

SAN DIEGO
MESA COLLEGE



Program Review

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

Instructional Program - English Language Acquisition (ELAC)

Executive Summary

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 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.

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.

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 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.

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

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

Reviewed Not Accurate - Support Needed

Summary and Reflection

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

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.

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

N/A

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

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.

Related Documents for Charts and Graphs

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 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.

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

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."

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.

Summary and Reflection

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

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

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

Summary and Reflection