

*TORCHLIGHTS
IN ESL*

*Five Community
College Profiles*

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PUBLISHER'S NOTES & CREDITS

TORCHLIGHTS IN ESL: Five Community College Profiles grows out of CAAL's recent two-year study of adult ESL service in community colleges. (See *PASSING THE TORCH: Strategies for Innovation in Community College ESL*, www.caalusa.org.)

As indicated in the Foreword to the earlier report, the five college programs at the heart of the study “offer high quality ESL instruction and are considered exemplary” – according to standards and criteria developed by the project and as judged by dozens of people across the country who nominated the programs for inclusion in the study. CAAL promised in *PASSING THE TORCH* that it would publish detailed profiles of the programs. ***TORCHLIGHTS*** makes good on that promise.

Key researchers from the main project prepared the profiles presented here. They are responsible for the contents of this publication and are named at the beginning of each of the papers. Vice President Forrest Chisman (who directed the two-year study) coordinated the spin-off work and did the lion's share of editing.

TORCHLIGHTS is intended as a supplement to the main study report. It will be most useful if read in conjunction with that document. The research project itself examined a variety of innovative and successful programs and strategies used in the institutions – considered in terms of learning gains, student retention, and transitions to further education. It paid particular attention to high intensity instruction, learning outside the classroom, and the use of “learner-centered thematic” curricula. Other aspects of service considered were curricular integration, co-enrollment, vocational ESL (VESL) programs, and the Spanish GED. Faculty training, development, and quality were examined as well – and guidance was given on “engineering innovation” in community college ESL. A major section of the main report deals with costs and funding issues.

TORCHLIGHTS gives an in-depth picture of programs at the colleges listed below. CAAL and the authors hope the publication will be helpful to those who design and operate community college ESL programs and to policy makers and funding agents as well.

College Profile 1: Bunker Hill Community College, MA (pp. 1-1 to 1-24)

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This publication is available in PDF format from the CAAL web site. It may be purchased as a bound document directly from CAAL (\$25 plus postage, bheitner@caalusa.org for instructions).

College Profile 1: Adult ESL in the Community College
A Project of the Council for Advancement of Adult Literacy

BUNKER HILL COMMUNITY COLLEGE

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A. THE COLLEGE & ITS STUDENTS

1. The College

Bunker Hill Community College (BHCC) is located in Boston, Massachusetts, a diverse city of 600,000. BHCC has two primary campuses, the main college campus located in Charlestown and a smaller campus in Chelsea, both of which offer credit and noncredit courses. BHCC also has several satellite branches in the various neighboring cities, including Somerville, Cambridge, and Revere, and also in Boston's Chinatown and South End neighborhoods.

In addition, BHCC operates three alternative educational departments to better meet the needs of the Boston community. First, BHCC's Workforce Development Center sponsors many nontraditional training programs for employees of businesses and other organizations in a variety of specialties, such as basic workplace skills and Workplace English as a Second Language. Second, BHCC provides computer-based assessments and training courses at its state-of-the-art ACT training center. Finally, BHCC offers a wide variety of noncredit courses and certificate programs through its Community Education Department.

For the 2003-2004 academic year, BHCC enrolled 14,705 students in its credit and noncredit courses (unduplicated). There were 11,673 students that year enrolled in credit courses, and 3,295 in noncredit courses, with 263 of those duplicated in the credit program. Out of the 7821 students who were enrolled at BHCC during the fall of 2004, approximately 65 percent (3,353) were associate degree-seeking students and 4 percent (324) were certificate-seeking students. The remaining 31 percent (2,456) were non-degree-seeking students.

[**Authors' Note:** The authors wish to thank several members of the Bunker Hill Community College community for their invaluable contributions to this report. They are: Toni F. Borge (Adult Education and Transitions Program Director), Sofya Mitelman (Systems Analyst, Office of Institutional Effectiveness), and Allesandro G. Massaro (Professor and Program Chair of ESL).]

2. Students

BHCC serves a highly diverse community. Nearly 50 percent of the Boston population is nonwhite, with the largest minority groups being African-American/Black (25 percent), Latino (14 percent), and Asian (7.5 percent).¹ Additionally, nearly 25 percent of the Boston population speaks a language other than English at home.² In addition to immigrants from Central and South America, Boston has significant pockets of immigrants from Southeast Asia (including Vietnamese, Cambodians, Hmong, Laotians, Thai, and Chinese) as well as from Cape Verde and Haiti.

This diversity is reflected in BHCC's student population. In the fall 2004 semester, approximately 25 percent of the BHCC student population was Black, 14 percent was Latino, and 16 percent was Asian. BHCC students came from 93 different countries.

B. ESL PROGRAMS OFFERED

Bunker Hill has a wide variety of credit and noncredit ESL offerings, which are provided by five main programs:

- *English as a Second Language (ESL)* – credit ESL, a program that provides ESL courses (such as Academic Note Taking, Speaking, Reading, and Writing courses) that prepare students for academic studies as well as ESL courses specifically paired with other subject areas (such as Computer Learning and Psychology),
- *Basic English as a Second Language (BSL)*, a fee-based noncredit ESL program managed by the college's Community Education Department,
- *English for Speakers of Other Languages (ESOL)*, a grant-funded ESL program managed by the college's Adult Basic Education Department,
- *Workplace English as a Second Language*, ESL courses offered on a contractual basis to individual businesses and tailored to their specific needs, managed by the college's Workforce Development Center,
- *Web-based ESL courses*, offered through the college's Advanced Computer Technology (ACT) Center.

The following table (also included in Appendix I as Table 1) lists each ESL program and its approximate enrollment for the 2004-2005 academic year:

¹ Boston City, Massachusetts Statistics and Demographics (US Census 2000). Retrieved 13 May 2006, from <http://boston.areconnect.com/statistics.htm>.

² Dwellings: Housing and Community Statistics in Boston, MA. Retrieved 14 May 2006, from <http://www.dwellings.com/dw/pages/boston.html>.

Enrollment for Credit ESL, Noncredit BSL, ESOL, Workplace English as a Second Language, and Web-based ESL Courses in the 2004-2005 Academic Year

ESL Program	Number of Students (unduplicated)	Location Offered
Credit English as a Second Language Programs (ESL)	1,216	Charlestown campus Chelsea campus
Basic English as a Second Language (BSL)	874	Charlestown campus Chelsea campus
Adult Education English for Speakers of Other Languages (ESOL)	330	Chelsea campus Community-based organizations
Workplace English as a Second Language	228	Local businesses and organizations
Web-based ESL courses	N/A	ACT Center (Charlestown campus)

Of these programs, BHCC’s two primary noncredit ESL programs, BSL and ESOL, will be highlighted in this report. These two programs offer courses three semesters a year (Fall, Spring, and Summer), with the Fall and Spring semesters lasting 16-17 weeks and the Summer semester lasting 9 weeks. The courses in each of these programs are offered at a variety of times and days, including some weekends. BSL courses meet for 2.5 hours a week during the Spring and Fall semesters and 4.5 hours a week during the Summer, while ESOL courses meet for 6 hours a week regardless of semester. Both programs focus on the development of students’ English language reading, writing, speaking, and listening skills. Students who are enrolled in these two programs are considered to be BHCC students and have full student privileges, such as computer lab access and BHCC student identification cards.

C. NONCREDIT ESL PROGRAM CHARACTERISTICS

1. Differences Among Programs

BHCC’s two primary noncredit ESL courses differ in several important respects:

- **Administration:** The BSL program is managed by BHCC’s Community Education Division. ESOL is managed by the Division of Developmental Learning and Academic Support.
- **Funding:** BSL is funded by fees. ESOL is grant-funded.
- **Fees:** BSL courses cost \$187 per course per semester plus books.³ ESOL courses and books are free.
- **Class placement:** BSL students are assessed at BHCC’s Assessment center. The staff of the ESOL program assesses its students.
- **Skill assessment:** Both programs use the REEP writing rubric as their primary assessment instrument, but the other assessment instruments used by the two programs differ. The BSL program uses the Accuplacer Computerized Placement Test (CPT), the LOEP reading assessment, and tests designed by Assessment Center specialists. The ESOL program uses the BEST Plus and the Comprehensive English Language Test (CELT) to assess students’ skills.

³ This fee is much lower than the \$300 fee for a credit ESL course. However, because BSL is noncredit, students are not eligible for financial aid.

- **Use of standardized assessments:** BSL students are assessed with standardized tests only when entering the program; students are not retested unless they advance to the credit ESL program. ESOL students are assessed three times a year.
- **Grading and advancement:** BSL students receive a letter grade at the end of the semester and must receive a passing grade to advance to a higher-level BSL course. ESOL students do not receive grades. Their advancement to higher-level ESOL courses is based on their test scores and their teachers' recommendations.
- **Course levels:** While both programs use the REEP writing rubric to assess student skills, BSL and ESOL courses are divided at different REEP levels. ESOL courses cover higher-level REEP skills that are not covered in BSL courses (see Table 2 in the Appendix). If BSL students have higher-level REEP skills, they are referred to the credit ESL program.

2. Noncredit BSL Program

BHCC's BSL program was originally developed in 1986. Before that time, the college offered only academic (credit) ESL courses. No noncredit or basic ESL courses were offered. The program developed because the ESL faculty was concerned about the low reading and writing skills of many credit ESL students and about the fact that many students enrolled in credit ESL did not have the academic goals that program is designed to serve.

Courses. BSL courses are offered at both BHCC's Charlestown and Chelsea campuses. As indicated in Table 3 (see Appendix), the BSL program has four main levels of course offerings. With the exception of the lowest level (Basic Language and Literacy/BLL-001), which is an introduction to all skill areas, two courses are offered at each level. These courses are divided by skill focus. One course at each level focuses on developing students' English speaking and listening skills, and the other course at each level focuses on developing students' English reading and writing skills. Each course costs \$187 per semester, and students may only enter the course at the beginning of each semester (Fall, Spring, and Summer). There are no waiting lists. The courses meet 2.5 hours per week during the 16-week Fall and Spring semesters, and 4.5 hours per week during the 9-week Summer semester, for a total of approximately 40 hours of instruction per semester. The typical class size of BSL courses is 20 students.

As summarized in Table 3 and Table 4 in the Appendix, BSL Speaking/Listening courses tend to have slightly higher enrollments than BSL Reading/Writing courses. Furthermore, more students take higher-level BSL courses than lower level BSL courses.

The levels of instruction in BSL courses are designed to articulate with students' performance on the REEP writing assessment and with the credit ESL program. Although the REEP rubric is primarily intended to analyze the writing abilities of students, both the BSL Speaking/Listening and Reading/Writing courses are designed around performance measures that the ESL faculty believe reflect the levels of other English language skills that correspond to each level of ability measured by the REEP. The BSL program uses a variety of instructional materials (see Tables 5 and 6 in the Appendix). The program's curriculum is summarized below:

- **BSL level 0 and BSL level I:** For students with REEP scores below 2.0. Students at these levels work on the mastery of limited speaking and reading comprehension. Very basic to

beginning literacy materials are used in these classes, and there is an emphasis on following basic oral instructions and on practicing basic conversational skills.

- **BSL level II:** For students who score 2.0-2.4 on the REEP. Students demonstrate their understanding by answering comprehension questions in sentences (orally and written) and develop short written passages using Beginning to High Beginning reading materials.
- **BSL level III:** For students who score 2.4-2.8 on the REEP. Students demonstrate higher-level comprehension skills such as recognition of argument, style, and voice in both oral discussion and short written passages. At this level students make use of High Beginning to Low Intermediate reading materials and demonstrate oral communication at these levels.

Students who score above 2.8 on the REEP are advised to enroll in the credit ESL program and are not eligible to take BSL courses. While students must be assessed with the REEP when they initially enroll in the BSL program, they are not retested by the REEP or any other standardized test when advancing to a higher-level BSL course. Instead, students advance to higher-level BSL courses if they receive a passing grade in their current course level.

Placement. All students who wish to enroll in BSL courses are required to take assessment tests at the College's Assessment Center. For credit ESL and for BSL, the placement tests are the Accuplacer Computerized Placement Test (CPT), the LOEP reading assessment, and a short written assignment that is graded using the REEP rubric. Because individuals who are placed in BSL classes generally have very low English reading and writing skills, they generally do not take the CPT or the LOEP reading assessments. Students with very low-level skills take short, paper-and-pencil tests that were designed by assessment specialists; students with higher-level skills are tested with the REEP. No formal listening or speaking assessment is currently being used, although the ESL faculty is developing measures of these skills.

3. Adult Education ESOL

The College's Adult Education Program manages the ESOL program. The program was originally developed in 1995 in order to better serve the needs of the primarily Spanish-speaking community in Chelsea. The dean who obtained the initial grant that supports the program also developed the original curriculum. Now, however, the ESOL program follows the Massachusetts Adult ESOL Curriculum Frameworks, a set of seven strands aimed at improving ESL speakers' English proficiency.

Courses. ESOL courses are offered at BHCC's Chelsea campus and at local community-based organizations in the Chelsea area. There is no charge for the courses because the program is grant-funded. Students attend courses on the same semester schedule as the rest of the college; however, their hours of attendance are different. Each ESOL class meets for 3 hours twice a week, for a total of 6 hours of instructional time each week. Students receive 96 hours of instruction in the Fall and Spring semesters and 54 hours in the Summer semester. The typical class size of ESOL courses is 20 students. As indicated above, the ESOL program has lower enrollments than does the BSL program (330 per year for ESOL as opposed to 874 per year for BSL in 2004-2005).

The ESOL program has four levels of courses. These levels are designed to fit into the Massachusetts Department of Education's Student Performance Levels (SPL) for listening, speaking, reading, and writing and the National Reporting System (NRS) levels for ESL. Each of the ESOL courses also corresponds to a range of scores on the Comprehensive English Language Test (CELT). The correspondence between these levels is summarized in Table 8 in the Appendix. Slightly fewer students took the highest level ESOL IV class than took the three lower-level ESOL courses. (See Appendix Table 7.)

As required by the Massachusetts Department of Education, students are assessed three times a year in the ESOL program in order to evaluate their learning gains. The ESOL program uses two assessment instruments required by the state for this purpose: (1) the BEST Plus to assess speaking and listening proficiency (ESOL Level I-II) and (2) the REEP writing rubric to assess writing proficiency (ESOL Levels II-IV). While there are no cutoff scores on these tests for movement between different levels of ESOL, students are generally moved to a higher level ESOL class if they score within the range for that class and if their teacher recommends this transition. The REEP score ranges for each ESOL course level are summarized in Table 8 in the Appendix.

The levels of instruction in ESOL courses are designed to help develop students' English skills over a number of stages. As can be seen by the comparison of REEP scores for BSL and ESOL courses in Appendix Table 2, ESOL courses cover a wider range of skill development than do BSL courses. This is primarily due to the fact that ESOL courses are designed to articulate with the college's English GED program, so that students who complete the highest level of ESOL (ESOL IV) are ready to advance to English pre-GED courses.

As noted above, the ESOL curriculum is based on the Massachusetts Department of Education's Curriculum Frameworks. The Frameworks consist of seven interrelated learning strands including: (1) Listening, (2) Speaking, (3) Reading, (4) Writing, (5) Intercultural Knowledge and Skills, (6) Navigating Systems, and (7) Developing Strategies and Resources for Learning. The first four strands (Listening, Speaking, Reading, and Writing) have specific benchmarks against which students' skills are compared. The final three strands do not have specific benchmarks. These are considered the key life and learning skills around which reading, writing, listening, and speaking are developed.

The Massachusetts Department of Education's Curriculum Frameworks lay out different benchmarks for student learning at six different levels. The levels and curricula correlated with these benchmarks in the BHCC's ESOL program are as follows:

- **ESOL I (Beginning ESL Literacy):** Students at this level work on speaking and reading simple words and phrases, understanding single words and simple sentences when spoken, and basic word and sentence construction with very basic to beginning literacy materials.
- **ESOL II (Beginning ESL):** Students at this level work on speaking and reading simple sentences with simplified or adapted text, understanding short paragraphs or simple one-step spoken directions, and sentence and short paragraph construction with beginning literacy materials.

- **ESOL III** (Low Intermediate ESL): Students demonstrate their understanding by answering comprehension questions in sentences (orally and written) and develop sequenced writing. They use intermediate reading materials and practice speaking/listening skills at that level.
- **ESOL IV** (High Intermediate ESL): Students demonstrate higher-level comprehension skills such as recognition of argument, style, and voice in both oral discussion and short written passages.

In ESOL I and II, instructors use *Weaving It Together*, Book 1 (and tape) and *The New Grammar in Action* Book 1 (and tape.) In ESOL III and IV, instructors use *Weaving It Together*, Book 2 (and tape) and *The New Grammar in Action* Book 2 (and tape.)

Placement. Adult Education faculty and staff assess students who wish to enroll in the ESOL program. The ESOL program uses the Comprehensive English Language Test (CELT) to assess students' skills for class placement. Students are either placed in ESOL I (CELT score: 0-28), ESOL II (CELT score: 29-50), ESOL III (CELT score: 51-64), or ESOL IV (CELT score: 65+). (For clarity, see Appendix Table 8).

After students are assessed, most are placed on a waiting list to enter ESOL classes. Currently, there is a long waiting list for this program. There were 753 people waiting for ESOL classes in Spring 2005 (more than twice the number enrolled in the previous academic year). The ESOL program is an open exit/open entry program, meaning that students may be enrolled from the waiting list during the semester if a slot becomes available.

4. Other ESL Offerings

In addition to the noncredit BSL program and ESOL, BHCC offers the following two less-traditional ESL programs. Each of these programs is individually tailored to the needs of a client and thus has a less standardized curricula than programs described above.

ACT Online ESL Courses. As mentioned above, BHCC offers web-based ESL courses to individuals and businesses through its ACT Online center. These courses are not heavily utilized at this time. They had only two enrollees during the 2003-2004 academic year. Individuals may use the program by coming to the ACT Center and signing up to take a course. Additionally, businesses may sign up to use the lab in order to provide ESL training for their employees. Finally, the ESL program can be transmitted online to companies on an as-needed basis.

Individuals who enroll in an ESL online course are not considered traditional BHCC students and do not receive the same privileges as other students such as ID cards and library access. Similarly, none of the traditional program management protocols (such as assessment, specified meeting times, and measurement of learning gains) are in place for this program.

Workplace English as a Second Language. The Workplace English as a Second Language (WESL) program is one of the many training and development programs managed by the Workforce Development Center at BHCC. Like the Center's other workforce training programs, the WESL program adopts a business-oriented approach to language instruction. The Workforce

Development Center seeks contracts from businesses and other organizations to develop and provide ESL instruction tailored to each client's needs. As a result, the WESL program does not provide traditional academic classes. Classes are developed on a case-by-case basis.

In the 2004-2005 academic year, the WESL program served 288 students. They made up approximately 10 percent of Workforce Development's overall enrollment. Individuals participating in the WESL program are not considered traditional BHCC students and do not receive the same privileges as other students, such as ID cards and library access. Similarly, none of the traditional program management protocols (such as assessment, specified meeting times, and measurement of learning gains) are in place for this program.

D. SPECIAL FEATURES

In addition to these noncredit ESL offerings, BHCC offers several other programs for students with limited English proficiency. Although these programs do not follow a traditional ESL curriculum, they help students to develop literacy and academic skills that may benefit them both at work and in further education.

1. Transitions to College

The Transitions to College (Transitions) program is managed by the college's Adult Education program. Transitions to College was developed in the year 2000 to better prepare GED recipients for entering college. The program is grant-funded by the Massachusetts Department of Education. It was designed to mirror the lowest level developmental education reading (RDG-090), writing (ENG-090), and math (MAT-090) courses offered for credit at BHCC. Unlike the credit developmental education courses, the Transitions course series is noncredit, and it does not charge fees.

Placement. Students must be GED recipients or they must have a high school credential from their native country and have attended a state funded Adult Education program in order to enroll in the Transitions program. The Transitions to College program primarily serves an ESL population because the majority of BHCC's GED students are from non-English-speaking backgrounds. Students are placed in the program using the TABE and Accuplacer Computerized Placement Test (CPT). Students must score a minimum of 6.0 on the TABE in order to show they are proficient in English. Additionally, they must score 60 or below on the CPT (the cutoff score for placement in BHCC's developmental courses).

Courses. BHCC offers three different Transitions to College courses: Transitions to College Reading and Writing, Transitions to College Math, and a Transitions to College Seminar. The Math class is held on Mondays, the Reading and Writing class is held on Wednesdays, and the Seminar is held on Thursdays. All of the courses meet from 6 to 9 p.m.

Although each Transitions teacher develops his or her own syllabus for the course, the curricula for the Reading/Writing and Math courses resemble the curricula of the college's developmental education reading, writing, and math courses. Teachers in the Transitions program use the same textbooks as those used in the developmental education courses and attempt to keep their courses

on the same level as those courses. However, unlike students in the for-credit developmental courses, students in the Transitions program are not graded at the end of the semester. Instead, Transitions students must retake the TABE and the CPT and score higher on these assessments to show progress. Students may opt out of taking the Reading/Writing or Math courses if they score above the 60-point cutoff score for these skills on the CPT.

Unlike the Reading/Writing and Math courses, the Transitions Seminar is required of all Transitions students regardless of their academic skills. The purpose of the Transitions Seminar is to introduce students to what will be expected of them when they enter college. Students discuss topics such as reentering school as an adult, what to expect in college, how and when to study, note taking, test taking, and learning styles.

Students. There are slots for 15 students in each of the three Transitions courses, and students may take anywhere from one to three classes. In the fall of 2005, there were 15 students enrolled in the Transitions Seminar, 12 students enrolled in the Math course, and 12 students enrolled in the Reading/Writing course. Students enter the program as other students complete the program. More females than males take Transitions classes. A majority of students are nonwhite (87 percent) and Spanish is the native language of a majority of students (62 percent).

2. Spanish Literacy and Spanish GED

Like the Transitions Program, the Spanish Literacy and Spanish GED programs are managed by the Adult Education program. The Spanish Literacy and Spanish GED programs began in 1995 to serve those members of Chelsea's majority Latino population who lacked native literacy skills and high school credentials. While not focusing on English as a Second Language, these programs are designed to help Spanish speakers develop their literacy and academic skills so that they can further their opportunities in this country. Both Spanish GED and Spanish Literacy are grant-funded programs that are supported financially by the Massachusetts Department of Education.

Courses. Spanish Literacy and Spanish GED classes are held at the Chelsea campus and at Centro Latino and Roca, Inc., community-based organizations in Chelsea. Classes are held on a variety of days and times throughout the week (see Table 9 in the Appendix for more detail).

Instruction in the Spanish GED classes is based on the Massachusetts Curriculum Frameworks, which document specific learning goals and tasks based on students' skill levels in five subject areas, including English Language Arts, Social Studies and History, Math, and Science and Technology. Because the Spanish GED test is a translation of the English GED test, the learning components for each of these areas is the same for both Spanish GED and English GED students.⁴ At BHCC, Spanish GED courses are divided into two levels, GED I (6th-8th grade skill range) and GED II (9th-12th grade skill range).

Only one level of Spanish Literacy courses is offered at this time. The goals of the Spanish Literacy program are also based on the Massachusetts Curriculum Frameworks, although the focus for this program is more on helping students build a structural knowledge of the Spanish

⁴ Like the English language GED test, the Spanish GED test has been developed by the GED Testing Service.

language that will facilitate transfer to English learning. These classes focus on developing students' grammar, knowledge of text structures (in both reading and writing), and vocabulary.

Students in the Spanish GED and Spanish Literacy courses are assessed three times a year. The Spanish TABE is used to assess Spanish GED students' math, comprehension, and grammar skills. Students are moved from the lower GED I class to the GED II if they score above 8.9 on the TABE. Spanish Literacy students can transition into Spanish GED courses or ESOL courses once they have developed Spanish literacy skills to warrant this shift.

Placement. Students are placed in the Spanish Literacy and Spanish GED programs through the use of in-house Spanish Literacy assessment and the Spanish TABE. In-house Spanish literacy assessments are administered to students who have low literacy skills. These assessments identify students' ability to read and write letters, words, and sentences. The Spanish TABE is administered to students who are literate in Spanish. Depending on the results of this assessment, students are placed in either the GED I (8.9 or below) or GED II class (9.0 or above).

Students. Approximately 100 students are enrolled in Spanish GED classes and 16 students are enrolled in Spanish Literacy classes during any given semester. Most of the students in these courses came from countries in Central and South America. Both of these programs have waiting lists.

3. The Use of the REEP Rubric in ESL Programs

The REEP writing rubric plays an important role at BHCC, because it is used in some way by all of the college's major ESL programs. BHCC's credit ESL, BSL, and ESOL programs all use the REEP rubric to perform essential management and instructional functions – such as placement, monitoring the progress of students, and reporting program outcomes. In addition, the REEP rubric has been a major component in the design of the BSL curriculum. Because of its extensive use at BHCC, the REEP effectively provides the college's ESL faculty with common language and set of understandings for discussing a wide range of issues related to English language proficiency, and by doing so it helps to knit together the college's disparate ESL programs.

Because of REEP's importance in program management and instruction, the credit ESL and BSL programs offer specialized training for new teachers in how to use this assessment. As of fall 2005, approximately 55 to 60 ESL and BSL faculty had been trained in the use of REEP.

E. USE OF TECHNOLOGY

1. Language Lab

Starting in the fall of 2005, BHCC developed a language lab to better serve the needs of its language minority students as well as English-speaking students who are learning foreign languages. Although in its infancy, this lab consists of approximately 10 computers with specialized language software such as Focus on Grammar, American Accent, Perfect Copy, and many others. The computers are also equipped with voice recognition software that allows

students to receive tutoring on pronunciation and reading. Specialized tutors and technology assistance are also available to help students access and understand the programs available.

2. IBM Reading Recognition and Write:OutLoud Programs

In 2004, the Adult Education Department received a special grant from the IBM Corporation to utilize the IBM Reading Recognition and Write:OutLoud computer programs. These programs are now available on all of the computers in BHCC's Chelsea campus computer lab. The IBM programs use interactive computer software to support the development of English speaking, listening, reading, and writing skills, although they do so in somewhat different ways.

The IBM Reading Recognition program primarily supports the development of reading, speaking, and listening skills. It contains 73 short reading lessons at different levels of ability and provides users with different amounts of support. After the user selects a lesson, a page of text appears on the computer screen. Depending on the amount of reading support that is chosen, the page is either read aloud to the user by speech generation software, or the user can begin reading the passage aloud. The program allows individual words or sentences as well as full phrases or paragraphs to be read aloud. If the user mispronounces a word, voice recognition software in the program recognizes this. The program will then read the word aloud and prompt the user to repeat missed words after the passage is completed. Users may also have the program repeat their reading of the text, so that they can monitor their own reading, speaking, and pronunciation. At the end of each page, users are prompted to move to the next page until they have reached the conclusion of the lesson. At the end of each lesson, a short set of comprehension questions is provided. Users may respond orally and have their answers recorded before the program determines the accuracy of their responses.

The Write:OutLoud program primarily supports the development of writing, speaking and listening skills. Users of this program type various kinds of text (from single words and sentences to paragraphs, letters, and other longer passages) into the computer. As the user types, the program uses speech generation software to read aloud the text that is being entered. The system can be set to read back the text as individual letter sounds, words, sentences, or paragraphs. The program also edits the text that has been entered. Users can choose from 17 different editing options – ranging from checking the text font to checking grammar, spelling and meaning. These functions allow the program to fit a multitude of skill levels. Students in beginning ESOL courses can work on letter-sound correspondence, while more advanced students can work on the improving longer phrases and paragraphs.

The IBM Reading Recognition and Write:OutLoud programs represent a major technological advance in helping to support the development of English language skills. The programs provide users with immediate feedback on their proficiency in the full range of ESL skills and allow students to receive highly individualized attention. As a result, they provide an easy way for students to practice and review their English skills during class sessions or on their own time. During the 2004-2005 academic year, approximately one third of ESOL students made use of the IBM programs.

3. Other Technology Applications

Passkey. In addition to the IBM Reading Recognition and Write:OutLoud programs, the ESOL and Transition programs make use of the Passkey program. ESOL instructors spend approximately 1.5 of their 6 classroom hours using Passkey for classroom instruction. ESOL students may also use this program on their own time. The Transitions program utilizes the Passkey program as a preparation tool. Students who are on the waiting list for Transitions are encouraged to use the Passkey program to further develop their reading, writing, and math skills. Transitions instructors generally assign a group of 24 lessons (8 lessons each in math, reading, and writing) that are tailored to each student's individual skill levels. The Passkey program tracks students' skills and performance so that the Transitions instructors can pinpoint specific troubles individual students are having. In fall of 2005, approximately 20 individuals preparing for the Transitions program were using the Passkey program.

Center for Self-Directed Learning. Many ESL and BSL instructors use ESL software in BHCC's Center for Self-Directed Learning (CSDL). The CSDL has ESL learning resources that are similar to those in the Language Lab, and these programs are often used to supplement students' reading, writing, speaking, and listening instruction. Additionally, many ESL and BSL instructors require students to utilize the Internet and word processing programs available at CSDL for completing written assignments. However, the decision to use technology in the classroom is left to each individual BSL or ESL instructor. Currently, there are no mandates for its use.

Web Site. The Chair of the ESL Department at BHCC has developed a web site for credit ESL and noncredit BSL students. Students may access course syllabi, receive departmental news, and gather information about other ESL Internet resources through this web site.

E. ARTICULATION AND TRANSITIONS

As discussed above, BHCC's ESL programs are designed to articulate with each other in two main ways. First, the BSL and credit ESL program have been specifically designed to help students make smooth transitions to higher-level courses. By designing each of the BSL and ESL course levels to correspond to a particular range of REEP writing scores, the BSL and ESL courses provide a stepwise progression of skill development across seven levels. The BSL program provides the lower four course levels, and the credit ESL program provides the higher three course levels.

BHCC's Assessment Center helps students to make transitions from one BSL/ESL level to another by assessing students' skills upon their entry into the noncredit or credit programs. Based on students' performance on the REEP writing rubric and other tests such as the LOEP and the CPT, students are placed in a BSL or ESL course that corresponds to their needs. Before students can move from the highest level BSL course to credit ESL courses, they must be retested at the Assessment Center to make sure that their skill levels match that of the lowest credit ESL course.

Second, the Adult Education ESL programs—including ESOL, Spanish literacy, Spanish GED, and Transitions to College—have each been developed to provide articulated routes for students

with limited English proficiency to progress to more advanced levels of learning. The levels of instruction in the ESOL program are designed to prepare students for the Adult Education Program's English GED classes. The Transitions to College program prepares those students who pass either the Spanish or English GED both academically and personally for entry into BHCC's academic programs. Finally, if students have little to no literacy in their native language, they can enter the Spanish literacy program in order to develop their knowledge of language structures in their own language. This native literacy development is intended to help ease the transition of students into ESOL courses.

F. FACULTY

Faculty profile. The number of ESL faculty members, their required qualifications, and their pay rates differ depending on the programs in which they teach at BHCC. These differences are summarized in the table below:

Faculty Differences

Program	Number of full-time instructors	Number of part-time instructors	Required qualifications	Unionized?	Pay rate
Credit ESL	11	43	Masters in ESL or related field	Yes	FT average: \$50k + benefits Adjunct: \$2253-2727/course
BSL	0	16	Masters in ESL or related field	No but some unionized faculty may teach a course	\$1800/course
ESOL	3	6	Bachelor's degree; masters preferred	No	\$1187-2916/course

Staff development. Staff development activities differ for each of the three major ESL programs at BHCC. In the credit ESL program, faculty members attend a professional development day each fall and spring semester. Additionally, instructors are paid a stipend for teaching integrated courses (college courses integrated with ESL) and for developing new assessment tools. Furthermore, ESL faculty members participate in the design of new curricula and textbook selection.

The BSL program sponsors three major staff development activities. First, every teacher is paid to attend a training session on how to use the REEP rubric. Second, BSL faculty members attend a summer meeting, in which credit ESL and BSL faculty discuss curricular and instructional issues of their programs. Finally, the chair of the ESL Department observes the classes of BSL

faculty members at least once each year and provides them with advice on issues of concern as well as on ways they might improve their teaching.

ESOL instructors are expected to spend 2.5 percent of their time in professional development activities. This translates to approximately five days of professional development for full-time teachers each year. ESOL teachers may develop their skills through university programs or professional development workshops at SABES (the System for Adult Basic Education)—the Massachusetts Department of Education’s professional development center for adult educators. Additionally, the director of the ESOL program holds monthly meetings at which staff members share expertise and information on students’ progress.

G. MANAGEMENT

The BHCC administration and faculty strongly support the college’s ESL programs. Because its student body is drawn from more than 93 countries, BHCC recognizes that it has a sizable population with ESL needs. BHCC is committed to helping students strengthen their English language skills, and the college has demonstrated this commitment through the development of the BSL program as well as investment in ESL-related resources such as an ESL Language Lab, an ESL web site, and the purchase of numerous ESL software programs. Additionally, the status of ESL at the college is enhanced by the fact that it is recognized as a separate academic department (responsible for credit ESL and, effectively, responsible for BSL) with a department chair. Members of the department regularly collaborate with other academic faculty to consider how the ESL Department can aid students with limited English proficiency succeed in the college’s other programs.

Each of the three primary ESL programs is managed by a different department at BHCC. As noted, the credit ESL Department is an academic division. Its chair reports to the dean of arts and sciences. The BSL program has connections with both the credit ESL Department (which manages much of the curriculum and course development) and the Community Education Division (which manages much of the staff hiring and the financial aspects of the program). The ESOL program is managed by an Adult Education and Transitions program director, who also manages other ESL programs (such as Transitions to College, Spanish GED, and Spanish Literacy) as well as the college’s ABE and GED programs for native speakers of English. The program director reports to the dean of developmental learning and academic support.

H. FINANCING

The two major noncredit ESL programs at BHCC are financed by different means. Although BHCC provides classroom space for BSL classes, the BSL program is a stand-alone program with its own budget. It is not financed by the general BHCC academic budget. Instead, BSL is financially supported by student fees, which were \$187 per BSL course for the 2004-2005 academic year. The Community Education Division, which is financially responsible for BSL, is expected to at least cover the costs of the courses it offers and, ideally, to make a profit. The approximate revenue for the BSL program, based on course fees and student enrollment, for the 2004-2005 academic year was \$264,004. The BSL program paid out \$140,400 in faculty salaries during that year, leaving the program with over \$123,000 to cover other program costs and

possibly return a profit to the college. BHCC will absorb any financial shortfalls of BSL and other Community Education programs.

The ESOL program is part of the larger Adult Education Program at BHCC, which is funded through federal/state grant funds. Like the BSL program, the Adult Education ESL programs at BHCC (such as ESOL, Transitions to College, Spanish literacy, and Spanish GED) are stand-alone programs with their own budgets. Each year, the Adult Education and Transitions program director submits a proposed budget based on the estimated expenses of the college's various Adult Education programs to the Massachusetts Department of Education. In 2004-2005, the budget for the BHCC Adult Education programs was approximately \$700,000.

I. EFFECTIVENESS

1. Learning Gains

According to the ESOL program's NRS data, 62 percent of students in the program had a measurable learning gain during the 2004-2005 academic year. The ESOL program uses measures required by the Massachusetts Department of Education to determine learning gains for NRS reporting purposes. In Massachusetts, a student must show a 33-point increase on the Best Plus assessment or a .4 gain on the REEP assessment in order to be counted as having a learning gain.

The BSL program does not have a standardized measure of students' learning gains. Although students' skills are assessed through standardized measures upon their entry into the program, their learning gains are not assessed through these measures as students move through the BSL program.

However, a rough sense of learning gains in the BSL program can be gleaned from the number of students obtaining a passing grade in a BSL course each semester. Although BSL grades may not be directly comparable to test scores in the ESOL program, they indicate whether (in the judgment of faculty members) students learned enough to be qualified to take the next BSL level. As can be seen in Table 10 in the Appendix, nearly 65 percent of BSL students received a passing grade in the 2004-2005 academic year. An estimate of how these passing grades correspond to ESOL learning gains can be derived from the fact that each level of BSL is designed to serve students who would score .4 higher on the REEP rubric than students served at the preceding level. Assuming that students gain this level of proficiency when they obtain a passing grade in each level of BSL, then the percentage of students achieving a learning gain in the BSL program each year is similar to the percentage of students achieving a learning gain in the ESOL program. Thus, both of these programs can be seen as highly effective in helping students improve their English proficiency.

2. Retention

Significantly more students were retained within the ESOL program during the 2004-2005 academic year than in the BSL program. As can be seen in Table 11a in the Appendix, 42 percent of the ESOL student population attended classes for more than one semester from Fall

2004 to Summer 2005, while only 13.9 percent of BSL students attended for more than one semester.

This difference in retention rates is probably due to two factors. First, the ESOL program's smaller size and larger infrastructure for student support likely contributes to its ability to retain more students. Second, because the BSL program charges a fee, many students may be financially unable to continue taking BSL courses for more than one semester in any one year. Students may wait to take another course in a subsequent year when they are financially able to do so. This theory is supported when looking at retention over a longer period of time. An analysis of retention of BSL students from Spring 1999-Spring 2006 reveals that nearly twice as many BSL students (26.2 percent) were retained over this seven-year period as were retained in any given year. (See Table 11b in the Appendix).

The ESOL program also has higher retention rates than does BSL when looking at retention within the college as a whole (see Table 11c in the Appendix). 60.2 percent of ESOL students enrolled in more than one course at BHCC over a seven-year time period, while only 42.9 percent of BSL students enrolled in more than one BHCC course. However, when looking specifically at credit courses, more BSL students than ESOL students enrolled in a credit course over the same seven-year time period. As can be seen in Appendix Table 11c, 19.2 percent of BSL students took credit courses from Spring 1999-Spring 2006, while only 5.1 percent of ESOL students did.

3. Transitions

Transition within the noncredit BSL and ESOL programs. As can be seen in Tables 12 and 13 in the Appendix, slightly higher percentages of ESOL than BSL students transitioned to higher levels of their respective programs during the 2004-2005 academic year. While 15.2 percent of ESOL students advanced an ESOL level, only 11.8 percent of BSL students advanced a level. This difference is most pronounced at the lowest level of each program. Twenty-four percent of ESOL Level I students transitioned into the next class level, whereas only 1.9 percent of BSL Level 0 students transition to the next level. Such percentages suggest that the ESOL program is slightly more effective in helping students advance from one course level to the next in a given academic year.

These comparisons have their limitations, however. The courses in ESOL cover a broader range of skills than do the courses in BSL (see Appendix Table 2.) Thus, it is more difficult to advance one level in ESOL than in BSL. Additionally, the data cited above indicates only the number of students who advanced a level in a single year. As a result, some students who are eligible to advance a level may not be recorded, because they do not continue in the program during that year. These students may advance a level in some succeeding year.

An alternative measure of the effectiveness of ESOL and BSL in preparing students for transitions is the percentage of students in each program who are eligible to advance an additional level and may do so in some succeeding year. As noted above, 65 percent of BSL students received a passing grade in their BSL courses and were thus eligible to advance a BSL level. In the ESOL program, NRS data can be used to estimate the number of students eligible

for advancement. NRS data on the number of students completing an ESOL level are provided in Appendix Table 14. As this table shows, between 14.3 percent and 47.1 percent of ESOL learners (depending on the instructional level examined) completed one course level and were eligible to advance to the next level in FY 2005, although a smaller percentage actually advanced.

Transitions to credit ESL and college-level courses. Very few BSL or ESOL students transfer to credit ESL. As discussed above, only 19.2 percent of BSL students and 5.1 percent of ESOL students later enrolled in any credit courses at BHCC from Spring 1999-Spring 2006. However, it is interesting to note that more BSL students enrolled in credit ESL courses than did ESOL students. As can be seen in Appendix Table 15, 17.9 percent of BSL students later enrolled in a credit ESL course while only 4.2 percent of ESOL students did. Additionally, substantially more BSL students (7.0 percent) later enrolled in academic credit courses at BHCC than did ESOL students (1.7 percent). These estimates show that BSL courses may be more effective in preparing students for credit ESL and academic credit courses than are ESOL courses. Alternatively, the estimates may show that students who enroll in BSL (and are prepared to pay a fee for ESL instruction) are somewhat more motivated to both improve their English and enroll in academic programs than are students who enroll in ESOL.

APPENDIX

Table 1. Enrollment for credit ESL, noncredit BSL, ESOL, Workplace English as a Second Language, and Web-based ESL Courses in the 2004-2005 Academic Year

ESL Program	Number of Students (unduplicated)	Location Offered
Credit English as a Second Language Programs (ESL)	1,216	Charlestown campus Chelsea campus
Basic English as a Second Language (BSL)	874	Charlestown campus Chelsea campus
Adult Education English for Speakers of Other Languages (ESOL)	330	Chelsea campus Community-based organizations
Workplace English as a Second Language	N/A	Local businesses and organizations
Web-based ESL courses	N/A	ACT Center (Charlestown campus)

Table 2. The Equivalence Between Noncredit BSL, Credit ESL, and ESOL Courses Based on Students' Performance on the REEP Writing Rubric

BSL and ESL Course Levels	Average REEP Levels	ESOL Course Levels	Average REEP Levels
BSL Level 0	Less than 2.0	ESOL I	–
BSL Level I	Less than 2.0	ESOL I	–
BSL Level II	2.0-2.4	ESOL I	–
BSL Level III	2.0-2.8	ESOL II	1.3-2.6
ESL Level I	3.0-3.6	ESOL III	2.7-4.6
ESL Level II	3.8-4.4	ESOL III	
ESL Level III	4.6-5.4	ESOL IV	4.7-5.6

Table 3. Comparison of BSL Enrollments in Speaking and Listening with Enrollments in Reading and Writing for the 2004-05 Academic Year

BSL Course Level*	Speaking & Listening	Reading & Writing	Total
BSL Level I	235	185	420
BSL Level II	229	219	448
BSL Level III	251	225	476
Total	715	629	1344

*NOTE: BLL courses are excluded

Table 4. BSL Enrollment by Course and Semester for the 2004-2005 Academic Year

Course	Number of Courses Offered 2004-2005	Fall 2004	Spring 2005	Summer 2005	Total 2004-2005
BLL-001	6	–	35	33	68
Total BSL Level 0	6	0	35	33	68
BSL-001	16	118	66	51	235
BSL-002	12	89	61	35	185
Level I Total	28	207	127	86	420
BSL-005	11	98	97	34	229
BSL-006	10	67	96	56	219
Level II Total	21	165	193	90	448
BSL-008	14	109	105	37	251
BSL-009	14	101	89	35	225
Level III Total	28	210	194	72	476
Total	83	582	549	281	1412

Table 5. Recommended Materials Used in Noncredit BSL Program

BSL Course Level	Speaking and Listening	Reading and Writing
BSL Level 0	<i>(Speaking/Listening and Reading/Writing combined at this level)</i> Word by Word Picture Book Basic Grammar in Action Very Easy True Stories Picture Stories True Colors, Basic or 1 New Arrival English	
BSL Level I	Grammar in Action 1 True Colors 2 Stand Out Impact Listening 1 New Interchange Introduction	Weaving It Together 1 Collaborations Beg. 1 Day by Day English The Pizza Tastes Great Easy True Stories
BSL Level II	Grammar in Action 2 True Colors 3 Impact Listening 2 Going Places 2 New Interchange 1	Composition Practice 1 Weaving It Together 2 The Chicken Smells Good True Stories
BSL Level III	Grammar in Action 3 True Colors 4 Stand Out 3 New Interchange Book 2	Weaving It Together 3 Composition Practice Book 2 More True Stories Ready to Write Task Reading

Table 6. Materials Used in ESOL Program

ESOL Level	Materials Used (Reading/Writing and Speaking Listening is combined into one course)
ESOL I	Weaving It Together, Book 1 (and tape) The New Grammar in Action, Book1 (and tape)
ESOL II	Weaving It Together, Book1 (and tape) The New Grammar in Action, Book 1 (and tape)
ESOL III	Weaving It Together, Book 2 (and tape) The New Grammar in Action, Book 2 (and tape)
ESOL IV	Weaving It Together, Book 2 (and tape) The New Grammar in Action, Book 2 (and tape)

Table 7. ESOL Courses, Number of Courses Offered, and Enrollment by Course and Semester for 2004-2005 Academic Year (duplicated)

Course	Number of Courses Offered (per semester)	Fall 2004 Enrollment	Spring 2005 Enrollment	Summer 2005 Enrollment	Total 2004-05 Enrollment
ESOL I	2	40	59	42	141
ESOL II	2	40	60	38	138
ESOL III	2	40	45	45	130
ESOL IV	2	39	42	38	119
Total	8	159	206	163	528

Table 8. Summary of ESOL Course Levels and Correspondence with SPL Levels, NRS Level, CELT Scores, and REEP Scores

Course Level	SPL Level	NRS level	CELT score	REEP score
ESOL I	0-2	Beginning ESL Literacy/Beginning ESL	0-28	
ESOL II	3-4	Beginning ESL/Low Intermediate ESL	29-30	1.3-2.6
ESOL III	5-6	Low Intermediate ESL/High Intermediate ESL	51-64	2.7-4.6
ESOL IV	7-8	Low Advanced ESL/High Advanced ESL	65+	4.7-5.6

Table 9. Course Schedule for Spanish Literacy and Spanish GED Programs

Program	Days Offered	Times	Semesters Offered	Location Offered
Spanish literacy	Monday/ Wednesday mornings	9 am-12 pm	Fall, Spring, Summer	Centro Latino
	Monday/ Wednesday evenings	6-9 pm	Fall, Spring, Summer	Centro Latino
Spanish GED	Monday/ Wednesday mornings	10 am-1 pm	Fall, Spring, Summer	Chelsea campus
	Monday/ Wednesday evenings	6-9 pm	Fall, Spring, Summer	Chelsea campus
	Tuesday/Thursday mornings	10 am-1 pm	Fall, Spring, Summer	Chelsea campus
	Tuesday/Thursday evenings	6-9 pm	Fall, Spring, Summer	Chelsea campus
	Wednesday evening/ Saturday morning	6-9 pm/ 9 am-12 pm	Fall, Spring	Roca, Inc.

Table 10. Noncredit BSL Grade Distribution by Course for the 2004-05 Academic Year

BSL Course	Passing Grade		Failing Grade		Incomplete	Withdrew	Total Students
	Number of Students	Percentage of Students	Number of Students	Percentage of Students			
BLL	43	63%	25	37%			
BSL Level I	271	65%	147	35%	2		420
Total BSL Level II	294	66%	149	33%	1	1	448
BSL Level III	301	63%	172	36%	3		476
All BSL Levels	909	64%	493	35%	6	2	1412

Table 11a. Number of Students, Number Retained, and Percentage of Students Retained with the Noncredit BSL and ESOL Programs for the 2004-2005 Academic Year

Program	Total Number of Students	Number of Students Who Attended More than One Semester	Percent Retained
Noncredit BSL	874	121	13.9%
ESOL	330	139	42.1%

NOTE: Retention figures for these programs were obtained by estimating how many of the students enrolled in fall of 2004 took another ESOL or noncredit BSL course during the spring or summer of 2005. Note that these calculations only count students enrolled during this time period in the same program as “retained” students. Estimates that looked at multiple years of data or enrollments across multiple programs would likely reveal larger retention estimates.

Table 11b. Noncredit BSL and ESOL Students Retained Within Noncredit BSL and ESOL Programs from Spring 1999 to Spring 2006

Program	Total Number of Students	Number of Students Who Attended More Than One Semester	Percent Retained
Noncredit BSL	5,081	1,331	26.2%
ESOL	1,946	960	49.3%

Table 11c. Noncredit BSL and ESOL Students Retained Within Credit Courses and any BHCC Course for Spring 1999 to Spring 2006

Program	Total Students	Credit Courses	Percent Attended More Than One Semester	Any BHCC course	Percent Attended More than One Semester
		Total Attended More Than One Semester		Total Attended More Than One Semester	
Noncredit BSL	5,081	977	19.2%	2,181	42.9%
ESOL	1,946	100	5.1%	1,171	60.2%

Table 12. Number and Percentage of Students Who Made a Transition From One BSL Level to a Higher BSL Level in the 2004-2005 Academic Year (unduplicated)

BSL Level Transitions*	Number of Students	Percentage of all Students Who Transitioned (n = 105)	Percentage of all BSL students (n = 874)
BSL Level 0 to BSL I	2	1.9%	0.2%
BSL Level I to BSL II	44	41.9%	5.0%
BSL Level I to BSL III	3	2.9%	0.3%
BSL Level II to BSL III	49	46.7%	5.6%
BSL Level I to BSL II to BSL III	7	6.7%	0.8%
Total BSL students who transitioned one level	105	100%	11.8%

* BSL Levels: Level 0 = BLL-001
 Level I = BSL-001 and BSL-002
 Level II = BSL-005 and BSL-006
 Level III = BSL-008 and BSL-009

Table 13. Number and Percentage of ESOL Students Who Made a Transition From One ESOL Level to a Higher ESOL Level in 2004-2005 Academic Year

ESOL Courses Taken	Number of Students	Percentage of all Students Who Transitioned (n = 50)	Percentage of all ESOL students (n =330)
ESOL I to ESOL II	12	24%	3.6%
ESOL I to ESOL III	1	2%	0.3%
ESOL II to ESOL III	19	38%	5.8%
ESOL III to ESOL IV	18	36%	5.5%
Total ESOL students who transitioned one level	50	100%	15.2%

Table 14. Number of ESOL Students Enrolled, Hours Attended, Completed a NRS Level, Advanced a NRS Level, Left the Program Before Completing, Remaining in a NRS Level, and Percentage Completing a NRS Level (Federal Table 4)

Educational Gains and Attendance by Educational Functioning Level
Fiscal Year 2005

Entering Educational Level	Total Number Enrolled	Total Attendance Hours	Number Completed Level	Number Completed a Level and Advanced One or More Levels	Number Separated Before Completed	Number Remaining within Level	Percentage Completing Level
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
ESL Beginning Literacy	38	3,722.5	5	5	17	16	13.2%
ESL Beginning	87	11,521.5	41	39	33	13	47.1%
ESL Intermediate Low	84	10,252	22	18	38	24	26.2%
ESL Intermediate High	35	4,739	5	3	18	12	14.3%
ESL Low Advanced	6	593.5	0	0	5	1	0%
ESL High Advanced	3	159	0	0	2	1	0%
Total	462	54,982	152	134	221	89	32.9%

Table 15. Number and Percentage of Noncredit BSL and ESOL Students Who Enrolled in Credit ESL Courses at BHCC from Fall 1999 to Spring 2006

Program	Total Number of Students	Number of Students Who Took Credit ESL	Percent of Students Who Took Credit ESL	Number of Students Who Took College-level Courses	Percent of Students Who Took College-level Courses
Noncredit BSL	5,081	908	17.9%	357	7.0%
ESOL	1,946	82	4.2%	34	1.7%

*College Profile 2: Adult ESL in the Community College
A Project of the Council for Advancement of Adult Literacy*

CITY COLLEGE OF SAN FRANCISCO

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A. THE COLLEGE & ITS STUDENTS

1. The College¹

The college is situated in San Francisco, the fourth largest city in California, with a population of nearly 800,000 residents that expands to over a million during the day when including the daytime commuters into the city. It is a diverse city with substantial Asian/Pacific Islander (33 percent) and Hispanic/ Latino (15 percent) populations. It is also a graying city with a median population age approaching 45 (California's median is 33.) Legal immigration to the city has been decreasing since 1991.

In 2003, the median family income was \$67,809, while the mean was \$90,771. Eighty-five percent had graduated from high school, and most of those had attained a BA at a minimum. Thus, the community overall is relatively affluent and well educated. However, there is significant poverty and undereducation among the population. Seventeen percent of the city's families survived on less than \$25,000 a year in 2003. Of the residents aged 25 and over (576,987), nearly 100,000 had not attained a high school diploma.

The college offers 130 certificate programs, 34 awards of achievement, and 11 majors at twelve principal locations in San Francisco and hundreds of outside locations throughout the city in order to achieve its vision to reach out to all neighborhoods, ethnic populations and economic segments of the city.

2. Students

The college served 47,244 credit and 45,562 noncredit students in 2004-2005. CCSF has the highest participation rate of any community college in the state; one out of every twelve adults in San Francisco enrolls in one or more of the College's programs. About 80 percent of CCSF students are from San Francisco; most of the rest commute to San

¹ City College of San Francisco, Institutional Self-Study for Reaffirmation of Accreditation, Spring 2006.

San Francisco from surrounding counties. The demographic profile of both credit and noncredit students reflects the broad diversity of San Francisco. Students of Asian and Pacific Islander backgrounds represent more than 30 percent of credit and more than 40 percent of noncredit enrollments; Latino/Hispanic students represent 15 percent of credit and 29 percent of noncredit enrollments. White/Non-Hispanic students are 28 percent of credit and 14 percent of noncredit students. In 2003-2004, 56 percent of credit students were female and 43 percent male. Forty-nine percent of noncredit students were female, 36 percent male (15 percent were unknown). The average age of CCSF students was 33, slightly younger for credit and older for noncredit students. CCSF's noncredit programs play a significant role in enabling students to attain their goals.

In 2004-2005, 30 percent of credit students had prior noncredit enrollment. A significant number of new first-time credit students who take the matriculation placement tests place into precollegiate level Mathematics and English courses. In 2004, of the students taking the placement exams, 80.2 percent placed into at least one precollegiate course. An increasing number of students receive financial aid; there were nearly 14,000 financial aid recipients in 2004-2005.

In 2004-2005, 1,236 students obtained a degree and 1,474 obtained a certificate. In that same year, 1,403 transferred to the University of California or California State University. Another 4,436 transferred to other public colleges, both in and out of state, and 657 transferred to private colleges, both in and out of state.²

ESL is the largest department at CCSF. The total number of noncredit ESL students at San Francisco in Fall 2004 was 19,221; the total number of credit ESL students was 3,281 of which 418 were foreign students. Among the noncredit students that Fall, 53 percent were Asian, mostly Chinese, 30 percent were Hispanic, and 17 percent were other, including a Russian cohort. Among credit students, 70 percent were Asian, mostly Chinese, 16 percent were Hispanic, 3 percent were Filipino, and 11 percent were other, including a Russian cohort.³

There is no data on the percentage of Generation 1.5 students taking ESL but it is estimated to be negligible.⁴ It is likely that most Generation 1.5 students take the credit English Placement Test rather than the credit ESL placement test and go into regular English classes. As a result, they merge with students for whom English is a native language—unless they are identified through the testing process or by their English teacher as needing continued second language instruction and are referred to the ESL Department.

² City College of San Francisco Institutional Self-Study for Reaffirmation of Accreditation, Spring 2006.

³ City College of San Francisco Office of Research, Planning and Grants.

⁴ "Generation 1.5 students" are nonnative English language students who have had most of their education in the United States and graduated from American high schools, but who still need additional English instruction (often in writing) to succeed in postsecondary education.

B. ESL PROGRAMS OFFERED

CCSF's mission statement includes ESL as one of the eight major educational programs and services that the college provides to serve the needs of the diverse community. The following programs are offered:

- *Noncredit ESL.* The noncredit ESL program offers 10 levels of instruction, (from Literacy to Low Advanced, using California Adult ESL Model Standards level designations.⁵) The curriculum focuses on life skills (See “Noncredit ESL Program Characteristics” below for details on the types of courses offered). Courses are offered through eight college campuses in various neighborhoods in the city. Predictably, the largest noncredit ESL programs are at the Chinatown/North Beach and Mission campuses in neighborhoods where significant numbers of immigrant families of modest means reside. In fall 2005, the noncredit program offered 542 sections of 79 courses. CCSF served 19,221 students during fall 2004 in the noncredit ESL program.
- *Credit ESL.* The credit ESL program offers seven levels of English for Academic Purposes courses (High Beginning to Superior, using California Pathways level designations.⁶) and as of fall 2006, English for Health Professionals courses. Courses are mostly offered at Ocean campus, where most CCSF credit programs are offered, with a few credit ESL courses being offered at two other campuses. In fall 2005, 172 sections of 18 courses were offered. Students are required to take the reading/writing/grammar courses and, depending on which level they place into, may also be required to take listening/speaking courses. Elective courses are offered in pronunciation, accent improvement, advanced speaking and pronunciation, listening and reading, intermediate and advanced editing and grammar review.

Students who place below the lowest credit level are referred to the noncredit program. The highest-level composition course, ESL 170, meets the college's written composition graduation requirement. Students who are seeking an AA/AS degree or certificate from CCSF and are not interested in transferring to a four-year college take this course to meet the graduation requirement. Students who are interested in transferring to a four-year college must transition into the English Department and complete freshman composition, English 1A. Because the ESL Department recently implemented a new curriculum, there is currently no prerequisite set between ESL and English Department classes. Students need to take the credit English placement test to place into the English Department sequence of courses. The Department recommends that students take the English

⁵ California State Department of Education, English-as-a-Second language Model Standards for Adult Education, 1992. Available at <http://www.otan.us/webfarm/emailproject/standard.pdf>.

⁶ California Community Colleges Chancellor's Office, California Pathways: The Second Language Student in Public High Schools, Colleges and Universities. Available at <http://www.catesol.org/pathways.pdf>.

placement test after completing ESL 150, the course that is two levels below ESL 170, but students may choose to take it at any time. The total number of credit ESL students in fall 2004 was 3,281, of which 418 were foreign students.

- *Institute for International Students.* This intensive program is designed to serve students who are on a foreign student visa and are preparing to enter a college in the U.S. It served 238 students in 2004-2005.

All students are issued college ID cards. They have access to libraries at three campuses and other facilities and services. For example, all campuses have counselors, although support is limited, especially in noncredit ESL. There are computer labs for ESL students at six of the eight campuses that serve ESL students.

C. NONCREDIT ESL PROGRAM CHARACTERISTICS

1. Courses

Most noncredit ESL courses are semester length (about 18 weeks) and meet 10 hours a week (180-hour courses). In addition, 5-hour/week courses (90 hours/semester) are offered. There are also some 2.5-hour/week (45 hours/semester) courses that are mostly offered on weekends. Instructors follow course outlines, approved by the state, for all courses. The program is open entry, so students can enter at any time during the semester on a space available basis. On average, noncredit ESL students attend 108 hours a semester.

CCSF offers the following types of noncredit ESL courses:

- *General ESL Courses.* These courses have integrated listening/speaking/reading /writing curricula. A few of these courses are intensive courses that offer two levels of curriculum in one course (for example Intermediate Low 5/6 Intensive) and are designed for students who wish to move more quickly through the program.
- *Focus ESL Courses.* These include courses that focus on a single skill, such as listening or writing, computer assisted language courses, and courses that focus on a specific topic, such as current events.
- *VESL Courses.* These include general job preparation courses (such as Social Communication and VESL and Career Exploration) as well as vocational specific courses (such as Communication Skills for Janitorial Workers and Communication Skills for Health Workers).
- *Literacy Courses.* Literacy courses in English are offered for students who are preliterate, nonliterate or semiliterate in their native language and have little or no English skills. Native language literacy courses, which provide development of literacy skills in the native language and are designed for students with less than

five years of schooling in their country, are offered in Spanish at the Mission Campus.

- *Citizenship Courses.* These courses provide preparation for the U.S. citizenship test.
- *Bridge Courses.* These include courses in introduction to computers and keyboarding and are designed to prepare students to enter business courses at the college.

In fall 2005, 23 general noncredit ESL courses, 5 literacy courses, 18 vocational ESL courses, 26 focus courses, 3 citizenship courses and 4 bridge courses were offered. Course sections offered at each campus are outlined in the table below.

Campus	General	Focus	Literacy	Citizenship	Vocational	Bridge
Alemany	62	14	2	0	2	3
Chinatown	83	24	19	33	13	3
Downtown	51	22	0	2	3	2
Evans	4	3	0	0	9	0
John Adams	47	15	0	0	2	11
Mission	70	7	12	3	3	2
Ocean	3	0	0	0	0	0
Southeast	8	0	2	1	1	0

Duplicated enrollment figures for noncredit ESL courses for Fall 2004 were:

- ESL Bridge—764 (35 percent Beginning level, 65 percent Intermediate level)
- ESL Citizenship—1,359 (all Beginning level)
- ESL Focus—5,470 (65.5 percent Beginning, 31.5 percent Intermediate level)
- ESL General—17,107 (74 percent Beginning, 25 percent Intermediate, 1 percent Advanced level)
- ESL Literacy—1,732 (all Beginning level)
- Vocational—910 (80 percent Beginning, 20 percent Intermediate level)⁷

2. Coenrollment

It is significant to note that noncredit ESL students can enroll in other noncredit courses offered at CCSF at the same time they are studying ESL. Many noncredit courses do not have an English language prerequisite. Noncredit ESL students enroll in noncredit courses in such areas as business, Transitional Studies (ABE/GED/High School,) apprenticeships, child development, consumer education, culinary service skills, trade skills, and older adults. College research shows that coenrollment in other noncredit courses, most significantly business courses, is positively related to the likelihood that

⁷ Decision Support System, CCSF Office of Research Planning and Grants

noncredit ESL students will transition to credit. (See the “effectiveness” section later in this report.)

Students may coenroll in noncredit and credit programs if they wish. About 1.3 percent of CCSF students overall coenroll in credit and noncredit programs in their first semester.⁸ Data on the percentage of these who are ESL students is not available. However, approximately a third of all credit students take noncredit courses at some time, either before taking credit courses or while taking them. Over a third of credit students have prior or concurrent enrollment in noncredit ESL courses.⁹

3. Admissions

Anyone 18 years of age or older can enroll in free noncredit classes at CCSF, with the exception of those on F1/F2 and B1/B2 visas.¹⁰ Most students enrolling in ESL classes take a placement test as part of the matriculation process. Students are prescreened and exempted from the placement test if determined to be at the Literacy (or zero) Beginning level. Students who take the ESL placement test may also receive orientation and counseling. The percentage of students who receive these services varies from campus to campus based on the availability of the services. At locations where only one or very few noncredit ESL classes are offered, none of these services may be available and the teacher enrolls the student directly into the class. The college, campuses, and ESL Department advertise the ESL classes, but the majority of students learn about the ESL program through word of mouth.

4. Placement

Locally developed ESL placement tests in reading and listening are used. These tests undergo a rigorous validation process at CCSF and are approved by the state. The college does not have correlations between our ESL tests and nationally developed tests. However, CASAS and TABE test scores that are correlated with the levels offered by the college may provide a frame of reference:

CASAS Levels	CCSF Levels	CASAS Reading	TABE Reading
Literacy	CCSF ESL Literacy	150-180	
Low Beginning	CCSF ESL 1,2	181-190	
High Beginning	CCSF ESL 3,4	191-200	
Low Intermediate	CCSF ESL 5,6	201-210	
High Intermediate	CCSF ESL 7, 8	211-220	451-517 (4-5.9 grade)
Low Advanced	CCSF ESL 9	221-235	518-566 (6-8.9 grade)

⁸ S. Spurling, “Summer 98-Fall 05 Research Report,” CCSF Office of Research Planning and Grants, spring 2006.

⁹ L. Smith, “Prior Noncredit Enrollment of Credit Students.” CCSF Office of Governmental Relations.

¹⁰ F1 visas are short-term foreign student visas, and F2 visas are for the dependants of F1 visa holders. B1 visas are business visas, and B2 visas are for tourists.

D. SPECIAL FEATURES

CCSF offers the following special programs for ESL students:

- *VESL Immersion Program.* The VESL Immersion Program, (VIP) is an intensive VESL program offered in collaboration with the San Francisco Department of Human Services (DHS). It was developed to provide vocational language skills to CALWORKS (California Work Opportunity and Responsibility to Children) and PAES (Personal Assisted Employment Services) clients in San Francisco who have not yet achieved sufficient ability to speak English in the workplace through customary ESL classes. The DHS CALWORKS program serves low-income adults with dependent children. The DHS PAES program provides services to indigent single adults.

Students can participate in the VIP program for as long as they are receiving government assistance. The goal of the program is to provide students with language and job preparation skills that will enable them to find employment before the financial and other support services they receive from DHS terminates. In addition, the program aims to help students achieve self-sufficiency, not just a low-paying job with no opportunity for advancement. Students typically study 20 or 30 hours a week in Beginning level ESL and VESL classes. CCSF provides the instruction and DHS provides the support services. In fall 2004, CCSF delivered 115 hours of classroom instruction to 70 students in the VIP program.

- *VOTP Certificate Program.* This year-long, 810-hour noncredit program prepares Intermediate level ESL students for a wide variety of entry-level clerical positions or for further advanced studies. The program includes courses offered through the ESL Department including courses in clerical procedures, social communication, and practical English on the job, as well as some through the Business Department including courses in keyboarding, business machines, and microcomputer business applications. The program is offered at two campuses, Chinatown and Downtown, and serves about 25 students at each campus each year.
- *Bridge to Biotech Program.* The ESL Department, in collaboration with the Transitional Studies Department and the Biotechnology Program, offers a Bridge to Biotech program for students who are interested in completing the credit Biotechnology or Biomanufacturing Certificate programs at CCSF but do not yet have the basic English and math skills needed to begin these certificate programs.

The Bridge program was created because a large portion of the adult students enrolled in the Biomanufacturing (first year) and Biotech (second year) Certificate programs were doing poorly when compared to recent high school graduates. The adult students lacked general academic skills (such as lecture listening, note taking, reading academic texts, studying for tests, and giving presentations) either because they had been out of school for a number of years, or they never learned

these skills before—possibly because they did poorly in high school, went to a high school that did not teach these skills, or grew up in a country where those skills were not taught. Students lacking general academic skills for one or more of these reasons included recent immigrants who struggle with learning English as well as academic concepts. In addition, students who did poorly in the certificate programs lacked the basic science and math foundation on which to place the concepts taught in those programs. Bridge to Biotech was created to teach these students academic study skills and to give them a sturdy science and math foundation to build upon. The program serves between 43 to 54 students a semester (both nonnative and native English speakers who have taken noncredit ESL at CCSF) at the Mission and Southeast campuses

- *Displaced Garment Workers Program.* This is an intensive program for displaced garment workers. The program is offered through the collaboration of CCSF and several community-based organizations. It is funded by a grant from the U.S. Department of Labor that is administered by the Employment Development Department (EDD.) Recruitment, case management, and job placement services are performed by community partners: Chinese Progressive Association, Chinese for Affirmative Action and the San Francisco Labor Council/STEP Program. CCSF provides the ESL instruction. Students study ESL and VESL and choose one of five different vocational areas: Childcare, Culinary, Custodial/Housekeeping, Home Health Care, Environmental Horticulture and Floristry, and Construction.

The program for the first cohort of students started in fall 2005 with 97 students and finished in December 2006. During the first semester, these students took 20 hours/week of Beginning level general ESL or literacy. In the second semester they moved to 10 hours/week of VESL and 10 hours/week of vocational courses offered by the vocational department. Eighty-two students were in the program in summer 2006. Fifteen of the original 97 had left because they found employment.

- *Native Language Literacy Courses.* These courses provide development of literacy skills for students who have less than five years of education in their native language. Reading, writing, math, and basic education skills are emphasized. In fall 2005 three sections of Spanish Native Language Literacy were offered at the Mission Campus. Approximately 160 students are served each semester. Students move into general noncredit ESL classes once they gain some native language literacy skills.
- *Project SHINE.* Project SHINE (Students Helping in the Naturalization of Elders) is a national service-learning program in which college students provide language, literacy, and citizenship tutoring for primarily elderly immigrants and refugees. City College of San Francisco, in collaboration with San Francisco State University, has participated in the program since 1997 to provide tutoring to noncredit ESL students at CCSF. The Office of Mentoring and Service Learning manages the program at CCSF. The main goal of the program is to provide one-

on-one tutoring or small group tutoring to immigrant elders who are attending ESL, citizenship or native language literacy classes, offered by the ESL Department, to help them develop their English language skills and prepare for the citizenship test. A second major goal of the program is to provide the college students who serve as tutors with opportunities to gain knowledge of diverse cultures and life experiences, develop skills beyond the textbook and reinforce their academic studies. In spring 2005, 1,664 students in nearly 70 noncredit ESL classes at CCSF received tutoring through Project SHINE. In that same semester 158 CCSF students completed the semester as tutors (coaches). An estimated 30 percent of the CCSF coaches are former ESL students.

E. USE OF TECHNOLOGY

An ESL Bridge to Computers course is offered at five campuses. This Intermediate level course offers an introduction to computer skills for Intermediate level students and is designed to help ESL students be better prepared for computer courses offered through the Business Department. An ESL keyboarding course is offered at three campuses. This Beginning level course reinforces language skills through introduction to keyboarding with materials and lessons especially adapted for ESL students. Approximately 700 students are served in these courses each semester.

Beginning and Intermediate Level Computer-Assisted ESL (CALL) courses are offered at four campuses. Language skills are developed and expanded through computer projects in an interactive classroom environment. Approximately 14 sections of CALL classes are offered each semester. In addition the VESL Immersion Program (VIP) offers four Computer-Assisted ESL courses each semester.

Five of the campuses that offer noncredit ESL have an ESL computer lab, and some instructors periodically take their classes to a lab to reinforce classroom instruction.

Through the use of Title II Workforce Investment Act (WIA) funds, a modest amount of money is available to fund a technology assistant at each campus. These technology assistants are ESL instructors who are available to offer assistance and advice to individual instructors, provide workshops, assist in keeping the ESL computer labs functioning, and serve as liaisons between the ESL Department and the Information Technology Services Department. ESL also has a Department Technology Committee. This committee meets at least three times a semester and acts as advisory body to the department chair and the department as a whole in making decisions regarding technology issues. Examples of these issues are: choice of software and/or hardware, technology content in course outlines, and technology staff development.

ESL has a department web site that serves to inform the public about the ESL program. It also plays an important role in linking the over 330 CCSF ESL instructors, both credit and noncredit, who teach at CCSF campuses all over the city and meet together face to face just once a semester. Instructors can find minutes of department committee meetings, department resources, such as booklists, information about off-campus sites, lists of ESL instructors and links to their personal web sites, a link to the Teachers'

Resource Center, links to college resources, such as the Office of Instruction and course outlines, the Office of Professional Development and the Technology Learning Center, links to TESOL and CATESOL, and hot links to instructional ESL Web sites.

F. ARTICULATION

1. ESL Noncredit to Other Noncredit Courses

There is no formal articulation between noncredit ESL and other noncredit programs. However, as noted above, noncredit ESL students can and do take other noncredit courses. Over 25 percent of students who start in noncredit ESL also take other noncredit courses at CCSF. The most popular other noncredit courses for noncredit ESL students are offered by the business department: 14.9 percent of students who start in noncredit ESL also take noncredit business courses. About 6.5 percent of noncredit ESL students take courses through the Transitional Studies Department—either to obtain a GED or high school diploma, or to continue to develop their language skills. Courses offered through the Transitional Studies Department may have a CASAS or TABE test score or ESL level advisory. That is, students may be advised that they are not prepared to succeed in these courses unless they have obtained certain CASAS or TABE test scores.

Some noncredit ESL students take noncredit courses in more than one other noncredit area: 6.4 percent take Business plus courses in another noncredit area, and 4.2 percent take courses in Transitional Studies plus another noncredit area. Noncredit ESL students are probably more likely to learn about and take courses through other noncredit departments when these courses are offered at the same campuses where they are studying noncredit ESL.

2. Noncredit Courses to Credit Courses

There is no formal articulation between any noncredit programs and any credit programs at CCSF. Anyone who is 18 years or older may enroll in credit courses and does not have to have a high school diploma or GED. New and readmitted students who enroll in credit classes are required to participate in the matriculation process, which includes submitting an application, taking a placement test, receiving an orientation, meeting with a counselor and registering for classes. Students may be excused from the assessment, orientation, or counseling components if they have already earned an A.A./A.S. degree or higher, or do not intend to ever enroll in more than nine units of courses at CCSF, do not intend to enroll in Math English or ESL courses, *and* do not intend to earn a degree or certificate from CCSF or transfer to a university.

The credit placement tests are primarily offered at Ocean Campus, where the majority of credit courses are offered. To facilitate transition from noncredit to credit, Steps to Credit Workshops are offered at all the campuses that offer mostly noncredit programs. Students may take the credit ESL or English, and math placement tests, and receive assistance in applying for the credit program at these campuses as well as at the main credit campus. Students choose whether they take the credit ESL placement test or the credit English

placement test. Nonnative speakers who self-identify as English dominant (most likely the Generation 1.5 students and others who have lived in the U.S. a long time) are probably more likely to choose to take the English placement test and enroll in the English courses offered through the credit English Department program than to take credit ESL.

3. Noncredit ESL to Credit Courses

As noted above, there is no formal articulation between noncredit ESL (or any noncredit program) and credit programs. However, counselors and staff of the admissions and enrollment offices help to direct students to the program that seems appropriate for them. Noncredit ESL students at the Intermediate level are invited to attend the Steps to Credit workshops offered by the counselors. A significant percentage of noncredit ESL students transition to credit: 12 percent of students who start in noncredit ESL transition to some credit program, and 30 percent of those who start in noncredit VESL do so.

Most noncredit ESL students who transition to a credit program probably take credit ESL, but students are not required to complete the credit ESL sequence before enrolling in other credit academic or vocational courses at the college. In fact, most credit ESL students take other academic/vocational courses concurrently with credit ESL. The credit departments with the highest enrollment of students who took noncredit ESL are: Physical Education, ESL, English, Business, Math, Learning Assistance, Social Science, Child Development and Family Studies, Computer Networking and InfoTech, Health Science, Behavioral Sciences, and Biological Sciences.¹¹

Many courses do not have an ESL or English prerequisite but research has shown that students need to be at least at the Mid-Intermediate level (ESL 130) or higher to be successful in most academic courses. The top five credit courses that students in ESL 110 (the lowest credit ESL course) take concurrently or one term after enrolling in ESL 110 are Physical Education: Fitness Center Super Circuit, Math 840: Elementary Algebra, Math E1: Basic Mathematics, Physical Education: Body Building, and Chinese 14A: Conversational Mandarin.¹²

4. Noncredit ESL to Credit ESL

There is no formal articulation between the credit ESL and noncredit ESL programs at CCSF. English language learners have the freedom to choose whether they would like to study English in the noncredit or credit ESL programs. But counselors conduct outreach for credit ESL among the upper level noncredit ESL students by posting signs at the noncredit campuses and announcing the credit ESL placement test in noncredit ESL classes. Other student service programs and admissions and enrollment staff may help refer students to the appropriate program. The department chair and the ESL coordinators

¹¹ S. Spurling, "Summer 98-Fall 05 Research Report," CCSF Office of Research Planning and Grants, Spring 2006.

¹² S. Spurling, "ESL 110 Research." CCSF Office of Research and Planning and Grants, Fall 2005.

also respond to inquiries from the public and direct students to the appropriate program. Noncredit ESL instructors encourage students they identify with possible academic goals to consider the credit program and credit instructors refer students to noncredit if they deem it appropriate.

Students take the credit ESL placement test to determine what level of the credit ESL program they start with. The college has found only a rough correlation between the noncredit ESL levels and the credit ESL level into which they are placed. In general, over half of students whose last noncredit level was Level 1-6 (Beginning and Low Intermediate) place in a Beginning or Low Intermediate level in credit ESL, and over half of those whose last noncredit level was 7-9 (High Intermediate or Advanced) place in a mid-Intermediate level or higher in credit ESL.

But the level of credit ESL in which noncredit students are placed varies considerably. For example, 29 percent of the students whose last noncredit level was High Intermediate Level 8 place into the Mid-Intermediate credit level (ESL 130) and 24 percent place into the High Intermediate credit level (ESL 140). But nearly half place higher or lower: 27 percent place lower than ESL 130 and 20 percent place higher than 140. This lack of correlation is likely due to the fact that different skills are emphasized in each program. The noncredit program focuses more on development of nonacademic language skills, particularly listening and speaking; conversely the credit program focuses more on development of academic language skills, particularly reading and writing.

G. FACULTY

In Fall 2005, there were 342 ESL instructors at CCSF, 182 part-time and 160 full-time. Of the 182 part-timers, 148 were in the noncredit program; among the full-timers, 108 taught noncredit courses. Thus, three quarters of the instructors in the department—256 in fall 2005—teach in the noncredit program.

City College of San Francisco does not distinguish between credit and noncredit ESL instructors in terms of qualifications, as many community colleges do. This lack of distinction is due to the fact that the CCSF ESL Department has both credit and noncredit programs, and instructors may teach in both. An MA in TESOL/TESL or a related field with TESOL/TESL emphasis or an equivalent is required of all instructors. This master's degree requirement is set as the minimum qualification for credit ESL instructors by the California Community Colleges Chancellor's Office. The state minimum qualifications for noncredit ESL do not require an MA. However, CCSF requires the MA of *all* its ESL instructors so they can be freely assigned across programs, depending on demand, and of course interest, ability, and experience.

Pay and benefits are negotiated by the faculty union—the American Federation of Teacher's local chapter. All instructors, credit and noncredit, part-time (starting in their third semester of service) and full-time, receive the same health and dental benefits. Sick leave is provided as well. ESL instructors receive the same salary as all other instructors at CCSF and the salary rates are the same for noncredit and credit full-time faculty. Full-

time faculty in noncredit teach 25 hours a week and full-time faculty in credit teach 15 hours a week. Although the part-time hourly salary rates for noncredit are lower than credit, the take-home pay is the same, because the number of hours taught is higher.

H. STAFF DEVELOPMENT

Staff development programs for CCSF ESL instructors include:

- The Reflective Teaching Project
- ESL Department-sponsored workshops (usually 3 or 4 each semester)
- CALPRO workshops offered at CCSF or somewhere else in the area
- Workshops offered for credit ESL/English instructors through WIA Title II funds
- Workshops offered by faculty on college staff development (flex) days
- Funding for faculty to attend CATESOL/TESOL and other pertinent conferences

Of these, the Reflective Teaching Project merits particular attention. Reflective Teaching is a project in which a small group of committed teachers meets once a month to help each other improve their teaching skills. The group uses a structured process of group inquiry and critical reflection based on a process developed by the Teacher Knowledge Project at the School for International Training. This process helps the participants develop a greater awareness of their own teaching and of student learning and consider changes in their practice. The concept behind the project is that the collective experience within a group of educators can provide valuable insight into instructors' own individual areas of interest and inquiry. The goals set out by a coordinator of the City College of San Francisco (CCSF) reflective teaching project, adapted from the School for International Training Teacher Knowledge Project Core Principles, are to:

- Provide a safe forum for teachers to share and discuss issues that occur in the classroom
- Tap into the collective teaching experiences of the participants and use them to resolve issues
- Provide an immediate support for teachers and consequently the students
- Dispel fear and vulnerability through the understanding that "we're in it together" and that learning and teaching are a continual process
- Encourage collegiality and provide opportunity for teachers in various disciplines and departments to meet and work together
- Focus on student learning by becoming more aware that teaching is subordinate to learning

Groups of 6 to 8 noncredit ESL instructors meet monthly during the school year at each of the five major campuses. Each of the meetings is centered on a "focus teacher" who comes before the group with a specific classroom experience. A trained facilitator uses the group inquiry process to conduct the meeting. In 2004-2005, 35 instructors participated in the reflective teaching project, which is about 14 percent of the noncredit ESL instructors. About half of the instructors who participated were full-time and half part-time.

I. MANAGEMENT

ESL is an academic department at San Francisco. There is one chair for the entire program, both credit and noncredit, who is elected by the faculty to a three-year, renewable term. Because of the size of the CCSF ESL department, there are also six ESL coordinators, one for each major campus, who supervise the ESL program at their campus and are supervised by the department chair. They assist the chair by doing the scheduling and forms related to this function, coordinating evaluations, and working with faculty on instructional and personnel issues. They also handle public inquiries about the program, advise students as necessary, hold faculty meetings, handle book orders and a myriad of other tasks related to running the ESL program at that campus. The chair and the coordinators meet weekly to deal with ESL department business.

The department also has five standing committees with elected faculty representatives. The committees are: ESL Credit Curriculum, ESL Noncredit Curriculum, ESL Personnel, ESL Technology, and ESL Staff Development. These committees assist the chair with various activities, such as development of course outlines, and advise the chair on department policies and procedures. The committees are considered an essential part of the large department and provide an excellent means for instructors for different campuses to share ideas and accomplish vital department work.

At CCSF, department chairpersons are considered supervisors and have their own contract, which specifies chair duties and other considerations. For example, coordinators are allotted to the ESL Department by this contract. Departments are clustered into schools. Each school is administered by a dean, who is the supervisor of each department chair in the school. All academic departments are supervised by the vice chancellor of instruction.

Departments make decisions about the courses that are offered and assessments used for placement and promotion. All course outlines are approved by the College Curriculum Committee and then by the State Community College Chancellor's Office. The noncredit ESL course outlines are based on state model standards created by the Adult Education Division of the State Department of Education.¹³ The ESL Department voluntarily decided to use the language proficiency descriptors from California Pathways,¹⁴ a document sponsored by the California State Community College Chancellor's Office, when the credit course outlines were revised a few years ago. Departments also do the scheduling of faculty and conduct faculty evaluations.

¹³ California State Department of Education, English-as-a-Second language Model Standards for Adult Education, 1992. Available at <http://www.otan.us/webfarm/emailproject/standard.pdf>.

¹⁴ California Community Colleges Chancellor's Office, "California Pathways: The Second Language Student in Public High Schools, Colleges and Universities." Available at <http://www.catesol.org/pathways.pdf>.

J. FINANCING

The ESL Department's budget is 100 percent funded by the college's general unrestricted fund, and the program receives no financial subsidies. Community colleges in California receive money from the state based on the number of full-time equivalent students (FTES) they enroll. The funding changes slightly every semester, but in spring 2006, CCSF received \$2,052/FTES for noncredit instruction. (The funding for credit is higher.) At the end of June 2006, the governor signed a budget that included an increase in funding for noncredit programs starting in fall 2006, thanks in large part to considerable efforts by CCSF to seek this increase. The ESL Department budget for 2005-2006 totaled \$14,650,141.44. Of this, \$4,137 was for supplies and materials and the rest was for salaries and benefits for faculty and staff. The budget for noncredit ESL faculty salaries totaled \$8,177,045.70. The department has a full-time secretary and four part-time classified staff who work for the ESL program at some of the campuses. General operating costs for facilities and staff and other overhead expenses are part of the campus budgets, not department budgets.

The college also receives approximately \$1 million yearly from a Title II Workforce Investment Act grant for noncredit ESL and Transitional Studies, but that money is used to cover supplemental costs. Approximately \$353,000 is spent on CASAS testing costs, \$78,500 on supplies and copying for the campuses, \$223,000 for the Teachers Resource Center (including four resource instructors and library staff) and \$77,000 for other ESL expenditures, such as recruitment and retention activities, a webmaster, editor of a department newsletter, and funding for staff development activities such as reflective teaching and reimbursement for faculty travel to conferences.

Budgeting is a complex process that takes place in the spring. First, department chairs are asked to submit requests for changes. Costs for all instructors are automatically included in department budgets, so no special requests need to be made. Requests for replacement or new full-time instructors go first to the Faculty Position Allocation Committee, and this committee in turn makes recommendations to the Planning and Budgeting Committee. Any requests for additional funds must be supported by college or departmental goals set out in the college's annual plan. All requests are ultimately submitted to deans, who then draw up and submit budget requests for their schools. Finally, the college Planning and Budgeting Council prepares a college budget that is presented to the college's board of trustees for approval.

In reality, over 92 percent of the college's income goes to pay personnel costs, which allows budgeters little leeway. Almost all of the ESL Department budget is for personnel costs. The ESL department has generally been able to replace retired full-time teachers, and has occasionally gotten approval to create new full-time positions, but there have been few opportunities to adjust budgets or explore innovation in recent years. For example, the department has limped along on a small supplies and equipment budget that barely covers the credit program's needs, and the WIA grant has been used to cover noncredit supplemental activities. There have occasionally been opportunities for block grant funding from the state to fund equipment needs, and those have been sought and

secured. But in general the program has survived on its wits, improvising when it could, and making do with less. It has thrived in straitened circumstances.

K. EFFECTIVENESS

Much of the data reported in this section (and earlier sections) comes from extensive research conducted by Steve Spurling, Institutional Researcher with the CCSF Office of Research, Planning and Grants. Data for all students enrolled at CCSF from the summer of 1998 to the fall of 2005 was included in the research study. The research was conducted to provide information on retention, learning gains and transitions of noncredit ESL students at CCSF.

The following section will look at the effectiveness of ESL students in a variety of ways. It will first examine the retention of ESL students within the noncredit program. Specifically it will examine the relationship between first ESL level and number of terms in the program. It will then examine the relationship between age and intensity of instruction and retention. Next it will look at the learning gains of noncredit ESL students. Learning gains will be measured in terms of (1) moving up ESL levels, (2) gains on pre- and post-CASAS tests, and (3) teacher reports on promotion of students who have been given department-developed promotion tests.

Third, this section will examine the number of ESL students who transition to credit courses from noncredit and their characteristics. These characteristics will include the last ESL level taken in noncredit and the number of prior ESL levels taken, as well as whether the students took noncredit classes outside of ESL. Last, the effectiveness section will examine how noncredit ESL students perform in credit programs, compared to other students from noncredit programs and also compared to other credit students who took no noncredit courses. Measures of success will include GPA, percent of units passed, the number of semesters students stay enrolled, the percent of students who become transfer-ready, and the percent of students who achieve a degree or certificate, or transfer to a two or four-year institution.

1. Noncredit ESL Retention

Overall, 59 percent of noncredit ESL students persist for more than one term. The lower the first noncredit level, the more likely students are to stay more than one term. Sixty-one percent of those who start in Level 1 (Beginning Low) stay for more than one term as compared to 51 percent of those who start Level 5 (Low Intermediate) and 19 percent of those who start in Level 8 (High Intermediate). Eight percent of those who start in Level 1 are still at CCSF after 4 terms as compared to 7 percent of those who start in Level 5 and 1 percent who start in Level 8 (see Appendix One, Table One).

Older students are more likely to stay longer than one or two terms as compared to younger students. On average, 47 percent of students aged 18 to 28 stay more than two terms, whereas about two thirds of students aged 57 to 67 stay more than two terms.¹⁵

Although there are many valid reasons why students leave the program (i.e., to take jobs, take care of family, move, etc.), some of which can be considered positive terminations, the department sees the need to increase retention efforts.

Intensity of instruction appears to increase retention. The retention rate for the Vocational Intensive Program (VIP) that CCSF offers in collaboration with the Department of Human Services is higher than for the general noncredit ESL program. Eighty percent of VIP students stay for more than term, compared to 58 percent of those who are not VIP students.¹⁶ Students in the VIP program take courses that meet a total of 350 to 525 hours a semester (20 to 30 hours a week) and are only allowed limited absences. Although attendance data is not available, it is estimated that VIP students attend on average of 330 to 500 hours a semester. On average, students in the general noncredit ESL program attend 108 hours a semester.

2. Noncredit ESL Learning Gains

As can be expected with the relatively low retention rates, the majority of students complete just one or two levels of noncredit ESL. Of students who begin in Level 1 (Low Beginning), 45 percent take just Level 1. Another 20 percent take two levels with only 9 percent of students who started in Level 1 progressing to Level 4. Of students who begin in Level 5, (Low Intermediate), 44 percent take just one level. Another 29 percent take two levels, with 5 percent progressing to Level 8 (see Appendix One, Table Two).

Intensity of instruction appears to increase the percentage of students moving up one or more levels. 100 percent of literacy students in the VIP program moved up one or more levels compared to only 35 percent of those not in the VIP program. Eight-six percent of VIP Level 1 students moved up one or more levels compared to 46 percent of Level 1 students not in the VIP program, and 71 percent of VIP Level 2 students moved up one or more levels compared to only 40 percent of Level 2 students not in the VIP program.¹⁷

Racial and ethnic group, gender, and age affect the number of levels completed. Asians and females are more likely to move up more than a single level compared to Latinos and males. Younger students (under 30) who start at the Literacy level are more likely to move up more than a single level than older students (age 30 and up) who start at this level. Of those students who start in the Beginning and Low Intermediate levels, those

¹⁵ S. Spurling, "Summer 98-Fall 05 Research Report," CCSF Office of Research Planning and Grants, Spring 2006.

¹⁶ S. Spurling, "VIP Research." CCSF Office of Research Planning and Grants, Spring 2006.

¹⁷ S. Spurling, "VIP Research." CCSF Office of Research Planning and Grants, Spring 2006.

who are younger than 20 or older than 29 are somewhat more likely to move up more than a single level compared to those who are 20 to 29.¹⁸ Perhaps this is because the 20 to 29 age group is more likely to leave school to get a job.

To comply with Title II Workforce Investment Act requirements, CASAS tests are administered and National Reporting System (NRS) reports are submitted to the state. CASAS tests are not administered to all ESL students. They are administered only to students who attend noncredit general ESL courses that meet for 10 hours a week at major sites. Pretesting is scheduled for a specific day shortly after the semester begins and posttesting is scheduled for a specific day 9 to 10 weeks later. In 2004-2005, a total of 11,748 students who were enrolled for 12 or more hours took a pretest. Of those 11,748, 7,058 took a posttest and 4,690 students did not take the posttest, either because they were absent on the day posttests were administered or had left the program.

According to NRS reports for 2004-2005, 42.2 percent of Literacy level CCSF students who took the pretest completed a level, significantly higher than the California Performance Goal of 34 percent for Literacy students. Thirty-one percent of CCSF students completed the Beginning Level, matching the California Performance Goal of 31 percent. CCSF completion levels for Intermediate and Advanced levels were somewhat lower than the California Performance Goals. Almost 35 percent of CCSF Intermediate Low students, 39.4 percent of CCSF Intermediate High students, and 11.76 percent of Low Advanced students completed a level.

However, when measuring just students who took both the pre- and posttest, completion rates for CCSF are significantly higher than the California Performance Goals. For example, 56.2 percent of CCSF Intermediate Low students completed a level compared to the California Performance Goal of 41 percent. (See Appendix Two, NRS Reports: Table 4, Table 4-B, and NRS Performance Report).

Please note that in the NRS reports, “total enrolled” is a sum of the total of students who completed a level, the total who remained in a level, and the total who separated. The percentage “completing a level and advancing one or more levels” is duplicative and is not counted in the “total enrolled.” CCSF does not use CASAS tests results to determine whether or not a student will be promoted because the curriculum is aligned with state model ESL standards, not the CASAS tests.

ESL instructors determine whether or not students are promoted based on evaluation of the student’s achievement of the course objectives. All course outlines include an evaluation section that lists the kinds of evaluations that instructors should conduct to measure whether or not a student has achieved those course objectives. For example, the evaluation section of the course outline for Level 4, the last Beginning level, gives the following examples of what should be evaluated: ability to give appropriate responses to simple questions and requests, identify details of familiar conversations and recordings, participate in common conversations, relate basic needs and routines, and compose a

¹⁸ S. Spurling, “Summer 98-Fall 05 Research Report.” CCSF Office of Research Planning and Grants, Spring 2006.

short personal or business letter. Instructors use their observation of classroom performance, plus performance on any quizzes or tests or homework (not required in noncredit courses) and also department-developed tests when they make promotion decisions.

Department-developed promotion tests in listening and reading are given to all ten-hour/week classes for Levels 2, 4, and 6, and instructors use the results of these tests when making promotion decisions. The department recommends that students be required to pass both tests in order to be promoted. But teachers are bound by course outlines to use “multiple measures” for assessment; therefore, they are not prohibited from promoting students who do not pass both tests if they feel that the test results do not match what they know to be a student’s true ability, or if there are other extenuating circumstances—such as the student being absent on the day of testing.

The departmental ESL assessment resource instructor prepares a report with summary statistics on promotion testing each semester. This report includes data on promotion rates that instructors have reported. However, these instructor reports are submitted before final teacher-to-teacher and teacher-to-student conferences. As a result, promotion decisions may have changed subsequent to submission of the information used to prepare the report of summary statistics on promotion rates. Thus, this data is not completely reliable, but it gives a general idea of promotion rates. See the chart below for the reports on percent of students promoted.¹⁹

Semester	Level	Number of Students Taking One or More Tests	Number of Students promoted	Percent of Total Promoted
Spring 05	Level 2	1,165	617	53.0
Fall 05	Level 2	1,075	699	65.0
Spring 05	Level 4	1,084	516	47.7
Fall 05	Level 4	875	507	58.0
Spring 05	Level 6	661	347	52.5
Fall 06	Level 6	508	292	57.0

3. Transitions

Transitions between Credit and Noncredit Programs. Because CCSF offers both credit and noncredit programs, CCSF students have options to transition between credit and noncredit programs or take both concurrently. In fact, there is a flow of students back and forth between the programs. In 2004-2005, 30 percent of credit students had prior noncredit enrollment.²⁰ Of all students who start in the credit program, 16.6 percent also take a noncredit course at some point. Of those who start in the noncredit program, 15.2

¹⁹ N. Scholnick, CCSF Noncredit SL Promotion Testing, Spring 2005 and Fall 2005, Summary Statistics.

²⁰ City College of San Francisco Institutional Self-Study for Reaffirmation of Accreditation, Spring 2006.

percent also take a credit course at some point.²¹ The number of students in the credit program at CCSF who came from noncredit ESL is significant. In fall 2004, 36.5 percent of all credit students (including credit ESL students) who started in the noncredit program (when measured by headcount) had prior enrollment in noncredit ESL. When measured by FTES, 48.7 percent of prior noncredit enrollment of credit students was in noncredit ESL²²

Any student who took one or more credit courses at CCSF of any kind, including credit ESL, is included in the data reported below on students who have transitioned to credit unless otherwise noted.

Numbers of Noncredit ESL Students Transitioning to Credit Programs. Of those students who start in noncredit ESL, the majority remain in noncredit ESL. Twelve percent of those who start in general noncredit ESL courses transition to credit ESL.²³ The remainder are interested in improving their language skills to live and work in the U.S., and instructors believe that these students do not have other immediate educational goals.

CCSF research indicates that coenrollment in other noncredit courses increases the chances that noncredit ESL students transition to credit ESL. Students who start in noncredit ESL and also take business courses transition in the highest percentages. Thirty-three percent of those who take noncredit ESL and noncredit business courses transition to credit programs. Thirty percent of those who take noncredit ESL and noncredit VESL transition to credit programs. Twenty-nine percent of those who take noncredit ESL and Transitional Studies transition to credit programs.²⁴ The college does not know whether noncredit ESL students take other noncredit courses because they are interested in making transitions to credit programs, or whether they become interested in making these transitions as a result of enrollment in other noncredit courses. This subject is worth further study. The college's research on these patterns in transition to credit programs gives reason for the ESL Department and the college to look at ways to increase coenrollment of noncredit ESL students.

Characteristics of Noncredit ESL Students Transitioning to Credit. Although there is no restriction on who may apply for admission to credit courses, only students who are at the Intermediate level of noncredit ESL and above are encouraged to consider transitioning to credit courses. This is because research indicates they are more successful in credit ESL than those who are at Beginning levels. Of those noncredit ESL students

²¹ S. Spurling, "Summer 98-Fall 05 Research Report," CCSF Office of Research Planning and Grants, Spring 2006.

²² L. Smith, "Prior Noncredit Enrollment of Credit Students." CCSF Office of Governmental Relations.

²³ S. Spurling, "Summer 1998-Fall 2005 Research Report," CCSF Office of Research Planning and Grants, Spring 2006.

²⁴ S. Spurling, "Summer 98-Fall 05 Research Report," CCSF Office of Research Planning and Grants, Spring 2006.

who are new to credit ESL, 83.1 percent had a last level in noncredit ESL at an Intermediate or Low Advanced level (ESL 5, 6, 7, 8, or 9).

The number of prior levels taken in noncredit ESL is also positively related to transitioning to credit ESL. For example, 44 percent of those students who transitioned into credit ESL and whose last noncredit level was High Intermediate Level 8 had taken five levels of noncredit ESL, compared to 23 percent of those who had only taken one level. Forty-six percent of those who transitioned into credit ESL whose last noncredit level was Low Advanced 9 had taken five levels compared to only 17 percent of those who had taken only one level. And 31 percent of the students who transitioned into credit ESL and whose last level was High Intermediate Level 8 had taken nine levels, meaning they had started in Literacy!²⁵ This data provides further reason to consider ways to increase retention.

Performance of Noncredit ESL Students in Credit ESL. Noncredit ESL students who enroll in credit ESL perform as well in that program as do credit students who were not previously enrolled in noncredit ESL (credit origin students). The GPA of students previously enrolled in noncredit ESL is 2.58, only slightly below the 2.61 GPA of credit origin students taking credit ESL. They pass 78 percent of units taken in credit ESL, compared to a pass rate of 79 percent of credit ESL units of credit origin students.²⁶

Performance of Noncredit ESL Students in Other Non-ESL Credit Programs.

Although the percentage of noncredit ESL origin students who transition to other credit non-ESL programs is small, they perform well in general when compared to all other credit CCSF students.

They have on average a higher GPA than other noncredit origin students (2.74 vs. 2.57) and a higher percentage of units passed (73 percent vs. 62 percent) in their first term, and they persist at a slightly higher rate (5.05 terms vs. 4.14 for other NC origin students.)²⁷

Noncredit ESL origin students who transition to credit programs also do well compared to all students who start in credit, both ESL and non-ESL students. They have the same GPA of 2.74, but pass at a slightly higher rate, 73 percent vs. 66 percent, and persist at a higher rate, 5.05 terms vs. 3.22 terms.²⁸

²⁵ S. Spurling, "Summer 1998-Fall 2005 Research Report," CCSF Office of Research Planning and Grants, spring 2006.

²⁶ S. Spurling, "Summer 1998-Fall 2005 Research Report," CCSF Office of Research Planning and Grants, spring 2006.

²⁷ S. Spurling, "Summer 1998-Fall 2006.

²⁸ S. Spurling, "Summer 1998-Fall 2005 Research Report," CCSF Office of Research Planning and Grants, spring 2006.

Noncredit ESL origin students also perform well in transfer credit courses they take. Transfer courses are defined as any course that is accepted for transfer credit by a four-year college. The GPA of noncredit origin ESL students in transfer credit courses is 2.79—higher than the 2.69 GPA of all noncredit origin students and the 2.75 GPA for all credit origin students. They pass 74 percent of units taken, compared to 68 percent for all noncredit origin students and 66 percent for all credit origin students.

Noncredit ESL origin students are slightly more likely to be transfer-ready than other noncredit origin students and credit origin students. (The college defines “transfer-ready” as having completed 56+ units of transfer courses plus transfer English and math.) Those students whose origin was noncredit ESL were more likely to achieve transfer ready status if their last noncredit ESL level was Level 7 or 8.²⁹

Achievement Rates for Noncredit ESL Students Who Transition to Credit. It is important to note that this data only shows achievement rates for students according to what they took in their first semester. The percentages might be higher if the data included all students who took noncredit ESL at any time but may have started in credit or started concurrently in credit and noncredit.

The table below shows completion rates for CCSF.³⁰

	Credit Starters	Noncredit Starters	Noncredit ESL Starters	Noncredit VESL Starters
2 Year Transfer	15%	9%	7%	5%
4 Year Transfer	21%	6%	5%	3%
Degree or Certificate	6%	10%	15%	15%
Total	42%	25%	27%	23%

These figures indicate that students who start in noncredit ESL are more likely to get a degree or certificate from CCSF than others who start in noncredit or credit programs but less likely to transfer to another 2-year or 4-year college.

Eighty-nine percent of credit students who transferred to a California State University started in credit and 9 percent started in noncredit programs. Of the noncredit students who transferred to a California State University, 60 percent started in noncredit ESL and 40 percent started in other noncredit courses.

²⁹ S. Spurling, “Summer 1998-Fall 2005 Research Report,” CCSF Office of Research Planning and Grants, Spring 2006.

³⁰ S. Spurling, “Summer 1998-Fall 2005 Research Report,” CCSF Office of Research Planning and Grants, Spring 2006.

APPENDICES

Appendix One

**CCSF Table One: First Noncredit ESL Level Taken and
Number of Terms at CCSF in Noncredit ESL
(limited to 10 terms only)**

Number of Terms at CCSF

First Noncredit ESL Level	1 Term	2 Terms	3 Terms	4 Terms	5 Terms	6 Terms	7 Terms	8 Terms	9 Terms	10 Terms
0.5	27%	16%	13%	11%	8%	7%	6%	5%	4%	3%
1	39%	16%	12%	8%	6%	5%	4%	4%	3%	3%
2	38%	17%	12%	9%	6%	5%	4%	3%	3%	2%
3	41%	17%	13%	9%	6%	5%	3%	3%	2%	1%
4	52%	19%	11%	7%	4%	3%	2%	1%	1%	1%
5	49%	19%	14%	7%	4%	2%	1%	1%	1%	1%
6	59%	20%	11%	5%	3%	1%	1%	1%	0%	0%
7	68%	19%	8%	3%	1%	1%	0%	0%	0%	0%
8	81%	13%	4%	1%	0%	0%	0%	0%	0%	0%
9	91%	9%	0%	0%	0%	0%	0%	0%	0%	0%
Grand Total	41%	17%	12%	8%	6%	5%	4%	3%	3%	2%

First Noncredit ESL Level	1 Term	2 Terms	3 Terms	4 Terms	5 Terms	6 Terms	7 Terms	8 Terms	9 Terms	10 Terms	Grand Total
0.5	5169	3088	2533	2098	1583	1292	1112	877	742	628	19122
1	20752	8514	6132	4477	3235	2849	2279	1875	1654	1443	53210
2	4744	2155	1513	1142	813	619	526	415	350	260	12537
3	3170	1331	978	692	460	355	242	209	169	115	7721
4	2779	998	613	360	207	156	101	55	45	49	5363
5	2312	921	666	344	204	115	71	39	33	30	4735
6	1557	542	282	126	67	33	22	15	10	5	2659
7	4684	1283	559	188	90	62	25	13	9	12	6925
8	1557	240	85	24	4	2	1	2			1915
9	232	22	1	1							256
Grand Total	46956	19094	13362	9452	6663	5483	4379	3500	3012	2542	114443

CCSF Table Two: First Noncredit ESL Level + Number of ESL Levels Taken

Noncredit Summer 1998 to Fall 2005

First Noncredit ESL Level	Number of Levels Taken (% of Students)								
	1 Level	2 Levels	3 Levels	4 Levels	5 Levels	6 Levels	7 Levels	8 Levels	9 Levels
0.5	34%	32%	17%	8%	4%	2%	1%	1%	0%
1	45%	20%	12%	9%	6%	4%	3%	1%	0%
2	40%	19%	14%	10%	9%	7%	2%	0%	0%
3	43%	21%	14%	11%	9%	2%	0%	0%	0%
4	56%	19%	13%	9%	3%	0%	0%	0%	0%
5	44%	29%	20%	5%	1%	0%	0%	0%	0%
6	54%	36%	9%	1%	0%	0%	0%	0%	0%
7	82%	16%	2%	0%	0%	0%	0%	0%	0%
8	94%	6%	0%	0%	0%	0%	0%	0%	0%
9	100%	0%	0%	0%	0%	0%	0%	0%	0%

NOTES:

45% of students who start in Level 1 get no higher than Level 1.

20% who start in Level 1 take two levels.

First Noncredit ESL Level	Number of Levels Taken (Number of Students)									
	1 Level	2 Levels	3 Levels	4 Levels	5 Levels	6 Levels	7 Levels	8 Levels	9 Levels	
0.5	7420	6979	3669	1759	974	429	257	174	39	21700
1	27688	12227	7205	5604	3540	2706	2074	512	38	61594
2	5599	2633	1914	1396	1215	940	224	13		13934
3	3503	1759	1125	898	734	204	16			8239
4	3056	1062	702	516	147	22				5505
5	2121	1411	984	258	27					4801
6	1442	963	253	21						2679
7	5717	1110	112							6939
8	1803	115								1918
9	257									257
Grand Total	58606	28259	15964	10452	6637	4301	2571	699	77	127566

Appendix Two

NRS REPORTS

NRS Table 4							
Educational Gains and Attendance by Educational Functional Level for CCSF 04/05							
Entering Educational Level	Total Number Enrolled	Total Attendance Hours	Number Completed Level	Number Completed a Level and Advanced One or More Levels	Number Separated Before Completed	Number Remaining Within Level	Percentage Completing Level
ESL Beginning Literacy	750	97,125	317	286	79	354	42.27
ESL Beginning	2,890	409,247	896	781	423	1,571	31.00
ESL Intermediate Low	3,039	409,216	1,059	850	451	1,529	34.85
ESL Intermediate High	2,341	328,437	924	743	265	1,152	39.47
ESL Low Advanced	1,726	225,832	203	153	250	1,273	11.76
ESL High Advanced	178	21,735	26	17	29	123	14.61
ESL High Advanced	102	16,582	26	17	11	65	25.49

NRS Table 4B							
Educational Gains and Attendance by Educational Functioning Level for CCSF 2004-2005							
Entering Educational Functioning Level	Total Number Enrolled Pre- and Posttested	Total Attendance Hours	Number Completed Level	Number Completed a Level & Advanced One or More Levels	Number Separated Before Completed	Number Remaining within Level	Percentage Completing Level
ESL Beginning Literacy	396	66,146	317	286	7	72	80.05
ESL Beginning	1,824	328,192	895	781	75	853	49.12
ESL Intermediate Low	1,884	329,241	1,059	850	65	760	56.21
ESL Intermediate High	1,493	266,005	924	743	43	526	51.89
ESL Low Advanced	1,034	178,269	203	153	67	764	19.63

NRS Performance Report Program Year 2004-2005 CCSF			
Entering Educational Functioning Level	California Performance Goal Program Year 2004-2005	Performance (against all enrollees)	Performance (against enrollees with pre- & posttest results)
ESL Beginning Literacy	34.00%	42.27%	80.05%
ESL Beginning	31.00%	31.00%	49.12%
ESL Intermediate Low	41.00%	34.85%	56.21%
ESL Intermediate High	43.00%	39.47%	61.89%
ESL Low Advanced	25.00%	11.76%	19.63%
ESL High Advanced	NA	14.61%	25.49%

College Profile 3: Adult ESL in the Community College
A Project of the Council for Advancement of Adult Literacy

COLLEGE OF LAKE COUNTY

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A. THE COLLEGE & ITS STUDENTS

1. The College

Lake County, Illinois, is a rapidly changing suburban area with a population of about 650,000 located directly north of Cook County (Chicago) along the shores of Lake Michigan. The College of Lake County (CLC) is the only publicly supported community college in the county. The county's population is the third largest in Illinois, and CLC's enrollment of 15,430 students (in the Spring 2006 semester) is the third largest of any college in the state.

CLC has three campus locations. About 85 percent of its instruction (seat time) is provided at its main campus in Grayslake. The remaining instruction is provided at a satellite campus in downtown Waukegan (the county seat and Lake County's largest city), at an educational center in Vernon Hills in the county's southern area, and at a large number of extension sites—including public high schools.

More than 80 percent of CLC's students are enrolled in academic transfer or career classes. About 15 percent of the college's students are enrolled in adult education—including adult education ESL. Approximately 18 percent of all CLC's students are enrolled in either noncredit or credit ESL programs.¹

¹ The terminology used to describe adult education students (including those enrolled in ESL) at CLC, as well as elsewhere in Illinois, can be confusing. This is because the Illinois Community College Board classifies adult education as a "credit" program—although adult education classes (unlike most other credit classes) do not charge tuition, and adult education students do not gain either credits that count toward the completion of academic or career programs or institutional credit for developmental education. To confuse matters further, ESL instruction can be offered both without tuition and at the levels of instruction commonly associated with "noncredit" ESL in other states, as well as for tuition at the levels of instruction commonly associated with "credit ESL." For the sake of clarity, this report will use the term "noncredit ESL" and "credit ESL" to refer to instructional programs at CLC that would be designated by these terms at most community colleges in most states.

2. Students

The racial/ethnic diversity of Lake County has increased significantly in recent decades. In the 2000 census, almost 15 percent of the total county population identified themselves as foreign-born, and over half of these reported coming from Latin America. The number of people in the county who identified themselves as Asian increased 140 percent between 1990 and 2000. A 2006 updated census review indicated that about 16 percent of the county's population reported that English is not their first language. This diversity is reflected in the student body at CLC. At the college, 37 percent of students identify themselves as members of racial/ethnic minorities, and 23 percent identify themselves as Hispanic/Latino.

Although Lake County is the second wealthiest county in Illinois, with a median income of about \$67,000, according to the 2000 census, there is significant variation in income among Lake County communities. While the average median household income in the county's three wealthiest communities was about \$145,000 in 2000, the average median income for the three least affluent communities was about \$39,000. Educational attainment and English language proficiency vary along with income. Although 86 percent of the county's total population reported having at least a high school diploma in 2000, four of the five communities with the lowest medium income had the largest increase in residents with fewer than nine years of schooling over the preceding decade, and these same communities also had the largest increase in residents who reported that they do not speak English "very well." CLC students are more likely to come from communities with lower levels of income, educational attainment, and English proficiency than from other parts of the county.

B. ESL PROGRAMS OFFERED

1. Major Offerings

There are three main ESL programs at CLC, each offered by a different college Division:

- *Contracted, customized onsite ESL classes for area businesses*—offered by the Business and Workforce Development Division. From July 2005 to May 2006, this program provided 35 ESL courses to a total of 322 students.
- *Credit academic ESL* — offered by the Communication, Humanities, and Fine Arts Division. Students must pay tuition for courses offered by this program. Credit ESL enrolled approximately 150 students taking 245 seats in 14 class sections in the Spring 2006 semester. This represented an increase of 43 percent from the past year. Credit ESL is offered for advanced ESL students and includes the following kinds of classes:

- Single skill/language classes, such as classes to improve vocabulary, pronunciation and grammar. Approximately 30 students took these classes in the Spring 2006 semester.²
- Reading/writing classes designed for generation 1.5 students³ and other advanced ESL students who have good English speaking and listening skills but who need more work in reading and writing skills before taking college-level English composition classes. Fifty five students took these classes in the Spring 2006 semester.
- Integrated skills classes for academic preparation, offered at two levels (advanced and transitional), in both intensive (twelve credit hours per semester) and nonintensive (six credit hours per semester) sections. At the highest level of the intensive integrated skills classes, students take a transfer-level credit class in linguistics and society along with the ESL classes. Sixty students took these classes in the Spring 2006 semester.
- *Noncredit ESL*—offered by the Division of Adult Education, GED and ESL (the AE Division). This is the largest ESL program at CLC and the major focus of this report. Noncredit courses do not charge tuition.

As of the tenth day of the Spring 2006 semester, 5,497 students were enrolled in AE Division classes, 15 percent of CLC's total seats taken. Approximately 3800 seats, about 70 percent of the division's enrollment, were in noncredit ESL classes.

Approximately 60 percent of AE Division students are between 19 and 44 years old. In a 2006 student survey of selected advanced noncredit and credit ESL classes, 54 percent of respondents named Spanish as their first language, followed by Korean and Russian at 8 percent each. The percentage of Spanish speakers in lower-level ESL classes is greater, about 75 percent. An August 2006 tracking report of the Fall 2002 cohort of intermediate-level ESL students found approximately 60 percent of students identified themselves as Hispanic and 15 percent as Asian.

CLC offers three major types of noncredit ESL classes: ESL for Lifeskills, ESL for Academic Purposes, and ESL Support classes:

² Numbers of students in classes are approximate because they do not reflect students who dropped the classes or were added to them after the tenth day of each semester.

³ Generation 1.5 students are nonnative English speakers who have had much of their education in the United States and have often graduated from American high schools, but who often need additional English instruction, especially in writing. Their English language proficiency is very advanced, but they still make significant errors, and their errors are different from those made by native English-speaking students typically enrolled in developmental education or freshman composition. See: JoAnn Crandall and Ken Sheppard, *Adult ESL and the Community College* (New York: Council for Advancement of Adult Literacy, 2004), pp.3-4.

- Lifeskills ESL. These are the majority of noncredit ESL classes and students. In the Spring of 2006, approximately 1,500 students were enrolled in these classes. CLC offers six levels of lifeskills instruction (beginning through advanced). Most classes are integrated skills classes, but there are some supplemental reading, writing, conversation, and grammar review classes.

In addition, CLC offers a limited number of lifeskills classes customized for English language learners with special needs, such as beginning ESL for expectant parents (combining ESL with bilingual parenting information), beginning ESL for students receiving public assistance, beginning and intermediate ESL for county jail inmates, and ESL Model Office (introducing computer literacy and basic office skills for intermediate and advanced ESL students). A citizenship preparation class is also generally offered each semester.

- ESL for Academic Purposes (EAP). Two levels of integrated skills classes for students with academic goals are offered, in both intensive (twelve credit hours per semester) and nonintensive (six credit hours per semester) sections. In the Spring of 2006, approximately 120 students were enrolled in EAP.
- ESL Support Classes. These classes provide customized language support to students enrolled in selected college career credit classes. They are components of what, in Illinois, are referred to as ESP (English for Specific Purposes) program. In the Spring of 2006, 85 students were enrolled in support classes.

2. Other Programs Offered

Although they cannot be discussed in detail in this report, CLC offers two other noncredit programs for some English language learners administered by the AE Division.

Family literacy classes for beginning ESL students with preschool children. These are beginning ESL classes that are integrated thematically with library, computer literacy, and literature-based activities. Free onsite day care is provided. Day care class content shares themes of the adult classes, and there is a weekly combined activity for parents and children. Parents receive free reading and literacy materials to use with their children at home. This program recently received special federal grant funding to increase the number of classes from the original two. Seventy parents enrolled in FY 05.

Spanish GED preparation classes. In addition to a six-level ABE/GED preparation program in English, GED preparation classes in Spanish and GED examinations in Spanish are available. Enrollment in GED preparation classes in Spanish during the Spring 2006 semester was 150.

3. Status and Eligibility of Students

All CLC students, including all ESL students, are fully admitted students of the college and given full student privileges.

Any student who is 18 or older can be admitted to CLC classes, but students with B tourist visas may be admitted only to noncredit classes. International students with F-1 student visas may take noncredit ESL and college credit classes, but they must pay out-of-state tuition for all classes. There are special admissions provisions for some 16 or 17 year-old students. Although most students who have graduated from U.S. high schools are generally not allowed to take noncredit ESL classes, they can take ESL for Academic Purposes classes if they qualify.

C. NONCREDIT ESL PROGRAM CHARACTERISTICS

1. History

CLC's noncredit ESL program began in 1974 with two classes—"beginning" and "not-beginning"—in a Waukegan church social hall. Two years later, a third, "advanced," level was added. "Beginning" and "intermediate" levels of instruction were divided into two levels each (lower and upper) in the early 1980s. In September 1980, the first full-time ESL faculty position was created.

IRCA legislation and expansion of the program to area high school sites in the late 1980s resulted in a significant increase in the number of classes as well as the addition of a sixth level of instruction — "beginning ESL literacy." In Fall 1991, a second full-time faculty position was added, allowing the start of the EAP classes in Fall 1992.

In the late 1990s, the number of classes and sites continued to expand, including the start of ESL classes linked to and supporting college career classes. In Spring 2006, a fourth full-time noncredit ESL faculty member was awarded tenure, and the EAP classes were divided into two levels. In 2006, the college established the goal of expanding enrollment in noncredit ESL by 10 to 15 percent each year for the next three academic years.

2. Lifeskills Classes

Program characteristics. Six levels of lifeskills ESL classes are offered during the Fall and Spring semesters. These are integrated skills classes and emphasize language skills needed for success in the community and workplace. Language for authentic, practical use outside the classroom is emphasized over formal study of language structure. Curricula for lifeskills ESL classes are based on the state of Illinois' draft ESL content standards. Outcomes for each level have been designed to allow easy transition among levels. Two classes are usually available at each level every semester. The NRS level equivalents noted in Table 1 below are approximate and reflect the NRS descriptors of FY 2006.

Table 1: ESL for Lifeskills			
Class	NRS equivalent	Entering Test Scores	Approximate Enrollment for Spring 2006 (seats taken at midterm)
Level One	Beginning ESL literacy	BEST Plus scores 00-400	930
Level Two (Students scoring 20-23 on CELSA are often combined in a class with Level Three students.)	Beginning ESL literacy & Low & High Beginning ESL	BEST Plus scores 401-438 or CELSA 20-23	849
ESL Writing I (Reserved for students with greater oral proficiency than reading proficiency)	High Beginning-Low Intermediate	BEST Plus score greater than 438 but CELSA less than 20	49
Level Three	Low Intermediate ESL	CELSA 24-29	296
Level Four	High Intermediate ESL	CELSA 30-41	501
Level Five	Advanced ESL	CELSA 42-53	311
Level Six	Advanced ESL	CELSA 54-70	347

Most lifeskills ESL classes meet twice a week in three-hour class sessions—a total of six hours of instruction per week. Each class meets for half (eight weeks) of the semester. As a result, students can enter classes at the beginning and middle of the semester. Variations on this class schedule include Friday, Saturday, and late-starting classes. Lifeskills ESL classes were offered at 12 sites throughout the county during the Spring 2006 semester, including all three campus locations, area high schools, medical centers, and community centers.

Supplemental skills classes in conversation and writing are also offered during the Fall and Spring semesters, but are emphasized during the eight-week summer session. At least two levels of supplemental conversation and writing classes are usually available (see Table 2).

Table 2: ESL for Lifeskills: Summer/Supplemental		
Class	NRS Equivalent	Entering Test Scores
Conversation I	High Beginning-High Intermediate	CELSA 20-34
Conversation II	High Intermediate-Advanced	CELSA 35-70
Writing Improvement I	High Beginning-Low Intermediate	BEST Plus 438+ and CELSA less than 20
Writing Improvement II	Low & High Intermediate	CELSA 20-34

Managed enrollment. All lifeskills classes employ managed enrollment. Current students and other students who completed placement testing but who did not receive a class in the previous half-semester are able to register for the next semester's classes at priority registration sessions held at the end of each semester. New students are registered following placement testing in a three-week period before classes begin.

There are no formal waiting lists. However, contact information and class preferences are retained for students who cannot enroll in a class during priority registration, and they are called if additional seats open during the three-week registration period. If no seats are found for them, they are entitled to priority registration during the next registration period. They and other ESL students who cannot be enrolled are also provided with referral information to other ESL programs in the county. They can also obtain test reference forms that may make retesting in these programs unnecessary.

Assessment and placement. CLC makes use of two standardized tests for placement and for grant-required pre-/posttesting. The BEST Plus assessment is used to test beginning level students. The CELSA assessment is used for all other ESL students. Test scores are not the only means of determining the levels at which students are placed, however. Students who receive a favorable teacher recommendation and complete a writing sample can be placed in a higher level class than their tests scores indicate. Similarly, students can be promoted from one level of noncredit ESL to another on the basis of either test scores or teacher recommendations and a writing sample.

Noncredit ESL students can enter the individual skill focus classes offered by CLC's credit ESL program if they obtain a CELSA score of 42 or higher, or with a teacher recommendation. With a CELSA score of 50 or higher, or with the credit ESL coordinator's approval, they can take other credit ESL classes. Students who score more than 70/75 on the CELSA automatically exit from the noncredit ESL program. This score meets CLC's language proficiency requirement. As a result, students who attain it can enroll in many college transfer and career level classes, whether or not they have completed credit ESL. Students who have not completed their high school education and who want to take ABE/GED preparation classes in English are encouraged to start those classes after completing low advanced Level Five noncredit ESL classes.

3. ESL for Academic Purposes

ESL for Academic Purposes (EAP) classes are noncredit ESL "bridge" classes intended for students with further educational or professional goals. In the Spring 2006 semester, 120 students took EAP classes.

The curriculum of EAP emphasizes knowledge of U.S. academic culture and systems, development of academic skills, and introduction to computer literacy, in addition to language skills. Classes in this program introduce students to academic expectations and models. For example, classes include guest lectures, observations of college classes, formal student presentations and projects, quizzes, essays, extensive and intensive

reading, library orientation, discussion of impersonal topics, and a heavy homework/independent study requirement.

CLC offers two levels of EAP classes (see Table 3)—designated as Level Four and Level Five. Each level contains four courses: speaking and listening, grammar, reading, and writing. In addition, each level has a content theme base and computer literacy component. Classes are offered intensively, with all four courses of each level taken in one 16-week semester, for a total of 12 hours of instruction per week. The intensive class sections are usually offered in the mornings at all three CLC campuses. In the Spring 2006 semester, 65 students, in three sections, participated in intensive EAP classes.

EAP courses are also offered nonintensively in the evening. Two courses of each level are offered each semester, totaling six hours of instruction per week. The two courses alternate each semester—thereby allowing students to complete each level of EAP in a year. The nonintensive class sections are usually offered at two campuses. In the Spring 2006 semester, 55 students took nonintensive ESL for Academic Purposes classes.

Class	NRS Equivalent	Entering Test Scores
Level Four: Speaking & Listening	High Intermediate ESL	CELSA 30-41
Level Four: Grammar		
Level Four: Reading		
Level Four: Writing & Computer Literacy		
Level Five: Speaking & Listening	Advanced ESL	CELSA 42-49
Level Five: Grammar		
Level Five: Reading & Academic Culture		
Level Five: Writing		

After finishing EAP classes, some students enroll in credit ESL classes; others start college career certificate classes; and others transition to ABE/GED preparation classes in English. To help students make a successful transition to credit ESL, the student outcomes for EAP Level Five, the highest level, meet the incoming expectations for students entering the lowest level of the credit ESL. In particular, the CELSA test score required to complete EAP Level 5 (a score of 50) is the same as the test score required to enter credit ESL.

4. ESL Support Classes

CLC offers ESL support classes linked to college credit classes in several college career certificate programs (see Table 4). These ESL support classes emphasize language and academic skills necessary for success in the career class. As a result, each class has a customized curriculum and instructional materials. In order to develop the curricula and materials, full-time ESL faculty take the career class and observe the performance of ESL students. ESL support classes are held at the same location as the college career class

with which they are linked, but unlike the tuition-based career class, are offered to students at no cost.

The career classes linked with ESL support classes are usually at the beginning of the career certificate sequence, and the ESL components are connected to the most language dependant classes in whatever certificate programs they support. ESL support classes usually meet for an hour before or after each career class session. There is no formal prerequisite test score for entry into ESL support classes, but it is recommended that students have at least an intermediate ESL proficiency level. During the Spring 2006 semester, there were 85 students in eight sections of ESL support classes.

As of Spring 2006, seven certificate programs had classes with linked ESL support. While these career certificate programs are entry-level, all credits from the certificate classes can also be applied to more advanced college certificate and associate degree programs. Other certificate programs at CLC do not have linked ESL support classes, but bilingual tutors or instructors are available for some of them.

Table 4: ESL Supported Career Certificates		
Certificate Program	Number of Classes Required for Certificate / Total Credit Hours Required for Certificate	Classes with Adjunct ESL Support Class
Automotive Service Specialist /Oil Change Specialist	3/14	General Automotive & Engine Rebuilding
Certified Nurse Assistant*	1/7	Nurse Assisting
General Office	7 / 17	Automated Office Technologies & Business English
Landscape Maintenance	5/ 15	Landscape Maintenance & Shrub &/or Tree Identification
Residential Air Conditioning/ Specialist/Technician	3 or 4/12-14	Theory of Refrigeration, Residential Air Conditioning & (EPA) Certification Preparation

* Because of additional state certification requirements, students enrolled in CNA must have proof of high school diploma (from any country), GED, or proof of an eighth grade reading level in English. CLC uses completion of the first level of credit ESL or a score of 8.0 on TABE, form A, to document an eighth grade reading level. Because of the mandated reading test and state certification requirements, an additional noncredit ESL CNA preparation course is available. This course meets six hours a week for the semester before the CNA class. Most students entering the ESL CNA preparation class usually enter with 6.0-8.0 on the TABE, form A. However, if they have high school diploma or GED, a lower score with a teacher recommendation may be acceptable.

D. SPECIAL FEATURES

Two special features of the CLC's noncredit ESL program are the EAP and ESL support classes for career certificates described above. In addition to these, there are several other special features, as follows:

Interactive television delivery. Two sections of Level Four lifeskills ESL are offered via interactive television during the Fall and Spring semesters. These sections are team-taught by two teachers, each of whom is located at a different campus. Students benefit from the instructional models of different teachers, and student evaluations reveal that many students enjoy the opportunity of speaking “on TV”—stating that it adds to their confidence. Since each campus has a different student population, students have the opportunity to interact with a more diverse group of their peers. Moreover, use of the interactive television classrooms allows the scheduling of additional classes at popular room usage times.

Volunteer tutors. In collaboration with Literacy Volunteers of Lake County, trained literacy volunteers serve as classroom tutors, small group tutors, and conversation aides for ESL classes and students. In FY 2004, 158 ESL students were served by literacy volunteers.

Supplemental conversation activities. All intermediate and advanced students are invited to participate in formal Conversation Cafés and more informal Conversation Circles. Conversation Circles are held weekly during the Spring and Fall semesters and are led by Writing Center tutors. More formal Conversation Cafés, led by ESL teachers or other college staff, invite college staff and community members to meet and talk with ESL students. These are held two to six times during the year. About one hundred students participate in Conversation Circles and Cafes each semester.

Essay contest. An annual essay contest encourages writing across the curriculum at all levels of noncredit ESL. Tuition scholarships are awarded to winners and runners-up at each level of proficiency at an annual awards ceremony, and a magazine of the winning student essays is published. Before the essay contest, all ESL teachers are provided professional development in teaching essay writing and using student essays for models and readings. In 2006, several hundred students participated in the contest.

Scholarships. In addition to scholarships awarded to essay contest winners, larger scholarships are available to noncredit ESL students who transition to tuition-based classes. These scholarships can provide tuition support for up to 63 credit hours of instruction as long as recipients maintain satisfactory academic records. Seventy-three former noncredit ESL students enrolled at CLC benefited from these scholarships in the Spring 2006 semester. Students awarded scholarships received \$50 per credit hour (of a \$70 per credit hour tuition) up to a maximum of \$300 per semester. Similar scholarships are available to students who took CLC GED preparation classes (in either Spanish or English) and received a GED.

E. USE OF TECHNOLOGY

All ESL classes offered at CLC’s three campuses have access to computer labs, including access to the Internet, office software, and commercial software for language and

learning. Several ESL classrooms at the three campuses have LCD projection systems connected to instructor computers. All students and teachers have college email accounts.

All noncredit ESL teachers can receive training in using computers with their classes, in administering the computer-based BEST Plus, in using licensed authorware to develop customized computer-based materials, and in accessing and using work-related email and paperwork.

About two thirds of the teachers at the main campuses schedule weekly one and one-half hour computer lab sessions for their students during class time. Teachers of intermediate and advanced classes use computers more frequently than teachers of beginning classes. During class time, teachers most often have students use computers to access language learning software, to connect with Internet sites, and to practice essay writing. A college web site that will provide teachers with additional guidance and materials for class and computer usage is near completion.

In addition, some classes specifically address computer literacy and skills as part of class content. The college's ESL Model Office class—available to intermediate and advanced ESL students—includes an introduction to computers and commonly used software programs, including keyboarding programs, Excel, and Word. Approximately 40 students took this class in the Spring 2006 semester.

EAP classes have a computer literacy instructional component. In EAP Level Five classes, students give a presentation using PowerPoint and/or Word. In addition, one of the college career certificates with linked ESL and bilingual tutoring support is General Office. All classes for this certificate teach computer skills.

F. ARTICULATION & TRANSITION

1. From Noncredit Adult Education ESL to Academic Credit ESL

EAP classes, described above, are designed to help students transition to credit ESL. Other noncredit ESL students can use CELSA test scores or the recommendation of the credit ESL coordinator (based upon a writing sample) to move to credit ESL.

2. From Noncredit ESL to ABE/GED

There is no formal articulation between ESL and English language ABE/GED. English language learners who request ABE/GED but who test into the lower two levels of ABE are encouraged, but not required, to take ESL first. ESL students who want to take ABE/GED in English are encouraged to move to ABE/GED after they have completed Level Four or Five of noncredit ESL, depending on their instructor's evaluation of their oral skills. Students who take EAP classes and who did not complete high school are encouraged to complete their GED before taking credit academic ESL.

3. From Noncredit ESL to College Credit Courses

There is no formal articulation from noncredit ESL to most college credit courses. However, the same CELSA test used to place students into ESL may be used to prove students' English language proficiency. Neither entry into college credit courses nor college graduation requires high school graduation or a GED in Illinois. However, students must meet the prerequisites of particular courses for English language and mathematics proficiency. Students with limited English proficiency can take college credit courses that do not have language prerequisites, and/or that have prerequisites in mathematics that they may be able to meet.

Examples of such courses include studio art and music, multimedia, keyboarding, math, and some career technical courses (such as refrigeration and air conditioning, computerized numerical control, and automotive technology). Division deans grant waivers to language proficiency requirements for some classes. For example, the dean of CLC's Business Division has allowed students with extensive accounting experience and training to take an entry-level accounting course without meeting the course's English language proficiency prerequisite.

4. From Credit ESL to College Credit Classes

An A grade in the college's upper level credit ESL courses meets the college's English language proficiency requirement. Additional testing or developmental reading/writing classes are not required. In addition, there is articulation between outcomes for the highest levels of credit ESL and expectations for students entering English composition.

5. From GED to College Credit Classes

High scores in the GED mathematics test (550 or above) or in language (550 or above in English only) can be used to meet the college's proficiency requirements in mathematics and English.

6. From Noncredit ESL to ESL Supported Certificate Classes

There is limited articulation between noncredit ESL and college career class sections with linked ESL support. As described above, students are usually expected to attain certain CELSA test scores before entering supported career programs. In addition, the ESL preparation course for the CNA, described above, gives students specific support in transitioning to CNA and passing the prerequisite reading test. It also helps students learn medical vocabulary and academic skills necessary for success in CNA and other health careers.

7. Other Support for Transitions

Other support for transition to college includes brochures, flyers, videos, and class presentations that inform intermediate and advanced ESL students of college services and

classes, especially credit ESL and ESL supported career certificate classes. College counselors visit EAP Level Five classes and some advanced noncredit ESL classes. All college counselors have materials to help them guide ESL students to appropriate classes as well as to explain testing requirements and procedures.

To help CLC better track the number of English language learners entering the college at all levels and to help counselors in recommending appropriate classes for them, three questions were added to the college admissions application in FY 2007. The questions ask students to identify themselves as English language learners.

G. FACULTY

In 2006, there were six full-time ESL faculty members at CLC: four in noncredit, ESL, and two in credit ESL. Noncredit ESL had eighty part-time faculty, and credit ESL had six.

1. Full-time Faculty

All full-time ESL faculty have a master's degree or higher level of education in linguistics with TESOL specializations. All full-time faculty can belong to the same faculty union as other college faculty, with the same benefits and salary schedule—ranging from approximately \$41,000 to \$108,000 per academic year in FY 2006. ESL faculty are represented in the same way as other college faculty members in the college senate and on college committees. All full-time faculty report to the deans of their respective divisions. The deans and members of the tenure committee observe new instructors' classes at least twice a year until tenure—three or four years after initial hire. Peer review of full-time faculty takes place every five years after tenure is granted.

Noncredit ESL faculty are required by state adult education grant requirements to complete six contact hours of continuing professional development each year, starting in FY 07. Other than required professional development hours, professional development opportunities for full-time faculty are much the same as for other CLC faculty. They include:

- A required semester-long college orientation course with released time
- Support for independent learning—including waivers, and/or reimbursement for CLC courses, graduate courses, workshops, conferences, training meetings, and college professional development courses, as well as sabbatical opportunities
- Stipends and/or released time for departmental activities such as curriculum development or creation and/or leadership of professional enrichment programs
- Support for professional guidance and collaboration—such as mentoring, classroom observation, and team-teaching opportunities

2. Part-time Faculty

All part-time ESL faculty can belong to the same faculty union as other part-time college faculty, with the same benefits and salary schedule—ranging from \$675 to \$725 per credit hour in Spring 2006. Traditionally this salary schedule is among the highest in the state community college system. Part-time faculty must have at least a bachelor's degree for initial hire, but more than two thirds have significant formal training in ESL, and about 20 percent have a master's degree. Part-time noncredit ESL faculty report to the interim director of the AE program. Adjunct faculty with at least six semesters of continuous employment enjoy some seniority consideration with regard to course choice and rehiring.

All noncredit ESL faculty are required to have six contact hours of professional development per year. Those without a TESOL certificate or its equivalent are encouraged to take courses leading to these credentials (see below). Other professional development opportunities for part-time faculty are similar to those available to full-time faculty.

3. TESOL Certificate Program

CLC offers a TESOL certificate program. The program consists of 10 classes (30 credit hours). It includes classes in linguistics, TESOL methods and theories, intercultural communication, pedagogical grammar, phonetics and phonology, and a practicum. The program can be used as a long-term professional development activity for CLC's adjunct ESL teachers—to help them improve their skills and gain a TESOL certification. It also serves college graduates interested in teaching ESL and assists professionals interested in applying their skills to the field of ESL. Finally, the program is designed to enable K-12 teachers to obtain an ESL endorsement. In Illinois the state board of education requires teachers to complete six specified courses to receive this endorsement, and all six of these courses are offered by the TESOL certificate program. CLC is the only Illinois community college currently allowed to offer all six courses.

All CLC adjunct teachers are allowed a tuition waiver for one course offered by the college each semester, and they can apply this waiver to courses offered by the TESOL certificate program. As a result, they can take individual courses offered by the certificate program, or eventually obtain a TESOL certificate, for the cost of books and fees alone. Individual TESOL certificate classes help less-experienced teachers gain specific knowledge of ESL instruction. Moreover, the certificate program assists CLC in recruiting qualified adjunct ESL faculty members. For example, the college's ESL faculty members often help students enrolled in the program to complete assignments for classroom observations and practicum teaching, and these relationships can lead to part-time employment. Because many adjunct noncredit ESL faculty also teach in the K-12 system, the TESOL certificate classes can benefit them both by helping them to gain K-12 ESL certifications and by improving their skills for college level ESL teaching.

The coordinator of the program has taught noncredit adult ESL classes at CLC. Most noncredit ESL teachers who have taken CLC TESOL courses rate them very highly.

H. MANAGEMENT

Noncredit ESL is managed by the college’s AE Division. This Division also manages adult basic education, family literacy (with separate classes for ESL students and native speakers of English), job readiness, and GED preparation in English and Spanish. Credit ESL is managed by the college’s Communications, Humanities, and Fine Arts Division, which also manages English composition, speech, foreign language, and developmental reading/writing classes.

CLC regards noncredit ESL as a demonstration of the college’s commitment to the Illinois Community College Board’s *Promise for Illinois: Pledge Three—Expanding Adult Education*. One of the college’s strategic goals for the past three years has been to increase the number of English language learners taking college credit classes. There is a new mandate to increase noncredit ESL enrollments by 10 to 15 percent annually.

The ESL program has no formal mission statement. The state grant that supports the program contains a mandate to give priority to students most in need. Program staff interpret this mandate to mean that beginning-level classes should have highest priority.

Specific management of noncredit ESL continues to change. As of the 2007 academic year, the dean of AE (who reports to the vice president for educational affairs) heads the program. Full-time faculty and an interim director report to her. Part-time faculty and other program staff report to the interim director.

I. FINANCING

CLC has two major sources of revenue for its adult education programs, including noncredit ESL: state/federal adult education grant funds, and state apportionment funds. In FY05, CLC spent all of its grant funds and spent more than it receives in state apportionment funds for adult education classes.

1. State/Federal Grant Funds

In FY05, state/federal grant funding for adult education at CLC totaled more than \$932, 026, as indicated in Table 5 below.

Table 5: State/Federal Grants — FY2005	
Type of Grant	Grant Total for FY2005
Federal Basic	\$314, 125
EL/Civics	\$18, 537
State Basic	\$300,007
State Performance	\$299,357
Total Grant	\$932, 026 + specialized grants

Special dedicated grants pay for smaller portions of the program. Examples of these are a one-time annual grant for transitioning adult education students to career programs, and a five-year family literacy grant. All grant funds were spent by the end of the 2005 fiscal year.

2. State Apportionment Funds

More than half the college’s adult education budget comes from state apportionment funds. These are funds allocated to the college based on the number of credit hours generated by all of its programs. Credit hours generated by adult education programs, including noncredit ESL, count toward the total number of credit hours used to calculate the amount of apportionment funding the college receives. In Illinois, however, the apportionment rate per credit hour is not the same for all programs. For example, colleges receive a different amount of apportionment per credit hour for adult education than they do, for example, for credit academic, career, or remedial education programs. In FY05, CLC received \$980,438 from the state because of state apportionment for adult education credit hours. Of this amount, \$699,387.26 came from ESL credit hours. In recent years the state apportionment rate for adult education has varied significantly, as Table 6 below illustrates.

Table 6: State Apportionment Rate for Adult Education – FY2002 to FY2006	
Fiscal Year	State Apportionment Rate for Adult Education Classes per Credit Hour
2002	\$9.90
2004	\$69.99
2005	\$56.87
2006	\$46.37

State apportionment revenues are incorporated into the college’s general educational fund. They are then allocated to particular programs through the college’s budgetary process. As a result, a particular program may receive a greater or smaller amount of financial support from the college than the amount of apportionment funds it generates. Thus, although the AE Department generated only \$980,438 in apportionment funds in FY 2005, college general fund expenditures for the AE Department totaled \$1,127,545 in that year.

College funds derived from state apportionment pay salaries and expenses for all full-time teachers and some part-time teachers. They also pay for salaries and benefits of administrative staff, a portion of specialist and clerical staff salaries, and office space, as well as for some supplies, printing, publications, advertising, and travel. The college has mandated expansion of the AE program in the next three fiscal years. The college expects that this expansion will be financed by the increased revenue generated from apportionment funds for a larger number of students.

The program's budgeting process is the same as that for any other college academic program. After the director and dean of AE develop a proposed budget, the dean submits that budget to the Educational Affairs Council and the vice president for educational affairs. Following any revisions, the budget is presented to the college president for approval.

J. EFFECTIVENESS

1. Learning Gains

FY 2004 NRS data show that 31.3 percent of noncredit ESL students made at least one NRS level gain within that fiscal year. As indicated in Table 7 below, CLC exceeded Illinois' statewide percentage of students who completed a level of instruction in all but two levels, Beginning ESL Literacy and ESL High Advanced.

Table 7: CLC Learning Gains — FY 2004					
Name of NRS Level	Number of Unduplicated Students with 12 + Hours of Attendance and Reported in Class During FY2004	Number of Students Completing NRS Level and Able to Move to the Next Level as Documented via Sufficient Standardized Pre- and Posttest Score Gain	Number Completing Level and Enrolling in a Higher Level CLC AE ESL Class Within FY 2004	Number Remaining in the Same NRS Level After Posttesting	CLC Percent Achieving Outcome (NRS Level Gain for the First 5 Levels) / Statewide Percent Achieving Outcome
Beginning ESL Literacy	922	244	229	673	26.46 / 39.16
Beginning ESL	790	248	209	539	31.39 / 30.66
Intermediate Low	307	151	116	154	49.19 / 41.75
Intermediate High	474	183	126	285	38.61 / 32.11
Low Advanced	370	114	70	255	30.81 / 25.78
High Advanced ESL	179	14	4	163	7.82 / 10.81

Table 7 gives a somewhat misleading picture of CLC's noncredit ESL program in several respects. First, it does not indicate the total number of noncredit ESL students enrolled at CLC. In accordance with NRS regulations, only the number of students who attended class for 12 or more hours are included. Second, the levels indicated in the table are NRS levels of FY 2004, not CLC class names or levels. This can be misleading because completion of a level in the table is defined as having a sufficient gain in a standardized posttest score to move to a new NRS level.

As discussed above, however, noncredit ESL students at CLC sometimes advance a level based on other criteria. For example, some lifeskills students advance a level based on faculty recommendations, and students in some noncredit programs (such as supported career programs) advance in, or complete, the programs based on criteria other than ESL test scores. Third, NRS figures include only those students enrolled in classes charged to federal/state grants. Those students enrolled in classes paid for solely by college funds, including all of those taught by full-time faculty, are not included.

2. Retention

In FY 2004, the noncredit ESL retention rate at CLC was 88.3 percent. According to the *2005 Data and Characteristics of Illinois Community Colleges* report, this retention rate is relatively high compared to other Illinois community college adult education programs. Retention in this report was defined as course completion.

Longer-term retention is not as high. A September 2004 college tracking report looked at the subsequent course enrollment of a cohort of students who began taking either noncredit or credit ESL classes for the first time in the Fall semester of 1999.⁴ In this report "subsequent enrollment" consisted of enrollment in any CLC class (credit or noncredit) after 1999. The report showed that of 1,184 students who first enrolled in noncredit or credit ESL in the Fall of 1999:

- 566 (48 percent) took at least one class at the college in Spring 2000
- 333 (28 percent) took at least one class at the college during FY 2001
- 193 (16 percent) took at least one class at the college during FY 2002
- 133 (11 percent) took at least one class at the college during FY 2003

A July 2005 tracking report looking at a similar Fall 2000-2003 cohort found similar retention rates.

An August 2006 tracking report of Fall 2002 students enrolled in intensive ESL for Academic Purposes classes had significantly higher retention rates. Of these 82 students:

⁴ Although this tracking report followed students who first enrolled in *both* credit and noncredit ESL in the Fall of 1999, the relative size of the two programs (credit ESL enrolls fewer than 10 percent as many students as are enrolled in noncredit ESL at CLC) as well as the fact that many credit students were enrolled in noncredit ESL prior to 1999 indicate that the overwhelming majority of the students followed by the tracking report were noncredit ESL students.

- 53 students (64.6 percent) took at least one class at the college during FY 2004
- 29 students (35.4 percent) took at least one class at the college during FY 2005
- 22 students (26.8 percent) took at least one class at the college during FY 2006

3. Noncredit to Credit Transitions

A Fall 2004 survey of students in selected credit academic ESL, ESL for Academic Purposes, and high intermediate and advanced lifeskills ESL classes showed that 67 percent wanted to take more college classes at CLC. In a 2006 survey, 69 percent indicated the same educational goal. Although most noncredit ESL students do not achieve their goals of further college education, some students enrolled in EAP and ESL supported career programs meet with a higher degree of success than do their peers.

Transition to academic and career classes. The July 2005 college tracking report discussed above examined the further academic achievements of students who first enrolled in noncredit or credit ESL in the Fall semester of 1999. Of the Fall 1999 cohort, only 17 to 29 students completed a college level class (i.e., not a developmental level class) in any year between FY 2000 and FY 2004. By the end of FY 2004, only 12 students in the Fall 1999 cohort had received a degree or certificate.

A tracking report of students who first enrolled in either noncredit or credit ESL in the Fall of 2000 indicates that, of 810 students, between 14 and 29 completed a college level course in any year between FY 2001 and FY 2005. By the end of FY 2004, only 12 students of the Fall 2000 cohort had received degrees or certificates.

While the number of students receiving degrees and certificates is very small, it may be an underestimate because not all students who finished the coursework for degrees or certificates applied to receive them.

Transition from noncredit to credit ESL. The number of students who make the transition from noncredit ESL to credit ESL is significantly greater than the number who make the transition to academic or career classes. In fact, noncredit ESL appears to be a major source of enrollment for credit ESL at CLC. For example, of 114 students enrolled in credit ESL during the Spring semester of 2005, 69 were previously enrolled in noncredit ESL. In addition, 3 were previously enrolled in ABE classes.

Transition of ESL for Academic Purposes (EAP) students. Students enrolled the last course of the intensive sections of EAP showed higher rates of transition to classes outside of Adult Education (noncredit ESL and ABE/GED) than did other noncredit ESL students. CLC conducted several different analyses that lead to this conclusion.

First, an August 2006 tracking study of the Fall 2002 cohort of intensive EAP students showed that these students had higher transition rates than did a control group of noncredit lifeskills ESL students whose test scores were at the same level (intermediate) as the test scores of the intensive students before they entered the EAP program. Of 82 students in the intensive EAP cohort:

- 12 students (14.6 percent) took one or more transfer credit courses by Spring 2006
- 17 students (20.7 percent) took one or more career credit courses by Spring 2006
- 32 students (39 percent) took academic ESL or developmental English course by Spring 2006
- 5 students (6.1 percent) received a college certificate by Spring 2006

In contrast, the control group of noncredit lifeskills ESL took fewer college courses. Of 234 students in the control group:

- 30 students (12 percent) took one or more career credit courses by Spring 2006
- 27 students (11 percent) took credit ESL or developmental English by Spring 2006
- 4 students (1.7 percent) received a college certificate by Spring 2006.

Second, an examination of the individual student transcripts of 197 students (duplicated count) enrolled in high-intensity EAP classes from the Spring 2003 to the Spring 2005 semesters indicates that 93 (47 percent) of these students had enrolled in a college class outside Adult Education by the Fall 2005 semester. Eleven received college certificates by Fall 2005.

Third, 88 students who had formerly been enrolled in the intensive sections of EAP from Fall 1999 to Spring 2005 responded to a survey sent to all students who had been enrolled in these sections during this time period. The survey was conducted in the summer and fall of 2005. Of the 88 respondents who finished the intensive ESL for Academic Purposes classes:

- 59 (67 percent) reported taking other classes at the college
- 33 (37.5 percent) reported taking academic credit ESL classes
- 22 (25 percent) reported taking career or transfer credit classes
- 8 (9 percent) reported taking GED in Spanish classes
- 6 (7 percent) reported taking ABE/GED classes
- 5 (5 percent) reported taking classes at another college or university

Students may have responded to more than one category in this survey.

Transition of students in ESL Supported Career programs. All students in ESL Supported Career Certificate programs are enrolled in college credit career classes, and therefore have made the transition to college credit. In Spring 2005, 41 students enrolled in career classes linked to noncredit ESL support classes. In the same semester, 57 additional students enrolled in career classes with a bilingual tutor available during class. In Spring 2006, approximately 85 students were in career classes linked to ESL support classes.

Completion rates of Students in Supported Career programs. Students enrolled in CLC's Supported Career programs have met with a high degree of success both in

completing the programs and in completing individual courses that comprise them. For example, of 22 ESL students who were enrolled in the ESL supported sections of CLC's Nurse Assisting program in Summer 2005, 19 received a college CNA certificate in that year. More than 30 students who had been enrolled in the college's ESL support classes for CNA received college CNA certificates by the Spring of 2006. Of 44 students who enrolled in the supported ESL or bilingual sections of the college's landscape maintenance classes from Fall 2000 to Fall 2005, five ESL students received a horticulture certificate by Fall of 2005, and a larger number completed individual classes that allowed them to receive state certifications in fields such as pesticide application. Thirty-four students in the college's ESL supported classes for refrigeration and air conditioning have received college certificates. The first cohort of eleven General Office certificate students completed their program in December 2006.

College tracking reports of ESL of students enrolled in Supported Career programs indicate that students are continuing to progress through these programs. As a result, the college has made a commitment to continue and expand programs of this kind.

College Profile 4: Adult ESL in the Community College
A Project of the Council for Advancement of Adult Literacy

SEMINOLE COMMUNITY COLLEGE

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A. THE COLLEGE & ITS STUDENTS

1. The College

Seminole Community College is located in Seminole County, Florida, a suburban community of 308 square miles whose residents work mostly in nearby Orange County and the city of Orlando. On average, they spend about 30 to 40 minutes commuting a day. The county is an affluent area with the median family income roughly \$50,000, although slightly more than 7 percent of residents live in poverty. The median value of occupant-owned housing is well above the state average. At last estimate (2003), there were nearly 400,000 people in Seminole County.

The college has three campus sites. Sanford/Lake Mary is the original, or main campus. The Hunt Club campus is located in a strip shopping center in Apopka, in the western part of the county. The five-year old Oviedo campus is located in the eastern part of the county close to the University of Central Florida. Total enrollment for 2004-2005 was 29,754, of which 16,959 were enrolled as degree and transfer students in Arts and Sciences and 3,871 were enrolled in vocational and certificate programs.

2. Students

The Seminole Community College ESL programs draw on the populations of Seminole, Orange, and other nearby Central Florida counties. In the academic year 2004-2005, a total of 2,017 students were served in noncredit Adult Education ESL programs. Nearly 64 percent of these students are of Latino origin, roughly 9 percent are of Asian origin, and most of the others were of Haitian and Eastern European origin. The largest group of students is between 25 and 44 years of age.

Approximately 80 percent of the students in Seminole's noncredit ESL programs have a high school diploma, and more than 50 percent of the students have some college, university, or technical school training. While a majority of the students are drawn from middle-class suburbs,

agricultural and industrial workers also enroll in the programs. Students drive from the surrounding counties to attend the programs. The faculty believe students make this commute because they value the special features and effectiveness of Seminole's ESL offerings.

B. ESL PROGRAMS OFFERED

Seminole Community College has three distinctly different programs to serve the ESL population. All of these programs are overseen by one department, the English Language Studies Department (ELS). The following three main program tracks are offered for ESL students at the college:

- ***Noncredit ESL.*** This is the college's core ESL program and the focus of this report. It is an intensive six-level Adult Education ESL program with managed enrollment. The yearly enrollment is between 2,500 and 3,000 students.
- ***Credit ESL.*** The credit ESL program is called English for Academic Purposes (EAP). The yearly enrollment is approximately 1,000 students. EAP classes serve as a bridge to college English and will be discussed in the section on transitions.
- ***Language Institute.*** The Language Institute is a five-level fee-based program for foreign students with F-1 visas who wish to study in the United States. The yearly enrollment is between 90 and 100 students.

Students in all programs have access to the same services and facilities as credit students (such as the college library, guidance and counseling, and student government activities).

C. NONCREDIT ESL PROGRAM CHARACTERISTICS

1. History

The noncredit ESL program started in 1975 as an open entry/open exit program, and grew in terms of enrollment and hours of instruction over the years. It became a managed enrollment program in 1993. Managed enrollment was adopted because students had been coming and going in the program, and the ELS Department believed that students needed more structure to succeed academically.

The core noncredit program has always employed high-intensity instruction. In fact, until 1995, students attended 40 hours per week. Because students felt overwhelmed by so many hours of instruction, the intensity of the program was reduced to 16 to 20 hours per week. Instruction has been structured around either two 7.5-week terms or one 15-week term per semester since then.

The state had general ESL curriculum guidelines in place for many years, but the curricular standards presently used were implemented under mandate from the state approximately eight years ago. From that time until the spring term of 2005, institutions chose whether or not to use standardized testing for promotion from level to level. The state now mandates the use of

standardized tests to measure student progress. Programs can select from a group of such tests. The ELS Department has selected CASAS for these purposes.

2. Courses

SCC's intensive noncredit ESL program with managed enrollment is offered at all three of the college's campuses during the day and in the evening. The program was divided into six levels based on state and federal guidelines for establishing levels of ESL instruction. The levels are listed below with their associated CASAS placement test scores:

Foundation: Below 190
Low Beginning: 191-200
High Beginning: 201-210
Low Intermediate: 211-220
High Intermediate: 221-235
Advanced: 236-245

[Note: In 2006, the U.S. Department of Education changed its system of classifying the ESL levels states and programs must use to report on student progress. The Advanced level was eliminated and an additional level was added in the Beginning range. In anticipation of this change, SCC dropped the Advanced level in the spring of 2005. The terminology for identifying levels and the corresponding scores listed above describe the structure of the program in 2004-2005, the most recent year for which data was available for this report.]

The Foundations, Low Beginning, and High Beginning levels are combined into one course that covers the curriculum for each of those levels. Each of the other levels has its own courses. Figures for the 2004-2005 academic year show the following unduplicated headcount:

Level	Number Enrolled
Foundation	470
Low Beginning	132
High Beginning	387
Low Intermediate	496
High Intermediate	451
Advanced	81

3. Admission and Placement

Admission to noncredit ESL is free for adults aged 16 or older who are U.S. citizens, U.S. permanent residents, and people seeking asylum.

Many functions of the ESL program are supported by other departments within the college. For example, ESL programs offered by many other institutions require that instructors handle admission, testing and other managerial aspects of serving students. At SCC, specialized departments provide these services for both credit and noncredit ESL programs. For enrollment

and placement, the Student Services department works with students who wish to enroll in the ESL program by processing their applications and eligibility paperwork. Students are then sent to the Assessment and Testing department for the CASAS placement test.

The program has managed enrollment. Students must begin when the term starts and can be withdrawn if they miss more than 10 percent of their classes. Enrollment and assessment take place at scheduled times prior to the beginning of each term. The Student Services department does not keep a waiting list but has specific times during each term when it will process, test, and enroll new students, as well as students who have withdrawn from the program and want to return.

The majority of noncredit students come to the campus because of advertising and word of mouth. They first go to Adult Education Student Services, where they meet with a counselor to verify their eligibility, discuss educational goals, and schedule an appointment for a CASAS placement test. Some are screened out of the testing if an oral appraisal reveals that they seem not to have the skills necessary to take the test. These students are placed in the lowest level course of the ESL program. Students who are not screened out in this way are placed in levels based on their CASAS scores, according to the scoring system described above.

During the first two weeks of each term, a new student may be moved either up or down one level. Sometimes, students initiate the move because they feel the level is either too easy or too difficult. In most cases, changes in the levels to which students have been assigned are initiated by instructors. All instructors give diagnostic tests during the first two weeks of each term. If a new student performs very well or does not perform well on the diagnostic tests, the instructor can recommend that the student move up or down a level. No matter who initiates the process, a New Student Transfer Form is filled out by the instructor, signed, and given to a program or resource specialist on the particular campus. The student and the specialist discuss the results of the diagnostic testing, and a decision is made to move the student or leave him or her in the level to which initially assigned.

4. Instructional Design

High-intensity instruction. Approximately 80 percent of SCC's noncredit ESL students are enrolled in high-intensity classes, most of which offer 16 to 20 hours of instruction per week. The college's other ESL students are enrolled in programs that meet 4 to 6 hours per week.

The college's high-intensity approach to instruction is based on the concept that more hours and continuity result in better opportunities for students to increase their English proficiency in the most expeditious manner possible. The college believes that, in an environment where students also live and/or work in the language being acquired, intensive study is the most effective method of language acquisition. This premise is supported by the fact that students studying in nonintensive courses from four to six hours a week at SCC progress more slowly than those enrolled in high-intensity courses.

Unfortunately, many SCC noncredit ESL students report that that they do not practice speaking English outside the classroom very often. Their extracurricular lives more closely resemble the

lives of students studying English in their home countries, where English is not the dominant language. As a result, the majority of learning appears to be taking place in the classroom, and intensive study is required for successful acquisition.

High-intensity ESL courses are offered year round. The fall and winter terms are 15 weeks in length, and the summer term is 13 weeks. Separate courses are offered for students at each level of proficiency, with the exception (mentioned above) that students at the three lowest levels are assigned to the same courses. The number of hours per week during which high-intensity courses meet differs according to the level proficiency of the students in each. As noted, most meet for 16 to 20 hours per week. High-intensity courses are organized around separate classes for each of four major skill areas: writing, reading, grammar, and listening/speaking. Classes are offered in two-hour blocks every other day. (Sample schedules for the Intensive Day and Intensive Evening Programs are found in Appendix B).

Learning goals. The program's learning goals are based on the Florida Adult ESOL Curriculum Frameworks. Students are given a copy of the section of the Frameworks that pertains to their level. In addition, students receive a syllabus from each instructor that describes what will be taught in the class. While academic skills are emphasized, instructors also weave in material covering the state Adult ESOL competencies for life skills and employment. There is a specific textbook for each skill area in each level. (See book list in Appendix C). Each classroom has a set of books for students to use. In addition, the library has a set of textbooks on reserve for student use, and students may buy their textbooks in the college bookstore.

A state-appointed task force of adult education teachers and administrators has created and continues to update the state Curriculum Frameworks. The Frameworks contain standards, benchmarks, and competency outcomes for each level of each program. Each level has specific expected outcomes. There are standards for listening, speaking, reading, and writing effectively as well as applying standard grammatical structures. There are also standards for obtaining employment, maintaining employment, career advancement, applied technology, interpersonal communication, telephone communication, health and nutrition, U.S. concepts of time and money, transportation and travel, safety and security issues, consumer education issues, government and community resources, environment and the world, and family and parenting. Competency outcomes under each standard vary from level to level.

Student promotion. At the end of each term students are promoted from one level to another on the basis of their grade average and an exit CASAS score. Instructors monitor student progress by classroom performance, homework, instructor tests, and a final exam at the end of the term. Grades are reported as a "P" for passing or "SP" for not passing. To be promoted, students in SCC's high-intensity ESL program must have a cumulative 70 percent passing grade average in the four subject areas on which the curriculum is based, plus a passing score on the CASAS. On the last day of each term, students report to campus to receive their grades and CASAS scores. Students who advance to the next level receive a Certificate of Achievement. Students who do not score high enough are eligible to repeat their current levels. Faculty and staff are available to discuss education goals and challenges with the students.

D. SPECIAL FEATURES

1. Total Immersion in English

Total Immersion of English Strategies Project (TIES). This special feature is a component of SCC's high intensity program. The English Language Studies Department takes the view that responsibility for learning should gradually shift to the students themselves. Although students are residing in a country where English is the dominant language, the assumption that they "live" and/or "work" in English cannot be made. As a result, instructors are encouraged to train students to continue being their own teachers outside the classroom. TIES is a curricular component designed to help students become better learners in a variety of settings.

The TIES lesson plans guide instructors in creating assignments that require students to use English in real life situations outside the classroom. They also guide instructors in holding students accountable for completion of these assignments. Lesson plans are written to remove obstacles that students may face in TIES activities. For example, students who are working on reading menus and ordering meals in restaurants are not asked to go to restaurants and order food, which might be beyond their means financially. Instead, they are asked to go to restaurants, identify themselves as community college English students, and request take out menus (or menus that are no longer used) for classroom practice. Students who are working on language needed to purchase clothing are asked to identify themselves as English students and may, for example, request help in discussing sizes, styles, and colors. In the classroom, students are provided with sample dialogs to initiate conversations related to their TIES activities. Students return with notes on their experiences as well as sizing charts or other materials, and these are discussed in class.

These various means of removing obstacles increase the self-confidence of students as well as the likelihood that they will complete their assignments. In several cases students participating in TIES activities in retail establishments or restaurants have completed their assignments so well that they have been offered jobs.

The TIES approach to life skills language instruction ensures continued learning outside the classroom. The ELS Department believes that students must use English in authentic situations if they are to increase their English proficiency very rapidly. Unless students practice English in real life situations, they improve their proficiency at rates more typical of students who are learning English as a "foreign" language in countries where English is not the principal means of communication. In Florida it is possible for many students to speak only their first languages outside the classroom most of the time. For example, Spanish, Chinese, and Haitian Creole speakers often live and work in familial, social, and commercial environments where only their native language is spoken. Students from these and other language backgrounds are often disappointed that their English abilities improve very slowly, despite weeks or months of instruction, if they have limited opportunities to practice outside the classroom. They may not be able to complete levels of instruction or pass from one level to the next based on the reading and speaking comprehension required for success on the CASAS test and other criteria for advancement at SCC.

2. Emphasis on Phonemic Awareness

Another component SCC's high intensity program is the Phonemic Awareness Project, "Clearly Said-Clearly Read." This project addresses the need to reinforce the use of phonemic awareness strategies by teachers in noncredit ESL classes. It also addresses the needs of ESL learners to practice pronunciation and articulation, so that they can be understood when speaking English. Both these issues directly impact the success of any ESL learner in pursuit of literacy, fluency, and inclusive rather than linguistically isolated lives.

Project "Clearly Said-Clearly Read" provides carefully coordinated lesson plans that assist both instructors and students in accurate English language sound production and phonemic understanding, resulting in an increase in the ability of students to read, pronounce, and spell. Instructors receive handouts for each lesson that list the competencies addressed, the content and language objectives, student goals, procedures to present and teach sound production, and reading infusion. Twenty-five lesson plans have been designed to incorporate the competencies in pronunciation, grammar, and reading. In addition, web sites reinforce the phonemic awareness lesson plans.

This practice improves phonemic awareness and articulation through the use of strategies in both classroom and laboratory settings that help increase the abilities of students to communicate in English and, therefore, reach their goals. Many students who do not speak clearly become frustrated, and some exit both language and academic study programs as a result. Students who are not phonemically adept are disadvantaged because they cannot read as effectively as other students, and they cannot express their knowledge or lack of knowledge about lessons in such a way that instructors and other students understand their needs.

SCC's commitment to phonemic awareness is not limited to Clearly Said-Clearly Read, however. On each campus, all students in the Foundations/Low Beginning and High Beginning classes are exposed to strategies and tools for teaching phonemic awareness, and pronunciation tasks are integrated into reading lessons across the curriculum. The phonemic awareness project also includes computer lab assignments for all students.

E. USE OF TECHNOLOGY

All noncredit ESL students take advantage of extensive computer-assisted learning. Each campus has an ESL computer lab. Once or twice a week, during the Listening/Speaking and Reading classes, instructors bring their students to the lab and provide instruction using software packages that support the curriculum. These include Rosetta Stone, Ellis, and Perfect Copy. Work in the lab is seen as an extension of the regular curriculum, and each student has a check sheet to be completed by the end of the term for each software program they use in conjunction with their classes. (Appendix B contains sample schedules, including labs.)

A resource specialist manages the labs. Software and web pages with extensive learning resources provide students with the opportunities to practice English skills. Students are introduced to various web sites during scheduled lab time and given a card with the addresses. They are encouraged to do after-school perusal of these web sites. (See Appendix D for more

information on the SCC Web Resources to Learn English.) An ESL faculty member who experienced with the technology and the software acts as a computer support specialist for both instructors and students.

At the Sanford/Lake Mary campus, the lab has been updated to include additional listening and speaking programs. At the Oviedo campus, all the classrooms are technology enhanced and instructors are trained in using the equipment and resources. Grant money provides projection equipment and multimedia carts for areas that do not have enhanced classrooms.

F. ARTICULATION & TRANSITIONS

The noncredit adult education ESL, credit ESL (English for Academic Purposes [EAP]), and noncredit ESL (Language Institute) programs are overseen by the English Language Studies Department, which is a part of the Adult Education Division. One of the department's goals is to facilitate transitions from noncredit ESL to credit ESL and then college credit enrollment. SCC's managerial structure assists in this process by making it easier to articulate noncredit ESL, ABE/GED, and credit ESL.

1. Moving On!

As stated previously, the majority of the ESL students have a high school diploma, college or university experience, or a degree. As they progress through the ESL program, questions arise about what is available "after ESL." To answer that question, the ELS Department has developed a unique component in its transition process, "Moving On!" It consists of a formal session offered each term and presented to the top two levels of ESL students (those at the High Intermediate and Advanced levels of proficiency). The sessions are designed to address the unique challenges many ESL students encounter when they attempt to transition into credit ESL classes, other college courses or career and vocational programs. Rejecting the "one size fits all" model, the Moving On! sessions provide specific information that noncredit ESL students need to plan the next step.

Many noncredit students may not make transitions to credit college programs because they do not understand the various steps it takes to do so. The Moving On! session addresses the specific needs of ESL students, including those with foreign education credentials. Unlike the "college bound" orientation session offered by many institutions, Moving On! is specially designed for ESL students. Additionally, it meets the specific "challenges" SCC's noncredit ESL students face in making transitions, such as special paper work, credentials, and documentation. For example, the sessions detail the process of translating and evaluating foreign educational documents, provide the web addresses of the Medical Quality Assurance Board (for ESL students who desire to obtain a license in a health care profession in Florida based on their foreign documents), explain the circumstances in which certain noncitizens may apply for federal financial aid, and detail the documents needed to prove Florida residency.

Students who are in the highest two levels of noncredit ESL classes are scheduled to attend the Moving On! sessions. Students meet in a large classroom or auditorium. Most of the information they receive is provided by the educational planner for Adult Education. In addition, other

student services professionals from each campus often participate in the sessions. This helps students to put a face to a job title such as “registrar” or “financial aid officer.” The sessions allow time for questions and answers. If the questions cannot be answered during the session due to time constraints, students can make individual appointments to meet with the appropriate professionals. In other words, the Moving On! sessions can act as a prompt for ESL student questions and follow-up to answer them.

Students tend to be unsure of life after ESOL. Moving On! helps them understand what is required of them and who can help them. They feel that they are a part of the college and are more comfortable in the transition process. The educational planner observes that, as a result of Moving On! students are more aware that they can use their educational backgrounds from their native countries in the U.S. They state that this makes them more likely to continue their education. One student comment illustrates the importance of information about prior educational background. The student observed that, “If I had to start all over again (with the educational process), I just couldn’t.” Knowing that they can use college credits and high school diplomas from their native countries makes further education more economically realistic. This is especially true of health care professions. Students in these fields, learn that after attaining English proficiency, they can use their health care training here in the United States. (Note: the State of Florida web site, given to students during Moving On!, is especially helpful to them.) Occasionally, the educational planner acts as a student advocate with the college’s evaluation service.

As a result of participating in Moving On!, students are more motivated to achieve in their ESL classes because they are more aware of educational opportunities after ESL. Comments from a survey of participants in a recent Moving On! session reveal student reactions to this service. One student observed, “I think this information is very important for me because I didn’t know what to do after I take ESOL classes. Thank you.” Another student wrote, “I appreciate your help because it will be important for my decision. Thanks.” Yet another response was, “Thanks for the presentation. I learned a lot and new things that I didn’t know, and they help me to determinate what to (do) or how to do it.”

2. Transition Pathways

In the past few years, the credit ESL program at SCC has expanded and grown. While a second language learner may enter credit ESL without prior enrollment in the college’s noncredit program, it is hoped (and expected) that some of the noncredit ESL students will transition into credit ESL classes.

There are four main transition pathways at SCC:

- ***Noncredit ESL to credit ESL (EAP).*** Students enroll in credit ESL (EAP) for various reasons. Some students use this program as an avenue to college credit and a degree. Others already have degrees. They enroll in credit EAP to further improve their English language skills prior to seeking employment or enrolling in graduate degree programs at the University of Central Florida.

Because all EAP courses have prerequisites and corequisites that vary with proficiency levels in reading, writing, speaking, and grammar, all SCC students who wish to enroll in this program must take the College Placement Test (CPT)—the Accuplacer—and provide a writing sample. If English is not the prospective student's first language and their CPT scores/writing sample are not high enough to place them in college English, the individual will then take the Level of English Proficiency exam (LOEP). Placement in EAP is based on a combination of the CPT/LOEP scores and evaluation of the student's writing sample. Students in credit ESL take from one to four courses in each skill area (reading, writing, "academic listening strategies," and grammar), depending on their placement levels in those skills. (See Appendix E for the chart of EAP Requirements.)

To facilitate transitions to EAP, the last two terms of the noncredit ESL program place special emphasis on academic skills (as opposed to life skills) in reading, grammar, and writing. Instructors are aware that at least some of their students may be taking the CPT at the end of the last term in noncredit ESL and want to give those students the strongest preparation possible. Program administrators visit the ESL classrooms to tell interested students how to sign up for the CPT and assist them with any problems they may have during the process

- ***Noncredit ESL to GED.*** Some students enroll in SCC's GED program after exiting noncredit ESL. If a student wants to continue to study English in a free program or needs a GED prior to enrolling in a college credit program, the student is referred to the GED program. The GED and noncredit ESL programs work closely together. When ESL students express an interest in the ABE/GED program, they receive information about it and the telephone number for a coordinator in that program. Students are not permitted dual enrollment across programs: they must finish or withdraw from ESL before they enroll in ABE/GED.
- ***Noncredit ESL to vocational programs.*** The process for admission to vocational classes is similar to the process for admission to credit ESL (EAP), except for the assessment measures used. Students submit CPT and LOEP scores for admission to EAP, but they submit a TABE score for admission to vocational programs.
- ***Noncredit ESL to college credit.*** Every academic year, one or two noncredit ESL students test directly into college credit classes. However, the usual path for enrollment into college credit is through credit ESL courses. If the student has been enrolled in EAP (credit ESL), the following entry measures are used to place them in college credit classes. At the EAP 1620 Reading II level, students are eligible for college credit classes if they attain a grade of C or better on a departmental reading exit exam. In EAP 1640, Writing II, students write an exit essay that is read by both the English Language Studies and English Departments. Students must score a combined minimum score of 6 in order to pass the course and enroll in college credit classes. This criterion is identical to that required of native English speaking students in preparatory Fundamentals of Writing and Reading courses. (See Appendix F for a chart and explanation tracing the pathways students follow in negotiating the EAP program prior to entering college credit classes.)

G. FACULTY

1. Faculty Profile

There are 8 full-time instructors and 50 adjunct faculty members in the English Language Studies Department. The requirements for teaching are as follows:

FULL-TIME	
Noncredit ESL:	Master's degree in TESOL or a related field.
Credit ESL: Upper Levels: (1500/1600)	18 graduate semester hours in the relevant field taught and a master's degree in TESOL or a related field are required.
Lower Levels: (03300/0400)	Bachelor's degree in the relevant discipline and either teaching experience in the discipline or a related discipline or documented graduate training in remedial education
PART-TIME	
Noncredit ESL:	Bachelor's degree and attributes or experiences relevant to the needs of students.
Credit ESL: Upper Levels: (1500/1600)	18 graduate semester hours in the relevant field taught and a master's degree in TESOL or a related field are required.
Lower Levels: (03300/0400)	Bachelor's degree in the relevant discipline and either teaching experience in the discipline or a related discipline or documented graduate training in remedial education

Faculty status (salaries and benefits) for all faculty members is the same as that for comparable faculty at the college. But, while the salaries for credit and noncredit faculty members are comparable, their workloads differ. Full-time college credit instructors teach 15 hours while noncredit instructors teach 20 hours.

2. Professional Development and Other Faculty Support

The English Language Studies Department has several staff development activities, resources, and opportunities. Several of these are described below.

Resource and Program Specialists. The department believes in strong support for its faculty. To that end, it employs three Specialists to work with faculty. These Specialists deal with both faculty and student concerns, and they facilitate the day-to-day operations of the department's programs. They support instructors by handling a variety of administrative tasks, such as scheduling. They also conduct classroom observations, serve as resources on curricula, and provide counseling to both faculty and students. When a new ESL instructor is hired, the

Specialists provide a two to three hour orientation that covers department philosophy, structure, programs, forms, resources (web and supplemental materials found in the ESL Resource Rooms), and mentoring. Because of the many functions performed by Specialists, ESL instructors are relieved of many responsibilities that instructors in programs elsewhere must assume. This allows them to focus more of their time on teaching.

The three Specialists (program specialist, resource specialist, and computer assisted learning and curriculum specialist) have separate, yet sometimes overlapping responsibilities. They work together as a team to meet the needs of the faculty and department. Some Specialist positions have been funded initially by English Literacy and Civics Education grants and focus on promoting ELCE competencies.

Workshops, Seminars and Conferences. Supplemental educational workshops and conferences are a high priority for the ELS department. At least once a year, a regional workshop is held on the SCC campus. At the workshop, SCC faculty and educators from the surrounding areas share innovative teaching techniques. Funds are also set aside in the departmental budget to send full- and part-time faculty to other regional, state, national, and international conferences and seminars.

SCC Adjunct Faculty Learning. Not only does the ELS department put an emphasis on professional development, but so does the college. All full-time and part-time faculty are eligible for stipends for outside study. The SCC Adjunct Faculty Learning Academy also offers classes on teaching issues, classroom management, and computer software programs.

Departmental Web Site. The extensive English Language Studies Department web site provides instructors with curriculum support, lesson plans, state approved competencies/syllabi, departmental policies and other resources.

H. MANAGEMENT

The director of the English Language Studies Department is responsible for all ESL programs, both credit and noncredit. These responsibilities include staffing, scheduling, curriculum, budgeting, and planning for the future. The director reports to the dean of adult education, who in turn reports to the vice president of educational programs/chief learning officer. The director creates and submits the departmental budget. This budget is then submitted to the dean of adult education for approval and, of course, ultimately to the vice president and board of trustees for final approval.

The director has the authority to make decisions about all key program components with the approval of the dean and under the guidelines of the curriculum committee. Importantly, the director determines the standards for admission to various program components, under national guidelines that include immigration regulations. Program design is based on the state prescribed syllabi.

The director also has the authority to recommend hiring and termination of faculty in accordance with Human Resources guidelines. However, the number of faculty and their benefits is determined by the board of trustees, and the state of Florida specifies qualification guidelines.

I. FUNDING

1. Program Costs and Expenditures

The total cost for instruction of noncredit ESL students at SCC in 2005-2006 was \$3,103,963. This includes \$1,370,014 in direct instructional costs (full- and part-time instructors, administrators, departmental support personnel, cost of materials, and technology, for example.) It also includes \$1,733,949 in allocated instructional and collegewide support costs (student services such as registration and advising, library services, facility operational costs, and security, for example). In 2005-2006, the ELS Department delivered 18,547 hours of noncredit ESL instruction for a cost per hour of \$167. During each hour, an average of 25 students were taught. This brings the cost per student per hour to approximately \$6.68.

A recent study at SCC indicates that over the past six years an average of 56 percent of all enrollments in a level of the college's noncredit ESL program have resulted in successful completion. Statistics are not available on how many terms students remain in the program, but anecdotal information and data on the scheduling needs for middle- to upper-level courses indicate that a significant percentage of students enter at the third or fourth level of instruction and remain until they have completed all six levels. Given this information on student enrollment, the overall costs of noncredit ESL at SCC during 2005-2006, and the resulting individual cost per hour per student, the following should be considered valid scenarios:

- **Student A** enters at the fourth of six proficiency levels, studies 20 hours a week in two 15-week terms (Fall and Spring) and one 13-week term (Summer) and completes all levels successfully for a total of 860 hours and a total cost of \$5,744.
- **Student B** enters at the first of six proficiency levels, studies 12 hours a week for eight terms in the intensive evening program, does not pass a level twice during that time, and eventually completes the highest level of noncredit ESL, for a total of 1,368 hours and a total cost over two and one half years of \$9,138.
- **Student C** enters at the first of six proficiency levels, studies 20 hours a week in two 15-week terms (Fall and Spring) and one 13-week course level (Summer) and is able to complete at least the first three lower levels in one term, for a total of 860 hours and a total cost of \$5744 during the first year. If the student wishes to complete the highest level of noncredit ESL he or she would have to study 20 hours a week to complete an additional 15-week term at a cost of \$2,004.

Another method of presenting costs of educational programs is through the use of formulated "full-time equivalent" (FTE). This method uses a formula of number of hours taught multiplied by number of students taught during those hours and divided by a number of hours considered full time for a year. State funding of Florida community colleges is allocated on a cost analysis and need basis, and FTE is part of that funding formula. Using the FTE process, SCC reported 618 equivalent (FTE) hours for its noncredit ESL students to the state in 2006. This represents a

total cost per noncredit ESL FTE of approximately \$5,021, which is comparable to the cost scenarios above for full-time students.

2. Sources of Funding

Florida community college budgets depend primarily on state funding allocations along with student tuition and fees. Because neither tuition nor fees are collected from noncredit ESL students at SCC, state allocations are the primary source of funds for this program. Due to state budgetary constraints, state funding is seldom adequate to cover the cost of instruction at Florida colleges. State allocations can also vary considerably from year to year due to changes in availability of state resources and the manner in which the funds are allocated. If state revenue collections are less than anticipated, there is the likelihood that allocations will be reduced. Beyond the availability of funds, there is also the need to distribute funds in an equitable manner among many educational institutions, including 28 community colleges with unique needs, such as differences in demographics.

In some years, funding factors have included the number of students who successfully completed courses or programs at an institution, how many of them transitioned to higher education, and how many obtained or maintained employment. In the case of noncredit ESL, this data is compared among the Florida colleges in the form of Literacy Completion Points (LCPs) for performance based funding. SCC has routinely ranked in the upper 10 percent of LCP success rates among the colleges. Historically, however, most state funds have been allocated based on the number of students served and the number of hours of instruction provided (FTE) with a different value placed on those numbers in different years.

In order to temper the effects of unpredictable state funding, state officials have implemented a new cost analysis and needs formula. In this process, the state determines how much money it should cost to run a particular college, subtracts the amount of funds collected by the college through student fees, and uses the remaining amount as the basis for the institution's state funding. Funding for noncredit ESL is, of course, part of this remaining amount, because no student fees are charged. Over the last three years (2003-2006), colleges have been funded at approximately 75 to 76 percent of the calculated remaining need. Decisions about how this money is used are made by the individual colleges that receive it.

SCC's ELS expenditures (including instructional and support allocations) are part of the overall budgeting process of the college. The process for instructional budgets begins with the submission of budget requests by each department head to the dean of his or her division. In turn, deans submit requests to the vice presidents, and the requests are eventually presented to the college's executive council for review and, possibly, adjustment. The council takes into consideration projected funding for the coming year as well as projected numbers of students and overall college needs. The board of trustees gives final approval. (Funds for capital expenditures such as equipment or furniture are distributed through a separate but similar process.)

The percentage of a department's submitted budget request that is approved varies from year to year depending on several factors. Projected lower enrollments in the college (and statewide) and a college priority to raise faculty salaries, combined with a decrease in ESL enrollment in 2004-

2005, for example, influenced an adjustment of \$20,000 to the ELS Department’s proposed instructional materials budget for 2005-2006. There was also a budgeted decrease in adjunct instructor salaries for adult education, of which, approximately \$40,000 will be absorbed as a decrease in ESL adjunct salaries.

In summation, adult education expenditures are generally not funded in total through state allocations. Special grant funds are helpful in supplementing these allocations. But, ultimately, SCC must support a portion of its noncredit ESL program activities through the college budget process at some cost to other priorities. These budget decisions are justified on the basis that adult education programs fulfill a portion of the college’s mission and vision statements, as well as on the basis that they lead to the transition of students from noncredit, non-fee based courses into college credit, tuition-based programs. Perhaps the greatest challenge for Florida’s noncredit ESL administrators and their college leaders is the constant need to contain the costs of adult education programs, and, at the same time, meet the ever-growing demand for timely and effective acquisition of English by members of the state’s workforce.

J. EFFECTIVENESS

1. Learning Gains

The effectiveness of SCC’s noncredit ESL program in the area of learning gains is demonstrated in annual federal reporting data and in the most recent SCC program review data (April, 2003). These documents reflect completion rates by SCC noncredit ESL students that are higher than statewide averages.

The National Reporting System data for SCC in 2004-2005 shows that a total of 2,017 students enrolled in at least one noncredit ESL course at SCC during that academic year. It also indicates that 891, or 46 percent, of those students completed at least one level of proficiency in the noncredit ESL program. The state average for completion of a level for the same year (which is found in the Florida Department of Education’s publication, *Program Facts: 2004-2005*) was 28 percent, twelve percentage points lower than SCC’s average. (See Appendix G for NRS Table Four data on SCC and the State of Florida for 2004-2005.) It should be noted that the State of Florida report is based on data from adult education ESL programs at both community colleges and public school systems. Florida community colleges tend to provide ESL programs of higher intensity than those provided by public school systems.

The comparisons above and other comparisons with similar outcomes can be made using historical data previous to 2004-2005 as illustrated below:

Percentages Completing One Proficiency Level

Academic Year	Statewide	SCC
2002-2003	40 percent	67 percent
2003-2004	32 percent	61 percent
2004-2005	28 percent	46 percent

The decline in completion rate percentages statewide and at SCC over this three-year period can be attributed in part to changes made in implementation of curricula to support newly designed state competency lists and mandated standardized testing. Between 2000 and 2003, new Florida standards and competencies for adult education ESL courses were designed and implemented to bring about standardization and accountability across the state. Initially, teacher-made tests and activities, as well as teacher evaluations, based on the new competency lists were used at SCC to promote students from one level to another. Later, in 2004-2005, standardized testing for promotion was mandated statewide. As students took these tests for the first time, scores and completion rates plummeted. Students also became discouraged and withdrew at a higher rate. The ELS Department needed to revise textbooks and support materials to include newly required work skill and life skill competencies, and test administrators had to be trained in the effective implementation of the new tests.

By 2005-2006, the average success rate of SCC's noncredit ESL students on the state-mandated standardized tests had risen considerably. Informal analysis of test data shows a completion rate that is up approximately 35 percent over scores achieved in the spring term of 2005. Although these scores are still only part of the requirements for students to complete levels at SCC, and completion of course work is also required, the test scores and rate of student success overall are comparable to each other with very little variation.

Because completion rates reflect higher than average learning gains by SCC's noncredit ESL students (compared to other institutions in the state), the ELS Department concludes that its high intensity and managed enrollment practices are effective. It also concludes that these practices are more effective than those employed by institutions with open-entry, open-exit policies.

2. Retention

Historically, SCC's noncredit ESL program has had very good retention rates among most levels and campuses. Registration for returning students is conducted in classrooms each term before new students begin to register. Over 50 percent of students take advantage of this opportunity. Although five or six of these students at each level may be "no shows" at the beginning of the next term, establishing a new goal for the students before they have reached the current one seems to motivate them to return. SCC transcripts reveal examples of students who began at the lowest level of noncredit ESL and re-enrolled for each subsequent level until completing the program. Beyond data and records, continued sightings of familiar faces in the hallways and instructor accounts of much improved retention of students from term to term also indicate student satisfaction and persistence in the program.

In 2003-2004, according to NRS report data, overall SCC percentages of noncredit ESL students completing a level and enrolling in one or more additional levels were an average of 27 percentage points higher at each proficiency level than those recorded statewide in adult education ESL programs. In 2004-2005, when standardized testing for promotion began, retention rates declined slightly at SCC, but still remained above statewide averages. The State of Florida's NRS data for 2004-2005 show that 28.5 percent (575) of SCC's noncredit ESL students enrolled in an additional level, compared to 13.4 percent (15,375) of students served statewide.

(See Appendix G.) Since that time, there has been a steady increase of successful students, and anecdotal information reflects that retention rates have also increased.

Both the SCC observable evidence and the NRS data reflect good rates of retention among noncredit ESL students. It appears that the high intensity and managed enrollment features of the college's ESL program do not inhibit retention of students. In fact, it can be assumed that these practices, as well as the other "best practices" employed by SCC, support student satisfaction and, thus, re-enrollment in subsequent courses.

3. Transition

Internal SCC data indicates that the number of noncredit ESL students who take the Computerized Placement Test for college is increasing. Records were first kept in 2004-2005 as more emphasis was placed on promoting further educational opportunities for noncredit ESL students. The numbers for 2004-2005 are:

YEAR	Enrolled in Upper Level Noncredit ESL Courses	Number Tested	Percentage
2004-2005	532	153	29

Records also show that SCC now has 300 percent more students enrolled in college preparatory EAP classes (credit ESL) than five years ago, and that 80 to 90 percent of EAP completers qualify for Freshman Composition (ENC1101)

Although the number of noncredit ESL students qualifying for college is increasing, the number of students who actually enroll in college courses at SCC is disappointing. A review of SCC's location among Orlando's institutions of higher learning and a look at the evolution of EAP at SCC may provide clues as to why this is occurring.

There are four very strong community colleges in Central Florida. Valencia Community College is among them. VCC and SCC are located in what is considered the Orlando metropolitan area and both are "feeder" colleges for the University of Central Florida, which is also in the same area. Among the Orlando area colleges, Valencia has historically been the institution that the majority of ESL students attend to prepare for college or university. Seminole has been known as the school where college-bound ESL students begin to improve their English. UCF is the institution where both colleges' ESL students frequently enroll to pursue four-year undergraduate and/or postgraduate degrees. SCC's provision of free noncredit ESL classes has made it "the place to start" for thousands of area students with limited English. Valencia does not provide free adult education ESL classes.

It was not until 2001, only a few years before most of the data presented in this report was generated, that Florida began the standardization of college credit ESL under the name "English for Academic Purposes." At that time SCC began to develop a strong EAP program. Currently, there are more than 400 enrollments in EAP at SCC each term. The ELS Department believes that the development of these classes has attracted many college bound ESL students away from

noncredit ESL and toward EAP. However, as the number of EAP completers increases, the number of SCC ESL students who enroll in academic programs at the college may increase as well.

Given the historical identities of Seminole and other area colleges, it can be assumed that many of Seminole's noncredit ESL completers who pursue further education transfer to a college nearer their home or work. Because of Seminole's academic as well as workforce focused ESL program, it can also be assumed, that some transfer directly to UCF or another university, although that assumption can only be supported anecdotally.

All of the circumstances mentioned above make it very difficult to track SCC's noncredit ESL completers and obtain good data on where they go to study after ESL. This does not, however, change the goals of the English Language Studies Department for higher rates of transition from noncredit ESL to college. The Department continues to work on improvements to current practices that it hopes will enhance these rates, by means such as information sessions about how transitions are made, miniseminars, and strong articulation with other college departments.

APPENDIX A

NRS Table 1: Seminole Community College 2004/2005

Entering Educational Functioning Level	American Indian or Alaskan Native	Asian Native Hawaiian or Other Pacific Islander	Black or African American	Hispanic or Latino	Multi-Racial/Unknown	White	Total
	Male/Female	Male/Female	Male/Female	Male/Female	Male/Female	Male/Female	
ESL Beginning Literacy	0/0	4/11	5/5	83/189	3/5	57/108	470
ESL Beginning Literacy	0/0	3/2	2/0	31/63	2/2	8/19	132
ESL Intermediate Low	1/2	6/15	3/4	88/161	3/5	37/62	387
ESL Intermediate High	0/0	8/26	9/11	92/230	3/12	35/70	496
ESL Low Advanced	0/0	4/21	7/10	90/204	6/8	31/70	451
ESL High Advanced	0/1	2/4	1/2	21/36	1/1	4/8	81
TOTAL:	1/3	27/79	27/32	405/883	18/35	172/337	2017

NRS Table 3: Seminole Community College 2004/2005

Program Type	16-18	19-24	25-44	45-59	60 and older	Total	Totals from Table 1
English as a Second Language	43	272	1157	450	95	2017	2017

APPENDIX B

SAMPLE PROGRAM SCHEDULES: INTENSIVE DAY



INTENSIVE ESOL (DAY)

OVIEDO CAMPUS

Fall 2005 (Term 2057)

August 22 - December 9, 2005

**IMPORTANT
STUDENT
INFORMATION:**

• CLASSES BEGIN: August 22, 2005

--STUDENTS WHO ARE REGISTERED BUT DO NOT ATTEND AUGUST 22, 2005 CAN BE WITHDRAWN AND ARE NOT GUARANTEED A PLACE IN THE ESOL CLASSES IN THE FALL TERM. IF ALLOWED TO CONTINUE, THEY WILL BE MARKED ABSENT FOR THOSE DAYS MISSED.

Level	Foundations / Low Beginning	High Beginning	High Beginning	Low Intermediate	Low Intermediate	High Intermediate	High Intermediate
Room	OVE-0105	OVE-0206	OVE-0205	OVE-0302	OVE-0306	OVE-0104	OVE-0106
Class Number	11222/9510	11224	11234	11226	11227	11229	11230
9:00 - 10:50 AM	M W F	M W F	M W F	M W F	M W F	M W F	M W F
	READING	SPEAKING/ LISTENING	READING	WRITING	GRAMMAR	GRAMMAR	WRITING
	<small>LAB M 9-9:50 AM (OVE-0204)</small>	<small>LAB W 10-10:50 AM (OVE-0204)</small>	<small>LAB W 9-9:50 AM (OVE-0204)</small>				
	T & R	T & R	T & R	T & R	T & R	T & R	T & R
	GRAMMAR	WRITING	GRAMMAR	READING	READING	READING	SPEAKING/ LISTENING
				<small>LAB T 9-9:50 AM (OVE-0204)</small>	<small>LAB T 10-10:50 AM (OVE-0204)</small>	<small>LAB R 9-9:50 AM (OVE-0204)</small>	<small>LAB R 10-10:50 AM (OVE-0204)</small>
11:00 AM - 12:50 PM	M W F	M W F	M W F	M W F	M W F	M W F	M W F
	SPEAKING/ LISTENING	READING	SPEAKING/ LISTENING	GRAMMAR	WRITING	WRITING	GRAMMAR
	<small>LAB F 12-12:50 PM (OVE-0204)</small>	<small>LAB F 11-11:50 AM (OVE-0204)</small>	<small>LAB M 11-11:50 AM (OVE-0204)</small>				
	T & R	T & R	T & R	T & R	T & R	T & R	T & R
	WRITING	GRAMMAR	WRITING	SPEAKING/ LISTENING	SPEAKING/ LISTENING	SPEAKING/ LISTENING	READING
				<small>LAB R 12-12:50 PM (OVE-0204)</small>	<small>LAB R 11-11:50 AM (OVE-0204)</small>	<small>LAB T 11-11:50 AM (OVE-0204)</small>	<small>LAB T 12-12:50 PM (OVE-0204)</small>

ENGLISH FOR SPECIFIC PURPOSES (ESP)

Monday & Wednesday

1:30 - 3:20 PM

COMPUTER SKILLS

CLASS NO. 9505
ROOM OVE-0206

Revised 8-10-05 - etm

SAMPLE PROGRAM SCHEDULES: INTENSIVE EVENING



INTENSIVE ESOL (EVENING)

OVIEDO CAMPUS

Fall 2005 (Term 2057)

August 22 - December 9, 2005

**IMPORTANT
STUDENT INFORMATION:**

• CLASSES BEGIN: August 22, 2005
 --STUDENTS WHO ARE REGISTERED BUT DO NOT ATTEND AUGUST 22, 2005 CAN BE WITHDRAWN AND ARE NOT GUARANTEED A PLACE IN THE ESOL CLASSES IN THE FALL TERM. IF ALLOWED TO CONTINUE, THEY WILL BE MARKED ABSENT FOR THOSE DAYS MISSED.

Mondays & Wednesdays

Level	Foundations / Low Beginning	High Beginning	Low Intermediate	High Intermediate
Room	OVE-0105	OVE-0206	OVE-0302	OVE-0104
Class Number	11223 / 9511	11225	11228	11231
5:30 - 7:20 PM	READING LAB M 5:30 - 6:20 PM (OVE-0204)	GRAMMAR	GRAMMAR	GRAMMAR
7:30 - 9:20 PM	GRAMMAR	WRITING	WRITING	SPEAKING / LISTENING LAB M 8:30 - 9:20 PM (OVE-0204)

Tuesdays & Thursdays

5:30 - 7:20 PM	SPEAKING / LISTENING LAB R 5:30 - 6:20 PM (OVE-0204)	READING LAB R 6:30 - 7:20 PM (OVE-0204)	READING LAB T 5:30 - 6:20 PM (OVE-0204)	READING LAB T 6:30 - 7:20 PM (OVE-0204)
7:30 - 9:20 PM	WRITING	SPEAKING / LISTENING LAB T 7:30 - 8:20 PM (OVE-0204)	SPEAKING / LISTENING LAB R 7:30 - 8:20 PM (OVE-0204)	WRITING

Revised 10-19-05- eim

APPENDIX C

ESOL Book List
August 28—December 15, 2006
OVIEDO
Intensive Day & Intensive Evening

	SPEAKING	GRAMMAR	READING	WRITING
Foundations/ Low Beginning/ High Beginning	<p><i>Foundations</i> Prentice Hall 0-13-384604-0</p> <p><i>Clear Speech From the Start</i> Cambridge Univ. Press 0-52-161-905-X</p>	<p><i>Focus on Grammar Introductory</i> Longman 0-20-161-979-2</p>	<p><i>Read All About It Starter</i> Oxford Univ. Press 0-19-438-654-6</p> <p><i>Oxford Picture Dictionary Workbook</i> Oxford Univ. Press 0-19-435-073-8</p>	<p><i>Oxford Picture Dictionary</i> Oxford Univ. Press 0-19-436-197-7</p> <p><i>Writing to Learn—The Sentence</i> McGraw Hill 0-07-230-753-6</p>
Low Intermediate	<p><i>New Person to Person 1</i> Oxford Univ. Press 0-19-434-678-1</p> <p><i>Focus on Pronunciation 1</i> Longman 0-13-097-873-6</p>	<p><i>Focus on Grammar Basic</i> Longman 0-20-134-676-1</p>	<p><i>Beginning Reading Practices</i> University Michigan Press 0-47-208-394-5</p> <p><i>Read All About It 1</i> Oxford Univ. Press 0-19-435-196-3</p>	<p><i>First Steps in Academic Writing</i> Pearson Ed. 0-20-183-410-3</p>
High Intermediate	<p><i>New Person to Person 2</i> Oxford Univ. Press 0-19-434-681-1</p> <p><i>Focus on Pronunciation 2</i> Longman 0-13-097-877-9</p>	<p><i>Focus on Grammar Intermediate</i> Longman 0-20-134-382-6</p>	<p><i>Intermediate Reading Practices</i> University Michigan Press 0-47-203-013-2</p> <p><i>Password 2</i> Longman 0-13-048467-9</p>	<p><i>Writers at Work—The Paragraph</i> Cambridge Univ. Press 0-52-154-522-6</p>
Advanced	<p><i>Interactions 2</i> McGraw Hill 0-07-233-109-7</p> <p><i>Focus on Pronunciation 3</i> Longman 0-13-097-879-5</p>	<p><i>Focus on Grammar High Intermediate</i> Longman 0-20-138-301-2</p>	<p><i>Password 3</i> Longman 0-13-140893-3</p> <p><i>Words for Students of English 4</i> University Michigan Press 0-47-208-214-0</p>	<p><i>Great Paragraphs</i> Houghton Mifflin 0-61-827-192-9</p>

APPENDIX D

WEB RESOURCES TO LEARN ENGLISH

<http://www.scc-fl.edu/adulted/els/>

LIFE SKILLS

ESOL LIFE SKILLS STANDARDS

http://www.scc-fl.edu/adulted/els/web_resources/esol-life-skills-standards

FOUNDATIONS LEVEL

http://www.scc-fl.edu/adulted/els/web_resources/foundations-level-resources/index.htm



ACADEMIC SKILLS

READING

http://www.scc-fl.edu/adulted/els/web_resources/esol-academic-skills-standards/reading.htm

GRAMMAR

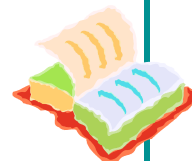
http://www.scc-fl.edu/adulted/els/web_resources/esol-academic-skills-standards/grammar.htm

WRITING

http://www.scc-fl.edu/adulted/els/web_resources/esol-academic-skills-standards/writing.htm

SPEAKING AND LISTENING

http://www.scc-fl.edu/adulted/els/web_resources/esol-academic-skills-standards/speaking-listening-pronunciation.htm



VOCABULARY

VOCABULARY-BUILDING RESOURCES

http://www.scc-fl.edu/adulted/els/web_resources/vocabulary.htm
(Dictionaries, thesauruses, idioms)

ADULT FLORIDA ESOL FRAMEWORK VOCABULARY LISTS

http://www.scc-fl.edu/adulted/els/web_resources/esol-vocabulary-word-lists
(Vocabulary lists)



SPECIAL AREAS

TEST-TAKING STRATEGIES

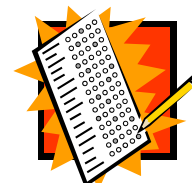
http://www.scc-fl.edu/adulted/els/web_resources/esol-academic-skills-standards/test-taking.htm

CITIZENSHIP RESOURCES

http://www.scc-fl.edu/adulted/els/web_resources/citizenship.htm

SCC ESOL STUDENT SYLLABI

http://www.scc-fl.edu/adulted/els/web_resources/esol-student-syllabi



APPENDIX E



EAP REQUIREMENTS

ESL students at SCC are required to take courses in speaking and listening, writing, grammar, and reading based on assessment.

"A" students in EAP 1520 and EAP 1540 who are recommended by their instructors may take EAP 1620 and EAP 1640 exit exams to determine eligibility for exemption of these courses

READING

Students who score over 83 on CPT reading are not required to take EAP reading courses

◆ EAP 0320 <i>preparatory</i>	EAP Low Intermediate Reading (3 credits / 3 hours)	CPT under 83, LOEP 76-85 co-requisite in Speaking and Listening (see next segment)
◆ EAP 0420 <i>preparatory</i>	EAP Intermediate Reading (3 credits / 3 hours)	CPT under 83, LOEP 86-95 co-requisite in Speaking and Listening (see next segment)
◆ EAP 1520 college credit	EAP High Intermediate Reading (3 credits / 3 hours)	CPT under 83, LOEP 96-105 co-requisite in Speaking and Listening (see next segment)
◆ EAP 1620 college credit	EAP Advanced Reading (3 credits / 3 hours)	CPT under 83, LOEP 106-115

SPEAKING and LISTENING

-academic lecture comprehension and response-

Students begin these courses at the lower level of their placement in reading or writing.
They may be exempt based on diagnostics in class during initial class sessions.

◆ EAP 0300 <i>preparatory</i>	EAP Low Intermediate Strategies for Academic Speaking and Listening (3 credits / 3 hours)	Students placed into EAP 0320 or EAP 0385 must also take EAP 0300 followed by EAP 0400 and EAP 1500
◆ EAP 0400 <i>preparatory</i>	EAP Intermediate Strategies for Academic Speaking and Listening (3 credits / 3 hours)	Students placed into EAP 0420 or EAP 0485 must also take EAP 0400 followed by EAP 1500.
◆ EAP 1500 college credit	EAP High Intermediate/Advanced Strategies for Academic Speaking and Listening (3 credits / 3 hours)	Students placed into EAP 1520 or EAP 1540 without being placed into any 0400 level courses must also take EAP 1500.

WRITING /GRAMMAR

Students take writing and grammar classes based on CPT scores, a writing sample, and LOEP scores.
The writing sample can raise or lower placement.

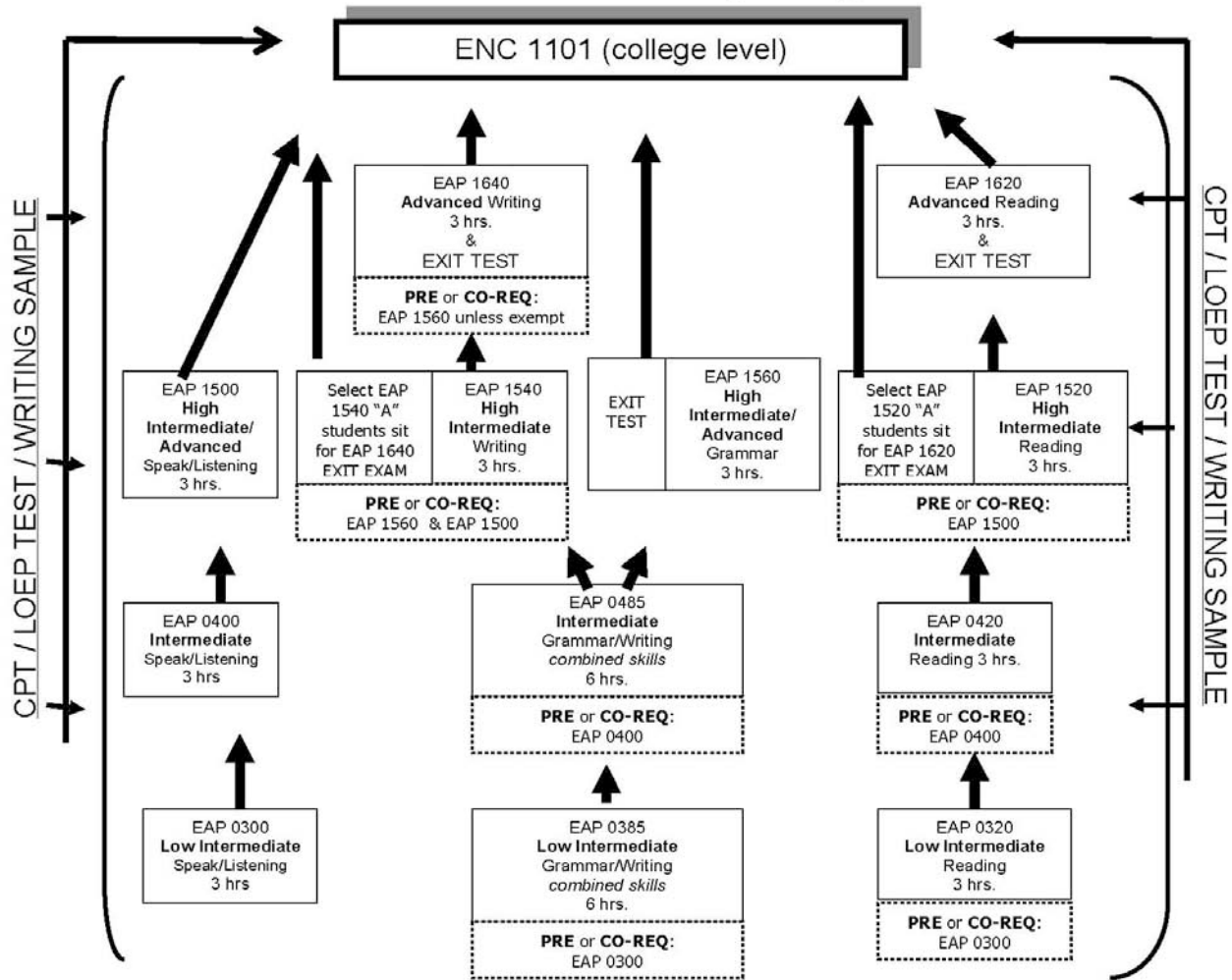
◆ EAP 0385 <i>preparatory</i>	EAP Low Intermediate Grammar and Writing -Combined Skills- (6 credits / 6 hours)	CPT under 83, writing sample, LOEP 76-85
◆ EAP 0485 <i>preparatory</i>	EAP Intermediate Grammar and Writing -Combined Skills- (6 credits / 6 hours)	CPT under 83, writing sample, LOEP 86-95
◆ EAP 1540 college credit	EAP High Intermediate Writing (3 credits / 3 hours)	CPT score, writing sample, LOEP 96-105 [co-requisites: EAP 1560 and EAP 1500 unless previously taken]
◆ EAP 1560 college-credit	EAP High Intermediate/Advanced Grammar (3 credits / 3 hours)	CPT score, writing sample, LOEP 96-105
◆ EAP 1640 college credit	EAP Advanced Writing (3 credits / 3 hours)	CPT score, writing sample, LOEP 106-115 [co-requisite: EAP 1560 unless previously taken or exempt based on writing sample]

In August, 2003, EAP 0485 Introduction to Grammar & Writing, replaced EAP 0440 and EAP 0460. Students who were placed in EAP 0440 and EAP 0460 but had not successfully completed both of them by August 2003, had to take the total six-hour replacement course.

4-23-06

APPENDIX F

Pathways to English Proficiency at Seminole Community College



EAP (ENGLISH FOR ACADEMIC PURPOSES)

The diagram above shows the pathways students take into EAP and then on to College English. The first point of entry for noncredit ESOL students or students who just “walk in off the street” is to take the CPT/LOEP/Writing Sample. (See right & left hand margins) Based on the test results, the student is placed in an EAP class. If a student places in either of the college prep levels (0300/0400), they are required to take all of the classes in that level. A student being placed in a higher level may take a combination of 1500’s and 1600’s. At the 1500 level, it is possible for a student, upon instructor recommendation, to take the Exit Test for reading and writing in the 1600 level. The majority of the students exiting the ESOL classes place in either the 0400s or 1500s.

APPENDIX G

NRS Table Four: Educational Gains /Attendance by Educational Functioning Level **Seminole CC 2004-2005**

Entering Educational Functioning Level	Total # Enrolled (Unduplicated headcount this level for year)	Total Attendance Hours (Unduplicated enrollment times # of hours studied)	# Completed Level (# of students who passed level)	# Completed a level and advanced one or more levels (# of students who passed and registered for next level)	# separated before completed (# of students who withdrew before completing)	# Remaining within Level (# of students who completed but did not pass)	% Completing Level (Column D divided by Column B)
A	B	C	D	E	F	G	H
ESL Beginning Literacy (SCC=Foundations)	470	90152	224	143	193	53	48%
ESL Beginning Literacy (SCC=Low Beginning)	132	22860	85	53	36	11	64%
ESL Intermediate Low (SCC=High Beginning)	387	89160	186	138	136	65	48%
ESL Intermediate High (SCC=Low Intermediate)	496	120150	190	137	207	99	38%
ESL Low Advanced (SCC=High Intermediate)	451	98640	172	92	177	102	38%
ESL High Advanced (SCC=Advanced)	81	13020	34	12	37	10	42%
TOTAL:	2017	433982	891	575	786	340	46%

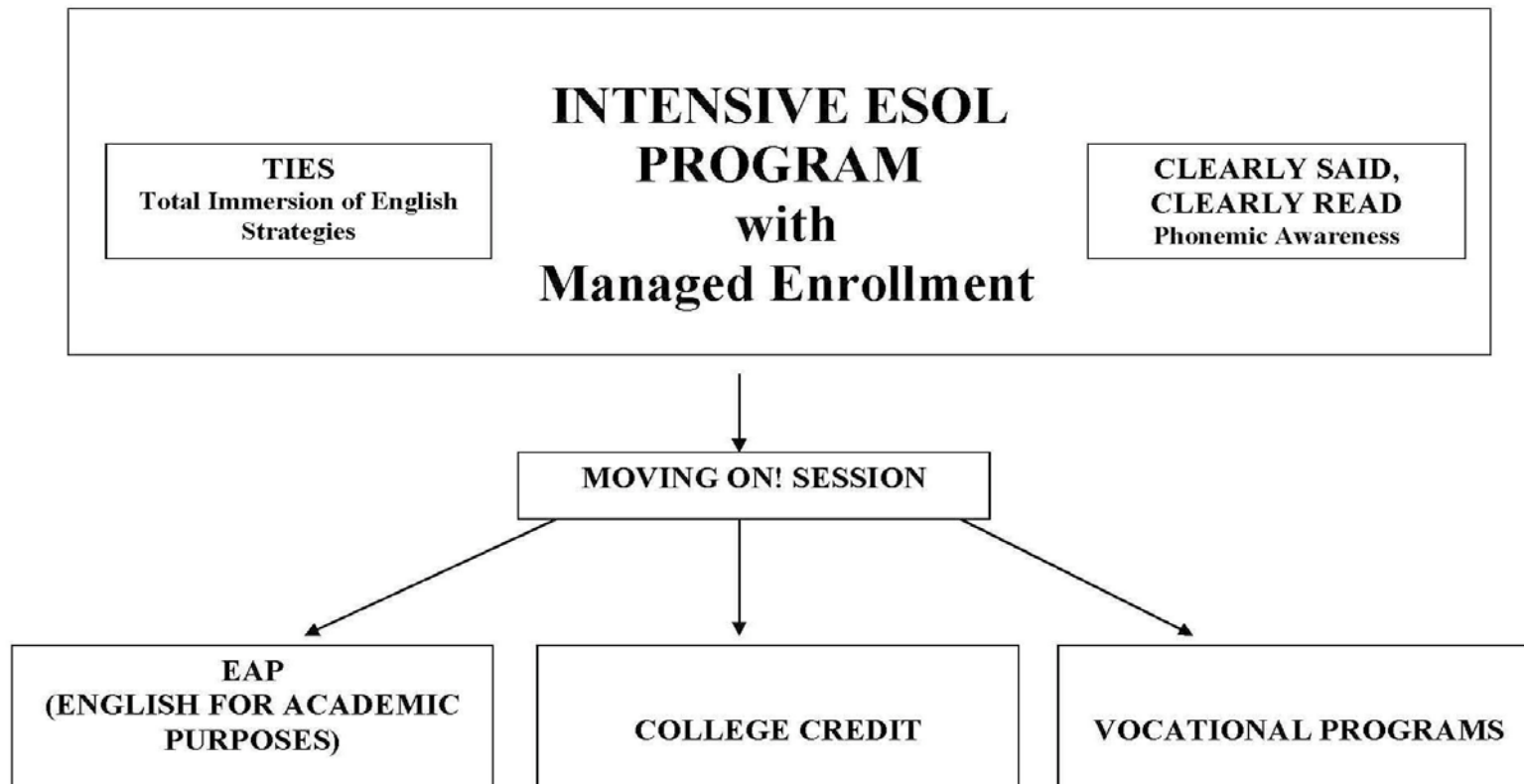
NRS Table Four: Educational Gains /Attendance by Educational Functioning Level **Florida Statewide 2004-2005**

Entering Educational Functioning Level	Total # Enrolled	Total Attendance Hours	# Completed Level	# Completed a level and advanced one or more levels	# separated before completed	# Remaining within Level	% Completing Level
A	B	C	D	E	F	G	H
ESL Beginning Literacy	58,644	12,246,770	17,822	7,470	32,565	8,257	30.39%
ESL Beginning Literacy	20,107	5,307,303	6,802	3,056	10,394	2,911	33.83%
ESL Intermediate Low	15,897	5,172,778	5,128	2,460	8,657	2,112	32.26%
ESL Intermediate High	10,095	3,471,251	2,628	1,201	5,758	1,709	26.03%
ESL Low Advanced	7,725	2,666,901	2,160	1,073	4,473	1,092	27.96%
ESL High Advanced	1,842	743,888	311	115	1,309	222	16.88%
TOTAL:	114,310	29,607,891	34,851	15,375	63,156	16,303	27.89%

APPENDIX H

SEMINOLE COMMUNITY COLLEGE ESOL PROGRAM EXEMPLARY PRACTICES

The chart below demonstrates relationships among the exemplary practices within the SCC Intensive ESOL Program. TIES and Clearly Said, Clearly Read enhance and support instruction in the Intensive Program. Moving On! assists in the transition process to post ESOL studies.



College Profile 5: Adult ESL in the Community College
A Project of the Council for Advancement of Adult Literacy

YAKIMA VALLEY COMMUNITY COLLEGE

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by

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Yakima Valley Community College

A. THE COLLEGE AND ITS STUDENTS

1. The College

A total of 9,289 students enrolled at Yakima Valley Community College (YVCC) in the 2005-2006 academic year. Of those, 2,035 were degree and transfer students in Arts and Sciences and 3,744 were in Workforce Education (vocational and professional certificate and degree programs), both credit-bearing divisions of the college. Also included in the Workforce Education division are the Basic Skills programs (ABE/GED and noncredit ESL classes). Enrollment in Basic Skills programs was 3,032 (1,677 were ESL). The remaining 478 students had some other unspecified enrollment.¹ Thus, nearly three-quarters of the students (6,776 out of 9,289) at the college were in work-related or Basic Skills courses.² The college has two main campuses in Yakima and Grandview, with credit and noncredit classes offered at each.

2. Students

YVCC students are drawn from a county in which the indicators of poverty (median family income, percent of families living below the poverty level, percent of births paid by Medicaid, percent of adults over 25 years of age without a high school diploma, percent non-English speaking at home, percent of high school dropouts, and percent unemployed) in the population are all twice or more the percentages for Washington State as a whole.³ Thus, the county's residents are far poorer and less competitive economically than the average Washington State resident.

¹ These enrollment numbers are an unduplicated count.

² This data is from the YVCC Student Management System.

³ These and other facts come from Leahy, *Circle of Success Report*, Yakima, Washington, September 2005.

Yakima County is centrally located in rural Washington, a region dominated by large-scale agriculture. The county covers 4,296 square miles and has a population of 226,727. The overwhelming majority of seasonal agricultural workers (including both field workers and warehouse processing workers) are first-generation Mexican immigrants from poor, rural areas of that country. Most of them have low levels (three to six years) of first-language education and literacy. Because of the agricultural base of the local economy and the part-time, specifically seasonal, employment of its workers, the population employed in these areas is able to participate in education only on an intermittent basis.

A quarter of the students enrolled in credit programs at YVCC are identified as Hispanic, as are 69 percent of those enrolled in noncredit (ESL and ABE/GED) classes. Most of these Hispanic students are first- and second-generation immigrants from Mexico. (Noncredit ESL students are primarily first generation.) Because of the high percentage of this population at the college, YVCC has been officially designated a Hispanic Serving Institution by the federal government.

B. ESL PROGRAMS OFFERED

Noncredit ESL classes are offered in day and evening classes, on and off campuses. In addition to the two main campuses, the Basic Skills department has Learning Centers offering ESL and ABE classes in Ellensburg and Toppenish. There are day and evening ESL classes offered each quarter at 15 to 20 community sites (churches, K-12 schools, and community-based organizations/CBOs) throughout the service district, many in rural, isolated communities.

Approximately 10 to 25 percent of the total number (depending on numbers of classes offered each quarter) of ESL students receive instruction in day classes taught by full-time instructors on the two main campuses. The remaining 75 to 90 percent of ESL students enroll in evening campus and day and evening off-site classes taught by part-time instructors. ESL students have full student privileges at the college, meaning students have access to same services and facilities as credit students (e.g., college library, student ID card, guidance, and counseling, etc.).

Additionally, limited noncredit ESL classes are offered for LEP (limited English proficient) clients of the state Division of Social and Human Services (DSHS). VESL (Vocational ESL) classes in customer services for retail employment and precertified nursing assistance or health care employment are occasionally offered. YVCC does not offer credit ESL classes. At present, citizenship classes are not offered separately. Citizenship information is incorporated into the curriculum of the general ESL classes.

The noncredit day on campus (high-intensity transition) ESL classes and the off-campus and evening on-campus ESL classes will be the focus of this profile.

**ESL Class Enrollment (2005-2006 duplicated counts)
from the YVCC Student Management System**

<u>YAKIMA CAMPUS</u>	<u>Day</u>	<u>Evening</u>	<u>GRANDVIEW CAMPUS</u>	<u>Day</u>	<u>Evening</u>
Level 1	45	100	Level 1	33	138
Level 2	94	76	Level 2	42	71
Level 3	114	86	Level 3	42	53
Level 4	84	77	Level 4	47	16
Level 5	43	27	Level 5	19	5
Total	380	366	Total	183	283

<u>OTHER, OFF- CAMPUS SITES</u>	<u>Day</u>	<u>Evening</u>
Level 1	93	269
Level 2	100	166
Level 3	70	87
Level 4	42	35
Level 5	4	1
Total	309	558

**Summary of 2005-2006 Basic Skills (ESL & ABE) Enrollment
from YVCC Student Management System**
(see Appendices A, B, and C for State of Washington
and NRS data on enrollment)

	Day	Evening
YAKIMA CAMPUS ESL • duplicated count • unduplicated count	380 213	366 308
GRANDVIEW CAMPUS ESL • duplicated count • unduplicated count	183 132	283 242
OTHER, OFF-CAMPUS ESL • duplicated count • unduplicated count	309 281	558 501

YAKIMA CAMPUS ABE • duplicated count • Students enrolled in both ESL & ABE (duplicated count)	481 132	228 32
GRANDVIEW CAMPUS ABE • duplicated count • Students enrolled in both ESL & ABE (duplicated count)	57 63	87 0

C. NONCREDIT ESL PROGRAM CHARACTERISTICS

1. History of the Program

The Adult ESL program at YVCC began in the early 1980s with the resettlement in the area of some Southeast Asian refugees. The program was small and self-contained. Students did not routinely transition to any other classes at YVCC. There were no full-time instructors and only one or two part-time instructors. From the beginning of the program, language was taught around student-selected themes. From the early literature,⁴ it was clear to the instructors that adults learned best when the material taught was relevant and meaningful to their lives and the learning was experiential.

Federal Immigration Reform and Control Act (IRCA) funds became available to YVCC in the mid- and late 1980s to teach the required language component of the amnesty program. People who had been migratory agricultural workers were “settling out” in local communities as they applied for legal residency status. (Within the span of two U.S. Census counts, 1980 and 1990, demographics in the area changed dramatically. Communities that had been 80 percent non-Hispanic and 20 percent Hispanic became the reverse.) Instructors were hired quickly and the program grew exponentially. With the end of IRCA funding in the early 1990s, the state legislature directed the State Board for Community and Technical Colleges to continue funding ESL classes out of its budget, and YVCC began to include funding for the classes out of its college operating budget.

The noncredit ESL classes have now become institutionalized at YVCC. The college president states:

As a community college, our mission is to address the specific educational needs of our community. One of the primary needs of our community is to provide literacy skills and English language skills to a growing population that is largely comprised of monolingual Spanish speakers from Mexico. We realize that we are the largest provider of this instruction in this community and that, without this

⁴ M. Knowles, *The Adult Learner: A Neglected Species*, Houston, TX: Gulf Publishing, 1984.

service, most of these students would have few options for a better job and quality of life.

2. Course Content

At YVCC, the courses themselves are loosely tied to five of the state's six recommended levels across four skills, in listening-speaking and reading-writing pairs, called "competencies." There are state performance criteria that define what learners should be able to do to enter the following level in a sequence. However, the correlation between the content of CASAS tests, which determine level completion for state and federal purposes, and the content of the state competencies has not been specified in Washington State documentation until recently.⁵ As a result, this report describes the program at a time when CASAS scores and state completion levels *did not* correspond.

All ESL students (day and evening, on and off campus) receive instruction based on student-generated thematic curricula. The practice is for students in each ESL class to select themes or subjects (for example, finding medical care, the U.S. school system, or immigration issues) to study each quarter. (Theme selection is conducted in different ways by instructors, depending on learner proficiency.) Instructors develop curricula (within the guidelines of the state competencies) that incorporate appropriate level skills practice. Activities for language development within each theme can be vocabulary development, interviews, dialogues, picture prompts, or life experiences for class-generated and individually generated writing and reading exercises. A theme may continue for several class sessions, until the class and instructor decide to move on to the next one.

The concept of "teachable moments" is the backbone of this style: first, there is recognition by the instructor of the class need or desire, then the instructor develops curriculum to meet the needs. The instructor must adapt his/her plans to meet the class's evolution or emerging needs.

The use of this instructional approach at YVCC is based on adult learning theory, which emphasizes the importance of goal-oriented, relevant instruction. (The practice at YVCC is heavily influenced by the writings of Auerbach and Wallerstein.⁶)

YVCC has found that ongoing instructor training and peer mentoring are necessary to help part-time instructors develop skills in using this approach. (See the section on "Faculty.") Instructors also state that the students' enthusiasm when they recognize their own suggestions in use in the

⁵ As of the 2006-2007 academic year, new "ESL Standards" will be implemented in the state. The state is also redefining the stated ESL levels and corresponding CASAS scores to comply with federal NRS changes. The point spread between CASAS levels will be compressed, and ESL levels will be renamed. YVCC, state, and federal ESL levels will correspond from the 2006-2007 academic year into the future.

⁶ In particular, see: E. Auerbach, *Making Meaning, Making Change: Participatory Curriculum Development for Adult ESL Literacy*, McHenry, Illinois: Delta Systems, Inc., 1992; N. Wallerstein, *Language and Culture in Conflict: Problem-posing in the ESL Classroom*, Reading, Massachusetts: Addison-Wesley, 1983; and N. Wallerstein and E. Auerbach, *Problem-posing At Work: English for Action*, Edmonton, Alberta: Grass Roots Press, 2004.

classroom is very affirming for both the students and the instructors. Instructors say that students develop responsibility for their own learning and that neither students nor instructors are bored by the material or classroom experience. Additionally, faculty strongly state that the student-generated thematic curriculum is, in their experiences, the most effective approach with low-literacy adult students. (See the section on “Effectiveness.”)

Thus, the program has deliberately amorphous, flexible, unspecified, and largely student-centered curricula, expectations, and outcomes. Promotion through the system depends to some extent each on the mastery of the state’s competencies as assessed by instructor-developed performance tasks, CASAS scores, and to a considerable degree on the *ad hoc* judgment of instructors.

D. SPECIAL FEATURES

Courses are offered both on and off campus, day, and evening, and in high-intensity and low-intensity modes for 10-week quarters.

1. On-Campus Day (High-Intensity Transition) Classes

The two main campuses offer daytime high-intensity transition classes of 12 hours (Levels 1 and 2), 16 hours (Level 3), 20 hours (Level 4), and 25 hours (Level 5) a week, four days a week for Levels 1-4 and five days a week for Level 5, for ten weeks a quarter. These classes provide both high-intensity (how much) and long-duration (how long) of instruction.⁷

One goal of the program design is to take optimum advantage of the limited time students have available for language acquisition with increased hours of class and exposure to different instructors and teaching styles. (Most of the students in these classes are seasonally or partially employed, work afternoon or night shifts, and/or have children in school during the daytime hours of the classes.) Instructors believe they can keep students’ attention and focus on their learning for more rapid progress through the class levels with these high-intensity classes. The longer-term goal of the practice is to transition ESL students into ABE classes.

Daytime classes on these two campuses lead ESL students to a full transition into ABE classes. Students generally take the complete block of classes offered at each level. They then form a supportive cohort and usually progress as a group through class levels at one level per quarter.

In the high-intensity transition classes, in addition to ESL classes emphasizing language development in the four skill areas of listening and speaking (emphasized in Levels 1 and 2) and reading and writing, starting with Level 3 students also take:

- Level 3: A math class taught by an ESL instructor (covering whole numbers in addition, subtraction, multiplication, and division, with an emphasis on the language of math in English and on word problems);

⁷ Some of the original impetus for intensity of instruction came from information in the *Mainstream English Language Project (MELT)* of the U.S. Office of Refugee Resettlement, 1985.

- Levels 4 and 5: ABE math classes taught in English by ABE instructors (with training in ESL) and ABE computer basics classes taught in English by an ABE instructor;
- Level 5: ABE corrective reading classes taught in English by ABE instructors (with training in ESL) and an ABE career development class taught in English by an ABE instructor.

Levels 4 and 5 students are enrolled in all of the ABE classes offered by the college (except ABE writing classes) while they are simultaneously supported by language development in ESL classes. With the generally low levels of first language literacy in the student population, the experiences of students and instructors indicated that writing was the most difficult of the language skills for these ESL students to master. Therefore, Levels 4 and 5 ESL students attend an ESL two-hour reading and writing block and only enroll in ABE writing classes when they become an all-ABE student (indicated by instructor assessments of their learning and CASAS scores). After completing Level 5, ESL students are routinely transitioned into all-ABE classes.

To monitor each student's class schedule and progress, an ESL and an ABE student personal learning plan is kept for each student and attached to the student's registration file. Each class instructor records information for class assignments, instructor assessment of student learning and progress, and CASAS scores for each student. Every instructor has access to this information. At the end of each quarter, each student meets individually with one of the instructors for review of the student's progress and goals. The instructor then recommends a class schedule for the following quarter.

For the most part, ABE instruction at YVCC is typical of ABE class instruction elsewhere. That is, the ABE instruction is more teacher-generated, content-driven, linear, and sequential in nature than is ESL instruction at YVCC. Nevertheless, the instructors say that good instruction for ESL students is good instruction for ABE students as well, (i.e., the instruction includes the use of visual aids, demonstrations, small group activities, role-playing, and other forms of practice in classes). Several full-time ABE instructors have been cross-trained in ESL and now teach both ESL and ABE classes. Through training and ESL class observations, the ABE instructors state they have become more sensitized to the needs of ESL students (for greater clarity and a slower pace of instruction, specific vocabulary development, attention to grammar points, etc.).

One instructor who teaches both ESL and ABE classes states:

Success breeds success! One of the difficulties with ESL is that it is not easy for students to "see" their learning. It is not like math where one can say, "Now I know how to add fractions and before I didn't." They know that they can say, read, and write more, but it is often hard to verbalize [that] specifically. I think high-intensity [classes] help with our attendance and drop out rate. For one, we are asking for a large time commitment. This is not a five-hour-a-week program in which you can miss several classes. The students' initial commitment is high and then students have such a variety of instructors and classes that they "feel" it when they miss. They also feel their growth much more quickly. Increased time on

task equals increased rate of growth. Students see others moving at a fast rate, and see success all around them. They know it is possible for them too.

2. Rationale for Implementing the High-Intensity Transition Classes

The question is, of course, why do this? As stated earlier, YVCC has no credit ESL program—a traditional path of transition to further education for ESL students at many community colleges. ESL at YVCC originated as a stand-alone program. As the program grew with the rapid demographic changes in the service district, it became apparent to instructors that these students needed a place to go after they completed ESL classes. (At the time, the college had no plan or policy for addressing the needs of these students.) Most of the students were not prepared, even after completing ESL classes, for success in developmental education classes or college-level classes or in pursuing higher-paying work.

The instructors at YVCC gradually implemented a model of transitioning ESL students into ABE classes. ABE classes were available to ESL students and classrooms and instructors' offices for both programs were located together, which facilitated collaboration. No additional resources were needed, nor administrative sanction needed, to provide further educational opportunities for the ESL students with their enrollment in ABE classes. Transition of ESL students started originally with placing them in an ABE family literacy class and next in an ABE math class.

Because this model is instructor-implemented and driven (though now also fully endorsed and supported by administrators), the ESL and ABE instructors have developed a shared philosophy of education, an understanding of the similarities and differences between the ESL and ABE programs, and high levels of trust in each other's abilities to assess and place students in appropriate classes. (It is also important to note that the full-time instructors who work in the day on-campus classes have longevity in doing so. All of them share 11 to 26 years of experience working together.) There is continual referral of students back and forth across the programs. ABE and ESL faculty collaborate on scheduling classes, so that appropriate ESL and ABE classes are available to the ESL students.

ESL students have become a large percentage of the students enrolled in the ABE classes. As a result, ABE instructors see the need to serve these students, both in ESL and in ABE courses. One instructor said, "They are our 'bread and butter' now." Both ESL and ABE instructors state that they are committed to blurring the lines of distinction between the ESL and ABE programs to focus more on students' needs and less on categorizing students by programs.

3. Off-Campus and On-Campus Evening (Low-Intensity) Classes

Most of the ESL classes at YVCC are offered off campus (some during the day, but mostly in the evening) at over 15 community centers, including public schools, two satellite campus facilities, and a church. There are also evening classes at all levels on campuses. Off-site and campus evening classes are low-intensity classes of six to eight hours a week. Although the intended administrative plan is for off-campus classes to be limited to Levels 1 to 3, because of their

isolation in rural areas, the classes are often multilevel and serve students with abilities above these levels.

To address some of the deficiencies of off-campus instruction (evidenced by low numbers of students receiving CASAS pre- and/or posttesting and low completion rates), hours of instruction of each of these classes will be increased in the next academic year. Professional development opportunities for instructors and instructional support will also be increased. A transition program from ESL to ABE classes also will be developed for evening classes on the two campuses, with the goal of transferring as many Level 4 and 5 students as possible from off-campus to on-campus day and evening transition (high- or low-intensity) classes.

4. Tuition

Students are required by the state legislature to pay \$25 in tuition each quarter, whether they enroll in one (i.e., low-intensity) or several (i.e., high-intensity and/or transition) classes. There are, however, tuition waivers granted upon student request and proof of one of several indicators of low income. Enrollment is open until the sixth week of the ten-week quarters.

5. Placement

By state mandate, students entering noncredit ESL classes are given ESL CASAS appraisals and pretests in listening and reading. (In campus day classes in Yakima, students placing into Level 4 are also given an ABE math appraisal and a pretest and are asked for a writing sample. In addition to these, Level 5 students are given an ABE corrective reading placement test.) Instructors assess test scores, first language education levels stated by the student, and speaking abilities in simple face-to-face conversation with each student to place students in appropriate classes.

Careful attention is given to testing and to student comfort levels in the first few weeks of the quarter. Normally, there are a couple of students in each class who need to be moved up (usually), or down (occasionally). The program has found it better to place a new student conservatively and then to quickly move the student to a higher-level class if appropriate, reasoning that it can be demoralizing for students to be moved to a lower-level class. Once re-placed, students then generally stay in their classes until the end of the quarter.

Also by state mandate, ESL CASAS posttests in listening and reading are given to ESL students after 40 hours of instruction or at the end of the quarter. Instructors also assess progress with instructor-designed, class-based performance tasks related to the state's core competencies for ESL Levels 1 to 5. Promotion within or exit from the program is by instructor decision, based on CASAS scores and performance tasks measured against those competencies.

6. Summary

This is the shape, focus, and scope of the college's ESL program: student-centered, community-oriented, noncredit (high-intensity and low-intensity, day and evening) classes for Mexican immigrants. It is a popular program, as attested by its long waiting lists. These waiting lists range

from 20 to 35 students per site across the program, though the campus-based classes are the most sought after.

E. USE OF TECHNOLOGY

YVCC has a number of technology resources and initiatives that benefit ESL students:

- Dedicated ESL/ABE computer labs with technical support are available on the two main campuses.
- ABE computer basics/technology classes are available for Levels 4 and 5 students on the two main campuses during the day. The administration plans to expand these class offerings to the evening programs on campuses also.
- Class Levels 3 through 5 on the two main campuses (days and evenings) have access to the labs during ESL class times, at the discretion of the instructor, and with computer lab assignments integrated into the thematic instruction of the class.
- Computers in ABE labs on the two main campuses are accessible to ESL transition students (Levels 4 and 5) as well as to ABE students for independent use.

F. ARTICULATION & TRANSITIONS

YVCC's articulation between the ESL and ABE programs and student transitions between the programs is discussed earlier under "Program Characteristics."

Further, the administration at YVCC has recognized the large demographic of noncredit ESL students at the college and the success of the Basic Skills programs in transitioning these students into ABE classes. An administrative initiative for the year 2005-2006 was to implement means of facilitating transition of students from ABE into Workforce Education programs. It is recognized that these are students who will likely need to work continually and they will therefore "stop in" and "stop out" of certificate and degree programs. The intention is to develop career ladders that will enable students to qualify for a series of progressively higher-paying jobs over time. A full-time ABE instructor (an RN with an MA in Education) was hired to develop and teach classes to prepare students for entrance into allied health programs.

There are also several *collegewide* YVCC initiatives to increase student transitions, from which ESL students may benefit. These include:

- In 2005 the board of trustees added to the institutional vision statement, "YVCC provides coordinated services to help students become college ready," thereby endorsing changes in college activities.
- The college has moved from a model of "high-risk students" to "high-risk courses" (defined by a 30 percent or higher rate of Ds, Fs, or Ws given to students in the class) and is working to reduce the barriers those classes present to students. For example, an ABE

instructor teaches math and biology study skills classes that support the academic classes. Also, tutoring is offered for high-risk courses, with tutors imbedded in classes and having available extra hours both online and onsite. There is video supplementary instruction available for several high-risk courses, with credits that can be applied to either four-year degrees or vocational programs.

- Learning Community (LC) classes are targeted each quarter for developmental students. Research shows that these classes help second-language and first-generation-college students. One LC class combines Speech 100, Reading 085, and English (writing) 075.
- Trainers were brought to YVCC to work with academic faculty on the use of language- and culturally-appropriate texts. Some instructors consequently changed the content and sequence of their courses.
- In 2005, the vice-president of instruction called for an all-day collegewide symposium, asking for programs to highlight their transition activities at the meeting. The ESL to ABE transition practices were featured.
- Online preparation for the ASSET (college class placement tests) is available.
- Counseling services are now available in several formats, through face-to-face, special programs, online assistance, and a new advising center. The goal is to provide multiple access points and to intervene on behalf of students if they identify that they need help.
- Affinity groups are supported through the Office of Student Retention and Recruitment. As part of this initiative speakers are brought to campus, and students receive support to attend conferences. There is training for student leaders and support funds for clubs.

G. FACULTY

1. Faculty Description

At YVCC, there are three full-time ESL instructors, each with an MA in TESOL, two full-time ESL/ABE instructors, one with an MA in reading and one with a BA in education, and 25 to 30 part-time ESL instructors per quarter, all with a minimum of a BA. At present, most of the ESL part-time faculty have teaching degrees in Elementary Education and have little experience teaching adults. Some of these faculty members have TESOL endorsements.

The minimum hiring qualifications for a part-time ESL instructor are a BA and three years of teaching experience or a certificate or endorsement in ESL or TESOL. A full-time instructor is expected to meet these standards and have an MA in TESOL. Preferred qualifications for both include at least two years of experience teaching adults. The qualifications for faculty are recommended by the department chair, approved by the dean, and finally determined by the human resources department.

The pay and benefits for full- and part-time faculty members are determined by the negotiated agreement between the YVCC administration and the local chapter of the American Federation of Teachers. All faculty members have union affiliation, with nonvoting members paying a reduced agency fee. Faculty salaries in ESL and ABE are at the same levels as all other faculty at the college, including those instructors teaching credit-bearing classes, and workloads are the same as well. (This parity issue became a negotiation point between the administration and the union in 1994. Prior to that time, ESL and ABE faculty were paid 60 percent of other faculty salaries.)

2. Staff Development

Over the years of the growth of the ESL program, there have been multiple changes in college administration at all levels and in financial support for staff development. An added difficulty in providing ongoing staff development is the large size of the college service district, which extends approximately 90 miles in every direction from the Yakima Campus. In the absence of alternatives, full-time and several part-time faculty have been a steady influence on staff development for instructors. The three full-time ESL faculty have been at the college for 21, 18, and 11 years respectively. They each have a strong theoretical basis and practical classroom experiences to draw upon in providing staff development. Consequently, they have provided much stability to the program.

3. Peer Mentoring

As a result of changes in administration and fluctuations in funding, instructors have relied on each other for support in managing teaching or classroom issues through informal networking, classroom observations, and formal workshops. The staff development philosophy used by the instructors is the same adult learning theory used with students: topics are selected by the learner (here the teacher), the process is goal- and relevancy-oriented, and the learning is experiential—often involving problem solving.

Intensive support for instructors new to the program is necessary for them to implement the student-generated thematic curricular approach and integrate that with the state competencies in their classrooms. Instructors also require support in developing assessment tasks for students. Managing the state requirements for registration of students and CASAS testing also requires ongoing coaching. New part-time instructors have received 10 to 20 hours of class observation time with an experienced instructor and then have been mentored by an experienced instructor. ABE instructors have received release time for a quarter to observe ESL classes and be peer-mentored by an ESL instructor.

In interviews with part-time faculty, some say they would not have survived without this peer guidance, especially those teaching ESL for the first time. They report seeking out long-time instructors, observing several ESL instructors teaching various levels, asking questions, and gathering materials. However, those instructors who have been peer mentors over the years report that they become “burned out” at times from the repetition of continually helping new part-timers become oriented to the program.

The current Basic Skills director plans to institutionalize staff development through ongoing workshops and peer mentoring, with instructor assignments and commensurate pay for instructors (as teacher/mentors and as participants). Instructors expect that this formalized plan for staff development activities and appropriate compensation for instructors involved in those activities will be beneficial to the morale of all involved.

H. MANAGEMENT

There is one director of basic skills (ESL and ABE programs). She has authority to recommend the hiring of part-time instructors. The number of full-time faculty in various categories is recommended by the director and approved or denied by the dean of workforce education and, ultimately, the college president. The director also supervises support staff, manages budgets, recommends class schedules and sites, and collaborates with CBOs on behalf of the college. She reports to the dean of workforce education. Faculty members are supervised by the dean. The department (defined as full-time faculty) recommends courses and schedules to the director, who must get final approval from the dean.

Faculty members are supported by a program assistant, registrars, office assistants, and instructional technicians. Most of these support staff work on campuses. Off-campus faculty have varying degrees of support. All off-campus instructors are part-time faculty. They work very independently. Sometimes the only contact they have with the college is when they submit their weekly attendance record. All program support staff report to the director, but their job descriptions are determined by the State Board for Community and Technical Colleges. The budget is prepared by the college president, with input from the vice presidents and deans, and approved by the board of trustees.

I. FINANCIAL SUPPORT

Financial support takes many forms at YVCC and includes the following:

- Waivers are available for students for the \$25 per quarter tuition mandated by the state.
- Facilities, utility costs, and custodial services are provided, but the dollar amount is not easily obtained as the costs are not broken out by program but are part of the collegewide facilities operating budget.
- The amount allocated to ESL by the college from its general operating funds is in excess of federal, state, and other grant funds specifically designated for ESL/ABE received from sources external to the college. These figures show that the college contribution is nearly double college-external funds for ESL/ABE.
- The college general operating funds are a mixture of income from the state FTE reimbursement and tuition funds paid by credit students. The state FTE reimbursement received by the college is generated by both credit and noncredit students (including noncredit ESL students). The amount of funding allocated to any

particular college program (including noncredit ESL) is not proportionally related to the amount of FTE reimbursement received by the college due to enrollment in that program. Rather, it is an allocation decision made annually by the college budget committee (vice presidents and deans) approved by the college president, and then by the board of trustees.

- The following summary compares funds specifically designated for ESL with college general operating funds allocated to that program in 2004-2005.

	Total Amt.	% ESL	ESL \$
Basic Skills Grant (federal and state)	\$360,395	62.6	\$225,607.27
EL Civics Grant (federal and state)	\$131,756	100	<u>\$131,756.00</u>
	Total		\$357,363.27
College Contribution to ESL (from general operating funds)	Total		\$656,620.60

The policy associate of the state Office of Adult Basic Education adds:

Last year [2005-2006], we awarded \$9,096,736 in state and federal funds for [all state] ABE, ESL, EL/Civics, GED Prep, etc. Our providers served 50,386 (federally reportable) students. That comes out to be \$180.54 per learner in grants. That does not include match and FTE money and money from other sources, which included at least \$27,578,689. Adding it all together, it turns to be \$727.89 per learner. If one were to include the entire amount fiscal services “estimates” to be in the pot, including FTE money generated by basic skills students, it comes out to \$1,389 per student. However, the \$727.89 is all that is shown on the annual financial status reports.

While many community colleges in Washington State reportedly have pulled college financial support away from noncredit ESL programs in recent years due to budgetary constraints, YVCC has continued and increased financial support to the program since the demise of IRCA funding.

J. EFFECTIVENESS

1. Difficulties of Measuring Effectiveness

The state measures for student attainment have changed multiple times in the last 10 years. Most recently, CASAS testing was state mandated and implemented in 2003. The state emphasis in the first year was testing (appraisal, pre- and posttests) of every student within 45 hours of instruction. (The CASAS organization itself recommends testing students only after 100 hours of instruction.) The NRS data from these reports showed significant drops in student progress from level to level with the implementation of CASAS testing. (NRS data before this time reflected the results of the state’s emphasis on authentic assessment measures designed by instructors.) At first, all test bubble sheets had to be mailed to YVCC by instructors and then to Olympia for scanning and entry into the state database. Packets of tests were “lost” and/or never entered into the system. In 2004, it became possible to scan tests at the main campus and enter this data into the state system from there.

However, implementation of CASAS testing has continued to be problematic for YVCC. Off-campus and evening classes lack testing equipment, state-required secure storage for testing materials, sufficient assistance, and instructors practiced in CASAS test-giving procedures. Most of the students are unpracticed in test-taking skills for standardized tests and bubble sheet entry. Off-campus and evening classes tend to have more transient student populations, with students coming and going during the duration of the quarter. Tracking sufficient hours for gains and giving multiple tests to students on fluid entry and exit become even more difficult tasks for instructors to negotiate.

From Washington state data collected in fall 2005, it appears that students in off-campus and evening classes receive fewer hours of instruction and have significantly lower numbers of posttested students and subsequently also have lower numbers of level completers than students in on-campus day classes. Thus, any program data collected by the state or by NRS is significantly compromised by the programwide deficiency of CASAS pre- and/or posttesting of all students.

2. Outcomes Based on State Data

The extent of these difficulties in measuring effectiveness is demonstrated by data from the state's Web-based Adult Education Reporting System (WABERS). A snapshot of WABERS program data for YVCC for the fall quarter of 2005 indicates that 11 percent of students at off-campus/evening sites and 50 percent of students at on-campus/evening sites received CASAS posttests. Of these students, 7 percent and 25 percent respectively completed a level that quarter, as measured by the CASAS posttest. Posttesting of students off-campus/days was 26 percent and of students on-campus/days was 61 percent. Of these students, 16 percent and 32 percent respectively completed a level that quarter, as measured by the CASAS posttests. Fall quarter 2005 data from the college's NRS report indicate that students off-campus/evenings had 30 median hours of instruction and students on-campus/evenings had 48 median hours of instruction. Students off-campus/days had 29 median hours of instruction and students on-campus/days had 71 median hours of instruction. (See Appendix B for NRS Tables from the data years 2004-2005 and Appendix C for the same in 2005-2006.)

3. Outcomes Based on College Data

Because of the limits of WABERAS and NRS data, YVCC reviewed various program data from 2001 to 2006 to determine the effectiveness of its ESL program. (The tables with these data follow.)

- Movement/retention data of day and evening students within two program years on the Yakima campus were compared. Level completions were determined by instructors using performance-task assessment compared to the state core competencies for ESL, as well as CASAS scores. The particular goal of the data review was to determine the effectiveness of the day ESL high-intensity classes and of the transition of ESL students into ABE/GED classes.

- Data was also collected which compared transition rates to ABE of Levels 4 and 5 ESL students in high-intensity transition classes (day) and regular (evening) classes over a five-year period.
- Data from ABE instructors on ESL (or former ESL) student completion rates in their ABE day classes on the Yakima Campus during one quarter was collected.

**ESL Students in High-Intensity Transition Classes (Day)
and in Regular Classes (Evening) – Yakima Campus**

	2003-2004		2004-2005	
	Day	Evening	Day	Evening
Total Students	184	468	207	481
% of all YVCC noncredit ESL students who were enrolled in classes at the Yakima Campus in the years indicated	14%	35%	15%	34%
% (of day and evening students at the Yakima Campus in the years indicated) who completed two or more levels and were retained two or more quarters during that year ⁸	27%	17%	38%	19%
% (of day and evening students at the Yakima Campus in the years indicated) who enrolled in ESL Levels 4 and 5 during that year	30%	12%	25%	17%
% (of day and evening students at the Yakima Campus in the years indicated) who also enrolled in ABE classes during that year	23%	2%	26%	4%
% (of day and evening students at the Yakima Campus in the years indicated) who enrolled in developmental education (below 100 level) classes during that year	20%	2%	20%	3%
% (of day and evening students at the Yakima Campus in the years indicated) who also enrolled in credit (100 level or above) classes during that year	1%	1%	1%	less than 1 %

The data above is from queries of the YVCC Student Management System. The table clearly indicates that the students in high-intensity transition day classes completed more class levels, were retained for more quarters in the year, and transitioned to both ABE and developmental classes at higher rates during the data comparison years than did students in low-intensity

⁸ Class completion rates for a single level would be higher, because some students who were eligible for advancement stayed for only one semester.

evening classes at YVCC. The transition rates became equal when comparing numbers enrolling in college-level classes during the same years. However, if all of these students were tracked beyond the span of each data collection year, it is possible that differentiation might be seen in these rates also.

**Levels 4 and 5 ESL Students Who Transitioned to ABE Classes
from High-Intensity Transition (Day) Classes
and Regular (Evening) Classes – Yakima Campus**

	2001-2006	
	Day	Evening
Total students enrolled in ESL Levels 4 and 5 during 2001-2006	472	414
Students who transitioned from ESL Levels 4 and 5 to being solely enrolled in ABE during 2001-2006	344	101
Percent of students who transitioned from ESL Levels 4 and 5 to being solely enrolled in ABE during 2001-2006	73%	24%

The data above is from queries of the YVCC Student Management System. The table reflects data collected on Levels 4 and 5 students over a five-year period. Students who enrolled in the high-intensity transition classes moved into ABE classes at more than three times the rate of Levels 4 and 5 students enrolled in regular (low-intensity) ESL classes.

**A Snapshot of Former ESL Students in ABE Classes
Winter Quarter 2006**

ABE Class	Total Numbers of Students in the Class	Numbers/Percent of ESL (or Former ESL) Students	Numbers/Percent of ESL (or Former ESL) Level Completions	Numbers/Percent of ABE Students	Numbers/Percents of ABE Completions
Math 3	41	31 students / 76%	7 students / 23%	10 students / 24%	3 students / 30%
Math 4	Data not available	---	---	---	---
Reading 3	32	16 students / 50%	5 students / 31%	16 students / 50%	3 students / 19%
Reading 4	17	8 students / 47%	4 students / 50%	9 students / 53%	7 students / 78%
Writing 3	Data not available	---	---	---	---
Writing 4	32	3 students / 9%	2 students / 67%	29 students / 91%	12 students / 38%
Computer Basics	37	28 students / 76%	19 students / 76%	9 students / 24%	6 students / 67%
Career Development	26	14 students / 54%	8 students / 57%	12 students / 46%	6 students / 50%

The data above is from instructors' class records. (The data from one instructor was not available.) From the data collected in this quarter, it is apparent that ESL and former ESL students completed the ABE class levels at higher rates, in most classes, than did native-speaking ABE students. Instructors state that this quarter was not, in their experiences, atypical of ESL student success in ABE classes.

APPENDIX A

WABERS Statistics Report [from the State of Washington Web-based Adult Basic Education Reporting System]

Yakima Valley Community College
Spring 2006

Federally Reportable

Federally Reportable	Not Federally Reportable	Total All Students	Percent Federally Reportable
1,969	786	2,755	71%

Not Federally Reportable

Total Not Federally Reportable	Ethnicity Not Reported	Gender Not Reported	Birth Date Not Reported or under 16	No Goal	Less than 12 Hours	No Pretest
786	5 1%	4 1%	2 0%	21 3%	513 65%	451 57%

CASAS Testing

Number of Students Pretesting	Number of Student Posttesting	Percent Posttested	Completed at Least One Program Level	Percent Completed Level
1,969	979	50%	519	53%

Entering Educational Functioning Level	Number of Students Pretesting	Number of Student Posttesting	Percent Posttested	Completed at Least One Program Level	Percent Completed Level
ABE 1	34	18	53%	14	78%
ABE 2	75	25	33%	18	72%
ABE 3	201	78	39%	47	60%
ABE 4	412	176	43%	60	34%
ESL 1	103	55	53%	45	82%
ESL 2	471	234	50%	126	54%
ESL 3	293	176	60%	121	69%
ESL 4	194	121	62%	69	57%
ESL 5	120	72	60%	15	21%
ESL 6	2	0	0%	0	0%
GED 1	52	23	44%	4	17%
GED 2	12	1	8%	0	0%
Total	1,969	979	50%	519	53%

WABERS Tables 4
[from the State of Washington Web-based Addult Basic Education Reporting System]

Educational Gains and Attendance by Educational Functioning Level All Students
Program Year Ending June 30, 2006
As of July 11, 2006

Entering Educational Functioning Level	Total Number Enrolled	Total Attendance Hours	Number Completed Level	Number Who Completed a Level and Advanced one or More Levels	Number Separated Before Completed	Number Remaining With Level	Percentage Completing Level
ABE Beginning Literacy	1,330	140,693	447	197	464	419	33.61 %
ABE Beginning Basic Education	3,318	318,774	1,129	424	1,213	976	34.03 %
ABE Intermediate Low	5,039	424,374	1,486	333	2,045	1,508	29.49 %
ABE Intermediate High	8,829	650,314	1,688	1,467	4,191	2,950	19.12 %
ASE Low	2,866	170,018	289	1	1,555	1,022	10.08 %
ASE High	743	38,246	1	1	453	289	0.13 %
ESL Beginning Literacy	2,321	264,700	1,127	274	572	622	48.56 %
ESL Beginning	9,971	1,147,270	4,057	1,034	3,073	2,841	40.69 %
ESL Intermediate Low	7,644	971,600	3,493	843	2,209	1,942	45.70 %
ESL Intermediate High	4,960	673,499	2,054	263	1,605	1,301	41.41 %
ESL Low Advanced	4,131	506,042	953	894	1,695	1,483	23.07 %
ESL High Advanced	245	23,998	35	31	132	78	14.29 %
Total	51,397	5,329,528	16,759	5,762	19,207	15,431	32.61 %

Appendix B
NRS Table 4, 2004-2005

Federal Table 4							
Educational Gains and Attendance by Educational Functioning Level							
Yakima Valley Community College - as of Spring 2005							
Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number Completed a Level and Advanced 1 or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	42	2,953	11	9	26	5	26.19%
ABE Beginning Basic Education	90	6,002	26	10	40	24	28.89%
ABE Intermediate Low	211	15,325	54	8	105	52	25.59%
ABE Intermediate High	420	30,078	51	41	221	148	12.14%
ASE Low	68	3,271	2	0	51	15	2.94%
ASE High	16	776	0	0	15	1	0.00%
ESL Beginning Literacy	117	7,710	42	15	52	23	35.90%
ESL Beginning	576	41,942	193	38	241	142	33.51%
ESL Intermediate Low	381	30,720	126	30	159	96	33.07%
ESL Intermediate High	212	21,422	86	19	70	56	40.57%
ESL Low Advanced	128	12,445	36	28	49	43	28.13%
ESL High Advanced	4	217	0	0	3	1	0.00%
Total	2,265	172,861	627	198	1,032	606	27.68%

Appendix C
NRS Table 4, 2005-2006

Federal Table 4							
Educational Gains and Attendance by Educational Functioning Level Yakima Valley Community College - as of Spring 2006							
Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number Completed a Level and Advanced 1 or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	34	2,733	14	8	12	8	41.18%
ABE Beginning	75	5,123	18	7	38	19	24.00%
ABE Intermediate Low	201	13,311	47	10	101	53	23.38%
ABE Intermediate High	412	28,981	60	45	207	145	14.56%
ASE Low	52	2,816	4	0	32	16	7.69%
ASE High	12	511	0	0	9	3	0.00%
ESL Beginning Literacy	103	7,526	45	11	31	27	43.69%
ESL Beginning	471	35,501	126	23	192	153	26.75%
ESL Intermediate Low	293	28,359	121	26	94	78	41.30%
ESL Intermediate High	194	22,697	69	17	82	43	35.57%
ESL Low Advanced	120	11,613	15	13	51	54	12.50%
ESL High Advanced	2	80	0	0	2	0	0.00%
Total	1,969	159,251	519	160	851	599	26.36%