

# **Instructional Program Review 2019/20 UPDATE**

**English Language Acquisition (ELAC)**

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## **General Information (Instructional Program Review 2019/20 UPDATE)**

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## 2019/20 Instructional Program Review

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### SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer: Chris Sullivan
- Name of Liaison: Cathy James
- Department Chair: Chris Sullivan
- Name of Manager/Service Area Supervisor
- Is this a CTE program? (State Yes or No)

### OUTCOMES AND ASSESSMENT (REQUIRED)

**Form:** 2019/20 Program Review Outcomes and Assessment Section (See appendix)

### PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

**Form:** 2019/20 Program Review Instructional Program Analysis Section (See appendix)

### PROGRAM GOALS (REQUIRED)

#### ELAC Goals 2018/19

##### Grow ELAC Student Orientation

Schedule one ESOL Student Orientation every semester for the daytime population and one for the night population. Have representatives from services and areas on campus provide information and answer to student questions. Progress towards this: We will pilot a "Winter Cruise" for ELAC during January 2019 to assist in reaching the goal of increasing our awareness of the ELAC program and our student enrollment in our classes. One modification to original goal: just one orientation per semester (not a separate one for morning and evening students at this time).

##### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1,

**Institutional Learning Outcomes 2016/17:** Communication, Information Literacy, Professional & Ethical Behavior

### ACTION PLANS FOR GOALS (REQUIRED)

#### Actions

#### ELAC Goals 2018/19

Goal

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##### Goal: Grow ELAC Student Orientation

Schedule one ESOL Student Orientation every semester for the daytime population and one for the night population.

Have representatives from services and areas on campus provide information and answer to student questions. Progress towards this: We will pilot a "Winter Cruise" for ELAC during January 2019 to assist in reaching the goal of increasing our awareness of the ELAC program and our student enrollment in our classes. One modification to original goal: just one orientation per semester (not a separate one for morning and evening students at this time).

**Action:** Grow ELAC Program (numbers of students enrolled)

**Describe the actions needed to achieve this objective:**

Several methods of attracting and enrolling more students have been discussed, including increased and more targeted outreach to:

- high schools
- Continuing Education students
- the community

**Who will be responsible for overseeing the completion of this objective:**

ELAC faculty (assistant chair), contract, adjunct, as they are willing to be involved) Individuals with reassigned time to work on projects (at this time, Jorge Villalobos, Jaime Lenke).

**Provide a timeline for the actions:**

Winter 2019 to end of Spring 2021

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

Data showing enrollment numbers and success and persistence rates of current students can be used. (This will be the telling factor of the larger success of the plan.) Each small component of the plan can be assessed individually.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

- Swag for college connections (flash drives, bags, water bottles, that reflects college connections)
- ELAC Program fliers and posters
- TESOL 2018 group for Atlanta
- CATESOL 2019 group for San Jose, CA
- Retreat for ENGL and ELAC (ESUs?)
- Professional learning to bring adjunct faculty on board (maybe from both CE and other campuses?)
- Work with the GTs (graduate tutors) to do outreach to high schools
- Summer and Winter cruises outreach
- End-of-semester celebration for ELAC 45 students (maybe a certificate?)
- Promo video for program
- Ways to communicate with ESL (CE) and ELAC (Mesa)--- retreat? Service learning? Summit? Budget for food ("breaking bread")
- Food for department meetings

**GOAL STATUS REPORT (REQUIRED)**

**Action Statuses**

**ELAC Goals 2018/19**

Goal

**Goal: Grow ELAC Student Orientation**

Schedule one ESOL Student Orientation every semester for the daytime population and one for the night population. Have representatives from services and areas on campus provide information and answer to student questions. Progress towards this: We will pilot a "Winter Cruise" for ELAC during January 2019 to assist in reaching the goal of increasing our awareness of the ELAC program and our student enrollment in our classes.

One modification to original goal: just one orientation per semester (not a separate one for morning and evening students at this time).

**Action: Grow ELAC Program (numbers of students enrolled)**

<b>Describe the actions needed to achieve this objective:</b>	Several methods of attracting and enrolling more students have been discussed, including increased and more targeted outreach to: - high schools - Continuing Education students - the community
<b>Who will be responsible for overseeing the completion of this objective:</b>	ELAC faculty (assistant chair), contract, adjunct, as they are willing to be involved) Individuals with reassigned time to work on projects (at this time, Jorge Villalobos, Jaime Lenke).
<b>Provide a timeline for the actions:</b>	Winter 2019 to end of Spring 2021
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Data showing enrollment numbers and success and persistence rates of current students can be used. (This will be the telling factor of the larger success of the plan.) Each small component of the plan can be assessed individually.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	<ul style="list-style-type: none"> <li>● Swag for college connections (flash drives, bags, water bottles, that reflects college connections)</li> <li>● ELAC Program fliers and posters</li> <li>● TESOL 2018 group for Atlanta</li> <li>● CATESOL 2019 group for San Jose, CA</li> <li>● Retreat for ENGL and ELAC (ESUs?)</li> <li>● Professional learning to bring adjunct faculty on board (maybe from both CE and other campuses?)</li> <li>● Work with the GTs (graduate tutors) to do outreach to high schools</li> <li>● Summer and Winter cruises outreach</li> <li>● End-of-semester celebration for ELAC 45 students (maybe a certificate?)</li> <li>● Promo video for program</li> <li>● Ways to communicate with ESL (CE) and ELAC (Mesa)--- retreat? Service learning? Summit? Budget for food ("breaking bread")</li> <li>● Food for department meetings</li> </ul>

**Status for Grow ELAC Program (numbers of students enrolled)**

**Current Status:** In Progress  
**If the Current Status was marked Completed, what was the impact of the completed objective on**

**your program:**

**If the Current Status was  
not marked Completed,  
what are the implications  
and next steps:**

Check data on CRUISE.

## Request Forms

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### CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST



## **Reviewers**

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### **LIAISON'S REVIEW**

**Form:** Instructional Program Liaison's Review 2019/20 UPDATE

### **MANAGER'S REVIEW**

**Form:** Instructional Program Manager's Review 2019/20 UPDATE

# Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
  - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
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# Form: "2019/20 Program Review Outcomes and Assessment Section"

**Created with :** Taskstream

**Participating Area:** English Language Acquisition (ELAC)

## **(REQUIRED) Program name**

English Language Acquisition (ELAC)

## **(REQUIRED) Are you on target with your assessment schedule?**

Yes -- we are on track with the assessment schedule published last year. The single exception is the omission of ELAC 26, a course we have yet to offer.

## **(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?**

That we need to publicize the program differently, more, and better.

## **(REQUIRED) Based on your assessments, what resource needs have you identified?**

This is mostly a matter of outreach, either formally (Office of Communications) or informal (students relating their positive experiences to potential students).

## **Please provide any other comments.**

*No answer specified*

# Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: English Language Acquisition (ELAC)

## Program Name

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**(REQUIRED) Type your program name.**

English Language Acquisition (ELAC)

**Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.**

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**(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?**

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

The newness of the program delimits a robust examination of its success. However, preliminary data point to potential areas of exploration. For example, ELAC 23 and 33, when disaggregated by Asian, Latinx, and unreported students, shows a success rate of 94% (ELAC 23) and 91% (ELAC 33). When narrowed to Asian students alone, the same classes show a success rate of 100%; narrowed to Latinx students, ELAC 33 shows a success rate of 85% (no data on Latinx students exist for ELAC 23). The program's capstone course, ELAC 45 (ELAC 145 as of the 2018/2019 academic year), demonstrates similar success for those students it enrolls. In this course, Latinx students succeed at a rate of 60%; Asian students at a rate of 80%. Combined between these two groups and "Other," the success rate is 75%.

**(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?**

As mentioned above, it is too soon to draw sane conclusions from the data.

**(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?**

To be honest, I wish we had a designator for ELAC students that covered more than the most broad ethnic descriptors. We have students from Africa who would not check "African American"; we have students from the Middle East who have no place to find their racial or ethnic designation; likewise, students from Russia have no designator.

Our ELAC students come from the broadest swath possible. If we want to be serious about capturing data, we need more granularity -- without being too obtrusive, of course.

**(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?**

The recently developed ELAC Go! tool (similar to the Placement Assistant), after its full implementation districtwide, should give chairs and deans better information for accurate scheduling, which, as we all know, increased student success.

**(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?**

Dude.

**(REQUIRED) A6. Have you identified resource needs? If yes, please list.**

The College has actually been deeply supportive of initiatives and scheduling practices undertaken by the program thus far. We are excited to see how the program develops in the next 2-3 years.

**(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.**

Reviewing the goals from last year, it appears as though many of them have been supported and thus met. We will continue to offer the ELAC recognition ceremony to all Elac 145 students. All ELAC students are invited to the ceremony as a way of generating some internal outreach. Also, families of those completing ELAC 145 are invited, further expanding awareness of the program's benefits.

**Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.**

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**(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?**

The program's recency prevents any meaningful response to the question at this point.