Program Review

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

Leadership - Dean, Humanities Office

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
COVID: I am certain all departments at Mesa (& for that matter all industries around the world) have tried to respond to COVID the best way possible. For the School of Humanities this has primarily meant offering a class schedule that meets the needs of our students. Since the last comprehensive program review, we experienced a total change of modalities for our courses going from in-person to all remote classes during spring of 2020. After that semester several disciplines transitioned to some in-person classes to all disciplines offering in-person classes. As we know, the journey to get to pre COVID offerings has not been easy and we still are lagging behind especially with our in-person classes.
Our fill rates for each discipline plus the school total is as follows
FILL RATES- SPRING 2023:
COMS: 71%
ELAC: 31%
ENGL: 88%
HUMA: 70%
JOUR: 74%
SOH Total: 80%
A few items to mention in regards to student enrollment in the SOH classes. First, it seems like in-person classes might be making a come back….don't want to get overly excited but there are some promising enrollment numbers for our summer and fall 2023 courses. Not reflected in the data above is summer 23 registration which began just a few weeks ago. Our English 101 in-person class was one of the first to fill. I don't see getting back to pre-pandemic modalities as I think there is a significant number of students who discovered asynchronous teaching and want to stick with that modality.
A second challenge has been our enrollment in our ELAC program. Details of this can be found below.

UPDATE: 2023-24
Since the School of Humanities' last program review there are a few items that I would label as a success and also a challenge. We continue to try to find the sweet spot for in-person and asynchronous classes when building a student-centered schedule. We have scheduled approximately 65% in-person and 35% online (asynchronous, remote, hybrid). As of the end of November, our spring 2024 term numbers look good. In-person classes continue to strengthen in numbers compared to two years ago or even last year.
One challenge related to staffing has been to find adjunct faculty willing to teach in-person classes. Once the pandemic hit our enrollment took a deep dive, which created much fewer opportunities for adjunct faculty to teach classes. Each semester, we hoped numbers would increase and we could again offer adjunct faculty classes. Fast forward to fall 2023. Our numbers have increased and we have finally reaching a stable climate. Unfortunately, many adjunct faculty moved on and found other employment or moved out of the area. This semester we could have offered several more English and Communication Studies classes but unfortunately, we were unable to find faculty.
Although I would identify the above teacher shortage as a challenge the good news is our numbers are up in the School of Humanities, which means our productivity numbers are also up. While the School of Humanities will never have high productivity numbers due to the caps for English composition classes, we are trending upwards, which is obviously good for our college and district's financial stability.

UPDATE: 2024-25
Student enrollment has increased in the School of Humanities. Our fill rates for each discipline plus the school total is as follows:
COMS - 87%
ENGL - 89%
HUMA - 77%
JOUR - 70%
SOH Total: 87%
Successes in the SOH includes our increase in enrollments. In addition, to the aforementioned disciplines we have

had some promising news for our ELAC program. The College of Continuing Education recently contacted the chair of English, Wendy Smith. She has made some solid contacts and visited many ESOL classrooms to share information about our credit ELAC program. We will need to wait and see if the work Wendy has put in to promoting and recruiting students will pay off.
One challenge in English is with the condition of their classrooms. Classrooms in the D building and EV continue to experience issues with technology and poor conditions. We are working diligently with facilities to rectify the issues; however, in spring 2025 we will not be teaching in either of these buildings. It has been a challenge to find suitable classroom space.
In the Communication Studies discipline, they have been busy submitting curriculum due to the changes and move to CalGetc. Some challenges include not being able to offer Communication Studies 103 in an asynchronous modality, which the faculty advocated for. We will need to wait and see what happens to enrollments for this course. Nevertheless, Mesa's Communication Studies faculty voted to eliminate asynchronous teaching for 103 and limit asynchronous teaching for all other courses to 10% of offerings.

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.
Probably the largest curricular change in the SOH is the lack of students enrolling in our ELAC courses. This has been a tough situation for ELAC not only at Mesa but statewide. Several variables affected enrollment in ELAC coursework. First and possibly foremost, was the implementation of AB705 and AB1705. As students can enroll directly in college-level English 101 or 105 students may not think they need second language acquisition classes. What this has meant at Mesa is extremely low enrollment in all sections of ELAC 15, 23, 25, 33, 35 and 145. For the past few years we have combined levels to avoid canceling a class; however, the enrollment continues to decline. We had to cancel the ELAC 35 and 145 class as zero students enrolled in 35 and only three students in 145. The faculty have held numerous meetings to determine the best course of action. Sadly, the decision was made to only offer ELAC 145 for the next academic year. The reasoning behind this is the course is easier to promote as it transfers as elective units to four-year schools.

A second curricular change is within the English discipline due to requirements associated with AB1705. The English discipline made an important change several years ago related to co-requisites and basic skills courses. As of one year ago, we no longer offer any course below ENGL 101 with the exception of the co-requisite class of ENGL 101/31. There is more details to follow-up on with AB1705 but we have faculty who recognize the importance of having students complete English 101 class during their first year of college and have overwhelmingly supported this change in education philosophies.

UPDATE 2023-24

We have continued with the decision to only offer ELAC 145 in our ELAC program. Some good news is that this semester the class enrolled over cap. The course is on the schedule for spring 24 and Donna Duchow is scheduled to teach the class. She has reached out to CE and meeting with some higher level classes.
At this point no updates on AB1705 in regards to English.

UPDATE 2024-25

We have had to cancel the last few semesters of ELAC 145. We are offering it again in spring 25 and hopefully the recruitment efforts of the chair of English will pay off and we will see a full class of students enrolled in 145.

UPDATE 2025-26

COMS -
Course Renumbering: Like other departments, Communication Studies has transitioned to a new "Common Course Numbering" system; for instance, COMS 103 (Oral Communication) is now designated as COMM C1000.

For students under the Cal-GETC pattern, COMM C1000 is the primary course listed for the Oral Communication requirement. Because the new standards focus on the common numbered COMM C1000 for Area 1C certification,

some students may be steered toward the new designation rather than the traditional COMS 135.

Speech and Debate Team: The department continues to host Mesa College's award-winning Speech and Debate Team (COMS 117), which remains active in 2026, providing students with opportunities to compete in tournaments across the country.

ENGL-
Course Numbering Changes: Starting in the 2025–2026 academic year, the department transitioned to a "Common Course Numbering" system. Notable changes include ENGL 101 becoming ENGL C1000 and ENGL 205 becoming ENGL C1001.

In-person literature classes continue to see some softening in enrollment. Avenues to pursue: Explore training and support for faculty teaching literature online, researching what makes online literature courses popular, and pursuing marketing efforts.

Diverse Electives: The department continues to offer a broad range of specialized literature, including Hip Hop Literature, Women's Literature, and Asian American Literature.

HUMA-
Courses such as HUMA 101 (Introduction to the Humanities I) and HUMA 103 (Introduction to the New Testament) are currently reporting occupancy rates.

A continued need for full-time faculty to teach in the Humanities department persists.

Flexible Modalities: To accommodate varied student lifestyles, the department offers a mix of in-person, online, and hybrid classes.

JOUR-

Core courses are seeing high occupancy; for example, JOUR 202 (Introduction to Mass Communication) for Spring 2026 is already full with an active waitlist.

Specialized Training: Courses continue to focus on modern reporting needs, including multimedia storytelling, blogs, and audio slide shows in JOUR 206 (Online Journalism).

The Mesa Press (Student Media)
- Active Publication: The Mesa Press continues to serve as the primary lab for students, covering major campus news in early 2026 such as local sports and campus events.
- Recruitment: The newsroom is currently operating under an "all majors welcome" policy for Spring 2026, emphasizing that no prior experience is necessary to join the staff.

Financial Support and Awards
- Mesa Journalism Scholarship: A dedicated scholarship is available for the 2025–2026 cycle, targeting journalism majors with a 3.0 GPA who demonstrate financial need. The application deadline for this and other Mesa scholarships is February 17, 2026.

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

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

Summary and Reflection

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
Prior to the start of the semester, I created and shared documents with my chairs that include term comparison data from our Mesa Dashboards. The data reported was from 19/20 through to 22/23. I included FTES, FTEF, Capacity, Enrollment, Fill Rate, Productivity and number of sections. A couple of noteworthy points:
1. In the English discipline from summer 2019 to summer 22 we have gone from 54 sections to 37. Reviewing enrollments (as of May 4, 2023) over half of our classes are completely full in English. Keeping an eye on the enrollments in case we need to open up a few additional sections.
2. Looking at spring semester data for English we have declined by 10 sections from spring 2020 to spring 2023.
3. In the Communication Studies discipline term data indicates that we have been pretty consistent with number of sections for all terms with the exception of spring. During spring 2020 we offered 80 sections and spring 2023 we have gone down to 70 sections. In addition, our productivity has lowered significantly in Communication Studies from 15.10 (spring 2020) to 13.81 (spring 2023).

UPDATE 2023-24
Although the School of Humanities will never be as productivity as other schools on campus we have been increasing those numbers. Our productivity duirng fall 21 was 12.08, fall 22 it increased to 12.59 and this semester we have a 12.94 productivity rate. Fill rates have also increased - fall 21 87%, fall 22 88% and fall 23 we are at 93%.

Our best year for productivity and fill rates would be the most current terms. Of course, we are uncertain how our spring semester data will look but I am optimistic that those numbers will also exceed spring 23.

UPDATE 2024-25
Updating the data from the last program review - our productivity again increased to 13.71 for fall 2024. Our fill rate for the SOH also inched up to 94%.

This Year 3 update focuses on comparing enrollment data in the School of Humanities from Fall 2023 to Fall 2024.

Term	Enrollment	Capacity		Fill Rate	# of sections	FTES	Productivity
Fall 23	6,629	7,134	93%	264	664.81	13.06	
Fall 24	6,739	7,137	94%	258	680.08	13.71	

There is a small amount of growth in enrollment numbers from fall 23 to fall 24 (110 enrollments); however, we offered fewer sections. Fall 24 also had higher productivity – still not great but at least moving in the right direction and generated approximately 15 more FTES.

Every semester we shift to offer more in-person classes, which usually have better success rates and seem to be enrolling at higher rates compared to a few years ago.

Reviewing data from our San Diego Mesa College Equity Dashboard English 101 is the top enrolled course, with 8,430 Latinx although a lower success rates than many ethnicities at 63%. Communication Studies 103 is the third highest enrolled class for our Latinx students with 4,816 enrollments and a 69% success rate. Overall in all English courses during fall 2023, Latinx students had a 61% success rate with non-Latinx having a 71% success rate so a significantly wide equity gap. The Communication Studies classes during the same term had a 71% success rate for Latinx students compared to non-Latinx students having a 77% success rate.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
All of the disciplines housed within the School of Humanities have reported on their equity gaps in their program review report. To support disciplines working to narrow these equity gaps, we have created the School of Humanities, Call to Action. Our specific focus was to work on the equity gaps for Black/African American and Hispanic students in both retention and success.
One of our goals for the School of Humanities office is as follows:

The School of Humanities will promote and environment that is encouraging of equity-based discussion and practices in our office, our classrooms and in general practice.

Related Documents for Charts and Graphs

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

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.
To accomplish this goal we organized with the School of Arts and Languages a series of brown bags focused on various activities during fall 22 and spring 23. We asked faculty to choose one new and simple strategy that were explained in a flyer and were grouped into five areas of focus. Faculty implemented one of the strategies over the course of the semester. The ask of faculty was to not only implement the activity but to meet with others at the first Brown Bag Kick-Off to share implementation ideas. Second, faculty met again at the second Brown Bag Check-In to share what's working and what isn't. Finally, faculty were asked to summarize their impressions and student feedback in a survey at the end of the semester.
Phase II of the Call to Action was organized with the same structure but offered different activities for faculty to implement in the classroom lessons.

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

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.

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

Summary and Reflection

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.

YEAR 3 Updates (2024 - 2025)

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

This Year 3 update focuses on comparing enrollment data in the School of Humanities from Fall 2023 to Fall 2024.

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There is a small amount of growth in enrollment numbers from fall 23 to fall 24 (110 enrollments); however, we offered fewer sections. Fall 24 also had higher productivity – still not great but at least moving in the right direction and generated approximately 15 more FTES.

Every semester we shift to offer more in-person classes, which usually have better success rates and seem to be enrolling at higher rates compared to a few years ago.

Reviewing data from our San Diego Mesa College Equity Dashboard English 101 is the top enrolled course, with 8,430 Latinx although a lower success rates than many ethnicities at 63%. Communication Studies 103 is the third highest enrolled class for our Latinx students with 4,816 enrollments and a 69% success rate. Overall in all English courses during fall 2023, Latinx students had a 61% success rate with non-Latinx having a 71% success rate so a significantly wide equity gap. The Communication Studies classes during the same term had a 71% success rate for Latinx students compared to non-Latinx students having a 77% success rate.

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

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. 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 3.

YEAR 4 Updates (2025 - 2026)

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

This Year 4 update focuses on comparing enrollment data in the School of Humanities from Fall 2024 to Fall 2025.

Term	Enrollment	Capacity	Fill Rate	# of sections	FTES	Productivity
Fall 24	6,739	7,137	94%	258	____	13.71
Fall 25	6,563	6,862	96%	258	49.33	13.49

There was a dip in enrollment numbers from fall 24 to fall 25 (176 enrollments); however, we observed a higher fill

rate from 94% to 96% with the same number of sections offered in fall 2024 and fall 2025.

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.

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

Equity-Based Discussion and Practices

Unit Goal: The SOH will promote an environment that is encouraging of equity-based discussion and practices in our office, our classrooms and in general practice.

Goal Status: Active

Beginning Year: 2022 - 2023

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 (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 11/26/2024 **Action Plan Update**: I have delayed continuing our Call to Action that we had worked on for the past few years. One reason is I am currently acting dean over the School of Social/Behavioral Sciences & Multi-Cultural Studies and the time commitment working with this school has been quite extensive. I do plan to reinvigorate the Call to Action next year; however, this year I focused on bringing equity-minded practices to the faculty. Our school meetings this semester included speakers from around campus focused on mental health services. Next semester, our DSPS colleagues will be joining us to discuss challenges faculty may be having in the classroom specifically with students who may align with DSPS. In addition, a few Mesa students who participated in the trip to Ghana will be presenting to share their life-changing experiences with faculty from the School of Humanities and SBS. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: The SOH will promote and environment that is encouraging of equity-based discussion and practices in our office, our classrooms and in general practice. Action: Continue the School of Humanities Call to Action program during 2023-24. Action: Encourage faculty presentations in the school meetings that focus on equity-minded practices. UPDATE 2023-24 For the past two years, the SOH has implemented a Call to Action that asks faculty to respond to equity gaps by taking a look at their classroom practices. The Call to Action has been similar but included differences each semester we have offered it. This semester, faculty were presented with approximately 8 classroom practices that could make a difference. Faculty were asked to choose a few or several practices and incorporate them into their teaching. Mid-semester and at the end of the semester the participating faculty were required to complete a survey that asked for feedback when integrating these practices into their classroom. Data from this survey will be included in next year's program review. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	

Student-Centered Class Schedule

Unit Goal: The SOH will seek continuous improvement in building a student-centered class schedule.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Unit Goals, Action Plans, and Updates

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. (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Goal 2 The SOH will seek continuous improvement in building a student-centered class schedule. Action: Collaborate with chairs about class schedule, specifically focused on modality, days/times, degree requirements. Action: Solicit feedback from other departments, such as counseling to ensure we are offering classes that benefit students the greatest. Action: Continuous improvement. Analyze student enrollment patterns beginning at the start of registration up to first day of classes **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/27/2024 **Action Plan Update**: To create a student-centered schedule we need to pay close attention to enrollment trends and other data. I work closely with chairs to establish the best schedule that is informed by student enrollment patterns. In addition, we work closely with counseling to determine what courses students are most interested in signing up for. This semester was a little more challenging as the scheduling chair was on sabbatical so we had someone new working in this role. He did a good job but he was also getting to know the job so there were some mishaps. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Classroom Experince Solutions

Unit Goal: The SOH will create a professional environment that responds and looks for solutions to faculty concerns regarding the classroom experience.

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. (✓)

Unit Goals, Action Plans, and Updates

- **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 (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Goal 3 The SOH will create a professional environment that responds and looks for solutions to faculty concerns regarding the classroom experience. Action: A survey is sent out annually specifically asking for feedback from SOH faculty on how our office might respond differently to issues in the classroom. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/27/2024 **Action Plan Update**: Probably our most immediate issue that we need to respond to is the condition of our English classrooms. As previously mentioned, the D and EV buildings are not suitable learning environments. Their are issues with HVAC, technology, lighting and most important a ceiling that is flaking down. We are working with facilities to make repairs; however, we will not be using any of these rooms until fall 2025 when we hope all issued have been resolved. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered