SAN DIEGO MESA COLLEGE

Program Review

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

Instructional Program - Humanities (HUMA)

Executive Summary

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 reinstitution 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

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 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 Rage 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 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

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

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 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

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.

Summary and Reflection

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 Rage 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.
The greatest challenge to Mesa College's Humanities and Religious Studies" Program continues to be its limited availability of contract faculty. After the retirement of one of our contract faculty 2 years ago, we have only one contract faculty qualified to teach our various courses. And that one HUMA contract faculty is past retirement age, so we cannot know how many more years he will be with us. We need to hire a replacement right now so that the new professor can be trained to take up all of the duties currently done by our long-time contract faculty: teach a full load of HUMA classes, write and revise course outlines, proof the HUMA sections of the Mesa catalogue, coordinate and report on required CLO assessments, supervise adjunct evaluations, assist the English Department Scheduler in scheduling HUMA courses with adjuncts, research for and write program review reports, etc. Currently we offer 14 HUMA sections each semester, with only 5 taught by contract faculty (i.e. approximately 33% contract, to 66% adjunct staffing).

We are currently making a small change in our curriculum. Because of a lack of student interest in our new HUMA 118 and HUMA 119 courses, we have to deactivate them. This action also required us to revise the requirements of our Humanities and Religious Studies A.A. Degree. Fortunately, even with these deactivations, we have 7 different highly popular course offerings to serve transfer and degree students. All of our other course outlines are up to date in curriculum revisions.

HUMA CLO assessments are up to date. Last year we assessed HUMA 201 with excellent results. This year we will assess HUMA 102, whose Official Course Outline was revised last year.

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.
Mesa's HUMA program continues to be very successful, as seen in our course data. After a few years of lower than usual (though still strong) enrollments during and immediately following the pandemic, We are now up to full enrollment in all of our 14 sections per semester.

Fall 2024 = Enrollment at 576, Fill Rate at 93.5%, Productivity at 20.95.
Spring 2025 = Enrollment at 502, Fill Rate at 81.49%, Productivity at 18.03.
Fall 2025 = Enrollment at 584, Fill Rate at 95%, Productivity at 21.59.

Please note that HUMA Productivity is consistently 3-5 points higher than the Mesa College average.

2024/25 Course Completion was 91.8, Course Success was 75.6, and Course GPA was 2.91. (Mesa figures on these measures were 90.2, 76.3, and 2.97.) These are all within 1 point of the Mesa averages, plus or minus.

HUMA equity numbers are generally 1-3 points higher than Mesa College averages for 2024/25.

Course Completion for HUMA = Asian 93.2, Black 87.1, Filipino 89.4, Latine 87.2, White 89.9. (Mesa numbers were 91.2, 85.4, 89.3, 86.4, 89.1.)
Course Success for HUMA = Asian 85.9, Black 72.8, Filipino 79.6, Latine 72.2, White 79.3. (Mesa numbers were 83.0, 67.3, 79.2, 70.2, 79.3.)

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.
HUMA CLO assessments are up to date. We continue to assess each course immediately after its Official Course Outline has gone through its 6-year curriculum revision. For courses with only one section per semester, the Humanities Chair assists the assigned professor to devise a suitable assessment process, then enters the data provided by the assigned professor into Nuventive. For courses with multiple sections per semester, the Humanities Chair works with the teaching professors to devise a group assessment; then he collects the data and enters it into Nuventive CLO assessment sections.

If students meet the assessment benchmarks, we consider the process a success and wait until the next curriculum cycle revision to reassess that course. If students do not meet the assessment benchmarks, we discuss the possible reasons and then re-assess the following academic year. (This failure has only occurred once in the 15-20 years of CLO assessments at Mesa College in the Humanities. The revised testing was successful.)

Every semester during our department meeting during Flex week, we go over our current schedule for outlines and CLOs. This way, all of our faculty are familiar with the process and status of our HUMA curriculum.

Finally, our assessment are normally based on topics specifically aligned to the Course Objectives, those COs all referring back the to basic CLOs we use (Critical Thinking and Global Awareness).

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
Mesa's HUMA Program is sorry to have to deactivate our 118 and 119 courses, in Eastern Humanities and Western Humanities, respectively. But students can still learn the same material in our fundamental World Civilization (Introduction to the Humanities) courses: 101 and 102. Even with this loss, we still have 7 different thought-provoking courses that we offer. And the enrollments for these courses are excellent, supporting Mesa's Productivity goals. Now the college needs to hire another full-time contract professor in Humanities and Religious Studies to maintain this valuable program at its current level of success.

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.

Summary and Reflection

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

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:

- **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 (✓)
- **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 (✓)
- **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 (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Develop more advertising avenues to attract students to HUMA courses. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/01/2025 **Action Plan Update**: no changes to this goal **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 12/01/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: no changes to this goal **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 10/15/2025 **Action Plan Update**: We are still at 2.8 FTE for HUMA regular fall and spring enrollments. Recent semesters (2024-25 year and fall 2025) all our classes have been full, but no extra FTE has been provided to expand our program. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Completed **Action Plan:** Continue to balance on-campus and online offerings to serve students' educational needs. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/01/2025 **Action Plan Update**: we still have 14 sections of HUMA per semester. Seven are on-campus and seven are online. **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed

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:

- **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 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **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 (✓)

Unit Goals, Action Plans, and Updates

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **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 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **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 (✓)
- **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 (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Take part in college-sponsored student outreach initiatives such as Welcome Week, New Student Gatherings at Quad, Digital advertising through the Communication Office. Due to campus limitations (only one full-time HUMA contract professor and very limited reassigned time [.1 FTE]), only the Communications Office advertising is being used. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 10/15/2025 **Action Plan Update**: We have repeatedly tried to offer the HUMA 118 and HUMA 119 courses, to no success. Enrollments were so low that the courses had to be cancelled. Therefore, we are deactivation these two classes, deleting them from our A.A. Degree and our catalogue. The HUMA 210, however, is consistently successful (40-45 students enrolled) in online and on-campus formats. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Active **Action Plan:** Attract more students to our degree program through the advertising methods listed above. Student enrollments are up, but only Communications Office advertising is being used because of a lack of reassigned time for the HUMA Chair, who does not have any colleagues to assist him.	**Submission Date**: 12/01/2025 **Action Plan Update**: Because of a lack of student interest, we have to deactivate HUMA 118 and 119 courses. HUMA 210 is continuing once a year (Fall semesters) successfully. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 12/01/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Update**: no new forms of advertising are being used. the chair continue to work alone, without appropriate reassign time. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Active **Action Plan:** HUMA 118 and 119 are being deactivated because of repeated cancellation of these classes due to low enrollments. HUMA 210 is now a regular Fall Semester offering, sometimes on-campus and sometimes online. **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 12/01/2025 **Action Plan Update**: 118 and 119 are being deactivated. 210 is successfully offered each Fall semester. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Active **Action Plan:** 118 and 119 are being deactivated. **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 12/01/2025 **Action Plan Update**: 118 and 119 are being deactivated. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered

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:

- **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 (✓)
- **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 (✓)

Unit Goals, Action Plans, and Updates

- **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 (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 10/15/2025 **Action Plan Update**: This continues to be a problem. Our HUMA Chair receives only .1 FTE per semester. Teaching a full load precludes extensive advertising and outreach by the Chair. With .2 or .4 FTE Reassign time. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 10/15/2025 **Action Plan Update**: There are no changes to this situation. We are applying for a new faculty contract hire in HUMA with this year's Program Review. Having another contract would allow the sharing of time, workload, and responsibility for the HUMA Chair. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Active **Action Plan:** no progress in acquiring reassign time for HUMA chair **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 12/01/2025 **Action Plan Update**: no progress **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Active **Action Plan:** no progress **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 12/01/2025 **Action Plan Update**: no progress **Update Year**: 2025 - 2026

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Progress: Barriers Encountered