

# **Instructional Program Review 2019/20 UPDATE**

## **Communication Studies**

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## **General Information (Instructional Program Review 2019/20 UPDATE)**

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## 2019/20 Instructional Program Review

### SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer: Bryan Malinis
- Name of Liaison: Bridget Herrin
- Department Chair: Terry Kohlenberg
- Name of Manager/Service Area Supervisor: Linda Hensley
- Is this a CTE program? No

### OUTCOMES AND ASSESSMENT (REQUIRED)

**Form:** 2019/20 Program Review Outcomes and Assessment Section (See appendix)

### PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

**Form:** 2019/20 Program Review Instructional Program Analysis Section (See appendix)

### PROGRAM GOALS (REQUIRED)

#### 2018/2019 Goals

##### 1. Reduce enrollment caps in performance classes.

Class caps in COMS 103, 104, 111, and 160 continue to be a challenge. Performance-based classes necessitate a greater amount of time spent between instructors and each individual student. Some students require more help with research methods, others need help with speech construction, and some require more assistance with delivery techniques. As such, it is neither practical, nor equitable to keep our enrollment caps so high in these courses. COMS class caps would be more pedagogically sound if they reflected the following: COMS 103 from 32 to 28; COMS 104, 111, and 160 from 28 to 25. These numbers would align our enrollment caps with equivalent courses at SDSU. Furthermore, reduced class caps would enable more equitable instructional practices in our performance-based classes.

##### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 4.1

##### 2. Collaborate with CSU graduate programs.

The Mesa COMS department will work closely with its colleagues at local CSUs to develop a smoother transition for Master's graduates who would like to pursue part-time and full-time work as an instructor at Mesa. These relationships can lead to embedded tutoring opportunities which will provide more equitable resources for our students in performance classes. Furthermore, earlier exposure for graduate students will help strengthen the teaching experience of incoming adjuncts, thereby improving the learning experience of our students.

## Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 3.1, Strategic Goal 4.1

### 3. Create maps and links to Guided Pathways

*Marked obsolete by Bryan Malinis on 11/23/2019 3:18:18 pm PST*

Scott Plambek is working on offering an Interpersonal Communication (COMS 135) course specific to the Exercise Science Department and David Odasso is working on implementing a course offering for an Interpersonal Communication (COMS 135) class specific to Hospitality. 1. To adapt curriculum to the needs of other departments. 2. Communicate with other departments and have them map to us.

## Mapping

*No Mapping*

### 4. Curriculum adaptation

The department wishes to further collaborate with other departments and programs at Mesa by adapting courses in our curriculum to the more tailored needs of their students. For example, Professor Dave Odasso is working to establish a COMS 103 course in connection with the Hospitality certificate program. Professor Scott Plambek is also working on a COMS 135 course that would be tailored to the Exercise Science Personal Coaching certificate program. Such courses help expand the reach of our department and provide more field-relevant lessons for student in these other programs at Mesa.

## Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4

### 5. Improve transfer pathways.

The department will continue to explore additional transfer pathways. For example, Professor Dave Odasso investigated current transfer pathways to UCSD and learned that we do not have one. We also want to explore ways to include more of our curriculum into the IGETC.

## Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 3.1

### 6. Promote growth of Forensics.

Our department feels that the Speech & Debate Team provides the most thorough, individualized opportunities for personal and professional growth among our students through the theoretical and practical application of communication concepts. As such, we continually strive to expand the team so as to empower students and increase exposure to transfer institutions in an intercollegiate context.

## Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.4

## ACTION PLANS FOR GOALS (REQUIRED)

### Actions

#### 2018/2019 Goals

##### Goal

#### **Goal: 4. Curriculum adaptation**

The department wishes to further collaborate with other departments and programs at Mesa by adapting courses in our curriculum to the more tailored needs of their students. For example, Professor Dave Odasso is working to establish a COMS 103 course in connection with the Hospitality certificate program. Professor Scott Plambek is also working on a COMS 135 course that would be tailored to the Exercise Science Personal Coaching certificate program. Such courses help expand the reach of our department and provide more field-relevant lessons for student in these other programs at Mesa.

#### **Action:** Curriculum adaptation

##### **Describe the actions needed to achieve this objective:**

Professor Dave Odasso is now delving deeper into the typical assignment structure for COMS 103 courses and how they might align to curriculum needs in Hospitality and Business, especially with the recent establishment of the Fermentation program. Professor Odasso will develop an adapted curriculum, which will be reviewed by the department before moving through the official adoption process.

Professor Scott Plambek will collaborate with Kelsey Graham from the Exercise Science program to develop the adapted curriculum for COMS 135 . The next step would be to follow up with Kelsey when they are ready to proceed with developing the course.

##### **Who will be responsible for overseeing the completion of this objective:**

Currently, Professors Dave Odasso and Scott Plambek are spearheading these efforts, though they continuously consult with their Chairs and fellow faculty members in the department.

##### **Provide a timeline for the actions:**

Professor Odasso aims to have the Hospitality/Business adoption completed within the next year. Professor Plambek is waiting for a response from Exercise Science. Therefore, a timeline is contingent on approval from the Exercise Science program.

##### **Describe the assessment plan you will use to know if the objective was achieved and effective:**

Assessment will be based on enrollment, retention, and success rates after the first semester of adoption. Careful consideration will need to be given to the effect these "niche" classes have on enrollment management. Discussions of such implications will continue to occur in department meeting.

##### **List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

Professors Odasso and Plambek have not reported any required resources to meet this goal.

**Goal: 5. Improve transfer pathways.**

The department will continue to explore additional transfer pathways. For example, Professor Dave Odasso investigated current transfer pathways to UCSD and learned that we do not have one. We also want to explore ways to include more of our curriculum into the IGETC.

**Action:** Improve transfer pathways

**Describe the actions needed to achieve this objective:**

Currently, Dave Odasso is learning UCSD's new structure of their tri-path, media centered approach to Communications. He is also learning the requirements of the entry level courses. He is beginning to engage in conversations with UCSD Admissions and Communications in order to determine if we can have an entry-level class transfer over. Furthermore, he will work with Dr. Kim Perigo to examine the curriculum of our courses to see if we can include assignments that will help us meet the requirements for UCSD transfer.

We will need to continue to work with the Curriculum Review Committee for any discussions pertaining to the addition of our courses into the IGETC.

**Who will be responsible for overseeing the completion of this objective:**

Department Chair, Terry Kohlenberg.

**Provide a timeline for the actions:**

Discussions with UCSD are just now getting underway. Due to challenges with meeting the Admissions representative from UCSD, we have a liberal timeline for completion of this project. Specifically, we are aiming to complete transfer agreements within the next three years.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

Achievement of this goal will be based strictly on the successful adoption of COMS courses into the UCSD curriculum.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

No resources needs have been determined at this time.

**Goal: 6. Promote growth of Forensics.**

Our department feels that the Speech & Debate Team provides the most thorough, individualized opportunities for personal and professional growth among our students through the theoretical and practical application of communication concepts. As such, we continually strive to expand the team so as to empower students and increase exposure to transfer institutions in an intercollegiate context.

**Action:** Promote growth of Forensics.

**Describe the actions**

In order to further the growth of our Speech & Debate program, the coaches will

**needed to achieve this objective:**

work with the entire department to enact a continuous recruitment strategy so that new students are able to experience learning through intercollegiate competition. This would also result in more robust groups of returners who can help facilitate recruitment of new students.

**Who will be responsible for overseeing the completion of this objective:**

The completion of this objective will be overseen by the team Co-Directors, Dr. Kim Perigo and Professor Bryan Malinis, with additional support from the Assistant Coaches, Professors Dave Odasso and Scott Plambek.

**Provide a timeline for the actions:**

At the beginning of the fall and spring semesters, Professors Dave Odasso and Scott Plambek will contact all COMS faculty members to schedule class visits to inform more students about Forensics opportunities. Although they already practice this recruitment strategy, we are currently working with the team to construct more appealing recruitment materials by the end of the spring 2020 semester so that we can make distribution of team information more effective.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

Assessment will be done based on enrollment numbers. We also collect qualitative feedback from new students by asking them the following questions during their first visit:

1. How did you hear about the team?
2. What are your goals? What brought you to Forensics?
3. What COMS classes have you taken so far, if any?
4. What year/semester are you in school?

These questions help us determine whether or not our recruitment efforts are effective and efficient.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

The team is always in need of supplies, especially for recruitment purposes. The printing of brochures and handouts can add up quickly. Furthermore, our visibility on campus is primarily done on the VisX screens. We hope to be able to install signage on the team room so passersby will know we exist and where we meet.

**GOAL STATUS REPORT (REQUIRED)**

**Action Statuses**

**2018/2019 Goals**

Goal

**Goal: 4. Curriculum adaptation**

The department wishes to further collaborate with other departments and programs at Mesa by adapting courses in our curriculum to the more tailored needs of their students. For example, Professor Dave Odasso is working to establish a COMS 103 course in connection with the Hospitality certificate program. Professor Scott Plambek is also



working on a COMS 135 course that would be tailored to the Exercise Science Personal Coaching certificate program. Such courses help expand the reach of our department and provide more field-relevant lessons for student in these other programs at Mesa.

**Action:** Curriculum adaptation

**Describe the actions needed to achieve this objective:**

Professor Dave Odasso is now delving deeper into the typical assignment structure for COMS 103 courses and how they might align to curriculum needs in Hospitality and Business, especially with the recent establishment of the Fermentation program. Professor Odasso will develop an adapted curriculum, which will be reviewed by the department before moving through the official adoption process.

Professor Scott Plambek will collaborate with Kelsey Graham from the Exercise Science program to develop the adapted curriculum for COMS 135 . The next step would be to follow up with Kelsey when they are ready to proceed with developing the course.

**Who will be responsible for overseeing the completion of this objective:**

Currently, Professors Dave Odasso and Scott Plambek are spearheading these efforts, though they continuously consult with their Chairs and fellow faculty members in the department.

**Provide a timeline for the actions:**

Professor Odasso aims to have the Hospitality/Business adoption completed within the next year. Professor Plambek is waiting for a response from Exercise Science. Therefore, a timeline is contingent on approval from the Exercise Science program.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

Assessment will be based on enrollment, retention, and success rates after the first semester of adoption. Careful consideration will need to be given to the effect these "niche" classes have on enrollment management. Discussions of such implications will continue to occur in department meeting.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

Professors Odasso and Plambek have not reported any required resources to meet this goal.

Status for Curriculum adaptation

**Current Status:**

In Progress

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

**If the Current Status was not marked Completed, what are the implications**

Our department will follow our action plans for this goal by continuing communication with other departments/programs over the next year.

and next steps:

**Goal: 5. Improve transfer pathways.**

The department will continue to explore additional transfer pathways. For example, Professor Dave Odasso investigated current transfer pathways to UCSD and learned that we do not have one. We also want to explore ways to include more of our curriculum into the IGETC.

**Action:** Improve transfer pathways

**Describe the actions needed to achieve this objective:**

Currently, Dave Odasso is learning UCSD's new structure of their tri-path, media centered approach to Communications. He is also learning the requirements of the entry level courses. He is beginning to engage in conversations with UCSD Admissions and Communications in order to determine if we can have an entry-level class transfer over. Furthermore, he will work with Dr. Kim Perigo to examine the curriculum of our courses to see if we can include assignments that will help us meet the requirements for UCSD transfer.

We will need to continue to work with the Curriculum Review Committee for any discussions pertaining to the addition of our courses into the IGETC.

**Who will be responsible for overseeing the completion of this objective:**

Department Chair, Terry Kohlenberg.

**Provide a timeline for the actions:**

Discussions with UCSD are just now getting underway. Due to challenges with meeting the Admissions representative from UCSD, we have a liberal timeline for completion of this project. Specifically, we are aiming to complete transfer agreements within the next three years.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

Achievement of this goal will be based strictly on the successful adoption of COMS courses into the UCSD curriculum.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

No resources needs have been determined at this time.

Status for Improve transfer pathways

**Current Status:**

In Progress

**If the Current Status was marked Completed, what was the impact of the**

**completed objective on your program:**

**If the Current Status was not marked Completed, what are the implications and next steps:**

Curriculum discussions with UCSD are underway; however, the UCSD transfer pathway will take considerable time as it requires collaboration between our COMS department, the UCSD Communications department, UCSD admissions, and Mesa/SDCCD Curriculum Review.

**Goal: 6. Promote growth of Forensics.**

Our department feels that the Speech & Debate Team provides the most thorough, individualized opportunities for personal and professional growth among our students through the theoretical and practical application of communication concepts. As such, we continually strive to expand the team so as to empower students and increase exposure to transfer institutions in an intercollegiate context.

**Action:** Promote growth of Forensics.

**Describe the actions needed to achieve this objective:**

In order to further the growth of our Speech & Debate program, the coaches will work with the entire department to enact a continuous recruitment strategy so that new students are able to experience learning through intercollegiate competition. This would also result in more robust groups of returners who can help facilitate recruitment of new students.

**Who will be responsible for overseeing the completion of this objective:**

The completion of this objective will be overseen by the team Co-Directors, Dr. Kim Perigo and Professor Bryan Malinis, with additional support from the Assistant Coaches, Professors Dave Odasso and Scott Plambek.

**Provide a timeline for the actions:**

At the beginning of the fall and spring semesters, Professors Dave Odasso and Scott Plambek will contact all COMS faculty members to schedule class visits to inform more students about Forensics opportunities. Although they already practice this recruitment strategy, we are currently working with the team to construct more appealing recruitment materials by the end of the spring 2020 semester so that we can make distribution of team information more effective.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

Assessment will be done based on enrollment numbers. We also collect qualitative feedback from new students by asking them the following questions during their first visit:

1. How did you hear about the team?
2. What are your goals? What brought you to Forensics?
3. What COMS classes have you taken so far, if any?
4. What year/semester are you in school?

These questions help us determine whether or not our recruitment efforts are effective and efficient.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &**

The team is always in need of supplies, especially for recruitment purposes. The printing of brochures and handouts can add up quickly. Furthermore, our visibility on campus is primarily done on the VisX screens. We hope to be able to install signage on the team room so passersby will know we exist and where we meet.

**Conference, Software,  
Facilities, Classified Staff,  
Faculty, Other):**

Status for Promote growth of Forensics.

**Current Status:**

In Progress

**If the Current Status was  
marked Completed, what  
was the impact of the  
completed objective on  
your program:**

**If the Current Status was  
not marked Completed,  
what are the implications  
and next steps:**

The team will work on generating newer recruitment material by the end of next semester. The coaches can then use these materials in their class recruitment visits starting Fall 2020. Furthermore, we will work with contract and adjunct faculty at COMS department meetings on how to streamline the referral process.

## Request Forms

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**CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST**

## Reviewers

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### LIAISON'S REVIEW

**Form:** Instructional Program Liaison's Review 2019/20 UPDATE

### MANAGER'S REVIEW

**Form:** Instructional Program Manager's Review 2019/20 UPDATE

# Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
  - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
-

# Form: "2019/20 Program Review Outcomes and Assessment Section"

**Created with :** Taskstream

**Participating Area:** Communication Studies

## **(REQUIRED) Program name**

Communication Studies

## **(REQUIRED) Are you on target with your assessment schedule?**

Yes, as of November 2019.

## **(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?**

Our assessments reveal that our department continues to meet its benchmarks for student success. Our department continues to discuss the possibility of adding online classes to our course offerings; however, when reviewing the success data from our sister colleges within the district, it is clear that online COMS courses do not produce the same success rates as our on-land format. As such, we will withhold online course offerings in our department until we can ensure that we can provide comparable success rates as our on-land courses. A discussion of online classes is included at nearly every department meeting to allow for continual analysis of outcomes data for this method of instruction.

## **(REQUIRED) Based on your assessments, what resource needs have you identified?**

In an effort to address our program level equity gaps, the department needs resources to track our majors so we can collect quantitative and qualitative data from students who graduate from our department. Such data would help inform our course sequencing, scheduling, and potential curriculum needs.

## **Please provide any other comments.**

*No answer specified*



# Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Communication Studies

## Program Name

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**(REQUIRED) Type your program name.**

Communication Studies

**Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.**

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**(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?**

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

The Mesa data dashboards allow us to view program success rates over the past five years. A few of our equity gaps are higher than the Mesa averages for the corresponding demographic groups. For example, there is a 7% equity gap among COMS students who identify as American Indian, which is 6% higher than the Mesa average. Additionally, there is a 7% equity gap among Pacific Islander students, which is 4% higher than the Mesa average. The data also reveal several areas where our program equity gaps are lower than the Mesa averages for the corresponding demographic groups. Indeed, the data show that COMS has a 7% equity gap among African American students, which is 2% lower than the Mesa average. Furthermore, 76% of COMS students who identify as Latinx succeed in our courses compared to 68% at the college level, which means that our equity gap is 2% lower than that of Mesa for this group. Lastly, the program equity gap among Filipino students is 1% lower than the Mesa average for this group.

**(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?**

After analyzing our program data over the last five years, it is evident that our equity gap is no longer negative for American Indian students. To exemplify, in the 14-15 academic year, this group had a 67% success rate, which is much lower compared to the current 18-19 success rate of 92%. Furthermore, the equity gap for Filipino and Pacific Islander students generally decreases; however, the trend is not as consistent. Lastly, our equity gap for African American students remains stable and generally stays between 7% and 10%. It is important to note that the statistical significance of these percentages is questionable. For example, of the 3,985 students who took COMS courses in the 18-19 academic year, only 12 identified as American Indian. From a broader perspective, of the

22,548 students who took COMS courses in the last five years, only 82 identified as American Indian (0.3% of total COMS enrollment). Thus, it is challenging to ascertain whether or not the aforementioned improvement in equity gaps for this demographic is statistically significant. Equity gaps for all other ethnic groups have remained the same over the years.

**(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?**

The equity data was presented at a comprehensive department meeting, which included both contract and adjunct faculty. When discussing potential contributing factors to our equity trends, it was revealed that many of us purposefully facilitate discussions on topics that affect students of color, such as social privilege and intercultural family dynamics. We also disaggregated the data based on course and noticed that our equity gaps are lower in COMS 135 (Interpersonal) compared to COMS 103 (Oral Communication). This is likely due to the nature of the class itself in that COMS 135 tends to incorporate more discussions on social issues and interpersonal relations, thereby increasing students' perceived sense of belonging. As a department, we also expressed concerns regarding environmental factors outside the classroom that are not captured in the data, such as food insecurity, transportation issues, financial challenges, housing instability, etc. We cannot deny that these factors affect our students, yet we would need further discussion and data collection resources in order to determine what we can do to mitigate these factors in our classroom.

**(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?**

On reviewing what our faculty members have done to increase student success and reduce equity gaps, we highlighted the professional development opportunities in which we have participated. Several department members have completed trainings, such as the CORA Teaching Men of Color. It was revealed that a few of our faculty members also include a comprehensive list of Student Services resources in their syllabi and on Canvas--a practice that was admired by many other department members. The list of resources was consequently shared with the entire department so that more of us could include it in our syllabi as well. It was suggested that we use this practice as an example of equity-minded teaching for new and incoming faculty members, thereby making it part of our department culture. We also considered ways to include more positive affirmations for our students across all classes. Still, the department feels that these practices can only do so much to address equity gaps and that more comprehensive data would be needed in order to determine how to enact more meaningful pedagogical changes. As a department member said, "We need more data to explain the 'why', such as qualitative data."

**(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?**

Our department continually strives to establish a sense of belonging in our classes. In COMS 103 (Oral Communication), many of our instructors assign a cultural artifact speech, which allows students to research, write, and present speeches on objects that uniquely represent their culture, or a culture of interest to them. In COMS 135 (Interpersonal Communication), our courses include units on intercultural communication. Lastly, COMS 180 (Intercultural Communication) is an entire course that teaches students about various cultures and how to competently communicate with diverse populations. Overall, the department prides itself on culturally inclusive teaching practices across all its courses. However, after thorough department discussion, we determined that our inclusive teaching practices do not specifically target the Hispanic/Latinx population. In order to increase our contribution to the College's identity of being a Hispanic Serving Institution, we would need a better understanding of the services at Mesa that are specifically geared for the populations

identified as part of the HSI grant. We are open to anyone representing HSI initiatives to come to our department meetings to inform us about their services and how we can encourage our students to take advantage of them.

**(REQUIRED) A6. Have you identified resource needs? If yes, please list.**

Performance-based classes are always a challenge because every student requires a different level of direct assistance from their instructor. For example, in COMS 103 (Oral Communication), some students require more tailored guidance on research methods and outline construction, while others require more assistance with effective delivery techniques. As such, our department would like to engage in discussions on potential embedded tutoring opportunities through MT2C. Specifically, we can work with COMS graduate students from local universities in order to meet our in-class instructional needs and simultaneously provide future adjuncts with earlier exposure to the instructional environment. These discussions can also lead to more coaching assistance for our Speech & Debate program, which has experienced considerable growth over the past year, thereby necessitating more personnel. Lastly, our department needs resources that would enable us to gather meaningful qualitative data from our students so as to have better informed discussions on how to address success rates and equity gaps.

Department-wide discussions have revealed the need for an additional classroom in the Social and Behavioral Science (SB) Building. Currently, COMS has four classrooms designated for our department. It is not uncommon to have more than four COMS classes running at the same time, which means that scheduling additional classes to meet the needs of our students can be challenging. This resource need is further compounded by our increased enrollment caps for COMS 135, 170, and 180, which is now at 35 students. Last semester, it was discovered that one of our designated classrooms does not have the capacity to hold this many students, which resulted in having to find an alternate room on short notice. In other rooms, when the class was filled to enrollment capacity, some students had to sit in the instructor's chair or work station at the rear of the classroom, which proved problematic when the instructor needed that spot to evaluate presentations. Lastly, when at capacity, there is very little room remaining for wheelchair accessibility, bags, visual aids for speeches, or proper workspace for group projects which are common in COMS 170 (Small Group Communication). Thus, in order to equitably meet the resource needs of our students and promote the most effective learning environment for communication, an additional room with a larger maximum occupancy is needed.

**(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.**

Two of our program goals address the implications of our equity analysis as well as our resource needs. First, Goal 1 is to reduce class size for our performance-based classes. Specifically, reducing class caps to 25 students for COMS 160 (Argumentation), 25 students for COMS 104 (Advanced Public Communication), and 28 students for COMS 103 (Oral Communication). Doing so would enable instructors to spend more time helping each student improve their research, critical thinking, speech construction, and oral performance skills. Furthermore, Goal 2 is to build relationships with universities and outside entities, which also addresses our desire to explore embedded tutoring using local CSU graduate students studying Communication.

**Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.**

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**(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?**

Our focus this next year will be to continue to examine our equity gaps and explore ways to capture the environmental factors that may (i.e., food insecurity, transportation issues, financial challenges, housing instability, etc.) be contributing to our outcomes. Furthermore, we will be exploring how we, as instructional faculty, may control for these factors within our classrooms. As a department, we would like to focus on more than only our equity gaps as we feel making broader examinations of our outcomes data will provide additional information that can help us guide our students to success. For example, we would like to explore how diverse learning styles may be influencing our course success rates.