

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. After you complete this template, please click [here](#) to upload this word document.

Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		Unfortunately, it makes more sense to start with the “challenges” our program has faced. In the years since our last comprehensive review, the enrollment in our ELAC program has substantially declined. We were noticing that enrollment was waning before 2020, but since then, it has fallen sharply. Declining enrollment in ELAC classes has been noticed at all three for-credit colleges in our District, but it appears lowest and weakest at Mesa. As a result, we have had to substantially decrease ELAC course offerings. While we used to offer two sections of each course (daytime and evening), recent enrollment trends now

		<p>compel us to only offer one section, and we have had to combine two classes together (such as ELAC 15 and ELAC 25, which are two different levels) into one (one instructor teaching both sets of curriculum under one “class”). We have done this in order to be able to have enough enrolled students to simply be able to offer the classes.</p> <p>Since our program is sequential (students are building their academic language skills and need to complete one level of language acquisition in order to have a foundation for the next), it has not been an option to omit offerings at any level. Naturally, it has been challenging for the instructors to teach both levels of curriculum with academic rigor simultaneously, but they have risen to the challenge admirably. Also, they are not financially compensated for teaching two classes, just for one. Because of the inequity in compensation and the lack of available classes to offer, we have not been able to offer classes to any of our adjunct ELAC instructors for several years, so that has been a loss professionally to individuals as well as to the department and college.</p> <p>This semester (Spring 2023) was especially challenging for scheduling classes because right before the start of the semester, zero students had enrolled in ELAC 35, the class right before our highest level, ELAC 145. Without the students of ELAC 35 to combine with the students of ELAC 145 (we had successfully been offering these two classes in the combined format), we could not offer the ELAC 145, either. We offered the combinations of ELAC 15/ELAC 25 (beginning to low-intermediate integrated skills classes) and ELAC 23/33 (low-intermediate to high-intermediate listening/speaking classes). With this context given, we can view scheduling for our upcoming semester, Fall 2023, as a qualified “success.” Since we are not able to guarantee any certain enrollment in the classes, we were not permitted to offer the full sequence of our courses, but we will still offer ELAC 145 as a stand-alone</p>
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		class. ELAC 145 is the only ELAC class that earns transfer credit, and it is the highest level in the program, so it is valuable to the 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.	Optional	
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input checked="" type="checkbox"/> Reviewed not accurate, need support

Data Reflection

Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work	Over the last 5 Yrs. ELAC Enrollments (duplicated headcount) have dropped by 66% at the credit colleges (City: -44%, Mesa: -82%, Miramar: -76%), and by 44% at SDCCE. ELAC Headcount has decreased by 61% at the Credit Colleges (City: -32%, Mesa: -77%, Miramar: -71%). The decrease is 28% for SDCCE. Meanwhile, the headcount in non-credit ESL (through SDCCE) is increasing.
	Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work	

Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.	N/A
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	Since the majority of students in all of our classes met or exceeded expected standards in our assessment, we were satisfied with the results. We conclude that the students who are in our program and classes benefit from them.
<i>Practice Reflection</i>		
Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	The main data trend that most directly impacts our program is the declining enrollment patterns. Before the college and District shut down for the Covid-19 epidemic, we had plans for outreach to prospective students. These means of outreach included hosting events on campus. The "target audience" included students already enrolled in SDCCE, members of the community, and possibly, local high school students. We also began posting flyers advertising our program in the local service area. We were also in discussions with the Communications office to promote the ELAC program on the college's social media platforms. All of these are still potentially good strategies for promoting and attempting to grow our program.

<p>What other factors (internal or external) might also impact the above data trends and equity gaps?</p>	<p>Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.</p>	<p>While it is too early to “know” the impact of the “new” legislation AB 1705, it is worth considering that since students will now be able to enter English 101 classes without prerequisites, at least some of our potential students may choose this option, bypassing ELAC classes, which are designed to prepare them for further academic study. While the non-credit ESL program in our District is very good, a key difference is that our program focuses on preparing students for using academic English and studying in academic environments, rather than “everyday English.”</p> <p>If we want to continue to offer the full ELAC program, we will need to know why student enrollment has slowed down, so that we can address this efficiently and with the goal of meeting student needs, if they align with college/university preparation or completion.</p>
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Unit Goals and Action Plans

Prompt	Guidance	Program Response
<p>Unit Goals</p>	<p>Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.</p>	<p>We are in a “wait and see” mode regarding scheduling our program’s classes. Much may depend on the administration’s willingness to allow us to schedule classes/build back a fuller array of course offerings.</p> <p>Considerations for future goals include doing research in an attempt to learn more about who our current potential student population is. From there, we can develop SMART goals in the areas of outreach and enrollment building.</p>
<p>Mesa2030 Roadmap Strategic Objective (SO) Alignment</p>	<p>Review Mesa2030 and the Roadmap to Mesa2030, only link to SO’s that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs</p>	<p>N/A at present</p>

Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	TBD
Does this Action Plan require resources	if yes, complete resource request form	TBD
Lead Writer and Manager Information		
Lead writer Name(s)	Donna Duchow	
Name of Program/Unit	ELAC (English Language Acquisition)	
Manager Name	Linda Hensley	
Submission Date of Program Review Draft to Manager for feedback	Will submit to manager upon her return to campus next month.	
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	June 20, 2023	