

SAN DIEGO  
MESA COLLEGE



# Program Review

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

Instructional Program - English (ENGL)

### Executive Summary

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

2024 Update:

The 2015 transition from “basic skills” to corequisite composition pedagogy and curriculum was a major shift but a big success in terms of students passing English 101 in their first year. Since then our corequisite course offerings have increased.

At first, we offered professional development for the course, which introduced practitioners to the history and research driving the reform, and to equitable, inclusive, strengths-based pedagogy. As we anticipate renewed funding for AB 1705, we wish to reinstate support for those teaching corequisite classes. This may be in the form of a community of practice, a cohort that meets biweekly, a handbook, a MOST course, or something similar. Our success has come mostly through dedicated faculty who stay engaged in the latest research and practices for equity. For that reason, we were re-designing developmental pathways before the legislation of AB 705.

Our biggest challenge has been the retirement of several tenured, senior faculty members. We have lost nine faculty since 2018. While we remain one of the largest departments (20 contract faculty members as of this writing), we still need to increase our host of tenure-track faculty members in order to ensure the continuity of our offerings.

Another significant challenge is the status of our English Acquisition (ELAC) course offerings, which has been experiencing lower enrollment each year. We are only offering one course in Spring 2024 and are working to collaborate with ELAC faculty at Continuing Education.

**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.**

2024 Update:

We are offering more CCAP courses than ever before; we decided to offer ELAC 145 for spring 2024, but cancelled it due to low enrollment. If we continue to offer it, we will have one more alternative for our students. If not, English Language Learners will need to attend City College or Continuing Education.

2025 Update:

We are offering an ELAC 145 course for Spring, and if that is successful, another for summer. This time, a small team of us visited three CE classrooms to encourage students to come to Mesa. Interested students gave us their contact information and we hope to reach out to them regularly to provide enrollment instructions, encouragement, and support.

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

2024 Update:

More full-time faculty would give department stability in several ways: they would replace the seven members we have lost to retirement, as well as the dwindling adjunct pool. They would teach more courses (including our CCAP program); and partake in the work of the department (such as committee representation; curriculum-writing; and coordinating student events).

**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**

## Summary and Reflection

### Executive Summary Complete

Yes

## Data Reflection

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### Trends observed in program/service area's data.

2024 Update:

English program: From Fall 2018 to Spring 2023, English students have an overall course success rate of 69% with a high of 72% in 2018. It seems to be on an upward trend since the pandemic.

Corequisite Courses: English 101X (begun Fall 2016) has a current success rate of 67%, with a high of 72% in 2018. It also seems to be regaining momentum post-pandemic. (Mesa IE dashboard)

2025 Update:

Using data parameters recommended by the Office of IE, we looked at 101X in particular and saw that, in 2022-23, though the overall program success rate was 66.7%, the 101X success rate was 55.5%. For 2023-24, The program success rate rose to 70% and 101X to 64%.

In November, 2024, The Campaign for College Opportunity ranked our 116 colleges "reflecting the percent of students completing transfer-level English within one year of their initial enrollment in an English course (academic year 2022-23)." Mesa is number 23, at 73.3%. Not bad, being in the 89th percentile, and certainly not what the rate was when we had remedial courses. But we can do better.

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

2024 Update:

Across the program, we have equity gaps for Black/African-American students (-8.5%) and for Latinx students (-9.8%). English 101X has one equity gap for Latinx students (-7.1%). (Mesa IE dashboard)

Some have expressed concern that DSPS students don't do well when they are placed at transfer level. However, they have a one-year completion rate for English of 88% (up from 64% in 2012).

Disaggregating by ethnicity, we see that though we still have equity gaps, many more students have had success. For example, 173 Latinx students completed English 101 or 101X in 2012. In 2022, 544 students completed. The addition of English 101X tripled one-year completion for Latinx students. African-American/Black student numbers went from 25 in 2012 to 81 in 2022, which means that Mesa more than tripled one-year completion in English. (The Chancellor's Office Transfer-Level English and Math Completion Dashboard).

2025 Update:

As English 101X is our canary in the coal mine, faculty examined it closely. We noted a 55% student success rate in 101X for 2023-24, which has increased by ten percentage points to 64% in 2024-25, which may be due to post-Covid momentum. Though the success rates seem low, it is important to remember that before corequisite composition, we had throughput of 47% when we offered one course below transfer, and only 24% when we offered two courses below transfer. That being said, there is still a significant equity gap, with Latinx students being disproportionately impacted with an equity gap of -13.9%.

We are now consciously addressing disproportionate impact among Latinx students.

### Related Documents for Charts and Graphs

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

2024 Update:

Our department is enthusiastic about equitable goals for students, classes, and the program and so tends to write complicated and aspirational goals. We've talked about the importance of measurability and this semester a small

## Summary and Reflection

team rewrote outcomes for gateway courses: 101, 101/31, and 105. We will measure the outcomes for these courses in Spring 2024, based on final papers/exams/capstone projects.

2025 Update:

We have sent faculty links for inputting their outcomes data and have scheduled January meeting to support faculty in both using Nuventive and discussing the implications of their findings. We are also welcoming a new Department Outcomes Coordinator.

### Data Reflection Complete

Yes

## Practice Reflection

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

2024 Update:

We are continually reviewing and evaluating course success and addressing emerging issues. Our department (in particular, full-time faculty) are dedicated to professional learning and many take advantage of district resources. Most of us understand the background and logic for AB 705. For example, many have relied upon MOST to improve online and hybrid courses. Many have taken advantage of California Acceleration Project resources, and some have become leaders. Four people have applied to attend NCORE this year. In addition, we are often converse in department meetings as well as informally, about pedagogy.

2025 Update:

We met as a department to discuss our equity gaps in 101X. We talked about the challenges faced by Latinx students, the need for better support systems for students, and strategies to improve student outcomes and address systemic issues. The discussion revolved around the challenges faced by Latinx students, particularly in terms of their academic performance and engagement. The participants noted a significant increase in the number of Latinx students and the potential reasons for this, including population growth, the impact of COVID-19 on education, and the lack of culturally relevant programming. They also discussed the need to address these issues and suggested ways to do so, such as connecting with the Chicano studies department, creating learning communities, and developing English courses from a Latinx perspective. The participants agreed on the importance of reducing the disproportionate impact on Latinx students and the need for more culturally relevant programming.

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

2024 Update:

Lack of enrollment in ELAC courses has affected us. And we're working to find out why this is happening. Budget changes affect us, though not heavily. There are some anecdotal issues around introverted post-pandemic students, struggling ELL students who enroll in gateway-level courses, but these are ongoing conversations.

2025 Update:

In October, the department discussed:

1. The challenges faced by students, particularly those from Latinx backgrounds, in balancing work and academic commitments, highlighting the pressure to work and support families, as well as the impact of Covid-19 on students' lives. We also discussed the need for better support systems for students, including one-on-one sessions and counseling services. We considered the possibility of creating a course that emphasizes cultural familiarity to help students feel more comfortable communicating. We also discussed asking Institutional Effectiveness to conduct surveys to gather data on students' experiences and biggest obstacles.

2. Strategies to improve student outcomes and address systemic issues. We discussed the importance of

## Summary and Reflection

recognizing and addressing the challenges faced by students, and the need for a more strategic approach to ensure their success, including how to leave the door open for students who may need to drop a class due to personal circumstances. Faculty agreed on the importance of grading policies and assessment practices to ensure they are not negatively impacting students.

3. The role of tutoring as a strategy for closing gaps. There's a need for better communication between faculty and tutors. The conversation also touched on the need for more tutors, the importance of reflecting the student population in the tutoring body, and the potential benefits of having an embedded tutor for every class. We discussed the importance of destigmatizing writing and of tutoring, with some students preferring in-house tutors over online ones. The group also discussed the effectiveness of our department's Community of Practice, with one participant expressing interest in joining the next cohort. The conversation ended with a discussion on the equity reflections from the institutional effectiveness dashboard, with participants considering how to better inform students about available resources.

## Related Documents for Charts and Graphs

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**  
The updates are included within the prompt responses as "2024 Update."

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**  
The updates are included within the prompt responses as "2024 Update."

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**  
The updates are included within the prompt responses as "2024 Update."

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**  
The updates are included within the prompt responses as "2025 Update."

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**  
The updates are included within the prompt responses as "2025 Update."

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

In December 2024, Nuventive assignments were sent to all instructors teaching ENGL 101, 101X, 105, 205, 208, 210, and 220. The due date for all is January 6, 2025, and we will have a meeting on January 29 to both input outcomes and discuss implications. Outcomes for all classes should be completed by the end of Fall 2025, with the help of Pegah Motaleb, our new department outcomes coordinator.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**  
The updates are included within the prompt responses as "2025 Update."

### YEAR 4 Updates (2025 - 2026)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

## Summary and Reflection

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

# Unit Goals, Action Plans, and Updates

## Hire 3-5 more full-time, tenure-track contract faculty members

**Unit Goal:** Hire more (3-5) full-time, tenure-track contract faculty members who have as their focus student success and equity.

**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 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

## Unit Goals, Action Plans, and Updates

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Review outcomes data and equity gaps to create a “profile” of sorts of the type of faculty members we need to address said gaps.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

### Decrease Equity Gaps

**Unit Goal:** Decrease existing equity gaps in gateway courses (101X, 101, 205) by 1-2% each year.

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2025 - 2026

#### Mapping

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

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (**X**)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (**X**)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (**X**)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (**X**)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Review equity gaps with department each year and strategize ways to narrow them (i.e. tutor support, pedagogical redesign, etc.)</p> <p><b>Action Plan Cycle:</b> 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	