

English Language Department: English for Life and Work and English Language Instruction for College Programs

2019 Program Review

MJC Program Review 2019

Modesto Junior College's Program Review process is divided into 3 sections:

- Program Analysis (SWOT Analysis)
- Goal Setting and Activities
- Resource Request

Program Analysis

Internal Strengths

1. What strengths does the analysis of student data reveal?

The EL Department as a whole demonstrates better than average equity, retention, and success outcomes when compared with the Literature and Language Arts Division as a whole and across departments (see Graphs #1-2). The EL Department also demonstrates long-term growth and improvement in equity outcomes (see Graphs #3-4). ELIC students demonstrate strong successful throughput rates into English. Data also suggests that students benefit and need ELIC courses to be successful in English courses (see Graphs #5-6) Successful advanced-level ELW students demonstrate strong successful throughput into the ELIC program. The Department has increased productivity, course offerings, and enrollment (see Graphs #7-10) According to CASAS pre- and post-test data, 80% of ELW students had paired CASAS test scores which indicates an approximate retention of 80% or possibly higher. 75% of all students in the ELW program also demonstrated learning gains. The average learning gain was more than six points across the program in classes of 90 hours, which is higher than the average learning gain of five points for 100 hours of language instruction. ELW students who attempted an ELW course and eventually attempted ELIC 20 showed successful throughput at a rate of 89%.

2. Are there specific aspects of the program that are exemplary or could serve as a model?

Partnership and outreach into the community is extensive across a variety of sectors (e.g. health, housing, education, government, social services, legal/immigration, education, and transportation) through regular outreach activities, meeting with community leaders,

and organization of events. The Welcome Center is a mission-critical element that is central to providing greater access to the college for language learners. The department offers a variety of courses in both credit and non-credit formats as well as face-to-face and hybrid modalities: English for Life and Work for English learners who need language skills for everyday life and work situation, academic language courses, citizenship, and academic language workshop courses with certificates for many non-credit sets of courses. Marketing of program includes a website, brochures and materials in a variety of different languages, and a Facebook page. There is strong collaboration between the department, the English Language Learner Welcome Center staff, Student Success Specialist, Elida Miranda, and the Career Center. There are also opportunities during the semester for department staff and faculty (PT and FT) to meet, norm, and discuss new initiatives. The department consistently engages in the field and acquires, provides, and organizes professional development opportunities (e.g. department members, both FT and PT take lead roles with regard to profession; both FT and PT instructors present and participate in professional conferences, organize local events, and recently organized a regional language educators conference). For a small department, members, both FT and PT, are highly engaged in division and campus committees, the international student club, and shared governance, as well as community initiatives. The department fosters civic engagement in its students through its curriculum in both programs and organization of events for students and the community. Consistent CAEP funding allows for faculty and staff time to coordinate and organize program and do outreach.

3. What do others see as the program's strengths?

The department meets and exceeds the requirements of AB705 implementation with regard to maximizing the time required to move students through the academic ELIC program into transfer-level English courses. The program collaborates with and utilizes the services of the Library & Learning Center. Other college EL programs are envious of our English Language Learner Welcome Center and the matriculation support students receive and the commitment of the division to provide CAEP funding and release time for faculty to help coordinate such efforts. The marketing efforts of the department are seen as a strength of the department. The ELIC program has strong throughput rates into English courses. The department demonstrates a strong commitment to improving teaching methods, curriculum, and materials. The outreach and offering of off-site EL classes in the community (see various partnerships in addendum) are seen as a positive move on the part of MJC to be more relevant to the community. The organization of events that enhance the student experience, connect students to the community, students into the college, and the community into the college (e.g. immigration workshops, resource fairs, college and career connections events, small business workshops, financial aid and literacy workshops, transition workshops, science night, local area educator conferences, CEP events, international student club events).

4. How well are students meeting program learning outcomes, skills, or competencies; and how are they relevant to careers in your discipline or industries for which you help prepare students?

See CASAS learning gains information mentioned earlier. CASAS reading tests are standardized evaluations correlated to competencies taught in ELW classes as well as to workplace and lifeskill competencies encountered in real world situations in the English language. Since the ELIC and ELW programs do not offer certificates, they do not carry the PLOs; however, our courses SLOs are aligned with the 5 ILOs: Communication, Creative, Critical and Analytical Thinking, Cultural Literacy and Social Responsibility, Information and Technology Literacy, and Personal and Professional Development. See charts 1-5 which show how well our ELIC students are satisfying those learning outcomes, and charts 6-10 for the results of the ELW students. In both groups, students performance ranges between 80-90% according to instructor-reported outcomes in e-Lumen.

Internal Weaknesses

5. What gaps are observed by reviewing the student data?

There are equity gaps with regard to gender in enrollment, success, and retention rates in the ELIC program with males demonstrating less success and retention than women students do. In reviewing CASAS pre- and post-test data, there is a gap in learning gains and retention between day and nighttime courses with nighttime courses showing lower retention and learning gains. Less than 10% of ELW students each semester transition into ELIC courses. The department needs to work on strategies to increase this transitioning of students. There is a gap in retention and completion rates between ELW and ELIC courses with lower rates of Passing or Satisfactory Progress in the ELW courses. 34% of students who are successful in an ELIC course in the first term of a semester, leave without completing the next course in the second eight-week terms with most not returning after the ELIC 20, 21, and 30 levels. On average, of the students who successfully completed an ELIC course in the first term, 53% continue onto the next course in the sequence during the next semester with a majority not continuing after ELIC 20, 21, and 31. Examination of student progress indicator information continues to demonstrate that there is a great deal of variance between instructors in completion rates ranging from 100% to 40%.

6. What disproportionate gaps need to be addressed?

There is a disproportionate ratio of full-time faculty to part-time faculty in the EL Department compared to other division departments: 1.4 PT- 1 FT in English, 3 PT- 1 FT in Spanish, .65 PT- 1 FT in Reading, and 4.75 PT- 1 FT in the English Language Department. When growth or replacement positions are decided based on division need versus campus needs, the EL Department is also disproportionately impacted given that small programs must compete with much larger departments. Given that the ELW program consists entirely of adjunct faculty and one that relies on PTOL funding to exist, there is concern with regard to cuts to PTOL funding. Such cuts would impact the ELW program and the community at large in very negative and disproportionate ways in comparison to other programs on campus. The program would be decimated. A high proportion of EL students have children. A lack of affordable childcare in the community and available to students on campus impacts our program more than other programs. This impacts the ability of students to remain in classes on minimum days when their children are released from school early. The current GSP disproportionately places English learners directly into

English courses. Data shows that the EL student population tends to register for and fill courses closer to the beginning of the semester, especially at lower levels, yet the pressure or tendency to cancel courses nearly a month before courses begin can disproportionately impact access of students in the community to the program. The EL program has a high proportion of undocumented students with limited access to credit courses without paying out-of-state tuition fees thereby limiting educational attainment in our college and community. A number of students coming from war-torn countries and experiencing traumatic events do not have access to mental health support in their own languages.

7. What are areas in which the program could improve? (curriculum, scheduling, modality, other?)

There is a need to schedule classes at times when many students have children in school. These are often the hours between 8:30 a.m.-2 p.m. Greater access to facilities during these times is needed. There is a need to schedule classes in the ELIC so that they do not conflict with other courses that students could potentially take to increase the language skills. ELIC faculty are finding that without language development (grammar) courses, a number of students are limited in their ability to write in English with academic accuracy thereby impeding their ability to succeed in ELIC as well as English courses. The department would like to go back to requiring such language development by re-instituting pre-requisites but is fearful that such requirements would negatively impact enrollment. Persistence rates from ELW into ELIC and between ELIC and English could be improved. This could potentially be done by removing pre-requisites from some lower-level ELIC courses thereby allowing more access to them by ELW students. Continue work in improving assessment, norming, and onboarding of adjunct faculty in the ELW program. The department staff and faculty need greater access to CASAS data in order to provide reports on baseline competency skills to instructors. The department needs stronger visibility, promotion from Student Services, and more education within the campus community of language learner needs to increase better advising of language learners into courses at the college. The department is interested in reducing exit points in the ELIC program by combining integrated Reading/Composition courses now that there is less demand to restrict unit values to just three or four. Greater communication and connection between the department and Counseling are needed. There have been an increasing number of instances of EL faculty and staff hearing from students that they are being told by various Counseling faculty that EL courses are a waste of time. Students take this advice seriously and consequently, do not enroll in EL courses and instead jump to English, often to find that they are inappropriately placed. Other direct consequences of this misinformation can include: 1) decreased enrollment into EL classes; 2) EL courses being cancelled due to low enrollment; 3) frustration and confusion on the part of the student due to the misadvising, as well as the inability to register for an appropriate-level class after the first week of the semester; 4) frustration and mistrust by EL faculty toward Counselors. The program is enrolling more ASL/deaf students due to their own unique needs for language acquisition. The department would like to learn how better to support and integrate them. Many newly arriving refugees are in need of basic literacy in order to access material in our ELW 901 course which already assume some basic reading ability. Based on community and student requests, the department is interested in creating a literacy course that could act as a

precursor to the ELW 901 and/or be taught concurrently with ELW 901 in order to increase success rates. Continued development in distance education is needed as hybrid and online modalities become more of the norm in other disciplines. Train faculty and provide time and support in OER to develop additional zero cost textbook courses. Continue the work of equity, particularly focusing on gender gaps.

8. Where are there gaps in the program on how students are meeting learning outcomes, skills, or competencies?

In 2015-2017, our female student population had a 73% success rate whereas the male students showed 62.1% in success. In 2017-2019, our female students showed 84% success rate closing the gender gap by 11%. The male students had 75.6% success rate decreasing the gender gap by 13.5%. These statistics show a significant improvement in our efforts to close the gender gaps in our department. Limited classroom facilities on campus to serve EL students at peak times necessitating the need to find classroom space off campus. At times, there is limited lab access. Is there a way to re-utilize classroom lab space by providing laptop computer carts that instructors can use in classrooms and open up lab space for more instruction?

External Opportunities

9. Where are potential opportunities for expansion, improvement, or new program development?

There is potential to expand outreach and off-site courses with additional community partners (most recent new partners include the Mexican consulate, the Housing Authority, and USCIS). Dual enrollment of high school students and migrant education students in ELIC provides opportunity. Citizenship courses have the potential to grow through grant opportunities and partnerships with immigration and refugee resettlement agencies. There is potential to provide embedded English language instruction in office administration, culinary arts, and child development courses. However, this requires a great deal of time and collaboration on the part of counter-parts in these departments as the EL department cannot work in a silo in these areas. Guided pathways and communication about how EL courses can aid students in reaching their goals is an opportunity both internally and externally. Develop greater pool of adjunct faculty through the leadership of department in professional development opportunities open to local area educators. Shifting the paradigm of the community and college with regard to having higher confidence and expectations of language learners to be able to achieve language proficiency beyond basic levels and achieve more academic goals. International students are interested in coming to MJC to study in the ELIC program; however, they are having a difficult time accessing the international student counselor as well as the student success specialist charged with assisting them. Calls and e-mails go to the Welcome Center, but the Welcome Center is not versed in international student visa matters.

10. What are some industry or disciplinary trends that could enhance the program?

Greater connection and creation of EL support in CTE programs. Creation of a credit EL certificate that could codify the place of the ELIC sequence in a Guided Pathway. Greater

connection to adult schools and alignment between programs could improve transition to the college. More EL Departments across the state are creating EL versions of transfer-level English. New AB705 guidelines also recommend this. Approximately 20% of our college community and 40% of our broader community identify themselves as language learners. There is great opportunity to grow and expand English language instruction. This is especially significant in a community that has consistently shown low levels of educational attainment in comparison to the rest of California. Basic and academic language acquisition are important elements of improving the progress of the community as a whole. Many students are interested in starting small businesses. The department has developed relationships with the Career Center on campus, Stanislaus Opportunity, Small Business Development Center, and UC Venture Lab to increase student capacity in this area. More and more students are becoming comfortable with online instruction and may need online instruction to access courses and the college. Most ELIC instructors have already received professional development in online instruction, but many adjunct are interested but not able to join a cohort. There are more opportunities within the community and college for immigrants and refugees to tell their stories through a public narrative framework thereby increasing empathy and support within the community and college for language learners. There is a high correlation between student success and supplemental instruction in EL classes. More support needs to be made available in the ELIC program. We need greater connection to government agencies, such as Community Services, Workforce Investment Board, Health Services Agency, and SCOE to increase transition and partnerships between programs. Specific help and support for international students. Building the international student program can provide greater diversity to the college, and the EL Department would like a seat at the table in its development given that instructors and staff interact frequently with international students, advise the club, and have personal experiences as international students, ourselves.

External Threats

11. How are changing resources, technology, employer, or transfer requirements affecting the program's ability to serve students?

Ongoing CAEP funding to support outreach, and coordination of the ELW program and the Welcome Center is imperative. In the recent past, there have been cuts to testing services and misunderstandings among Student Services staff that no more placement is available to EL students. This has resulted in more students not having access to placement in the EL program. Given that it appears that testing services will still need to be provided for EL students in both ELW and ELIC, we need to maintain some support of the testing center on campus. Ongoing PTOL funding is imperative in supporting instruction in the ELW program. Given that our program consists of newly-arrived refugees and immigrants, the majority of our students are low income, with most making minimum wage. This impacts their ability to pay for enrollment and course materials. With Acceleration, there has been limited representation of EL in implementation and communication of GSP. English 45 is often seen as a short-cut gateway to English 100 or 101 and students are often misadvised into English 45 by counselors (see Part 7 above) while still not receiving needed language instruction only to succeed at lower rates in transfer-level English courses. With the

mandates of AB705, the EL Department strongly recommends that English 45 be eliminated or limited to only one or two sections a semester.

12. What are some current industry or disciplinary trends that could have a negative impact on the program?

Our ability to properly serve our English learner students is impacted by the AB 705 GSP requirements that improperly place students into college-level English. Support for academic English language instruction has been hampered by a lack of knowledge of language acquisition in various campus divisions resulting in mis-advising, a break in access to placement testing, understanding of student eligibility to take courses. In a small department, many faculty and staff are becoming burnt out due to the many discipline changes and demands in areas, such as acceleration, guided pathways, assessment, online education, curriculum, and meeting the needs of a stressed and needy student population.

13. What other obstacles does the program face?

The current political climate both nationally and locally is increasingly hostile toward immigrants and refugees. These trends have a direct impact on the stress levels of students and their confidence in feeling safe on campus. Such negativity also has a direct washback effect on the morale of faculty serving these students and stigma of language instruction. Many language immigrant and refugee language learners are burdened with many other responsibilities limiting their ability to focus on their education. Lack of knowledge among Student Services staff and counselors of the necessity of English language instruction in student success and EL sequences.

Goal Setting and Activities

Goals

Program Goal	Mission Alignment	Area of Focus
a. Revise curriculum and update courses in the ELIC program to increase enrollment and create streamlined access to transfer-level English including a new placement system, an ELIC 100 courses, and an ELIC program certificate	Innovative Education	Curriculum
b. In ELW, pursue the creation of a literacy course to support non-literate students in our ELW 901 courses, investigate the creation of cohort or co-requisite courses in CTE to assist language learners, as well as investigate the benefits of dividing the citizenship courses into two courses creating a certificate. Investigate the viability and demand of other ELW courses in demand by the community (e.g. English for drivers licenses)	Equity	Curriculum
c. Increase student access to support services including the	Equity	Student

Welcome Center, testing services, supplemental instruction, and create support services to increase the number of international students at the college and support the ones already here. Support

d. Increase access, student enrollment (including dual enrollment), attainment of certificates, and the reach of the EL programs in the community by maintaining coordination of the ELW program and outreach to the community through the Welcome Center Equity Student Support

e. Increase learning gains, retention, completion, persistence between levels, and throughput rates of both programs through professional development of instructors and greater coordination of student services. Values Pedagogy

Activities

Activities	In Support of Goal #	Outcome or Deliverable
1. Revise curriculum of ELIC and ELW courses	Goal #1	Increased persistence and throughput of EL students into ELIC and English programs as well as possible plan of action for creation of CTE cohort courses or partnerships
2. Explore with division deans, community agencies, and CTE faculty the possibility of language learner support courses contextualized to specific certificate programs.	Goal #2	Pilot new and supplemental courses to help language learners in English and other CTE programs, in the community, and on campus.
3. Support students in both programs with Welcome Center and other student services	Goal #3	Increase enrollment and off-site offerings and community partnerships and transition to campus course offerings in ELW and ELIC. Creation of a functional program that recruits, welcomes, and supports international students.
4. Maintain commitment to professional development for all instructors in both programs including access to DE training	Goal #5	Attendance at conferences and site visits to other programs and sharing of what was learned. Close equity gap between male and female students and increase success and throughput rates as well as learning gains
5. Increase marketing and outreach to community partners	Goal #4	Increase enrollment and off-site offerings and community partnerships and

and availability of off-site courses to high-need sites.

transition to campus course offerings in ELW and ELIC.

Resource Requests

Category	Request	Activity #	Estimated Cost
Prof. Devel.	Funding for conference attendance and site visits Stipends for OER, equity, DE, and Acceleration training.	4	14000
Equipment	Maintenance and replacement of equipment for use at off-site locations and in the Welcome Center.	7	5000
Personnel	FT Instructional assistant in the Welcome Center PT Administrative technician in Welcome Center Paid student workers during the summer and winter breaks to continue matriculation and outreach work Release time for full-time faculty member to coordinate efforts in the Welcome Center and ELW program Testing Support Services or funding to provide placement that is appropriate for EL students.	3	80000
Facilities	Funding to support childcare costs and rental of facilities at off-campus sites.	5	12000
Other	Annual funding to market/promotional materials. Funding to support food budget and materials for student events. Annual supply budget for the Welcome Center. Purchase of textbooks for loan program.	3	12000