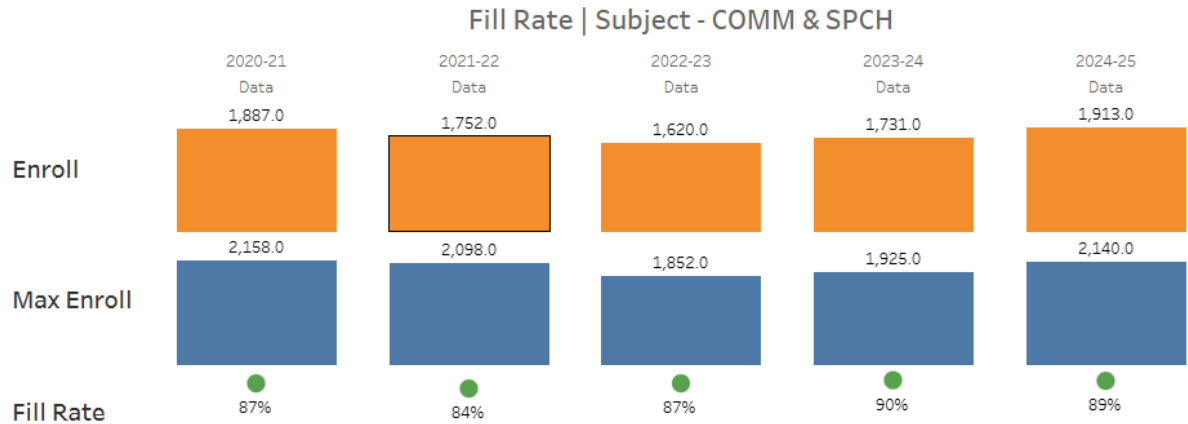
- Fill Rate
- Time to Completion
- Scheduling matrices
- Teaching modalities
- Time to course and program completion

Fill Rate:

Overall College Fill Rate



COMM Studies /SPCH Fill Rate:



- Fill rate is defined as: Out of the number of seats available in all our classes combined, what % of seats were filled?
- COMM is performing better than the college average when it comes to fill rate.
- The average fill rate for the college in 2024/25 was 79%
- The average fill rate for the COMM/SPCH program in 2024/25 was 89%
- This is a significant gap and shows the COMM Studies program is outperforming most other disciplines on campus when it comes to fill rate.
- This data indicates that COMM Studies courses are scheduled at convenient times, and that students can get into our classes.
- The data also shows that demand is great and we fill classes.

Overall, the data suggests that COMM Studies could offer more courses (and fill them), that demand for our courses is high, and we are utilizing the timing of our offerings well.

In economic terms, the COMM Studies program has excellent capacity utilization and is efficient.

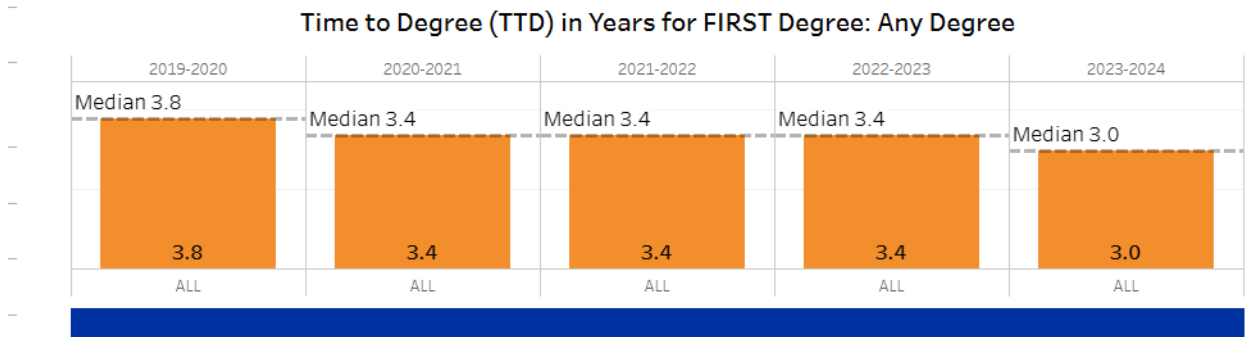
We would like to be able to review the waitlist data for our courses; however, that data is not currently available in Tableau.

Anecdotal evidence as reported by Diane Auten (for the online classes COMM 103 and COMM 110):

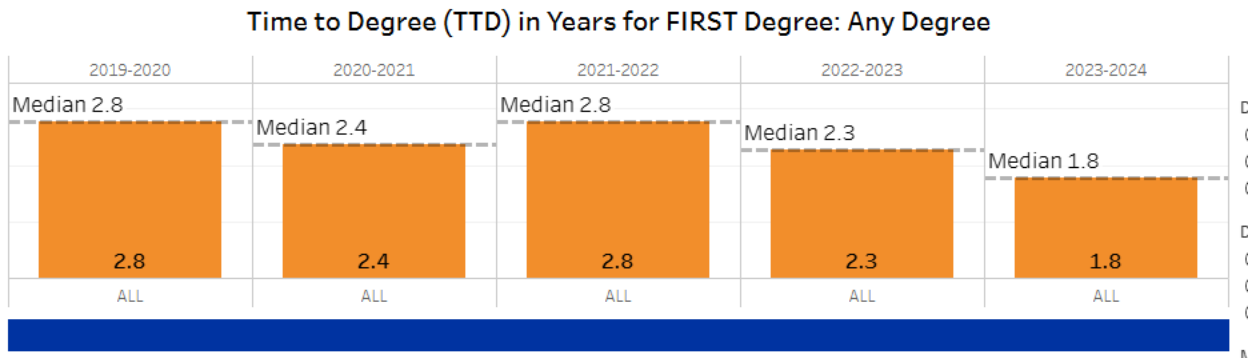
- COMM 103 and COMM 110 are the only courses offered fully DE in the COMM program
- Both 103 and 110 consistently have waitlists.
- In Spring 26 (term 4) COMM 103 had 20 students on the waitlist.
- In Spring 26 (term 4) COMM 110 had 20 students on the waitlist.
- Many of these students were added.
- Many of these students were fraudulent and subsequently dropped.

Time to Completion:

College Average: Time to Completion:



COMM Studies/ SPCH: Time to Completion:



Question Addressed: Are students able to complete their degrees in a timely fashion?
How long does it take students to complete their degree?

You can see from the data that COMM Studies is outperforming the college average in Time to Degree Completion. In fact, our average time to completion is at an all-time low for the program at 1.8 years compared to prior years. This shows that COMM Studies is offering many classes at convenient and varying times, students can enroll in/ get COMM classes, and we have a robust number of offerings.

This improvement may be due to the COMM Studies program working more closely with counseling to get students enrolled, as well as the COMM Studies faculty encouraging COMM majors to complete an SEP. Additionally, the COMM program has flexibility in scheduling as we offer a mix of 8, 12, and 16-week classes face-to-face, hybrid, fully DL and in Zoom.

Teaching Modalities: Scheduling Matrices

The most recent data is from Fall 2025

Term Fall 2025|Campus All|Department Languages and Communication|Discipline Communication Studies & Speech Communication|

Course Attribute AHC GE - 1B Oral Communication | Part of Term All

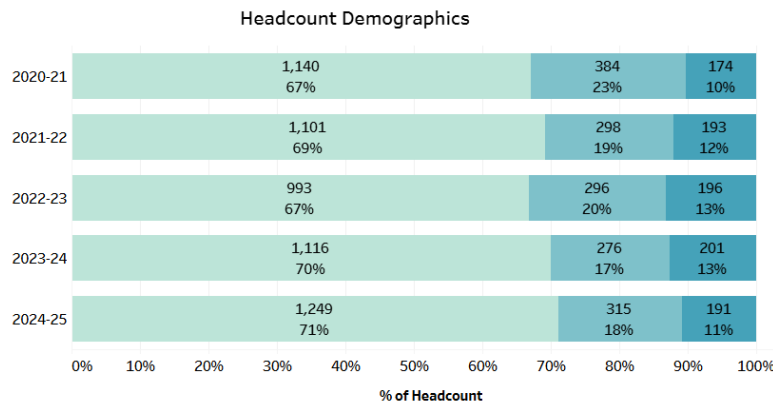
BeginTime	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6am							
7am							
8am	2	1	2	1	0	0	0
9am	2	4	2	4	1	0	0
10am							
11am	1	2	1	2	0	0	0
12pm	3	3	3	3	0	0	0
1pm							
2pm	1	2	1	1	0	0	0
3pm							
4pm	0	1	0	0	0	0	0
5pm							
6pm	1	1	1	0	0	0	0
7pm							
8pm							
9pm							
ONLINE	0	2	1	1	0	0	0

- The above graph shows the total days and times the COMM Studies program offered all courses that satisfy the AHC GE- 1B Oral Communication Requirement (2025).
- This includes: COMM 100 (Survey of Communication Studies), COMM C1000 (Public Speaking), COMM 102 (Small Group), and COMM 106 (Argumentation and Debate).
- These courses are offered M-F with the first sections being offered at 8 am and the last sections being offered at 6 pm.
- In Fall 2025, we offered one morning (TTh) and one evening (M) COMM C1000 class at the Lompoc Valley Center
- In Fall 2025, we offered a concurrent enrollment course at Righetti High School on Tuesday afternoon (4 pm)
- COMM Studies schedules these courses within the Block Schedule, which allows students to schedule their other courses efficiently.
- COMM Studies schedules most of these courses during “prime time,” which gives students plenty of choices.
- COMM Studies also creatively schedules these courses, allowing more nontraditional students to enroll. For example, COMM Studies offers once-a-week hybrid courses, hybrid courses that meet minimally face-to-face, fast-track courses, and full-term courses.
- COMM Studies also offers Zoom C1000 classes to accommodate students who cannot commute to campus. We offer 4-6 Zoom courses each academic school year and over the summer.

2. 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?

- Our hybrid COMM 100 classes had challenges with enrollment. Less students enrolled in the hybrid versions of the course, versus the fully face-to-face. We are not sure why this happened, and we are currently investigating reasons why. However, after completing an SGID and having discussions with enrolled students some of the identified issues are:
 - 1. Students did not understand they were enrolling in a hybrid course (the class search/schedule was confusing for them).
 - 2. The combination of being an accelerated 8 week plus hybrid made the workload appear more rigorous and difficult to manage.
 - 3. Students preferred instructor-led lectures over independent reading and other online work.
- After analyzing the demographic data below, most of our students are under 20 years old, Hispanic, and there are slightly more females.
- The demographics of our students are primarily Hispanic. Since AHC is a Hispanic Serving Institution, this isn't a surprise (see chart below).

ENROLLMENT & HEADCOUNT

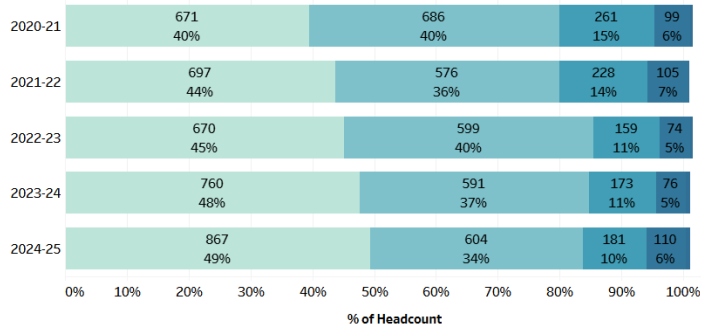


	2020-21		2021-22		2022-23		2023-24		2024-25	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Asian	16	1%	20	1%	23	2%	12	1%	24	1%
Black	32	2%	41	3%	49	3%	47	3%	41	2%
Filipino	36	2%	36	2%	29	2%	34	2%	44	3%
Hispanic	1,140	67%	1,101	69%	993	67%	1,116	70%	1,249	71%
Native Am	9	1%	9	1%	8	1%	10	1%	8	0%
Pac Isl	1	0%	11	1%	19	1%	18	1%	11	1%
Two or More	62	4%	62	4%	51	3%	64	4%	53	3%
Unknown	18	1%	14	1%	17	1%	16	1%	10	1%
White	384	23%	298	19%	296	20%	276	17%	315	18%
Grand Total	1,698	100%	1,592	100%	1,485	100%	1,593	100%	1,755	100%

Most of our students are under the age of 20

ENROLLMENT & HEADCOUNT

Headcount Demographics

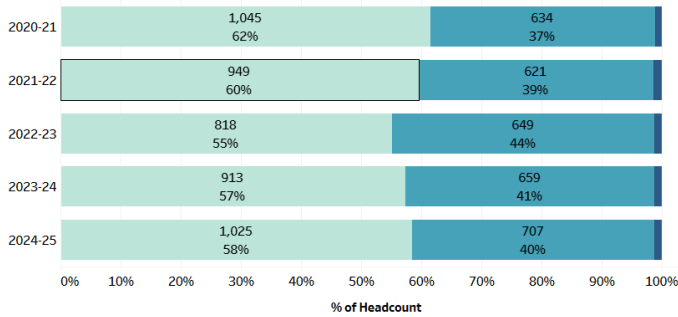


	2020-21		2021-22		2022-23		2023-24		2024-25	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Under 20	671	40%	697	44%	670	45%	760	48%	867	49%
20-24	686	40%	576	36%	599	40%	591	37%	604	34%
25-34	261	15%	228	14%	159	11%	173	11%	181	10%
35-54	99	6%	105	7%	74	5%	76	5%	110	6%
55+	7	0%	1	0%	6	0%	11	1%	12	1%
Grand Total	1,698	100%	1,592	100%	1,485	100%	1,593	100%	1,755	100%

Our students are equally split between male and female, with the female percentage being slightly higher.

ENROLLMENT & HEADCOUNT

Headcount Demographics



	2020-21		2021-22		2022-23		2023-24		2024-25	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Female	1,045	62%	949	60%	818	55%	913	57%	1,025	58%
Male	634	37%	621	39%	649	44%	659	41%	707	40%
Non-Binary	19	1%	22	1%	18	1%	21	1%	23	1%
Grand Total	1,698	100%	1,592	100%	1,485	100%	1,593	100%	1,755	100%

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

We have discussed teaching courses at the prison/ jail

We are discussing how AI can be incorporated into our courses

We plan on offering other, uniquely scheduled COMM 100 courses, such as hybrid, Zoom, face-to-face once a week, face-to-face twice a week, etc.

Exploring the option of offering more CCAP courses

Increase the awareness of COMM Studies Certificates of Achievement

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

Degrees and certificates can be calculated based on the number of certificates and degrees awarded using Allan Hancock data dashboards.

Course sequence on the website for Guided Pathways Degrees and Certificates will be up-to-date and monitored regularly.

Student success and retention can be evaluated by the Data Dashboard from Hancock College.

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)

The full-time faculty in the COMM Studies department have checked and validated the findings.

Patrick McGuire has worked alongside Diane Auten to complete this program review and has validated the findings.

Data taken from Hancock College Heatmaps, Enrollment, Headcount, and demographic data have been evaluated.

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.***

n/a


Program Review Signature Page:

Diane Auten
Diane Auten (Jun 4, 2026 13:48:25 PDT)

Program Review Lead

Jun 4, 2026


Date



Program Dean

Jun 8, 2026

Date



Vice President, Academic Affairs

Jun 16, 2026

Date











25.26 COMM Yearly Review - Innovative Scheduling


Final Audit Report

2026-06-16

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