

SAN DIEGO  
MESA COLLEGE



# Program Review

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

Instructional Program - English (ENGL)

### Executive Summary

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

2024 Update:

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

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

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

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

**If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.**

2024 Update:

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

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

2024 Update:

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

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

Reviewed & Accurate

## Summary and Reflection

### Related Documents for Charts and Graphs

#### Executive Summary Complete

Yes

## Data Reflection

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

2024 Update:

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

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

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

2024 Update:

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

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

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

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

2024 Update:

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

### Related Documents for Charts and Graphs

#### Data Reflection Complete

Yes

## Summary and Reflection

### Practice Reflection

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

2024 Update:

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

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

2024 Update:

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

**Related Documents for Charts and Graphs**

**Practice Reflection Complete**

Yes

### Mid-Cycle Updates

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**Are there any edits or updates to the Executive Summary above?**

Yes. The original has been edited.

**Are there any edits or updates to the Data Reflection above?**

Yes

**Are there any edits or updates to the Practice Reflection above?**

Yes

## Summary and Reflection

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

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

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

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

- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Stewardship - Objective 6: X

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

### Decrease Equity Gaps

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

**Goal Status:** Active

**Beginning Year:** 2024 - 2025

**Projected Completion Year:** 2026 - 2027

#### Mapping

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

## Summary and Reflection

- Completion - Objective 3: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X

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