

SAN DIEGO  
MESA COLLEGE



# Program Review

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

Instructional Program - Humanities (HUMA)

## Executive Summary

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

Challenges have included loss of enrollments due to demographic trends, economic movements in society, and upheavals due to the pandemic. Successes are mainly in our professors' ability to develop online teaching proficiencies to serve the needs of students.

### **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.**

We have not made any curriculum changes since the last comprehensive review. Right at the time of that review, we had developed three new courses and an A.A. degree in "Humanities and Religious Studies." The number of students earning this degree has slowly grown during this 6-year period, but recent enrollment trends have caused us to cancel our offerings of the three new courses. We hope that recovery from the pandemic will transform student demand so that we can begin offering those new courses successfully.

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

Coinciding with the onset of the pandemic (Spring 2020), Mesa's Humanities and Religious Studies Program acquired 10 art prints from "1000 Museums" with funding provided by the Mesa College English Department. With the end of the pandemic and the reinstatement of some on-campus classes, we finally have mounted those prints in our Humanities lecture hall (G-106). They have served two positive purposes: 1) beautifying the room to bring more positive aesthetic to our students' experience in the room, and 2) more direct in-class experience of art works related to our various global culture focused courses. Directing students' attention to these art prints (ranging from Ancient Egypt to Modern Europe) provides a more immediate connection to the cultures under consideration during classes.

### **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

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

1) Enrollments: Fill rates in HUMA have declined over the past 3-4 years; however, this is partially a factor of our high caps of 45 per section. Average enrollments in our courses are still well above the college average. From Fall 2019 through Fall 2022, the average class size in HUMA courses at census are as follows: 31, 31, 38.7, 40, 35, 30, 30.6. Spring 2023 enrollment as of census was 30.9.

1a) Enrollments: We appear to be back at pre-pandemic numbers. For Fall 2024, we enrolled (at start of semester) 597 students; this averages 43 students per section in our 14 sections, including online and on-campus classes.

2) These high numbers (in spite of the drop from pre-pandemic times) translate to high Productivity numbers, which help the college towards its funding goals. The HUMA Program has had the highest productivity number of all disciplines in the School of Humanities for many years now. In addition, our productivity numbers have exceeded those of the college average every semester. Note the figures for the last two academic years:

Fall 2021 = 17.50 for HUMA and 14.02 for Mesa

Spring 2022 = 15.63 for HUMA and 13.69 for Mesa

Fall 2022 = 15.69 for HUMA and 14.23 for Mesa

Spring 2023 = 15.83 for HUMA and 14.22 for Mesa

Our high enrollment and productivity numbers show that our HUMA Program continues to be one of the strongest

## Summary and Reflection

contributors to the financial situation.

2a) The high enrollment numbers noted in 1a above earned our HUMA Program a Productivity rating of 21.52. This is compared to 15.61 for the college as a whole, and 13.72 for the School of Humanities. This continues the trend in our Humanities Program to out-perform the college and school.

3) HUMA's retention rates are almost exactly those of the college as a whole: 84% for HUMA, 83% for Mesa College.

4) Student Success in HUMA since 2016 has consistently been at or above that for the college as a whole:

2016-17 = 75 for HUMA and 72 for Mesa  
2017-18 = 72 for both HUMA and Mesa  
2018-19 = 76 for HUMA and 72 for Mesa  
2019-20 = 71 for HUMA and 72 for Mesa  
2020-21 = 76 for HUMA and 74 for Mesa  
2021-22 = 76 for HUMA and 71 for Mesa

4a) For Spring 2024, the HUMA Success Rate was 79.5. This is notably higher than the college as a whole (75.4) and the school (75.4).

5) Also showing program success is our 2.59 average student GPA, compared to the overall college's 2.47 over the last year. In addition, we have grown from 2 A.A. degrees conferred per year to 5 A.A. degrees per year.

5a) HUMA is a small program; however for the 2023-24 academic year we conferred 6 degrees through our A.A. Degree in Humanities and Religious Studies. This is 2-3 times more degrees than the previous two academic years.

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

Equity data for this analysis comes from Student Success (i.e. completing a course with a passing grade):

Data from 2016-2018 shows a mixed bag, with HUMA sometimes showing better student success across ethnicity lines than the college as a whole, and Mesa sometimes showing higher success numbers than HUMA.

Data from 2018-22 shows a consistently higher success rate from students in HUMA courses than that of the college as a whole. Ethnic groupings of special note are as follows (2021-22 data used, but it is similar to 2018-21 figures):

Black = HUMA 75%, Mesa 60%  
Latinx = HUMA 73%, Mesa 67%  
Asian = HUMA 85%, Mesa 81%  
White = HUMA 81%, Mesa 74%

Though we are proud that HUMA is doing better than the campus average, it is difficult to assign a precise reason for this. The upheavals of the pandemic era have caused multiple changes in the lives of students and the modalities used by faculty in teaching (on-campus, hybrid, Remote, Web, etc.). Everyone in the campus community has been dealing with these issues as best they can.

NO COMMENTS FOR 2024-25.

### **Related Documents for Charts and Graphs**

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

The HUMA DOC is also the HUMA Chair, who also teaches a full load of courses each semester. The discipline faculty as a whole are coordinated by the DOC/Chair to keep up with curriculum and assessment requirements: writing or organizing outline revisions, creating CLO assessments, reporting the results of these outcomes.

At the beginning of every semester (during flex week), HUMA faculty meet to discuss curriculum issues in a

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community format. This allows all faculty to be aligned with the articulation requirements established by the state and our transfer institutions.

The upheavals of the pandemic put our discipline behind by a semester or two in some curriculum revisions and CLO assessments. However, Fall 2022 brought us back on schedule.

2024-25 UPDATE) Mesa's HUMA Program, after the difficulties of arranging assessments during the pandemic years, is fully back on track in our CLO assessments. We assess each of our courses in conjunction with our Official Course Outlines revision schedule. Over the past three years, we have had very successful assessments of HUMA 101 (91% success), 103 (95% success), 104 (100% success), 106 (100% success), 205 (92%), and 210 (90%). Each semester our program faculty meet to discuss previous assessments and plans for upcoming assessments. Given the high success rates, we see no need for altering our processes.

### 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.

The emphasis of Mesa's HUMA Program on a truly global approach—covering materials from around the world, ancient times to the present, and from both technologically advanced civilizations and naturalistic tribal cultures—is a strong draw for students today. Our faculty's dedication, knowledge, and excitement stimulate student engagement and interest in HUMA courses.

2024-25 UPDATES): We stand by the previous analysis. Our global approach since the 1990s is appealing to students from a variety of ethnic and cultural backgrounds.

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

Can we say pandemic upheaval again? Also, student demographic changes which are causing drops in enrollment, plus the negative effects that economic boom times consistently has upon college enrollments. Of special note should be the technological requirements of the pandemic period, which have more intensely affected traditionally underserved ethnicities.

2024-25 UPDATES): The pandemic is over. Enrollments in HUMA courses continues to mirror those for the School of Humanities and Mesa College as a whole -- when analyzed by ethnicity. Success Rates for HUMA by notable ethnicities are as follows:

Asian = 95%

Black = 80%

Latinx = 73%

White = 83%

These figures imply general success, with some room for improvement for the Latinx group. Could the lower success rate for Latinx students be partially a product of a greater number of newly immigrated students in this group?

### 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.**

Three issues of note from the previous Humanities and Religious Studies Program Review Report are as follows:

1) Enrollments for Fall 2023 show marked improvement from those over the past few "Covid" years. Traditionally, the HUMA Department has averaged 35-40 students per section per semester. During the Covid

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years, averages lowered to approximately 30 students per section per semester. (This number still surpassed those for the college and the school and many departments.) This semester's average of 40 students per section hints at the return of enrollment sizes now that students are beginning to return to campus. It should also be noted that this 40 enrollment average includes a few on-campus classes with only 15-25 students. These figures should convince Mesa College Administration to all the HUMA department to maintain its current number of sections (both on-campus and online), even when some sections fall below 20 students.

2) While we still do not feel safe trying to offer our currently "on hiatus" HUMA 118 and 119 courses, this semester we offered the HUMA 210 course to great success. (Enrollment was at cap of 45 for an online section.)

3) Reassign time for the Humanities and Religious Studies Department Chair, Program Review Writer, and CLO Coordinator is still at a minimal .1 FTE per semester. This requires the Chair/Writer/Coordinator to teach a full load of classes (15 units) while also working to fulfill these extra administrative responsibilities. Greater assistance from the college in this area would allow for more work on advertising for the program and its classes.

### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

More recent data for the 2023-24 academic year show both continued success and current growth. In pre-Covid, Covid, and Overall "Student Success" data, Humanities and Religious Studies surpasses both Mesa College and School of Humanities percentages:

Pre-Covid College = 73%  
Pre-Covid School = 73.5%  
Pre-Covid HUMA Department = 74.2%

Covid College = 74.1%  
Covid School = 70.4%  
Covid HUMA Department = 77.5%

Overall College = 73.6%  
Overall School = 72.2%  
Overall HUMA Department = 75.8%

"Fill Rate" and "Productivity" data continue to show the strength and importance of the Humanities and Religious Studies Program's contributions. Comparison of Productivity to Fill Rate continues to show that, because of the high caps in HUMA (all but 2 courses with a 45 cap), average class size is a far better guide in assessing our value to the college:

Fill Rate College = 84%  
Fill Rate School = 93%  
Fill Rate HUMA Department = 84%

Productivity College = 14.78  
Productivity School = 12.94  
Productivity HUMA Department = 19.98

Average Class Size for HUMA Department = 40 students

**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.**  
None.

### **YEAR 3 Updates (2024 - 2025)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**  
None included in the Executive Summary

## Summary and Reflection

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

1a) Enrollments: We appear to be back at pre-pandemic numbers. For Fall 2024, we enrolled (at start of semester) 597 students; this averages 43 students per section in our 14 sections, including online and on-campus classes.

2a) The high enrollment numbers noted in 1a above earned our HUMA Program a Productivity rating of 21.52. This is compared to 15.61 for the college as a whole, and 13.72 for the School of Humanities. This continues the trend in our Humanities Program to out-perform the college and school.

4a) For Spring 2024, the HUMA Success Rate was 79.5. This is notably higher than the college as a whole (75.4) and the school (75.4).

5a) HUMA is a small program; however for the 2023-24 academic year we conferred 6 degrees through our A.A. Degree in Humanities and Religious Studies. This is 2-3 times more degrees than the previous two academic years.

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

This discussion has been made in the Data Reflection section revisions. Our very successful CLO assessments support our requests for more Reassign Time for the Chair/DOC, the addition of some FTE lost during the down years pre-pandemic and during the pandemic, and the offering of all of your catalogue courses (including the 118 and 119 courses that have been on hiatus during the period of lower enrollments).

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

2024-25 UPDATES): We stand by the previous analysis. Our global approach since the 1990s is appealing to students from a variety of ethnic and cultural backgrounds.

2024-25 UPDATES): The pandemic is over. Enrollments in HUMA courses continues to mirror those for the School of Humanities and Mesa College as a whole -- when analyzed by ethnicity. Success Rates for HUMA by notable ethnicities are as follows:

Asian = 95%

Black = 80%

Latinx = 73%

White = 83%

These figures imply general success, with some room for improvement for the Latinx group. Could the lower success rate for Latinx students be partially a product of a greater number of newly immigrated students in this group?

### **YEAR 4 Updates (2025 - 2026)**

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

**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

## Goal 1: Stabilize and/or Increase FTE

**Unit Goal:** Goal 1: Stabilize and/or Increase FTE

**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:** 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)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (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)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active  <b>Action Plan:</b> Develop more advertising avenues to attract students to HUMA courses.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	
<p><b>Action Plan Status:</b> Active  <b>Action Plan:</b> Continue to balance on-campus and online offerings to serve students' educational needs.  <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

# Unit Goals, Action Plans, and Updates

## Goal 2: Restart Offering newer Degree Centered Courses (118, 119, 210) and continue to attract more students for our A.A. Degree program

**Unit Goal:** Goal 2: Restart Offering newer Degree Centered Courses (118, 119, 210) and continue to attract more students for our A.A. Degree program

**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:** 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)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (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)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Take part in college-sponsored student outreach initiatives such as Welcome Week, New Student Gatherings at Quad, Digital advertising through the Communication Office.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Attract more students to our degree program through the advertising methods listed above.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

# Unit Goals, Action Plans, and Updates

## Goal 3: Acquire Chair Reassign Time up to .2 or .4 per semester

**Unit Goal:** Goal 3: Acquire Chair Reassign Time up to .2 or .4 per semester

**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:** 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)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (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)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> The current lack of adequate (or any at all) reassign time for the DOC/Chair precludes the amount and type of outreach that is possible. Until the college provides dependable .2 or .4 reassign time, our Humanities and Religious Studies Program is severely handicapped in developing and maintaining forms of outreach.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	
<p><b>Action Plan Status:</b> Active</p>	

## Unit Goals, Action Plans, and Updates

Action Plans	Action Plan Update
<p><b>Action Plan:</b> The HUMA adjunct faculty are dedicated scholars and teachers, but they cannot be counted on to assist in outreach to students – thus intensifying the problem of the Chair/DOC's lack of extra time to develop helpful outreach programs.</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	