Program Review

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

Instructional Program - English (ENGL)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
Our biggest challenge has been the retirement of several tenured, senior faculty members. Since Spring 2019, four tenured faculty members have retired; in the three years previous to that, we had at least three others retire. While we remain one of the largest departments (22 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. The pandemic took its toll across all disciplines, obviously, but the ELAC discipline has yet to recover even a fraction of its robustness. Add to this the impact of AB1705 on enrollments in transfer-level coursework, which would appear – on the surface – to negatively affect enrollments in courses that students may perceive to be superfluous… like ELAC courses. More data and research – as well as guidance from the statewide chancellor's office – is needed before we can begin to truly assess how the decline in the ELAC course offerings has impacted the department as a whole. Our success have come mostly in the area of staying nimble enough to be ahead of legislative impulses such as AB1705. The type of work required by this now-law had been departmentally institutionalized for a number of years, so that its actuality is now a matter of routine scheduling and planning.

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.
As mentioned, above, the transition from "basic skills" to corequisite composition pedagogy and curriculum was a major shift. But, previous planning softened a blow that may have otherwise taken us by surprise.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
As mentioned, above, the transition from "basic skills" to corequisite composition pedagogy and curriculum was a major shift. But, previous planning softened a blow that may have otherwise taken us by surprise.

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.

Without a doubt, the introduction of the corequisite course (English 101X) has improved student success and retention rates across virtually every demographic.

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

Please see FHP responses.

Related Documents for Charts and Graphs

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

After reviewing our assessments across the board, the department agreed to go back and revise our Program Learning

Summary and Reflection
Outcomes to better reflect trends in pedagogy and statewide legislation.

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.

Our development and adoption of a corequisite support course (ENGL 031) has had a dramatic effect on student success and retention.

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

Various noncognitive factors impact student success; the college has done well in addressing many of these, and the department has responded in kind, via announcements in course syllabi, Canvas class home pages, etc.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.
1. 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. 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.

2. In Spring 2024, we hired two new faculty: Anthony Lince and Gibran Guido.

3. 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.

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

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.
1. 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 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.

2. We have sent faculty links for inputting their outcomes data and have scheduled a 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.

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

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
2024-2025 Update:

Successes and Challenges:
In Spring 2025 we were awarded AB1705 Funds for a twice-yearly Community of Practice (CoP). We have two leaders, one writer (who will eventually create a handbook) and 10 enrollees in the Spring and Fall semesters. I've heard good feedback about the CoP and am pleased that the discussion of coreqs is continuing. It would be ideal if every coreq course had a tutor available, since the goal of the class is "high challenge/high support."

Major Curricular and Service Changes:
1. We tentatively offered an ELAC 145 course for Spring 2025, after a small team of us visited three Continuing Education ESL classrooms to encourage students to come to Mesa. Interested students gave us their contact information and though we reached out to them regularly to provide enrollment instructions, encouragement, and support, only three students enrolled in the course and it was cancelled. After some deliberation we opted to deactivate a remaining ELAC course. We know there are students who would benefit from ELAC 145, but are not enrolling. It may be that they indicate on the CCCC Apply that they speak English regularly and take C1000 or C1000X courses.

2. In Fall 2024, we offered 25 CCAP Courses.

Impact of New Resources:
1. 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).

2. Right now, FTEF for our two department chairs is .6 for each. We also have .01 for our humanities chair. We are both stretched thin with scheduling, reviewing syllabi for outcomes and following up, student issues (like AI), and Program Review. As we no longer have an ELAC program, I suggest that our Department Outcomes Coordinator (DOC) also receive a .01 in compensation.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
2024-2025 Update:

Trends observed in program/service area's data

1. Overall 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.

2. Transfer-level completion: 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.

3. 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) Using other 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

Summary and Reflection

101X success rate was 55.5%. For 2023-24, The program success rate rose to 70% and 101X to 64%.

Equity Gaps in the Data

Across the program, we have equity gaps for Black/African-American students (-8.5%) and for Latinx students (-9.8%). English 101X has disproportionate impact 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).There are still significant equity gaps, with Latinx students being disproportionately impacted with an equity gap of -13.9%

In October 2024, 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 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.

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

2024-2025 Update:

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.

2025 Update. As we prepare for a new cycle, most faculty have inputted their outcomes on the above courses.

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

2024-2025 Update

As English C1000X 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 relatively 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. We are now consciously addressing disproportionate impact among Latinx students.

Summary and Reflection

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.

YEAR 4 Updates (2025 - 2026)

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

Successes and Challenges

Our main challenge is narrowing equity gaps, which is one of our goals.

Major Curricular of Service Changes

After some deliberation we opted to deactivate our remaining ELAC course. We know there are students who would benefit from ELAC 145, but are not enrolling. It may be that they indicate on the CCCC Apply that they speak English regularly and are then permistted to enroll in C1000 or C1000X courses.

Impact of Any New Resources on the Unit

We hired two new faculty who started in Fall 2025: Krystle Marshall Jones and Veracruz Sanchez. However, we also lost one pro-rata, and one full-time faculty.

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

2025-2026 Update

Trends Observed

1. Transfer-level completion: According to the California Community Colleges Chancellor's Office Transfer-level Completion Dashboard, Mesa English has made huge strides in successful transfer-level completion rates in English, from a rate of 46% in 2014-15 to 68% in 2023-24. According to this dashboard, we have returned to pre-pandemic success rates (though the dip was only two percentage points--transfer-level success, percentage-wise, was little affected). Disaggregating by ethnicity, we can see that though a rising tide has lifted all boats, we still have disproportionate impact when it comes to Black/African-American and Hispanic/Latine students.

2. Our overall department course success rate is 70%. This is slightly lower than the overall campus success rate of 75.8%. The years contained by this Program Review cycle, however, show an upward trajectory. For the year of 2023-2024, for all terms, the course success rate is 68.9%

4. Our IE dashboard has two listings for our co-requisite course: ENGL 31; ENGL 10X. ENGL 31 has a success rate of 70%, while that listed as ENGL 101X has a success rate of 64.2%. It it because some students fail one and pass the other? This should not be happening, as our department policy is that students pass both or fail both. At any rate, it's interesting to note that the success rate is higher than some of our literature courses.

5. Equity Gaps in the Data: Differences/Patterns

As usual, we show equity gaps for Native American, Pacific Islander, Black/African-American, Multi-Ethnicity and Latine students. And among Black/African-American (-8.8%) and Latine students (-10%), we show disproportionate impact. And this essentially has remained stable over the past two years.

6. Discussion(s) that took place about the unit's learning outcomes assessment data.

Summary and Reflection

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.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. 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 5.

Unit Goals, Action Plans, and Updates

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:

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

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Review equity gaps with department each year and strategize ways to narrow them (i.e. tutor support, pedagogical redesign, etc.) **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024	**Submission Date**: 11/10/2025 **Action Plan Update**: So far, we are struggling to narrow equity gaps, especially in those populations with disproportionate impact. We will continue to monitor and keep strategizing ways to narrow them (i.e. tutor support, pedagogical redesign, communities of practice, etc). **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered

Hire 3-5 more full-time, tenure-track contract faculty members (1 of 3)

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

Unit Goals, Action Plans, and Updates

Beginning Year: 2025 - 2026

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

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

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 11/10/2025 **Action Plan Update**: Over the past four-year cycle, we have hired four full-time faculty.

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Review outcomes data and equity gaps to create a "profile" of sorts of the type of faculty members we need to address said gaps. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Update Year**: 2025 - 2026 **Action Plan Progress**: On Track

Hire 3-5 more full-time, tenure-track contract faculty members (2 of 3)

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: 2025 - 2026

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
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careers (✓)

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
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Action Plans	Updates
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Hire 3-5 more full-time, tenure-track contract faculty members (3 of 3)

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:

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- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)

Unit Goals, Action Plans, and Updates

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
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