

SAN DIEGO
MESA COLLEGE



Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Communication Studies (COMS)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.

Like most departments, Communication Studies encountered a greater-than-usual number of barriers in the years since last completing a comprehensive program review.

Pandemic

The pandemic closed our campus on March 13th, 2020, forcing our faculty to completely re-build their pedagogical skillset from the ground up and convert our classes into an online modality. This posed a unique challenge for the Communication Studies Department because the majority of our classes are dependent upon access to face-to-face communication. Indeed, our department did not offer any courses in any DE modality prior to the pandemic. The IGETC Standards (2022) assert that courses fulfilling the Oral Communication requirement (1C) “must include faculty-supervised, faculty-evaluated oral presentations in the presence of others.” This meant our faculty needed to make dramatic adaptations to our coursework in order to offer courses in an online modality while still respecting IGETC

Our department met the challenge in several ways. First, we immediately scheduled an inter-campus meeting with the Communication Studies departments at our sister campuses. We discussed best practices for teaching online and offered support for one another, ensuring we would be able to continue instruction after the initial one-week break that followed our March 13th campus closure. Second, several members of our department completed both the SDCCD “Canvas Online Training Certification Program” and the “Mesa Buddies Distance Education Training.” To date, over 90% of the faculty in our department are DE-certified.

Our outcome data validates the efficacy of this response. During the Spring 2020 semester, we were able to maintain a 76% success rate, compared to the campus-wide success rate of 72%. Likewise, our retention rate was 83%, compared to the campus-wide retention rate of 80%. The data show that we repeated this success during the Fall 2020 semester, when we maintained a success rate of 76%, compared to the lower campus-wide success rate of 73%. Our retention rates followed the same trend that semester as we maintained a persistence rate of 88%. Collectively, our department showed that we are adaptable, innovative, and dedicated to meeting the needs of our students.

However, we are aware that challenges still persist in this area. Now that we are phasing back to the in-person modality, we are seeing a growing disparity between the success/retention rates of our in-person courses compared to our online offerings. For example, in Spring 2022, our success rate was 78% for in-person classes, while our DE courses (e.g., asynchronous and remote) had a success rate of 72%. In that same semester, our face-to-face retention rate was 86%, while our DE courses had a retention rate of 88%. This means students are more drawn to our classes in the online modality, but are less likely to succeed in them.

AB-928

While most departments were settling into a post-COVID educational landscape, Communication Studies departments across the state were met with another existential crisis—the end of our discipline.

The Student Transfer Achievement Reform Act of 2021 (AB-928) mandated that CSUs, UCs, and CCs utilize a single transfer pathway for all students. The text of the bill necessitated a pathway of 34 units, which was a reduction from the 39 units required under the CSU-Breadth. Since the UC system is chartered and cannot be legislated, they had the upper hand in deciding which requirements should be cut from the IGETC/CSU-Breadth pathways. The UC system has never required Oral Communication for GE transfer; therefore, the most glaring and vulnerable discipline in the negotiation process was our own.

Summary and Reflection

The potential elimination of the Oral Communication GE requirement for transfer had the potential to wipe out our department and the Communication Studies discipline as a whole. During a typical semester, COMS 103 Oral Communication and COMS 135 Interpersonal Communication (i.e., the two courses most commonly used to satisfy the GE requirement) account for over 90% of our total enrollment. Furthermore, most students do not enter college aspiring to major in COMS. It is not until they take their first COMS course (Oral Communication or Interpersonal Communication) that students express an interest in the field. This means the number of COMS AA/AD-T graduates from Mesa and, in turn, our transfer institutions, would have seen a dramatic reduction if students were not required to take an oral communication class. This also would have resulted in a serious threat to the stability of our award-winning Speech & Debate Team as most students are recruited from our GE classes.

In response to this legislation, several of our faculty members attended a series of Zoom meetings, which included Communication Studies faculty from across the state, representing community colleges, the CSUs, and UCs. A plan was devised to present the Intersegmental Committee of the Academic Senates (ICAS) with white papers to argue for the retention of the oral communication requirement in the new CalGETC unified pathway. In total, six papers were presented to ICAS: (1) Oral Communication & Employment, (2) Accreditation Standards, (3) Civic Engagement & Social Advocacy, (4) Oral Communication & Equity/Completion, (5) Impacts of AB 928 – Legislative Crosswalk, and (6) Alumni/Student Narratives.

Dr. Kim Perigo played an active role by representing the community colleges when making oral arguments for ICAS. She also worked with the Faculty Association for California Community Colleges (FACCC) to raise awareness of legislative changes across our discipline and the importance of the faculty voice in all legislative matters. All faculty were encouraged to submit feedback to ICAS regarding the proposed CalGETC pathway. Collectively, our response to AB 928 protected our department, as the oral communication requirement was included in the new GE proposal.

Our next challenge will be on curriculum revisions to preserve the academic rigor that is being demanded by the UC system. We will be working with our colleagues across the state to make necessary adjustments that meet the requests of the UC while preserving the practical foundations of our performance-based classes. Additionally, the inclusion of oral communication in the new CalGETC pathway means we will likely see an increase in enrollment now that we will be serving UC-bound students who previously were not required to take an oral communication course.

Full-time Faculty Shortage

We began the Spring 2020 semester with 8 full-time faculty members. Since then, one of our full-time faculty members retired and another has declared their intent to retire. When compared to our Spring 2020 staffing, we can expect to see a 25% reduction to our full-time faculty within the next year or so.

Assembly Bill 1725 and implementing regulations (e.g., California Code of Regulations (CCR), Title 5, Sections 51025 and 53300 et. seq.) set a goal for percentage of hours taught/worked by full-time faculty at 75%.

However, we are currently operating below the 75% ratio of full-time faculty FTEF, our faculty headcount also reveals our over-reliance on adjuncts to meet the needs of our students. As of Spring 2023, our full-time faculty headcount is 7 (35% of total COMS faculty), while our adjunct faculty headcount is 13 (65% of total COMS faculty). Indeed, over the past four years, adjunct faculty represented 45% of our FTEF.

The impact of this has already impact our ability to recruit students into our discipline—we have observed a 44% decline in the number of Communication Studies degrees conferred, from 92 awards during the 18-19 academic year, to just 52 in 21-22. Furthermore, operating within a deficit of full-time faculty members poses the following challenges:

- Less representation on campus committees.
- Reduced number of office hours during which students can obtain valuable one-on-one time and mentorship with instructors.
- Fewer faculty members involved with the maintenance and modernization of curriculum.
- Mental and physical exhaustion of the faculty in COMS to cover all areas in need of representation.

Summary and Reflection

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.

During the pandemic, our department moved to update all course outlines to be eligible for “fully online” designation. Prior to this movement, our courses were designated for “DE-emergencies only”. Thus, changing all course outlines for fully online DE designation was in response to the potential removal of emergency status. Since then, we have been working to bring more of our classes back on campus; however, with the popularity of the online modality among students juxtaposed with the benefits of in-person instruction for our discipline, this has proven to be a challenge.

Overall, the impact we have seen as an increase in enrollment for online sections, but lower success and retention rates compared to our in-person classes.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

An analysis of data from the 18-19 academic year through 22-23 reveals several noteworthy trends.

Foremost, we observed a decline in the number of Communication Studies degrees conferred, from 92 awards during the 18-19 academic year, to just 52 in 21-22. This represents a 44% decline in awards over a 4-year period.

Similarly, we noticed a 7% decline in total enrollment from 3,931 in 19-20 to 3,675 in 22-23. A few of our courses felt the weight of these shifts more than others:

- COMS 111 = 66% decrease in enrollment
- COMS 104 = 62% decrease in enrollment
- COMS 160 = 43% decrease in enrollment
- COMS 170 = 63% decrease in enrollment
- COMS 180 = 62% decrease in enrollment

During this same period, the School of Humanities saw a 15% decrease in enrollment while Mesa College saw a 16% decline in enrollment.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)

At the commencement of the COVID-19 pandemic, our equity gaps for student success were primarily reflected among Black/African American students (-9.2%), Filipino students (-7.7%), Latinx students (-8.%). Factors other than ethnicity also revealed equity gaps: military (-4.3%) and men (-9.0%). Still, our overall program success rate (76.3%) was higher than that of the School of Humanities overall (69%) and Mesa college (71.7%).

For Spring 2020, general observations were:

- Latinx equity gap is smaller in the Communication Studies Department than the School of Humanities.
- DSPS equity gap was closed in the Communication Studies Department this semester, while the School of

Summary and Reflection

Humanities and Mesa College DSPS equity gaps remained.

- Women equity gap is smaller in the Communication Studies Department than Mesa College in the School of Humanities.
- Overall, success was greater in the Communication Studies Department than the School of Humanities and Mesa College.

During Fall 2020 semester, the country was still in full pandemic mode, which meant Communication Studies was operating in the DE format for all courses. Our equity gaps were still present, though we did notice some changes: Black/African American (-7.5%), LatinX (-8.5%), military (-1.3%), and men (-2.7%). Our overall program success rate (75.8%) was still slightly higher than the SOH (71.2%) and Mesa College (73.4%).

For Fall 2020, general observations were:

- African American equity gap in Communication Studies Department shrunk when compared to the previous semester.
- Filipino equity gap in Communication Studies Department shrunk when compared to the previous semester.
- Latinx equity gap is smaller in the Communication Studies Department than the School of Humanities and Mesa College.
- African American equity gap was smaller in the Communication Studies Department than Mesa College.

Spring 2021 saw the continuation of distance education due to the extension of the pandemic. Our equity gaps continue to see improvement: Black/African American students (-6.4%) and Latinx (-9.2%). Equity gaps from the previous semesters were reduced, but also moved into the surplus realm: military (7.1%) and men (2.9%). Once again, our program success rate (75%) was higher than that of the SOH (70.9%) and nearly equal to the college (74.5%).

For Spring 2020, general observations were:

- African American equity gap in Communication Studies Department shrunk for the third consecutive semester.
- Latinx equity gap is smaller in the Communication Studies Department than the School of Humanities and Mesa College.
- DSPS equity gap is smaller in the Communication Studies Department than the School of Humanities and Mesa College.
- Military equity gap is smaller in the Communication Studies Department than the School of Humanities and Mesa College.
- DSPS equity gap was closed in the Communication Studies Department this semester.

Pandemic conditions continued into the Fall 2021 semester with all Communication Studies courses being offered in either a remote-synchronous format or a WEB-asynchronous format. Again, we saw changes in our equity gaps: Black/African American students (-3.6%), Latinx (-13.1%), and men (-2.3%). Our overall program success rate (71.3%) was still higher than the School of Humanities (68.5%), though dipped slightly below the college success rate for the first time (71.5%).

For Fall 2021, general observations were:

- African American equity gap in Communication Studies Department shrunk for the fourth consecutive semester.
- African American equity gap is smaller in the Communication Studies Department than the School of Humanities and Mesa College.
- Filipino equity gap was closed in the Communication Studies Department this semester.
- Filipino Students succeeded at higher rates in the Communication Studies Department than the School of Humanities and Mesa College.

Our first phase-in of on-campus classes occurred in Spring 2022. In total, 12.8% of our courses were offered in-person, which may have affected our outcomes as a program. The Communication Studies program had an overall success rate of 72.5%, which was higher than that of the School of Humanities (67.7%) and Mesa College (71.4%).

Summary and Reflection

For Spring 2022, general observations were:

- In the Communication studies Department, the equity gap for African American students (-12.2%) was generally on par with the School of Humanities (-12.4%) and Mesa college (-12.2%).
- Filipino students in the Communication Studies Department had a positive equity gap (5.3%), compared to that of the School of Humanities (-1.0%).
- The equity gap for men in the Communication Studies Department (-2.3%) is on par with the School of Humanities (-2.3%) and Mesa College (-2.2%).

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

Over the past six years, our department has regularly discussed our outcomes data at formal department meetings and during informal hallways conversations.

Our discussions generally conclude that our courses are performing better than the campus-wide outcomes; however, our equity gaps still persist. We brainstorm potential ways to close equity gaps, such as attending professional development opportunities, collaborating with other departments, and emphasizing more performance-based oral communication within our courses.

Related Documents for Charts and Graphs

Data Reflection Complete

Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

The reduction in several of our equity gaps may have been due to the following factors:

- The Department Chair invites guest speakers to department meetings who discuss issues related to equity and student success.
- We continue partnerships with other departments to offer modified course sections that cater to specialized groups (e.g., COMS 103 through Black Studies, COMS 103 for student athletes during the summer session, etc.)

What other factors (internal or external) might also impact the above data trends and equity gaps?

The above data trends and equity gaps may have been influenced by the following factors:

- The pandemic had a disproportionate impact on minoritized groups.
- The switch to online teaching had a disproportionate impact on minoritized groups.
- Losing a full-time faculty member reduced the number of faculty members that we have who are more knowledgeable about campus equity services, and therefore reduced the number of faculty who can successfully connect minoritized students to the appropriate services.
- Online classes result in less time spent on campus, which equates to less student engagement, visibility, student validation, and sense of belonging.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

Summary and Reflection

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

Summary and Reflection

Goal 1: Meet state-recommended standard for FT to PT faculty of 75%/25% by the end of this 4-year program review cycle.

Unit Goal: Goal 1: Meet state-recommended standard for FT to PT faculty of 75%/25% by the end of this 4-year program review cycle.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2024 - 2025

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 5: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 3: X
- Stewardship - Objective 1: X
- Stewardship - Objective 2: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: The department will continue to submit FHP requests annually until we hire enough full-time faculty to maintain and/or improve the efficiency of our program.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025</p>	<p>Submission Date: 12/04/2023</p> <p>Action Plan Update: We continue to submit FHP requests, and will submit at least on during the 2023/2024 academic year.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>
	<p>Submission Date: 12/04/2023</p> <p>Action Plan Update: Our FT to PT faculty ratio has remained consistent since our last report (i.e., 35% FT faculty). However, it's essential to note that one FT faculty member will retire at the end of the Spring 2024 semester, which will cause our already concerning FT to PT ratio to worsen.</p> <p>We are taking proactive steps to address this gap in our FT faculty numbers. During this program review cycle, we are submitting a request to hire additional FT faculty.</p> <p>To ensure the continued quality and stability of our program, it is imperative that we prioritize the hiring of new FT faculty members. This will not only help in filling the gap left by retirements but also provide much-needed support to our department, ensuring our ability to deliver on Mesa College's commitment to equity and excellence.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: Barriers Encountered</p>

Summary and Reflection

Action Plans	Action Plan Update

Goal 2: Decrease all existing equity gaps by at least .5% each year.

Unit Goal: Goal 2: Decrease all existing equity gaps by at least .5% each year.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 1: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Hire new full-time faculty to bring new ideas to the department and hold office hours that support student engagement.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 12/04/2023</p> <p>Action Plan Update: We continue to submit FHP requests and will submit at least one during the 2023/2024 academic year.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>
<p>Action Plan Status: Active</p> <p>Action Plan: Invite guest speakers to department meetings to discuss equity initiatives.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2025 - 2026, 2024 - 2025</p>	<p>Submission Date: 12/04/2023</p>

Summary and Reflection

Action Plans	Action Plan Update
	<p>Action Plan Update: Professor Bryan Malinis, in collaboration with Allison Gurganus, is developing a user-friendly “research guide” where students can easily find relevant library resources aligned with their Communication Studies courses and assignments. For instance, students can visit the Communication Studies library guides website, select their course, and then choose their assignment, gaining access to a curated list of library resources specifically designed to assist them in completing that assignment. By linking specific library resources to the requirements of our courses, we aim to make the library more accessible by simplifying the research process and providing targeted assistance to our students. Dr. Allison Gruganus discussed this resources at a department meeting on 8/18/23.</p> <p>Update Year: 2023 - 2024 Action Plan Progress: On Track</p>
<p>Action Plan Status: Active Action Plan: Review equity gaps consistently at department meetings and disaggregate by ethnicity and modality. Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 12/04/2023 Action Plan Update: Dr. Bryan Malinis discussed the impact of equity gaps on enrollment in a Communication Studies department meeting on 8/18/23 and 10/13/23. Update Year: 2023 - 2024 Action Plan Progress: On Track</p>
<p>Action Plan Status: Active Action Plan: Maintain connection with equity-driven campus bodies, to ensure that the Communication Studies Department is up to date on best practices related to promoting equity. Action Plan Cycle: 2023 - 2024</p>	<p>Submission Date: 02/02/2024 Action Plan Update: Professor Veronica Gerace has been allocated 0.2 release time to focus on enhancing Black Student Success, which allows her to work on initiatives that specifically support the academic achievement and well-being of Black students. Additionally, she is directly involved with several equity-driven campus bodies (e.g., the Committee for Diversity Action, Inclusion, & Equity CDAIE), Assignments with Equity in Mind (AEM), Direct Black Student Success, Success Equity and Transformation (SET), etc.) which helps ensure that the Communication Studies department is up to date with best practices related to promoting student equity. Update Year: 2023 - 2024 Action Plan Progress: On Track</p>
	<p>Submission Date: 02/02/2024 Action Plan Update: Professor Bryan Malinis is actively engaged in the LGBTQ+ Task Force, ensuring that relevant information and initiatives are communicated to our department. This involvement helps us stay informed and responsive to the needs of LGBTQ+ students within our Communication Studies community. Update Year: 2023 - 2024 Action Plan Progress: On Track</p>
	<p>Submission Date: 02/02/2024</p>

Summary and Reflection

Action Plans	Action Plan Update
	<p>Action Plan Update: Professor Sakeenah Gallardo serves on the Social Justice Committee, which reflects our department's dedication to promoting social justice and inclusivity within our curriculum and community.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>
<p>Action Plan Status: Active</p> <p>Action Plan: Review all Communication Studies facilities, identify facilities-related barriers that may impair student success, and make any needed upgrades.</p> <p>Action Plan Cycle: 2023 - 2024</p>	<p>Submission Date: 02/02/2024</p> <p>Action Plan Update: We recently updated the digital projectors in all of the classrooms that are managed by Communication Studies. Our new projectors produce larger, brighter, clearer, more vivid images. Now, visual aids used by instructors or students alike will be easier to read/view by all students, especially those who may experience vision impairment.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p> <hr/> <p>Submission Date: 02/02/2024</p> <p>Action Plan Update: We recently replaced the digital video cameras in all classrooms that are managed by Communication Studies. Our new cameras produce recordings of student speeches in crisp video and clear audio, which is especially beneficial to students who may experience any type of visual or auditory impairment that cause them to miss details in lower-quality speech recordings.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p> <hr/> <p>Submission Date: 02/02/2024</p> <p>Action Plan Update: Lastly, we installed a new user-friendly thumb-drive port that students can use to quickly and securely retrieve copies of the speeches that they performed in class. This tool gives students the opportunity to review their speeches several times, which is especially useful for any student who struggles to fully-absorb content the first time the experience it.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>
<p>Action Plan Status: Active</p> <p>Action Plan: Collaborate with the Learning Resource Center to develop a cache of equity-minded resources that we can 1) share with students</p> <p>Action Plan Cycle: 2023 - 2024</p>	<p>Submission Date: 02/02/2024</p> <p>Action Plan Update: Professor Veronica Gerace is currently working in collaboration with our Equity Librarian, Dr. Edeama Jonah, to identify and close equity gaps in both our curriculum and the resources that we offer students. Through this process, we hope to create courses and classroom cultures that represents and empowers our diverse student population.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>

Summary and Reflection

Action Plans	Action Plan Update

Goal 3: Increase enrollment in COMS 111, 104, 160, 170, & 180, by at least 50% before Fall 2024.

Unit Goal: Goal 3: Increase enrollment in COMS 111, 104, 160, 170, & 180, by at least 50% before Fall 2024.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2024 - 2025

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 3: X
- Scholarship - Objective 3: X
- Stewardship - Objective 3: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Work with Counseling on the best ways to promote the aforementioned courses.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025</p>	<p>Submission Date: 02/02/2024</p> <p>Action Plan Update: The Communication Studies department partnered with Michael Temple and the Athletics department to develop special sections of COMS 103 Oral Communication and COMS 135 Interpersonal Communication that are specifically geared towards the needs of student athletes. In a pilot program, several sections were taught during the Summer of 2023 and are showing positive initial results.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>
<p>Action Plan Status: Active</p> <p>Action Plan: Develop department handouts (print and digital) that provide course descriptions and recommended sequencing.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025</p>	<p>Submission Date: 02/02/2024</p> <p>Action Plan Update: We are currently in the planning phase of developing new promotional material.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>
<p>Action Plan Status: Active</p> <p>Action Plan: Increase exposure to COMS courses by articulate more COMS courses to GE and transfer pathways.</p> <p>Action Plan Cycle: 2023 - 2024</p>	<p>Submission Date: 02/02/2024</p> <p>Action Plan Update: Bryan Malinis and Kim Perigo are spearheading the initiative to articulate several of our courses to additional GE and transfer pathways. This includes courses like COMS 104 Advanced Public Communication, COMS 111 Oral Interpretation, COMS 160 Argumentation, and COMS 180 Intercultural Communication. The objective is to align these courses with a broader range of GE and transfer pathways, thereby increasing their appeal and accessibility to a larger student base.</p> <p>Update Year: 2023 - 2024</p>

Summary and Reflection

Action Plans	Action Plan Update
	Action Plan Progress: On Track

Goal 4: Add more COMS courses into the IGETC and CSU-breadth by Fall 2025.

Unit Goal: Goal 4: Add more COMS courses into the IGETC and CSU-breadth by Fall 2025.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Completion - Objective 1: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 3: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Collaborate with our Articulation Officer and curriculum liaisons to apply for IGETC and CSU-breadth inclusion. Specifically, for IGETC: add COMS 160 (Argumentation) to Area 1B (Critical Thinking); add COMS 111 (Oral Interpretation) and 104 (Advanced Oral Communication) to Area 3 (Arts and Humanities); add COMS 170 (Small Group) and 180 (Intercultural) to Area 4 (Social and Behavioral Sciences).</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 02/02/2024</p> <p>Action Plan Update: Currently, Bryan Malinis is leading the effort to articulate additional courses—COMS 104, COMS 111, COMS 160, and COMS 180—to more IGETC/CalGETC patterns. To facilitate this process, he has joined the Curriculum Review Committee, gaining valuable insights into the curriculum review process at all stages. Furthermore, he is collaborating with the Communication Studies department chairs at City College and Miramar College. This collaboration aims to ensure that our proposed curriculum changes, which require intercollegiate alignment, receive approval across all three campuses.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>

Goal 5: Increase recruitment to the COMS major by 40% by Fall 2026.

Unit Goal: Goal 5: Increase recruitment to the COMS major by 40% by Fall 2026.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Pathways and Partnerships - Objective 2: X

Summary and Reflection

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Increase efforts to inform students about the COMS major.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 02/02/2024</p> <p>Action Plan Update: Our department has actively sought representation in multiple Academic and Career Pathways. Initially, we secured a place in five out of eight ACPs. Although this number was later reduced to two, we have successfully regained access to a total of three ACPs. This increased representation is a strategic move to enhance our visibility and appeal to potential Communication Studies majors. Being part of multiple ACPs allows us to reach a broader audience and showcase the versatility and relevance of our program.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>
<p>Action Plan Status: Active</p> <p>Action Plan: Update classroom signage and marketing materials in the COMS-designated classrooms.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 02/02/2024</p> <p>Action Plan Update: We are currently in the planning phase of developing new promotional material.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>
<p>Action Plan Status: Active</p> <p>Action Plan: Hire a full-time faculty member to help with continuous recruitment to the major.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 02/02/2024</p> <p>Action Plan Update: We continue to submit FHP requests and will submit at least one during the 2023/2024 academic year.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>
<p>Action Plan Status: Active</p> <p>Action Plan: Plan and host a recurring alumni panel event for students to learn and ask questions about the COMS major from COMS graduates.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 02/02/2024</p> <p>Action Plan Update: Kim Perigo has contacted the School of Communication at San Diego State University and is in the preliminary phases of discussing a possible joint Communication Studies Alumni and Career event, hosted by both San Diego Mesa College and San Diego State University.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>

Goal 6: Approve at least one OER text for each COMS course by Fall 2025.

Unit Goal: Goal 6: Approve at least one OER text for each COMS course by Fall 2025.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

Summary and Reflection

- Community - Objective 1: X
- Community - Objective 4: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Collaborate with our COMS librarian, Dr. Alison Gurganus and our OER librarian, Lisa Burgert, to review potential materials for OER adoption. Present potential OERs to the department for review. Once approved, add approved OERs to our course outlines.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 02/02/2024</p> <p>Action Plan Update: Dr. Alison Gurganus is an incredibly ally of the Communication Studies department, as we are collaborating on several projects together. Currently, our top priority is completing the library research guides project. Once that is completed, we plan on drawing the focus of our collaborative efforts towards identifying OER textbooks.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>
<p>Action Plan Status: Active</p> <p>Action Plan: Identify potential OER materials for COMS 103 Oral Communication and test them in a limited number of sections.</p> <p>Action Plan Cycle: 2023 - 2024</p>	<p>Submission Date: 02/02/2024</p> <p>Action Plan Update: During the Spring 2024 semester, Professor Scott Plambek will begin testing OER material for COMS 103 Oral Communication.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>
<p>Action Plan Status: Active</p> <p>Action Plan: Identify potential OER materials for COMS 135 Interpersonal Communication and test them in a limited number of sections.</p> <p>Action Plan Cycle: 2023 - 2024</p>	<p>Submission Date: 02/02/2024</p> <p>Action Plan Update: During the Fall 2023 semester, Professor Das Odasso and Professor Scott Plambek tested OER material for COMS 135 Interpersonal Communication across multiple sections.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>

Goal 7: Explore opportunities for additional course offerings that could meet the evolving interests and needs of our student population and service area.

Unit Goal: Goal 7: Explore opportunities for additional course offerings that could meet the evolving interests and needs of our student population and service area.

Goal Status: Active

Beginning Year: 2023 - 2024

Summary and Reflection

Projected Completion Year: 2025 - 2026

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Explore the viability of offering Honors sections of COMS 103 and COMS 135.</p> <p>Action Plan Cycle: 2023 - 2024</p>	<p>Submission Date: 02/02/2024</p> <p>Action Plan Update: We are investigating the option of introducing designated Honors sections in courses such as COMS 103 and COMS 135. These Honors sections could enhance the academic environment as they provide a platform for students to delve deeper into the subject matter, engage in more rigorous academic discussions, and develop critical thinking skills at a higher level. Also, as our department sees an increase in UC-bound transfer students (with the implementation of Cal-GETC) we may see a greater demand for more challenging courses and coursework.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>
<p>Action Plan Status: Active</p> <p>Action Plan: Explore the viability of developing and offering a political communication course.</p> <p>Action Plan Cycle: 2023 - 2024</p>	<p>Submission Date: 02/02/2024</p> <p>Action Plan Update: Additionally, we are exploring the opportunity of offering a Political Communication course. Professor Kim Perigo specialized in Political Rhetoric while earning her master's degree at San Diego State University, and she has since been engaged in advocacy and policy development at the state level in California. Her experience makes her uniquely qualified to develop and teach political communication courses that help students develop a familiarity with the subject matter that is both theoretical and practical.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>
<p>Action Plan Status: Active</p> <p>Action Plan: Collaborate with the Health Information Management Bachelorette to offer an upper-division section of COMS 401 Advanced Communication Skills for Healthcare Professionals.</p> <p>Action Plan Cycle: 2023 - 2024</p>	<p>Submission Date: 02/02/2024</p> <p>Action Plan Update: Professor Veronica Gerace is currently leading the development and instruction of COMS 401 (Advanced Communication Skills for Healthcare Professionals), an upper-division course that is offered through our Health Information Management bachelorette program. As a pre-cursor to this, Dr. Gerace also developed and taught a specialized section of COMS 135 (Interpersonal Communication) with a health focus, which has been integrated into Allied Health programs, such as the Health and Wellness Coaching program.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>
<p>Action Plan Status: Active</p> <p>Action Plan: Explore the viability of developing and offering an environmental communication course.</p> <p>Action Plan Cycle: 2023 - 2024</p>	<p>Submission Date: 02/02/2024</p> <p>Action Plan Update: Professor Scott Plambek is exploring the possibility of offering a course in Environmental Communication. An Environmental Communication course could become integrated into Mesa College's Associate of Arts in Sustainability and Certificate of Achievement in Sustainability programs, thereby generating a more comprehensive set of course options for students interested in sustainability studies.</p> <p>Update Year: 2023 - 2024</p>

Summary and Reflection

Action Plans	Action Plan Update
	Action Plan Progress: On Track