

COLLEGE OF  

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**MARIN**

2007 Program Review:  
English as a Second Language Programs:  
Credit  
Noncredit  
Intensive English

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August 2007

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2007 PROGRAM REVIEW  
ENGLISH AS A SECOND LANGUAGE

PART 1: Program Definition

## **Introduction**

Picture yourself arriving with your family in Beijing, Cairo, Bangkok or Rio de Janeiro with the clothes on your back and a dream of a better life. You do not speak the language, so you feel stupid, and like a child. But you must survive because your family depends on you. You must find work, but NO ONE in that country speaks or even wants to speak English. ...What kind of job will you be able to get? (You'll probably all be flipping hamburgers at the local McDonalds and speaking English illegally in the kitchen!)

Luckily your new country provides assistance in the way of language classes. And so you swallow your pride, enroll in classes and begin to learn a new language from the beginning...How long do you think it will take you to understand enough to read simple signs and menus? How long for a basic job? How long to even think about your future beyond your day to day needs? To be fluent enough to take university classes in that country in order to get a degree or a new profession?

Perhaps you have visited the ESL office in recent years and met a friendly Vietnamese man working as the administrative assistant for the ESL Department. ESL's most visible success story on campus, Dong Nguyen, arrived in the USA in 1992 – too old for high school and without a word of English. He worked 60-70 hours/week for a dry cleaner earning about \$3/hour. After 2 years, his friend told him about College of Marin's ESL classes. He took the placement test and started in Level 35 which at that time was offered for credit. He continued to work full time and also spent time in an open drop-in lab which the noncredit ESL program ran in the Canal area in San Rafael.

After two years he quit his job and applied for financial aid in order to study full time. From 1996 – 2001 he took all of the ESL classes the college offered culminating in English 120 and 150 and 155 in the summer of 2001. At that point he had also completed all his requirements for two AS degrees in CIS and Computer Science. He transferred to San Francisco State University, studied and worked part time in the ESL office completing his BA in Computer Science in 2005.

Immediately after that he got a full time job as the ESL Administrative Assistant and continues to work full time in the Office of Instructional Management at College of Marin. He hopes to go on to get a masters degree in the future. Recently his friend who encouraged him to study 15 years ago, came by the ESL office to register for noncredit ESL classes. After 15 years of working for minimum wage, he has decided to go to school. Dong realized how lucky he was to have taken the opportunity to study and make a better life for himself. It took him 11 years – from 1994 to 2005 to finish college.

Our goal is second language acquisition. Learning a new language well enough to truly function in it is like hiking up a mountain. You tend to go around and around seeing familiar trees, plants, animals, birds and vistas as you go – each time from a higher perspective until you are high enough to comprehend the big picture while having a strong foundation to stand on. When you reach the top, like Dong, you will be able to spread your wings and fly free!

## I. Program Overview

### a. Program Definition

#### **ESL Students at College of Marin**

The English as a Second Language program at College of Marin serves primarily the burgeoning immigrant population of Marin County. We have been the primary resource for adult second language learners in Marin for over 30 years. Through free noncredit ESL classes, credit ESL classes and a fee-based Intensive English Program, College of Marin has helped countless Marin residents and international students from over 75 countries fulfill their educational, career and personal goals to become productive members of our community. Our ESL programs are designed to respond to the needs of the growing English learner population in Marin. While Marin is less ethnically diverse than the rest of California, the populations growing most quickly in the county are Latino and Asian/Pacific Islander, most of whom are English learners. Almost a fifth of Marin residents speak a language other than English at home, according to the 2000 Census.

These classes serve a wide cross-section of the local population. Ages range from 16 to 85. Education levels range from no formal education at all to doctors and lawyers. Most students have jobs or are looking for work. Many have families with children in the local schools. Their primary focus is on survival English related to their everyday lives and work and eventually on career-related training either in vocational classes or by transferring to a four-year college.

#### **Three united complementary programs:**

Three programs make up the College of Marin ESL Department. The noncredit program offers seven levels of noncredit ESL instruction: Levels 5, 10/15, 20, 25, 30, 35 and 40. Completing the noncredit sequence would be roughly the equivalent of 3-4 semesters of a foreign language here – for example: Spanish 101, 102, 203 and 204. Credit continues the sequence with six more levels of Credit ESL (50, 60, 70, 80, 98SL and 120SL). An Intensive English Program is located on the Indian Valley Campus and offers three levels of academic instruction and TOEFL preparation with the primary focus being on F-1 international students.

#### **1. Intensive English Program**

The Intensive English Program is located at Indian Valley College and serves about 50-80 students – both international students requiring F-1 visas and immigrants. This is a fee-based program run through the college's community education department. They run classes 20 hours/week - Tuesday through Friday. The program offers small classes of about 15 students per class. Full-time students enroll in classes for 20 hours per week. Part-time students can enroll for 5, 10 or 15 hours/week. In addition to core classes, the program also offers 4 hours/week of optional language-related activities focusing on enrichment of American culture.

The Intensive English Program offers high-quality academic English instruction which integrates language skills and American culture. Course offerings include grammar, reading, writing, and listening/speaking components with additional focus on TOEFL preparation and pronunciation. Students are placed according to ability in one of three levels (high beginning/low-intermediate, intermediate or high-intermediate/advanced) in each of the core courses. Placement is based on discrete skills; that is, students may be concurrently placed in an intermediate writing class but a high-intermediate/advanced reading class.

#### Scholarships for Resident Intensive Students:

Over the last couple of years, the College of Marin Foundation has overseen a scholarship available to residents of Marin County (regardless of other status). It was funded by the Marin Education Fund. About 15-20 students have received scholarships each semester since the 2005 academic year. However, funding is no longer available for the Fall 2007 semester and students will have to apply directly to the Marin Education Fund.

The Health and Human Services Department of Marin County also provides scholarships to low-income, goal-oriented non-native English speaking immigrants to attend the Intensive English Program. The purpose of providing these scholarships is to help improve English ability in order to assist in job placement. Health and Human Services has sponsored approximately 5 such students each semester since the Fall of 2004.

## **2. Noncredit ESL Program**

### Classes at Kentfield Campus

The College offers over 35 classes on campus which range from 4-hour Saturday classes to 6 hours classes (2 nights a week) to 4 night/week 11-hour classes. Classes are open entry and open exit. There are no fees. We have over 1200 students enrolled and another 3-400 on waiting lists. We have a very careful system of first-come first-served for registration and taking from the wait lists. For any one semester, we have 30-35 teachers – ALL of whom are part time.

### Noncredit Vocational ESL

In noncredit, we have developed two areas for Vocational ESL so far - for landscapers and childcare providers. These are 6-week classes, and we have two levels for each. Both classes have been offered at College of Marin and at the Marin Conservation Corps (MCC) in San Rafael.

### Community-based Noncredit ESL Offerings

Off campus we offer two two-night classes in Novato plus another Tuesday/Thursday afternoon class at the Margaret Todd Senior Center, two Monday/Wednesday afternoon classes at Whistlestop in San Rafael (also a senior center), and finally, two two-night classes and a drop-in computer lab at the Marin Conservation Corps in the Canal in San Rafael. In the summer of 2007, NC ESL is returning to Indian Valley College after a 20-year absence! We are offering two sections of Level 10 at night and a level 10 and level 20 on Saturdays.

### **3. Credit ESL Program**

#### Classes at the Kentfield Campus:

The core of the Credit ESL program encompasses 4 levels in ESL (50-60-70-80) plus two more parallel sections of the English Department's classes (98 and 120) which prepare students for English 150 (freshman comp). At each level separate classes are offered to cover Grammar/Writing and Reading/Vocabulary. In addition there are pronunciation classes and listening/speaking classes as well as two higher-level composition classes – parallel sections for second language students under the English department (98SL and 120SL). Classes are offered between 8am to 2 pm and also in the evening Monday through Thursday.

#### Credit Classes through Community Education (“Open College”)

Starting in the fall of 2005, we began to offer the opportunity for noncredit students to take credit ESL classes through community education. It is now called “Open College”.

#### Credit Vocational ESL

In credit we offer ESL 78, an extremely effective “support” class for CIS 101 (Intro to Personal Computers and Operating Systems).

**b. Purpose, Goals and Objectives; Alignment with College of Marin's Mission**

**Purpose:**

The ESL programs at College of Marin benefit all segments of the Marin community as well as the international student community, serving English learners with all levels of English proficiency. Beginning to low-intermediate classes are offered for free in our noncredit program; intermediate and advanced courses are offered in our credit program; and high beginning to advanced classes are offered in a concentrated format in our Intensive English Program. Our goal is to help students transform their language skills and thus provide a bridge to educational and career opportunities. Many College of Marin ESL students have entered the ESL program with limited English skills and have gone on to receive an Associate degree, vocational certificate, or have transferred to a four-year university.

**Mission of ESL Program**

As part of the ESL Task Force effort in 2002-2003, the ESL program developed a mission statement for the overall program which continues to reflect our purpose:

*The College of Marin provides excellent academic programs and comprehensive services that inspire and support ESL students to transform themselves linguistically, enabling them to achieve their educational and career goals.*

This mission is in line with the College's mission, which focuses on providing educational opportunities for basic skills improvement and on responding to community needs with excellent, innovative programs.

Our ESL programs, ideally, are fully integrated with the overall efforts of the College to meet the needs of the county's substantial number of non-native English speakers. Thus, our ESL programs are a part of a larger whole, including student services and other credit programs, which students interact with throughout their careers at the College. Our ESL programs provide a series of stepping stones to enable students to meet their ultimate educational and career goals; our mission is to help them develop the language skills they need to progress and thrive on that path. To meet this overall mission, we have the following objectives for our students:

ESL students will be able to:

- effectively communicate in all English language skill areas (speaking, listening, reading, writing) in all aspects of their lives in the U.S. (at work, in college, in social settings, etc.)
- effectively navigate the U.S. college system and develop the skills and knowledge needed to bridge successfully to an academic or workforce path
- improve their connections and interpersonal skills in English
- build a foundation in English with which they can gain new job skills and obtain higher paying jobs

### **c. Program History and Background**

#### **Kentfield Campus**

For over twenty-five years, College of Marin has been addressing the needs of English learners through its high quality English as a Second Language (ESL) Programs. The ESL program began in response to the influx of Southeast Asian refugees in the late 1970s and early 1980s. At that time we offered a full 10-15 hour/week noncredit program mornings (survival English), afternoons (pre-vocational English) and evenings (survival English). Noncredit encompassed 6 primary levels plus 3 in-between levels when needed as well as a literacy class. Credit ESL was offered at a very high academic level for college-bound students. As the 1980s progressed, our student population began to include more and more Mexicans, Central Americans and Haitians. From the fall of 1988 through the spring of 1990 we offered classes specifically for the Amnesty program.

Around 1986 as these ESL students completed the noncredit program and moved into college credit classes, it was clear that they would need some extra help. At that point a 62 SL with an attached spelling course and a 92 SL with an attached lab were added to the College's English Skills Department. In the early 1990s two full time teachers were hired at the same time state funding changed. So four more levels of credit ESL were developed (30-40-60-80) and the new teachers taught these levels. All but the lowest two levels of noncredit were moved to credit.

Noncredit was cut significantly not only in terms of levels offered (2 instead of 6+) but in number of hours (4 hours/week instead of 15 hours/week). In the late 1990s realizing that it was taking a long time for students to move from noncredit to credit, weekly class hours were increased from 4 to 6 or 12 hours/week. This increase coupled with an increase in the number of levels in 2004, has given rise to an extremely vibrant and growing noncredit base. Through the noncredit offerings students are able to progress successfully to the credit level. By using a common placement test and making a clear sequence from noncredit to credit, students are able to transition seamlessly from one program to the other.

#### **Indian Valley College Campus:**

In the 1980s we offered a full morning and partial evening program at Indian Valley College until the college was shut down for repairs in 1985. We moved to San Jose Middle School for the summer in 1985 and then to a church in Novato for 1985-6. Noncredit never really returned to IVC but instead were incorporated into the Kentfield campus offerings. However, the Intensive English Program relocated to IVC from the Kentfield campus in 1989.

### **Classes in the Community:**

Over the last 25 years we have offered classes at numerous off-campus locations including:

- **In San Rafael:** Bahia Vista School, Coleman School, Davidson School, San Rafael High School, La Familia Center, The First Congregational Church, Whistlestop, Pickleweed Community Center, The Marin County Office of Employment and Training, The Education Resource Center and The Marin Conservation Corps
- **In Novato:** The Margaret Todd Senior Center and the Novato Human Needs Center
- **In Mill Valley:** Tamalpais High School
- **In West Marin:** The Dance Palace and at West Marin School

### **Language Labs at Kentfield and IVC**

In the early 1980s both the Kentfield campus and Indian Valley campus had ESL Language Labs containing extensive collections of audio materials for students to use on a drop-in basis. Each was staffed by a teacher who served as a resource and tutor for students. The IVC lab closed after the campus closed in 1985, but the Kentfield lab, in LC120 where the media center is now, continued strong until the teacher who ran it retired in the mid 1990s. Credit ESL shared the English Skills lab in HC 128 for several years. In 1998 or so a small computer lab was created in HC 128 and basically had one program (Ellis) for students to use. In 2001 ESL teachers got together and slowly began to add other facets to this lab including: a collection of books on tape, a collection of “library” books for checking out appropriate for ESL students to practice their extensive reading skills, videos and additional software for the computers. This lab has been staffed Monday –Thursday and available for students who need a lab component for their class and for other students who would like help or extra practice. In 2004 a new computer lab was built jointly by ESL and Modern Languages using San Rafael Redevelopment Funds. Housed in LC150 it has 28 student computer stations and one teacher station and a smart board for demonstration. It is primarily scheduled for classes to use 2-4 times a month. It is used by all on campus noncredit ESL classes, and credit pronunciation and listening/speaking classes as well as by all modern language department classes.

### **Language Labs in the Community:**

The College of Marin ESL program worked together with the county in the 1980s and 1990s to run the Education Resource Center, a drop-in computer lab and tutoring center for ESL students, in the Canal area of San Rafael. After 2001 this center was updated and moved to the Marin Conservation Corps with a grant from the San Rafael Redevelopment Agency. It is staffed jointly by College of Marin ESL teachers, Marin Conservation Corps teachers and Tamalpais Adult School teachers. It continues to serve students with ESL, GED, Keyboarding skills, and other workforce training-related skills.

***Note: We have three labs and no coordinator units.***

## **Historical Context: Intensive English Program**

The Intensive English Program was created in 1979 to accommodate international students who were primarily college-bound and looking to quickly improve their academic English. For the first ten years, the Intensive English Program was part of the ESL Department on the Kentfield campus, which gave international students the opportunity to be part of the college community. However, the program was relocated to the Indian Valley Campus in Novato in 1989. When the program relocated to IVC, there was no coordinator or director for the program. An instructor put in extra time to perform administrative duties necessary for the program to continue. In collaboration with another instructor, they unofficially acted as coordinators to the program in the absence of a paid coordinator position. Eventually they were able to receive approval in the IEP budget for a paid coordinator position and continued to share the duties of running the program. The program is currently run by one coordinator who is compensated for 15 hours of coordination time per week. The program requires more coordination time than is allotted, yet the program continues to survive because the coordinator puts in extra hours without being paid for them.

The IEP schedule and curriculum have remained relatively consistent throughout the years, offering 20 hours of instruction per week, with 2 to 4 hours of optional conversation activities. There has always been a strong academic focus among the four core courses of grammar, reading, writing, and listening/speaking/pronunciation. In the early years, some courses were content-based, using standard college textbooks, and in some semesters electives were offered, such as American music or business English. Currently all the courses use ESL tests, supplemented with materials used by native English-speaking students, such as newspapers and novels.

After September 11, 2001, however, the IEP schedule changed. Because it had become difficult for international students to obtain student visas, the enrollment of foreign students declined. The solution was to offer a part-time program of five, ten, or fifteen hours per week within the full-time schedule. The part-time program attracted residents, au pairs, and others who were not required to attend the full-time program. Although there had always been a few immigrants or residents in the IEP, the part-time program option changed the student population, sometimes with as many as two or three times fewer international students than immigrants or residents in recent years.

Another change in the IEP was the financial support in scholarships from the Marin Education Fund. Although there had always been a few residents who came to the IEP on funding from Health and Human Services and other agencies, the MEF grants were more numerous and thus brought many more students, full-time and part-time. Health and Human Services has sponsored from two to five students each semester, while MEF grants have sponsored approximately 20 students per semester over the past four semesters. There may be fewer scholarship recipients in the upcoming semester as funding through MEF has changed. Students will still be able to apply for other scholarships through MEF's Professional and Technical Training Scholarships. However, the application process will not be as easy or as streamlined for students as it has been in past semesters.

Increased financial assistance and part-time program options have resulted in students with more economically diverse backgrounds and a greater variety of learning goals. Many students work while they attend school. Others save money and take time off from work in order to study and advance their careers more quickly. Still others are parents with children in local schools who need better English to assist their children at school or to get involved in their communities.

The IEP has worked hard to accommodate students with changing needs and goals. In addition to providing a high-quality academic program that serves all the students, it also offers professional counseling and advice when the need arises. The IEP continues to focus on creating a positive educational environment in which students are members of a learning community. The field trips and extra-curricular cultural activities, which were always part of the original program to introduce international students to American customs, now help all the students feel part of this unique community. The IEP will continue to adapt to its students' needs and work toward providing the best language-learning experiences and opportunities to help them reach their goals.

**d. Unique Characteristics, Trends or Concerns that Engender  
Timely Program Review Questions**

**Noncredit:**

Because the demographics of this county clearly indicate that the future students of College of Marin will be heavily from the immigrant community and its children (Generation 1.5 students), it will be vital to provide such students with a foundation from which to build their future education. It is clear from the growth seen in noncredit ESL during the 2006-7 year that there is and continues to be tremendous need for these programs. As students improve their English skills, they want to move into vocational or academic fields. Support courses are needed to help them transition into such academic and vocational classes. A major part of our student and faculty surveys focused on these questions.

**Credit:**

Now is an excellent time for ESL to participate in program review, particularly as credit ESL has recently implemented changes in its curricula, experienced a drop in enrollment similar to other credit ESL programs statewide, and had a change in administrative oversight. We need to find out, through focused data and research, how well our new curriculum is serving students and how the number of levels, number of units, and combination of skills for each class compare to other community colleges. We also need to investigate the reasons for the drop in credit ESL enrollment, even as noncredit enrollment continues to soar, and the barriers for students in making the transition from noncredit to credit.

**IEP:**

The Intensive English Program has suffered a drop in enrollment since 2001 due to visa restrictions. It regrouped itself and created a program conducive to both F-1 Visa students and immigrant students. This has helped keep the program alive. However, as visa restrictions begin to be lifted, strategies should be looked at to attract more foreign students again. There is also potential for expansion, as the program is fee-based and covers its own operational costs. Being one of the best intensive English programs in the Bay Area, more outreach and recruitment are needed to alert students to the strengths of our program. In addition, we would like to create a more coherent link between the IEP and the credit ESL and/or credit college classes, assisting students in transitioning to other courses of study at College of Marin or other colleges and universities.

**ESL Program in general:**

Another area of great concern is the question of full-time faculty. Noncredit and Intensive English Programs schedule from a pool of about 50 teachers – all of whom are part-time. These part-timers teach over 10 FTEF. However, there is no provision in Article 16 of the UPM contract for the upgrade of noncredit faculty positions. In order for there to be continuity, innovation, curriculum development etc., we need a core of full-time instructors whose energies are devoted to the college and its students rather than the highway between various part-time jobs. In addition in the summer noncredit faculty are paid by time card at community education rates based only on how many “summers” they have taught rather than on the salary schedule. This causes a \$15-\$20/hour drop in pay making it an added challenge to find teachers to teach summer classes.

**e. Goals of the Program and How They Meet the Mission and Goals of COM**

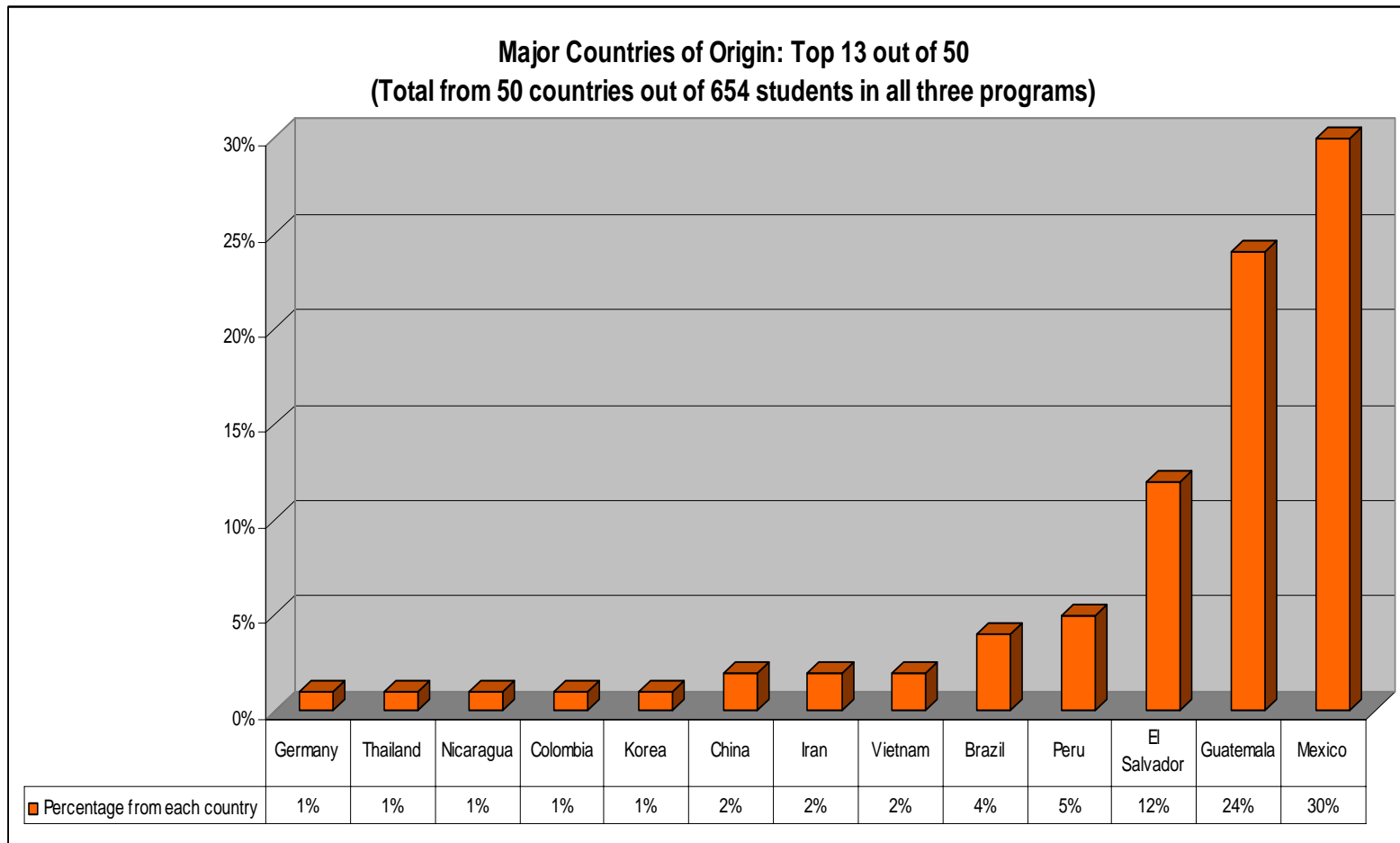
| COLLEGE GOAL  | PROGRAM GOAL   | HOW THE PROGRAM MEETS THIS GOAL   |
|---|--|---|
| Enhance and maintain educational excellence in general education and transfer by providing high quality instruction, excellent faculty and student support services, rich curricular diversity, well-scheduled offerings, and strong relations with four-year institutions. | To provide high quality instruction, excellent faculty, within a strongly coordinated ESL program.                     | <ul style="list-style-type: none"> <li>- 91% of the 56 ESL teachers across the three programs have Masters degrees. (91% are also part-time.)</li> <li>- There is one counselor available who specializes in ESL students' issues.</li> <li>- ESL Faculty have worked together to create course outlines, promotion tests, and generate new curriculum.</li> <li>- The ESL office has extraordinarily patient and kind as well as bi-lingual staff and student workers to answer the questions of hundreds of non-English speaking ESL students over the phone and in person.</li> <li>- ESL classes are offered in the mornings and the evenings as well as on Saturday mornings to best serve our working population.</li> <li>- While ESL does not transfer students, we do have a strong relationship with SFSU MA TESL and UCB Extension Certificate programs. Many student teachers do observations or find mentor teachers among our faculty.</li> </ul> |
| Develop and maintain a supportive learning environment.   | To provide support for ESL student learning inside and outside the classroom.  | ESL students do not have access to tutoring for ESL classes in the peer tutoring center. However, they do have access to the HC128 ESL computer lab. Open to all ESL students and particularly to credit students, it is always staffed by a teacher. Students come here to do homework, ask for help, listen to books on tape, videos, check out library books etc.  |
| Respond to changing demographics and community needs.   | To provide the ESL classes and services needed by the community, both on campus and in high-need off-campus locations. | The ESL Department IS the changing demographics of this county! We are extending and broadening our offerings in North Marin as the immigrant population is growing up there.   |
| Encourage broader community involvement in and use of the college.  | To provide the ESL classes and services needed by the community, both on campus and in high-need off-campus locations. | ESL is one of the few departments at this college that has consistently offered classes in the community as well as on campus. As students progress to higher levels, they are encouraged to come to on-campus classes which put them on the road to credit.  |

| COLLEGE GOAL   | PROGRAM GOAL   | HOW THIS PROGRAM MEETS THIS GOAL  |
|--|--|---|
| Identify and address workforce development needs.  | To develop and offer course work to assist ESL students in their pursuit of vocational certificates or degrees.                                    | <p>Over the last three years the ESL department has piloted three Vocational ESL classes successfully.</p> <ol style="list-style-type: none"> <li>1. English for Childcare Workers – a short term noncredit class - has been offered 7 times.</li> <li>2. English for Gardeners and Landscapers – a short term noncredit class – has been offered 5 times.</li> <li>3. ESL 78 – an 8-week credit course: ESL for CIS 101 – has been offered for several semesters as a support class for the introductory CIS computer course.</li> </ol> <p>Part of our student survey this spring identified areas that ESL students wanted help in such as Early Childhood Development classes, Landscaping Classes, Allied Health fields etc.</p>   |
| Develop and implement sound and coordinated planning processes to support institutional, instructional, and student support service goals and to promote achievement of student learning outcomes. | To participate in program planning processes such as program review and student learning outcomes in order to continually improve our ESL program. | <p>Both the credit and noncredit programs have developed student learning outcomes.</p> <p>The credit program has developed SLOs and applied them to specific classes, and instructors have adjusted some SLOs in response to what they learned.</p> <p>The noncredit program developed, piloted and instituted promotion tests for level 10 and 20 which have been used for 2 years. We have recently done a study of student pass rates and an item analysis of the grammar section of the level 10 test to decide on possible changes. The 30, 35 and 40 level classes take another test at the end of each semester to determine promotion and advancement to credit ESL. Those who are able to move on to credit are given credit orientations by the ESL counselor as to their options.</p> |
| Create a physical environment that is inviting to students, generates pride in the community, adheres to green principles, and supports the college mission, goals, and initiatives.               | To ensure that all ESL classroom, staff and lab spaces are as welcoming and accessible as possible.  | Instructors and staff make extra efforts to keep the lab, classrooms and office areas for ESL clean, welcoming and pleasant environments. We often post international posters and other articles to make these spaces less “institutional” and more reflective of our diverse students’ cultures.   |

f. Who are the students?

**ALL THREE PROGRAMS:**

Of 654 students surveyed from all three programs in spring 2007, 50 different countries were named as countries of origin. The top 13 are listed below:



## **CREDIT ESL:**

### Nationality and Ethnicity

Credit ESL students are incredibly diverse. They come from many different countries; for example, students from 31 countries completed our student survey. Of those, 14% were from Mexico, 12% from Guatemala, and 9% from Brazil – each other country accounted for less than 8% of the total. Thus there is no one country that dominates the student body in this program. But the largest group is ethnically Hispanic (40-50%), according to DQD data for 2001-2005. The next largest ethnic group is Asian (20-25%), followed by White (15-20%). These demographic patterns have been largely stable since 2001, even though the overall headcount for the program has changed in that time.

### Gender and Age

The majority are female (about 60%), which mirrors the college's overall demographics. They tend to be older, however, with the largest group being 35-49 years old (25-35%), with the next largest group being the "traditional" college age, 18-24 years old (22-26%).

### Citizenship Status

Of the credit ESL students enrolled in Spring 2007, 35% are U.S. citizens and 42% hold a permanent residence card. About 6% are on a student visa and 3% on a refugee visa. The remainder list their status as "other" or "unknown."

### Education

While their educational levels vary, 14% of credit ESL students enrolled in Spring 2007 already had an Associate or Bachelor's degree, and 46% had completed more than 15 units in college. A fuller picture of their educational histories comes from the 2007 student survey. Of those students:

- Most had not come through the U.S. secondary system: Only 10% have attended and/or graduated from a US high school, and 9% have earned a GED.
- Half have 13 or more years of education; another 25% have 10 – 12 years of education in their countries.
- The majority, 69%, have graduated from a secondary school in their own country and 27% have attended a four year university in the US or abroad.
- 74% studied English in their own countries; a third have studied English over 5 years; almost a third studied it for 1 – 2 years, and 26% did not study English at all in their home countries.
- Almost all (88%) took the ESL placement test.
- Of those who took the survey, just over a third have been at COM for 3 – 6 semesters; another 28% have attended for 2 semesters and 24% have attended for only one semester. 12% have attended for 4 years or more.
- Almost all (85%) have access to a computer at home.

### Students' Goals

According to the student survey, credit ESL students have several goals:

- for their current life and work needs (82%)
- to get a better job (49%)
- to prepare for other credit classes (27%)
- to earn an AA/AS (29%)
- to earn a certificate (24%)
- to transfer (26%)

### Work

Many credit ESL students work – and more are working more hours than before. In our 2002 student survey, 19% indicated that they worked 40 hours or more a week. However, in 2007:

- 36% work 40 or more hours a week
- 29% work 31- 40 hours
- only 26% work less than 20 hours a week

### **NONCREDIT ESL:**

#### Nationality and Ethnicity:

In noncredit ESL, students from 31 countries completed the survey in the spring of 2007. Most students are from 11 Latin American countries including: 35% from Mexico, 29% from Guatemala, 14% from El Salvador, 5% from Peru, 2% from Nicaragua, and also 3% from Brazil. However, there are also students from 7 Asian countries, 4 Eastern European countries, 3 Middle Eastern countries, and 1 African country.

#### Citizenship Status:

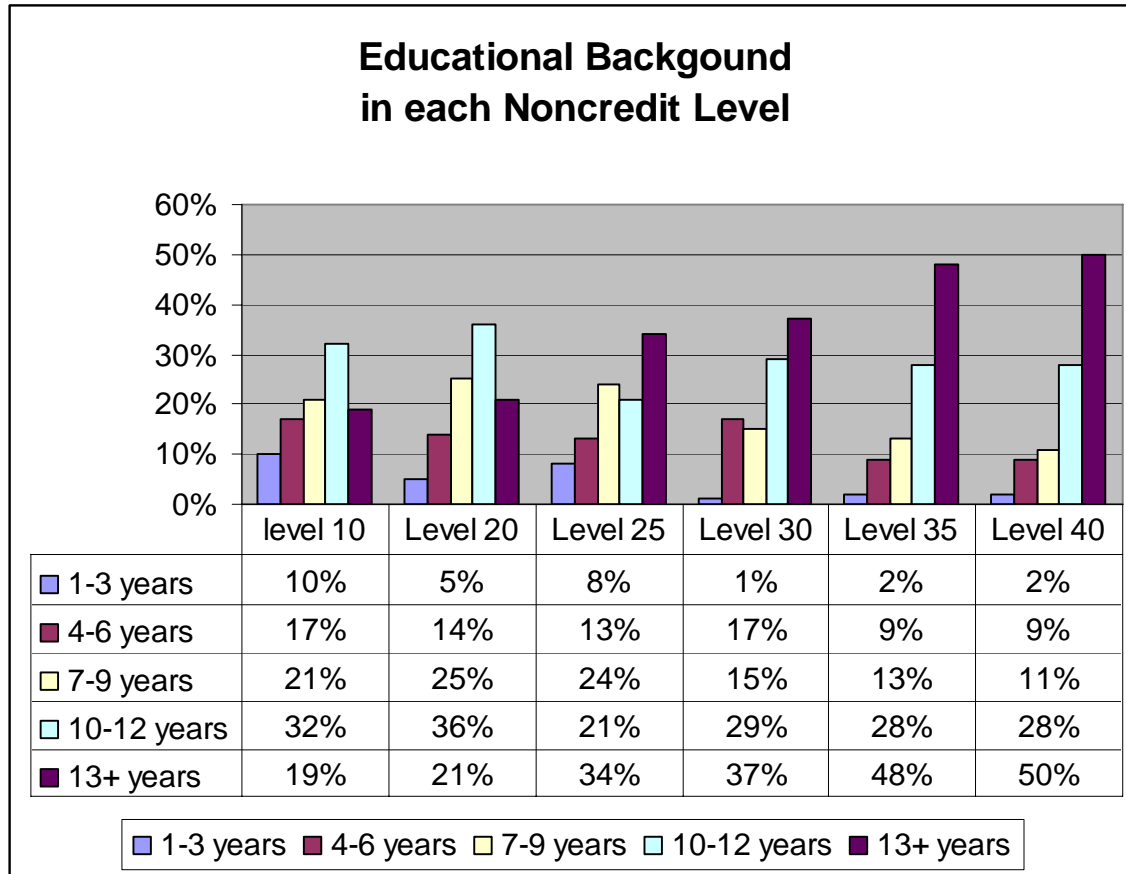
About 20% of nearly 1500 student records in Spring 2007 claimed to have citizenship or permanent resident cards. However, since only 23% students surveyed in Spring 2007 have been in the United States over 5 years, most do not have citizenship. Out of 478 responses:

- 11% have been here less than 1 year
- 41% have been here between 1 and 3 years
- 25% have been here 4-6 years
- 14% between 6 and 10 years
- 7% between 11 and 20 years
- 2% over 20 years

Education:

With regard to educational background in their native countries (out of 476 students who completed the spring 2007 survey): 5% went to school for 1-3 years, 14% went to school for 4-6 years, 19% completed 7-9 years of school, 31% completed 10-12 years, 30% completed over 13 years of school. 59% graduated from high school and 16% graduated from university. About 6% have completed some graduate work.

As you can see from the chart below, the educational level increases as you move up to higher levels with 48% of the level 40 students having a high school education and 50% who have gone to school over 13 years.



### English Studies:

Out of 437 responses, 38% of those surveyed said that they had studied English in their native countries. About 68% of those who have studied spent 1-2 years at it. About 32% studied three years or more.

Out of 429 responses, 33% were in their first semester. 43% were finishing their second semester. Another 20% have been at College of Marin for 1.5-3 years and finally 4% have studied here over 4 years.

### Transportation:

Students were asked how they get to school. It appears that over 50% own their own cars while 21% carpool and 22% take the bus. A few walk.

### Student Goals:

485 students responded to this question, but were allowed to mark more than one answer. The majority of students, however, (65%) are taking ESL classes to improve their lives and ability to work right now. Another 59% are hoping that better English skills will lead to a better job. 19% would like to take other credit classes outside of ESL and 23% are working towards a vocational certificate, 16% towards an AA degree and 9% are hoping to transfer eventually.

### Work:

Noncredit ESL students work hard and long in addition to their studies. Out of 458 responses:

- 21% work more than 40 hours/week
- 40% work 31-40 hours/week
- 17% work 21-30 hours/week
- 8% work 11-20 hours/week
- And 14% work 0-10 hours/week
- 15% of the women said they have children

At present students work in the following areas: retail (sales, stock clerks, cashiers), construction and landscaping, healthcare fields, factories, food service (restaurants or supermarkets), and housecleaning/maintenance.

The primary career aspirations center on construction and landscaping areas, health and childcare fields, service careers related to food, cosmetics, sales or delivery. Some have hopes to be teachers, lawyers, accountants, architects or engineers, computer programmers, or secretaries.

## **INTENSIVE ENGLISH PROGRAM**

### Nationality and Ethnicity

Of 34 responses to the Spring 2007 survey, students came from 15 different countries. Among those who responded, most were from Latin American countries, including: 17% from Mexico, 14% from Peru, 9% each from Brazil and Guatemala, 6% each from El Salvador and Colombia, and 3% from Argentina. Approximately one-third came from Asian countries, including: 6% each from Cambodia, Japan and Mongolia and 3% each from Thailand, China, Vietnam, Taiwan and Tibet. Another 6% came from Poland.

### Gender

Of 52 students, the Spring 2007 semester of the IEP was comprised of 33% males and 67% females.

### Length of Stay in the US

Most students have been in the United States less than 3 years. Of 34 responses, the Spring 2007 survey results showed that:

- 29% had been here for less than one year
- 32% had been here from 1 to 3 years
- 12% had been here from 4 to 6 years
- 21% had been here from 7 to 10 years
- 6% had been here from 11 to 20 years

### Educational Background

Of the 52 students enrolled in the Spring 2007 semester, most (83%) of the students who attend the IEP have an education level of 12<sup>th</sup> grade of high school or higher, while 17% have not finished high school (having between 5 and 11 years of education). 27% have graduated from high school, 16% have 1 to 3 years of university study, and 40% have graduated university or have done some graduate work with 16 or more years of education.

Almost all students' previous education occurred in their native countries. Only 4% attended high school in the US and 2% graduated from high school in the US. 3% of students who completed the Spring 2007 survey indicated that they had earned a GED in the US.

### Previous English study

Most students studied English in their native countries before coming to the US, with 18% studying 5 years or more, 28% 3 to 5 years, 26% 1 to 2 years.

For almost half (47%) of the students, the Spring 2007 semester was their first at the College of Marin, while 32% were in their second semester and the remaining 21% had been studying at College of Marin from 1.5 to 3 years.

## Goals

Most students have a variety of motivations and goals for studying English, and many indicated more than one reason on the Spring 2007 survey. The results showed that students wanted to improve their English for the following reasons:

- 68% wanted better English for their daily lives or current jobs
- 47% wanted to get a better job in the future
- 41% wanted to transfer to a four-year university
- 29% wanted to take content credit classes (not ESL)
- 26% wanted to earn a work certificate
- 24% wanted to earn an Associate's Degree from the College of Marin

## Work

62% of students were also students in their native countries, and 71% of IEP students consider "student" to be their current primary work. Of the IEP students who are working, 18% of them are working in the same industry as they did in their native countries, and 35% are working in industries that they see themselves working in in the future. The rest of the students, 47%, are neither working in similar industries as they were in their native countries nor are they working in industries that they see themselves continuing in the future.

As approximately half of the IEP students are on student visas, many of them are full-time students. However, others both work and study. The breakdown of hours worked per week is as follows:

- 50% of the students work 10 hours per week or less
- 15% work 11-20 hours per week
- 12% work 21-30 hours per week
- 20% work 31-40 hours per week
- 3% work more than 40 hours per week

Students were interested in a wide variety of disciplines and fields, with 26% being interested in careers in medicine, 15% being interested in careers as teachers or professors, and 12% being interested in careers in each of the following fields: travel/hotel related, accounting/insurance/banking, and art/music/sports/entertainment. Other careers of interest (8% each) included: healthcare assistant/caretaker, sales/cashier, hair/nails/cosmetics, secretary/office assistant, computer programming/tech support, and the restaurant industry.

2007 PROGRAM REVIEW  
ENGLISH AS A SECOND LANGUAGE

Part 2: Program Profile

## II. Program Profile

### **Introduction: Program Strengths:**

All three ESL programs benefit from excellent, supportive and knowledgeable office staff, who help guide students through the various aspects of accessing ESL classes and placement tests. They also refer and advise students about other services on campus, such as admissions, counseling, health services, etc. In addition, ESL students benefit from the services of a full-time counselor who specializes in working with ESL students, and who makes frequent informational visits to ESL classes in all three programs. Finally, students in all three programs benefit from professional, dedicated, and experienced instructors who continue to examine and improve both their classes and their programs to better serve students and the community.

### **Credit ESL**

Credit students who participated in focus group in 2002 said the best part of the ESL program were the dedicated, excellent teachers and the helpful office staff. The ESL faculty, surveyed in 2007, also felt that the program benefited from expert, dedicated faculty as well as from motivated students. Faculty noted that the credit ESL program helps prepare students for the academic work of other content classes.

In fact, 15 of the 36 content faculty members who responded to the Spring 2007 survey commented on the motivation and contributions that non-native English speakers bring to their courses and programs. While the ESL program cannot take credit for these contributions, a strong credit ESL program enables these students to prepare for academic and content courses. Here are some of the comments content faculty made about the positive contributions of ESL students in their classes:

- When I choose the right discussion topic, ESL students provide an invaluable service by giving American-born students a first hand experience of different values and perspectives that are new to them – black and white views get chipped away by this exchange
- Different religious perspectives on culture and evolution
- Not only cultural diversity, which adds a depth of cultural knowledge to the class, but also the addition of varying speech patterns which are taken into account when learning to sing. Addressing cultural norms in performing arts adds to the dynamism of the group.
- They bring in movement from their native countries.
- They make many of my classes more like the “real world” beyond Marin. We often compare methods for a computation (division, etc.) used in various countries – it demonstrates how ubiquitous math is.
- Their perspectives in my classes are valuable – what’s more, they tend to be among my best students. They work hard and they excel.

As the data shows, credit ESL has a track record of fostering student success – in terms of ESL course completion, course retention, movement from one level to the next, success in content courses, and even use of key services like counseling and the library. While there is always room for improvement, there are also strengths and accomplishments we can continue to draw on.

**Noncredit ESL:**

The noncredit ESL program is known for its excellent, dedicated and professional teachers. It is also known for its size and the extraordinary motivation of its students. The ESL faculty members surveyed in 2007 enjoy the camaraderie and peer support among all ESL faculty. They appreciate the present noncredit coordinator's leadership and commitment to the program. They are also most grateful to the excellent and devoted office staff. They find the course outlines and promotion tests key providing a structure to best achieve the success of their classes and their students.

They feel the program is accessible to and able to meet the needs of the immigrant community. They note the variety of hours and schedules offered both on and off campus. They feel that placement is generally done well, and that the promotion tests are helpful to move students through the program. They feel that the increased number of levels allow students to develop their skills to be more successful at work and in their daily lives and also to be better prepared to move on to credit ESL classes.

**Intensive ESL Program:**

The faculty surveyed in 2007 stated that the greatest strength of the IEP was the rigor and effectiveness of its academic program within a positive educational atmosphere. Factors that were noted to contribute to the academic strength of the program were the professional instructors, the focus on TOEFL preparation and written academic English, and testing and placement based on distinct skills (reading, writing, listening/speaking, grammar). Factors that were noted to contribute to the positive educational atmosphere and the development of a sense of community included having a coordinator on site, the small class size, the committed student population, and program-wide activities such as field trips and American cultural celebrations. Regarding faculty, other noted strengths included worthwhile free staff development workshops and midterm evaluations of students and instructors. Regarding students, other noted strengths included the issuing of I-20s for F-1 students, the range of scheduling options (part-time or full-time), and the scholarship grants available to residents of Marin County.

**a. Faculty and Staff**

College of Marin is recognized for the high quality of its ESL programs. Our ESL faculty and staff are experienced, committed to their students, and well regarded by members of the community. ESL faculty members possess advanced degrees in Teaching English as a Second Language (TESL), Education, and English, credentials that allow them to provide an effective educational experience for students. Counselors who specialize in working with ESL students are also available to help students make educational plans. The ESL office staff, often the first contact for any new student, are known for “going the extra mile” to help students access and navigate the college. Evening and Saturday office hours make it convenient for working adults to get the help they need.

**Management:**

Director/Chair/Coordinator: The ESL program is managed by the Director of Noncredit and ESL Instruction, Community and Contract Education. Credit ESL is a part of the Communications Department. There are no coordinator units for Credit ESL or for any of the ESL labs on campus.

Noncredit: There is one coordinator for the program.

IEP: There is one part-time coordinator.

**Faculty:**

Credit Faculty: There are three full-time credit ESL faculty who teach their full loads in ESL; two other full-time faculty regularly take a portion of their load in ESL. Depending on the semester, part-time faculty teach 40 – 58% of the units in credit ESL (42 – 61 units). One full-time credit instructor retired in Fall 2004 and the position has not been replaced.

Noncredit Faculty: There are 40 part-time instructors in noncredit ESL. 100% of our classes are taught by part-timers.

IEP Faculty: There are 8 part-time instructors teaching in the Intensive Language Program.

**Administrative staff:**

Credit and Noncredit ESL: served jointly by one full time and one half-time classified staff secretary in the ESL Office, along with the assistance of two or three work-study students. These staff assist current and potential ESL students, ESL faculty and the Director over ESL. All of the office staff speak languages other than English, including Spanish, Vietnamese, and Tagalog. This administrative staff structure has been in place since 2002; however, the workload has increased in the past few years due to the addition of Open College students (who register with and receive end of semester certificates from the ESL office staff) and a 25% increase in the number of noncredit students.

IEP: There is one part-time secretary (10 hours/week).

|  | <b>Credit ESL</b>  | <b>Noncredit ESL</b>  | <b>Intensive English</b>  |
|--|--|---|---|
| <b>Director</b>                        | The ESL program is managed by the  | Director of Noncredit and ESL Instruction, Community and Contract   | Education.  |
| <b>Coordinator or Chair</b>            | There is <b>NO</b> chair or Coordinator for credit ESL.  | There is one coordinator for noncredit ESL. This position is paid 3 credit units (20%) in the fall and 3 credit units in the spring and no units or compensation at any other time.<br><br>This is included in the 60% limit calculation. | There is one coordinator for the IEP for a program. This position is paid by time card with a PAF for up to 15 hours/week (40%) at any time during 52 weeks of the year.<br><br>This is outside the 60% limit for teachers. |
| <b>Faculty (91% part-time overall)</b> | 14 Teachers total:<br>3 FT + 2FT with part of their load in ESL<br>10-12 part timers<br><br>Together they teach about 105 units each semester.   | 30-35 part-timers (100% part time)<br><br>Together they teach the credit equivalent of 152 units per semester.  | 8 Part-timers (100% part time)<br><br>Together they teach the credit equivalent of 36 units/semester.   |
| <b>Students</b>                        | 350 – 400 students/semester  | 1500 – 1800 students/semester   | +/- 53 students/semester:<br>About half FT and half PT  |
| <b>Administrative Staff</b>            | ESL has one full-time secretary and one half-time secretary and one or two work-study students who assist both noncredit and credit students and faculty as well as the director. They answer questions of potential new students, and are in charge of registering noncredit and open college students, and maintaining a database of students enrolled, dropped and on waitlists in classes at Kentfield, IVC and other off campus sites as well.<br><br>Although the program has grown 25+% over the last year, there has been no increase in office staff. |   | One part-time administrative assistant.   |
| <b>Labs</b>                            | There are no coordinator units for any of the three ESL labs on or off campus.   |   | They share a lab with DSPS.   |

## **b. Curriculum and Instruction**

### **Placement Process**

#### **For new Noncredit ESL students**

New noncredit students are assessed at placement workshops in Dec/January (3-4 workshops) for the spring semester, March (2 workshops), June (2) for the summer, August (3-4) for the fall and then two in mid-October. Students come directly to the testing location where we take as many as we can seat. They are given a short 6-question writing quiz which allows us to assess those who are total beginners. Those students are given the option of not taking the primary placement test. They are taken to another room to fill out applications immediately. The rest take the 45-minute CELSA (California English Language Skills Assessment – a placement test approved by the Chancellor’s Office). They are also given a short orientation to the program and process for getting into class.

#### **English as a Second Language Student Success Workshops for new credit ESL students**

New potential Credit ESL students must attend an ESL Student Success Workshop before enrolling in ESL Classes. In addition to the CELSA, they must take a 25 minute writing test which is read by two teachers. Final placement is determined by combining the two scores. After taking these tests, students will be introduced to the college and its ESL programs, and receive assistance in registering for classes appropriate for their language levels.

#### **Intensive English Program Placement**

During the first week of scheduled classes, students are given a variety of tests to determine placement. The IEP designed placement assessment is based on a grammar test, a writing sample, an oral interview, and a practice TOEFL test for higher level students. Every student is assessed at the beginning of every semester. Placement is then determined in each of the discrete skills (grammar, writing, reading, listening/speaking) in one of three levels. Because the IEP currently only offers three levels, there is a minimum level of English ability necessary to enter the lowest level of instruction. Because the lowest level is high-beginning/low-intermediate, the IEP is not appropriate for true beginning students.

### **CREDIT ESL Curriculum**

#### **Courses and levels**

Credit ESL encompasses four levels. At each level, separate classes are offered to cover Grammar/Writing and Reading/Vocabulary. In addition, there are pronunciation classes and listening/speaking classes as well as two higher-level composition classes, which parallel English 98 and English 120. Classes are offered between 8am to 2 pm and also in the evening Monday through Thursday. Until Fall 2004, Credit ESL had three levels. An additional level was added to improve students’ preparation for credit coursework beyond ESL.

**See Appendix A for a complete list of course descriptions.**

## NONCREDIT ESL

### Curriculum and Schedule

Noncredit ESL encompasses 8 levels from level 5 (literacy) to level 40 – a transition course between noncredit and credit. (Level 5 is not offered often.) All courses are multi-skill covering listening, speaking, reading and writing. Grammar and survival skills are incorporated into all areas of instruction. Sections are offered as follows:

| Time of Day                                       | Days Offered                    | Hours/wk               | Hours/day                                | Number of Sections: |          |        |        |        |        |
|---|---------------------------------|------------------------|--|---------------------|----------|--------|--------|--------|--------|
|   |                                 |                        |  | 10                  | 20       | 25     | 30     | 35     | 40     |
| 4 mornings  | Monday -<br>Thursday            | 11 hrs/wk<br>8 hrs/wk  | 2.75 hrs/day<br>2 hrs/day<br>2.5 hrs/day | 1/2<br>0            | 1/2<br>0 | 0<br>0 | 1<br>0 | 0<br>1 | 1<br>0 |
| 4 evenings<br>(KTD/IVC)                           | Monday -<br>Thursday            | 11 hrs/wk<br>10 hrs/wk | 2.75 hrs/day<br>2.5 hrs/day              | 1<br>0              | 1<br>0   | 0<br>0 | 1<br>0 | 0<br>0 | 0<br>2 |
| 3 evenings  | Depends on room<br>availability | 7.5 hrs/wk<br>9 hrs/wk | 2.5 hrs/day<br>3 hrs/day                 | 1                   | 1        | 0      | 0      | 0      | 0      |
| 2 evenings  | MW or TTH                       | 6 hrs/wk               | 3 hrs/day                                | 6                   | 2        | 1      | 2      | 1      | 0      |
| Saturdays<br>(KTD/IVC)                            | Saturdays                       | 4 hrs/wk               | 4 hrs/day                                | 4                   | 3        | 1      | 1      | 1      | 0      |
| Off-campus<br>afternoon                           | MW or TTH                       | 4 hrs/wk               | 2 hrs/day                                | 1                   | 2        | 0      | 0      | 0      | 0      |
| Off-campus evening                                | MW or TTH                       | 4 hrs/wk               | 2 hrs/day                                | 2                   | 2        | 0      | 0      | 0      | 0      |
| Total number of sections for each level per week: |                                 |                        |  | 15/16               | 12/13    | 2      | 5      | 3      | 3      |

### Additional classes include:

Pronunciation: two mornings/week-1 hour each or one evening for 2 hours/week

English for Childcare Workers: We offer two 6 week (18-hour) sections/semester.

English for Gardeners: One section/semester running for 16-18 hours.

**See Appendix B for a complete list of course descriptions.**

## INTENSIVE ENGLISH PROGRAM

### Curriculum:

The IEP offers four core courses (reading, writing, grammar, and listening/speaking) within three levels (high beginning/low intermediate, intermediate, and high-intermediate/advanced). Each course is offered for five hours per week. Language-related activities, which focus on a variety of American cultural topics, are also offered for an hour each afternoon. Two field trips are also scheduled during each semester, allowing students to participate in local excursions. These trips are related to the coursework but are also excellent opportunities for students to learn more about special features of the San Francisco Bay Area. Other language-related community-building activities occur throughout the semester to coincide with American cultural celebrations and holidays.

### Schedule:

Classes are held Tuesday through Thursday from 9:00am-2:45pm.

|                          | <b>Tuesday</b>   | <b>Wednesday</b>                                   | <b>Thursday</b>  | <b>Friday</b>  |
|--------------------------|--|--|--|--|
| 9:00 am<br>-<br>11:35 am | <b>Grammar</b><br>for Oral and Written<br>Communication                                | <b>Writing with</b><br>Grammar<br>Practice         | <b>Grammar</b><br>for Oral and Written<br>Communication                                | <b>Writing with</b><br>Grammar<br>Practice             |
| 11:35am<br>-<br>12:30 pm | Language-related<br>Activity   | Language-related<br>Activity<br>Or<br>Language Lab | Language-related<br>Activity   | Language-<br>related<br>Activity<br>Or<br>Language Lab |
| 12:30 pm<br>-<br>2:45 pm | <b>Reading and</b><br><b>Vocabulary Development</b> with<br>Topics in American Culture | <b>Speaking/<br/>Listening/<br/>Pronunciation</b>  | <b>Reading and</b><br><b>Vocabulary Development</b> with<br>Topics in American Culture | <b>Speaking/<br/>Listening/<br/>Pronunciation</b>      |

Coursework integrates content and skills while preparing students for the demands of college and university work. Within the skill areas of grammar, reading, writing, speaking/listening/pronunciation, students study current events, literature and American culture and history. In addition, students are prepared for the Test of English as a Foreign Language (TOEFL) and for further study. Students learn how to use a college library, take lecture notes, write essays, keep journals and reading logs, and give speeches.

**See Appendix C for a complete list of course descriptions.**

### **c. Student Retention and Success**

#### **CREDIT ESL:**

##### **Retention**

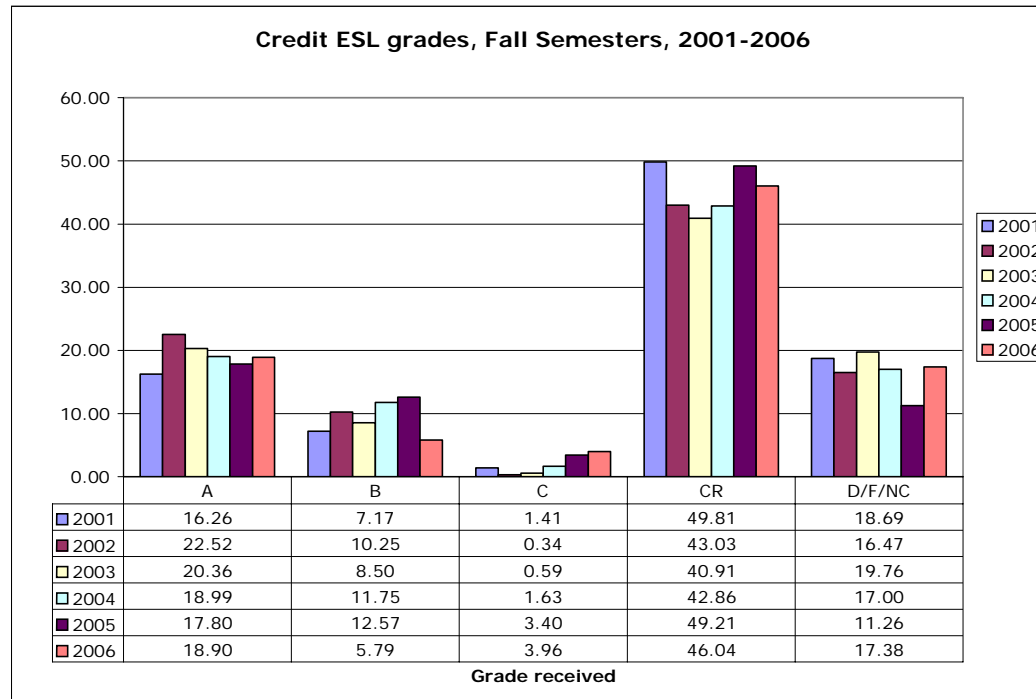
Retention rates for credit ESL are very high, based on data for 2001-2006. On average, 90 – 94% of the students were retained. The fall 2006 retention rate for credit ESL was 92% – higher than the overall statewide credit course retention rate of 83.3%, and the overall College of Marin credit course rate of 87.6%. A few courses in particular semesters had somewhat lower retention rates of 75 – 78%; for all other courses in each semester, rates were consistently in the 80 to 90 percent range

##### **Successful Course Completion**

The College and the state Chancellor's office define the success rate as the percent of students who completed a course and earned passing grades (A, C, B, or CR). The success rate for credit ESL is about the same as the overall College of Marin rate, which is a bit higher than the statewide rate. Depending on the semester and course, 70 – 83% of credit ESL students succeeded in their courses. For Fall 2006, the credit ESL rate was 74.7%, higher than the College of Marin rate of 71% and the statewide rate of 66%. The statewide rate for completing Basic Skills courses (which includes pre-college English, ESL and Math courses) is lower, at 61%.

The chart below shows the grade distribution for students in credit ESL courses as an average across all courses, for Fall semesters, 2001-2006. The largest percentage of students (40 – 50%) earn grades of "Credit," with 10 – 20% earning A's and 10-20% earning not-passing grades.

Students who take credit ESL classes through Open College also have strong completion rates of 75 - 85%. Though these students do not receive official grades, teachers indicate whether Open College students would have passed a particular course, and the ESL office keeps that data. This enables us to advise students on whether they should attempt a higher-level ESL course.



### *Persistence and Progress through the ESL levels*

We have followed several cohorts, or groups, of ESL students to see how many progress from one level to the next over two to three years, and to see how many of those that progress pass courses at the next level.

#### **1999-2002 cohort**

We conducted our first study in 2002, looking at all Fall 1999 ESL students over three years (through Fall 2001). We found that:

- About half of the students from each cohort at each level persisted and advanced.
- 53% moved from level 40 to at least level 60;
- 60% moved from level 60 to at least level 80.
- However, only 40% advanced from level 80 to at least Eng/SL 98.
- Of those who were in Eng/SL 98, 56% moved on to at least Eng/SL 120 but only 28% of those 98 students moved on to Transfer level English (150).

## 2004-2007 cohort and 2006-2007 cohort

We analyzed two more recent cohorts to see progress through the levels, and to see any effects of the two major curricular changes of 1) adding a new level in 2004 and 2) combining grammar and writing in Spring 2006.

The 2004 cohort tracked students in ESL 50, 60, 70, and 80 in from Fall 2004 to Fall 2007 (3 years). We found progress rates from 49 to 61 percent:

- 49% who passed a level 50 class moved up to level 60
- 47% who passed a level 60 class moved up to level 70
- 63% who passed a level 70 class moved up to level 80

These rates are much higher than the statewide English Basic Skills rate of 26.8% for a cohort of students tracked for two years (2002/03 to 2004/05). They are similar to the rates for the 1999 cohort (before adding a new level); though the progress rates for level 60 are lower.

A small number, 12%, moved successfully from level 50 to level 80 within three years.

- However, only 25% of the 2004 cohort who passed an 80-level course moved on to Eng/SL 98. This is lower than the 40% that progressed in the 1999 cohort. Note, though, that 81% of those who moved from level 80 to Eng/SL 98 passed in the higher level.

The 2006 cohort tracked students in ESL 50,60,70, and 80 for only one year, Spring 2006- Spring 2007, to see if we could discover any effects of combining grammar and writing on retention/progress. Surprisingly, though this cohort covers less time than the other two, the progress rates are higher:

- 58% who passed a level 50 class moved up to level 60
- 68% who passed a level 60 class moved up to level 70
- 61% who passed a level 70 class moved up to level 80
- 51% who passed a level 80 course moved up to English/SL 98 (of those, 84% passed Eng/SL 98).
- 20% who passed a level 80 course moved up to English/SL 120 within one year.

**Conclusions:** Credit progress rates are from 40 – 60%, well above the state average for Basic Skills English & ESL courses, but we'd like to improve on them so that more students complete the program. Those who do move up are mostly successful at the next level (70 – 90% pass at the next level) yet 40 – 50% are not moving up, particularly from levels 50 and 60, and from level 80 to 98 and beyond.

Adding a fourth level did not significantly affect progress between levels, except perhaps for some effect at the level 60. This effect did not occur in the more recent cohort for Spring 2006. Combining grammar and writing may have contributed to greater progress rates across the levels, including progress into Eng/SL 98.

## Grades in Content Courses

For the ESL Task Force in 2002, we analyzed credit ESL students' grade distribution in non-ESL content courses, based on an analysis of total grades Fall 1997-Spring 2002 (1937 students in this cohort). We focused on the top 23 disciplines taken by ESL students – defined as disciplines in which ESL students earned at least 200 grades in those 5 years. These disciplines were: CIS; Math; PE, English Skills; Art; English; COS; Biology; Business; Psychology; ECE; Dance; History; Speech; Dental Assisting; Medical Assisting; Multimedia Studies; Nursing; Computers; Counseling; Music. That analysis showed that:

- **Students with credit ESL coursework pass courses in most other disciplines at slightly higher or similar rates compared to native speakers.**

Disciplines where pass rates were at least 10% higher for ESL students were:

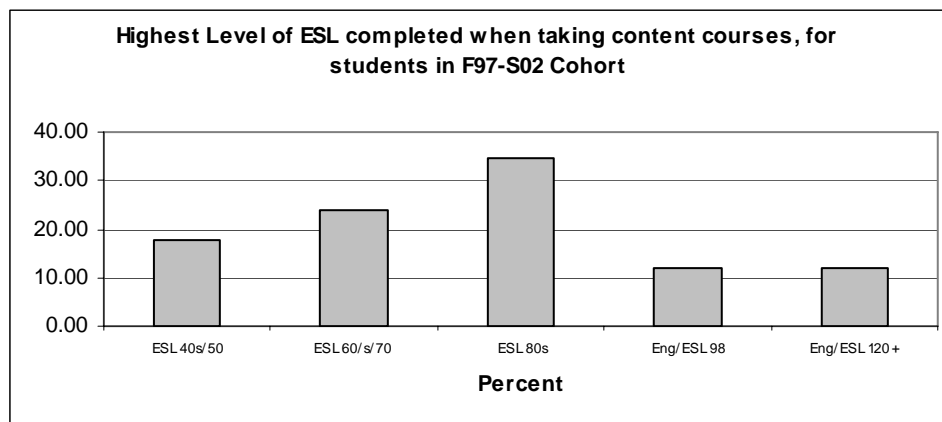
History; Math; English skills; Business; BOS; Speech; Computers (Multimedia was 9% higher for ESL students).

Disciplines where ESL students passed at rates lower than native speakers:

Nursing (9% lower pass rate); Music (5% lower); Biology (3% lower)

This data also showed that **the majority of ESL students do not complete the ESL sequence before taking content courses.** Yet overall they are mostly able to succeed in the content courses they take, at least as well as native speakers.

For this cohort of students, only 24% had completed ESL/Eng 98 or higher when they attempted content courses. Almost one-fifth (18%) had only completed up to the ESL 40/50 level (high beginning/low intermediate) before taking other content classes; 24% completed up to ESL 60/70 level (intermediate); and 35% completed up to ESL 80 level (high intermediate/low advanced) classes.



While ESL students may be passing their content courses, 36 content faculty who answered a Spring 2007 survey indicated that non-native speakers in their courses have difficulty with writing assignments (69% thought writing was extremely or somewhat difficult for ESL students). Half or more of these faculty members thought that non-native speakers had some difficulty with: taking tests, vocabulary, reading the course materials, and following lectures. Several noted that the level of challenge depends largely on the student's reading and writing skills, and their English proficiency level.

## Credit Student Learning Outcomes

| <b>Courses</b> | <b>Expected Outcomes</b>   | <b>Where are SLOs Addressed</b>  | <b>Assessment Methods</b>   | <b>Who will be assessed</b>                     | <b>Set Assessment Schedule</b> | <b>Who will interpret results</b>                       | <b>How data will be used</b>  |
|----------------|--|--|---|---|--------------------------------|---|---|
| <b>78</b>      | Students will be able to use basic computer terminology and perform at least three tasks using Microsoft Windows XP.   | Introduced and practiced in lessons, text and classroom projects in ESL 78 and CIS 101 | Students will be asked to perform certain exercises in the computer lab and to choose the appropriate PC based on the needs of a hypothetical consumer. | All students                                    | Once a semester.               | Instructor, CIS instructor, ESL Faculty and CIS Faculty | Data will be collected at the end of each semester and analyzed by faculty. Data will be used to assess strengths and weaknesses of textbooks and to improve pedagogy. Data may also be used to modify course outlines or to make curricular changes. |
| <b>53</b>      | Students will be able to write a paragraph and use present, past and future tenses appropriately.  | Introduced and practiced in lessons, text and classroom projects.                      | Students will be asked to look at a picture and tell a story using different tenses. See attached rubric.   | 30% of students in each section of this course. | End of each semester.          | Instructor and ESL Faculty                              |   |
| <b>63</b>      | Students will be able to write a paragraph and demonstrate emerging competency in the following: sentence structure, punctuation, organization and development, manuscript form, and writing process | Introduced and practiced in lessons, text and classroom projects.                      | Students will write a paragraph in 90 minutes in response to a prompt. See attached rubric.   | 30% of students in each section of this course. | End of each semester.          | Instructor and ESL Faculty                              |   |
| <b>73</b>      | Students will demonstrate that they have ideas to communicate, can follow the appropriate structure of American paragraphs, and from grammatically correct sentences.                                | Introduced and practiced in lessons, text and classroom projects.                      | Students will write two paragraphs in three hours in response to prompts. See attached rubric.  | 30% of students in each section of this course. | End of each semester.          | Instructor and ESL Faculty                              |   |

## **Credit SLO Implementation and Results**

### **ESL 78**

All students who have successfully completed ESL 78 (C or higher) were successful in CIS 101.

### **ESL 53**

In August 2006, ESL 53 teachers met to discuss SLOs for the class. Later a final exam was developed by the teachers, strategies to prepare students for the exam were created and the exam was administered. All the exams from both classes were graded using the rubric by both teachers. The grading was quite uniform. Both the students and the teachers liked the process. Clear SLOs ensured that both classes were taught with the same standards.

### **ESL 63 and 73**

Instructors examined the number of pages students wrote and evidence of a recursive writing process for their final exams. Since combining grammar and writing at these two levels, there has been less time for in-class writing. As a result, students had fewer opportunities to experience the full writing process.

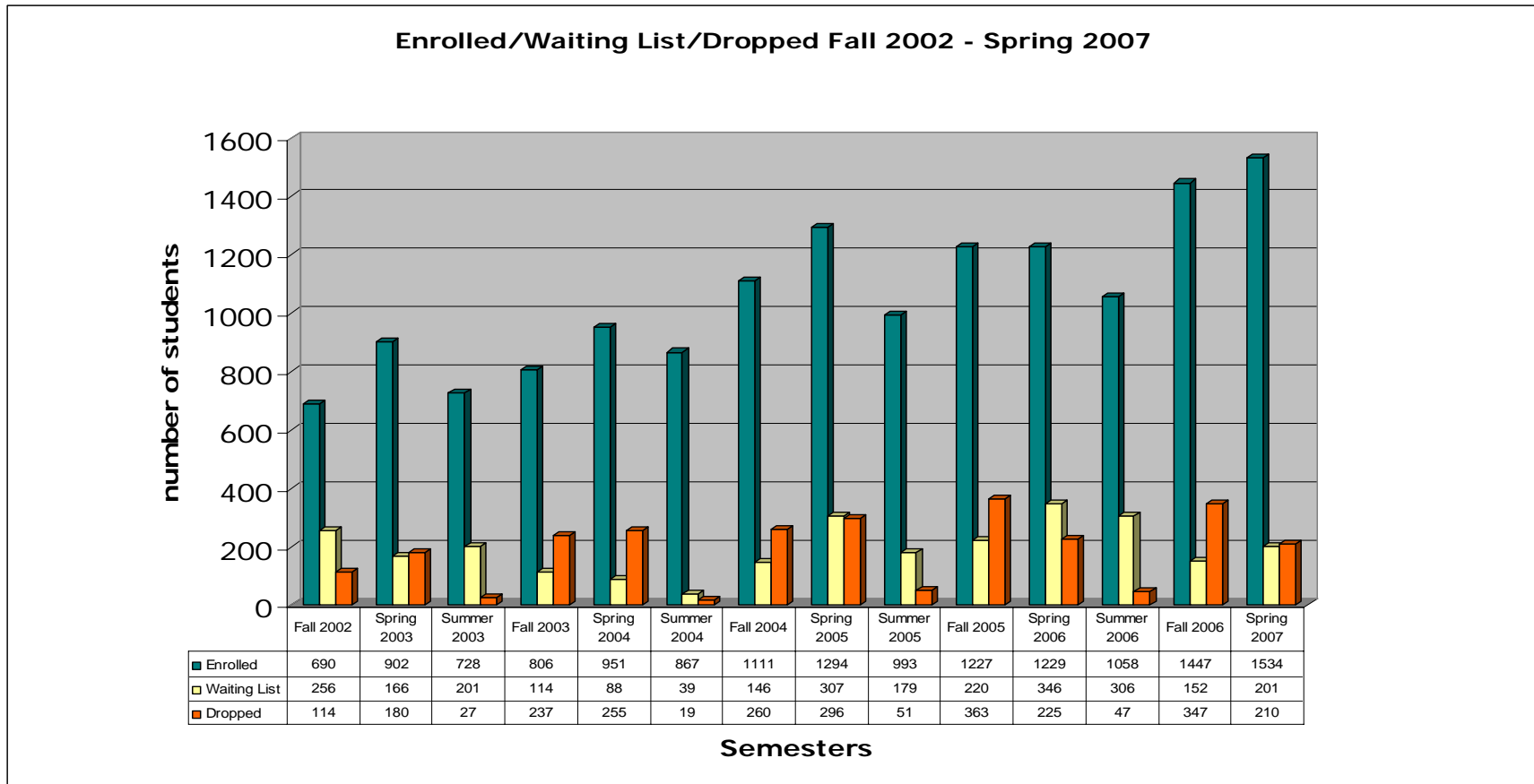
### **ESL 56, 66, and 76**

The original SLO for these classes focused on the number of pages that a student would read independently during the semester. This has been expanded to also stress the number of books as well as the number of pages. In the lower levels, some students reported that this had been the first they had ever finished a book in English. In order to ensure student success, one instructor gave the students clear guidelines about how to choose the reading material. As her criteria have become clearer, the students are reading more. 90% of all the students met the SLO and 35% exceeded it.

## NONCREDIT ESL

### Enrollment Patterns

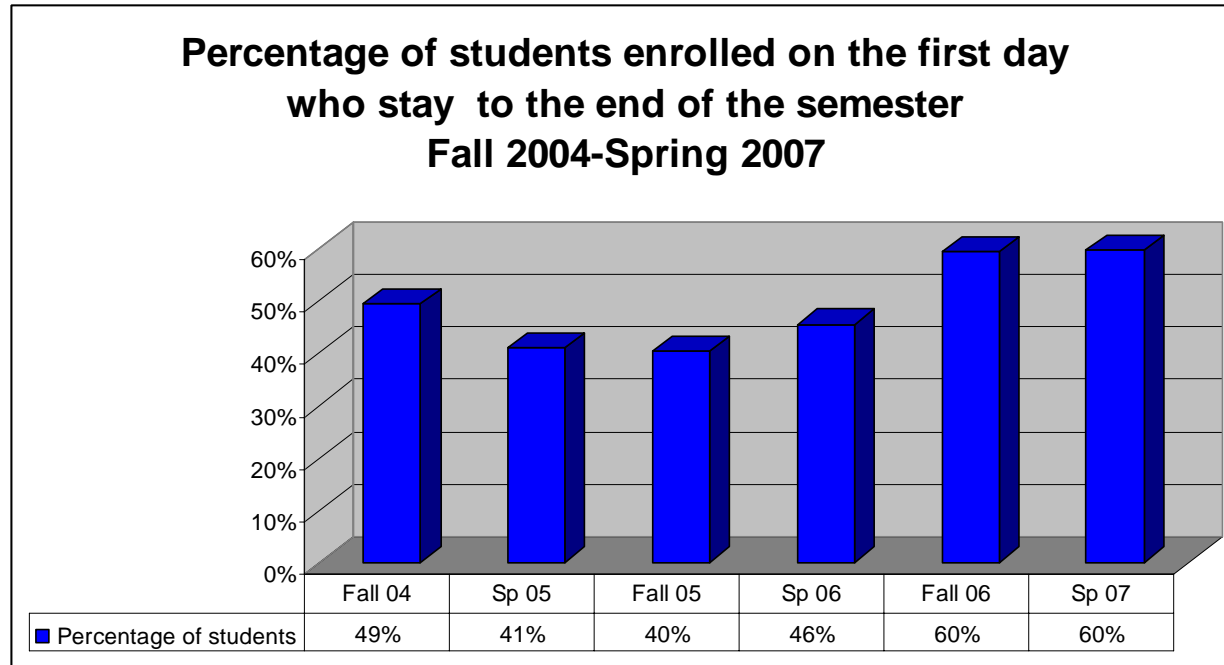
Noncredit ESL has shown a steady increase in numbers of students over the 5 years. In response to large waiting lists of over 300 students, more sections were added at various points. Because of the intense demand for classes, ESL students are only allowed to enroll in one section. These are the final end-of-the-semester figures. This is an unduplicated headcount. The enrollment for the pronunciation and VESL extra classes and those at Whistlestop, Novato Human Needs and the Margaret Todd Senior Center are not included here.



**Retention:**

Noncredit ESL is an open-entry – open-exit program. Therefore new students are added to classes during the first 12 weeks of the semester. Students may drop at any time. Therefore, the number of dropped students may include students who attended regularly for much of the semester, but had schedule changes and were unable to continue. Thus calculating “retention” is difficult. We have looked at only the number of students who were enrolled in class on the first day and remained in class to the end. The percentage shows a 15-20% increase in student retention over the 2006-2007 academic year!

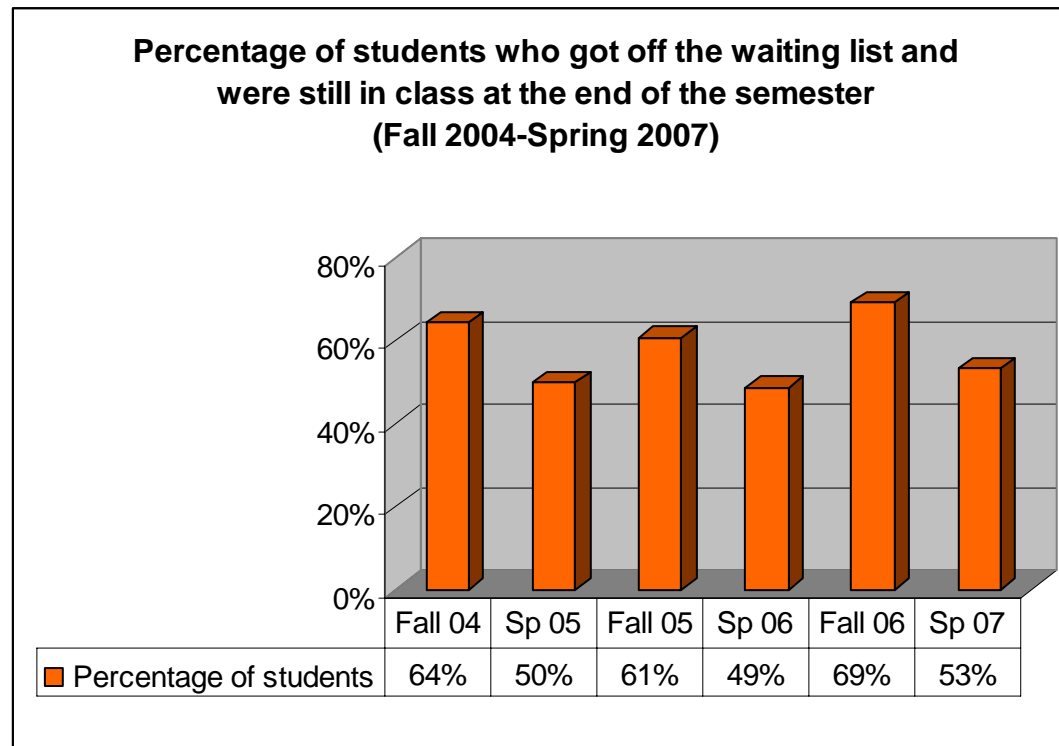
Below is a chart showing the number of students who stay from the very beginning of class to the end of the semester. Over the last year it has averaged about 60%. This does not include students who have been added from the wait list as the semester progresses. This chart only includes statistics for students enrolled in classes offered on the Kentfield campus.



### Waiting Lists:

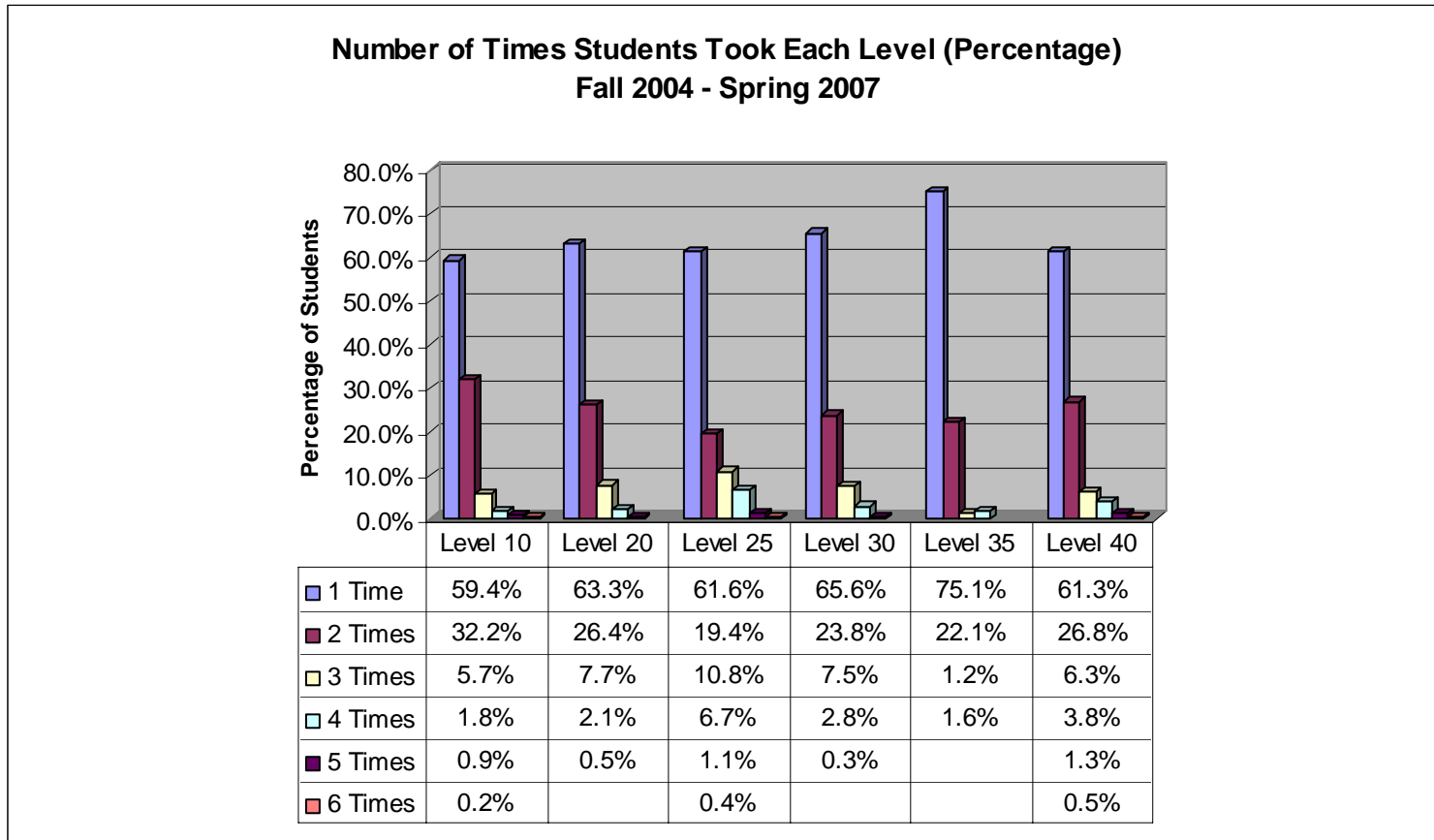
Since new students are added from the waiting lists during the first 12 weeks of the semester, careful lists are maintained by the receipt date of the application. It is vital that the process is seen as fair and equitable by all students. Of 431 students surveyed in the spring of 2007, 73% said they had been on a waiting list for noncredit ESL classes at some point in their time at College of Marin. Of those who have been on a waiting list:

- 22% waited less than one month
- 45% waited 1 to 2 months
- 19% waited 3-4 months
- 7% waited 5-6 months
- 6% waited over 6 months



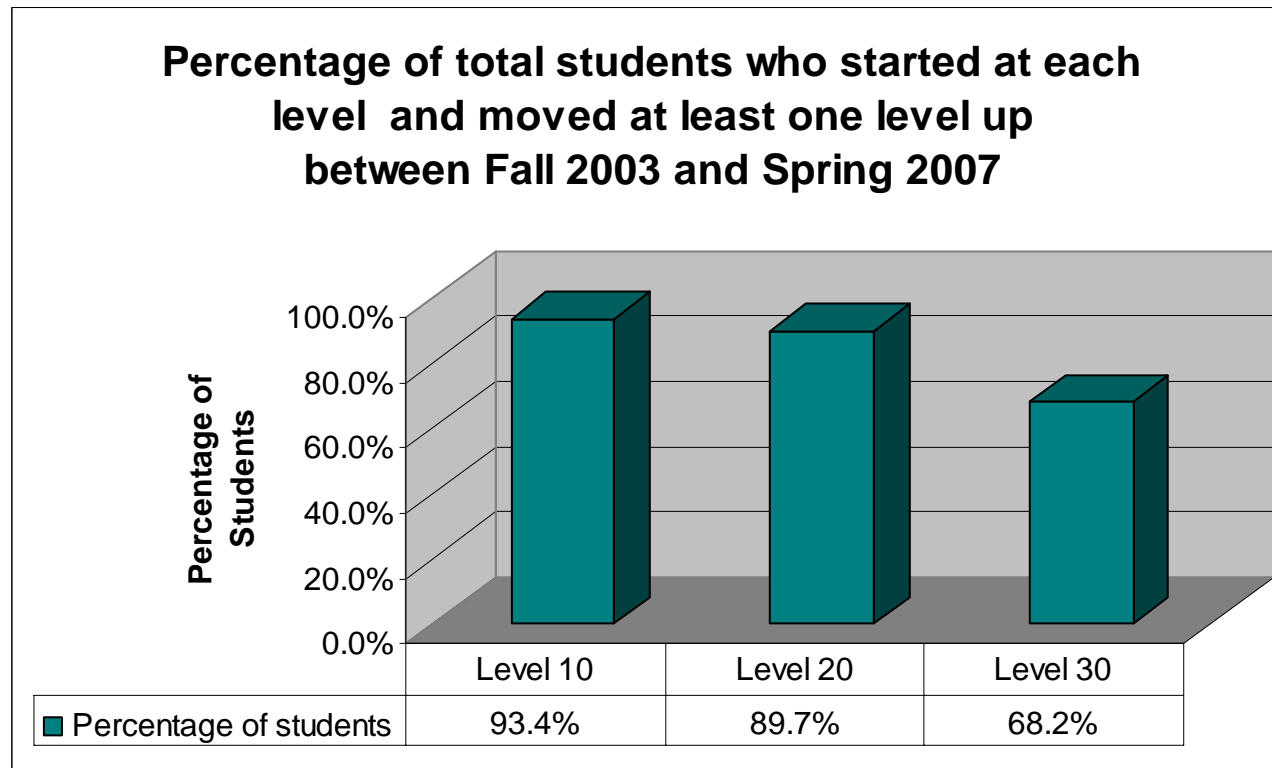
**Repetition:**

In noncredit ESL students are allowed to take a level more than one time. The goal is for students to acquire the language skills they need to succeed in their lives and in further areas of study. Real acquisition often requires more than one semester depending on the students' educational backgrounds as well as level of exhaustion as they try to juggle the demands of work, family, a new culture and school. (40% of our students work at least 30-40 hours/week and another 21% work over 40 hours/week.) In spite of this, 60% or more of our students only take a level one time and move up! The few students who have taken any level 5 or 6 times, have literacy issues which make it difficult to move on.



**Student Progress:**

We also looked at the movement of a cohort of students between Fall 2003 and Spring 2007. In the Fall of 2003, we had three levels of noncredit (10, 20, and 30). At this time we have 6 levels (10, 20, 25, 30, 35, 40). Below is a chart showing the percentage of total student (729) who began in level 10, 20 or 30 in the Fall of 2003 and have moved up at least one level (but up to 4 or 5 levels) by spring 2007.



**Program-wide Promotion Tests:**

During the 2004-5 academic year, noncredit faculty designed promotion tests for level 10 and 20 students based on new course outlines developed the previous summer. The tests were implemented the following year and have been used successfully for four semesters. They have four sections covering listening, grammar, reading and writing. The same tests are given in all sections of the program, so that there is a single standard for promotion. The tests are not timed; however, students are not allowed to use dictionaries during the tests. It is expected that receptive skills of reading and listening will be acquired first and the productive skills of writing and sentence structure will take longer.

**Level 10 Promotion Test:**

While we have course outlines for a level 10 and level 15, generally the material is covered in one course universally called Level 10. This actually makes level 10 a little challenging to teach since it includes total beginners with students who have some skills already. We were able to divide out the level 10s on Saturdays in the fall of 2006 because we had three sections, and it was quite successful. In any case, our SLOs for both of these levels are included in the promotion test for "Level 10".

In the spring of 2007, we did a study of student success rates on each of these promotion tests. Overall, at least 50-60% passed at least to a level 15. But only about half of those scored to level 20. We found that level 10 students scored very high in the listening and reading sections of the test, but had much less success in the writing and grammar sections. It is understandable that writing would be difficult. However, across the board in every section offered, students scored poorly on the grammar test. We then did an item analysis of that part of the test to see what particular grammar points were most often missed. Teachers feel that much of the problem may lie in the multiple choice nature of the grammar section. Each question had one correct answer and 3 "distracters" which apparently were successful at distracting them! The faculty plans to redesign this section of the test to make it less confusing for the students and hopefully allow them to progress more quickly.

**Levels 20 and 25 Promotion Test:**

Students taking the Level 20 promotion test performed a little more evenly across the skill areas with a total pass rate of 66% - 71%. However, again, the listening and reading sections had 85% - 91% pass rates. 55 - 60% passed the grammar section. By the end of level 20, students are more familiar with taking tests and more confident as far as the grammar points go. Writing, the most difficult skill, was lower.

**Levels 30, 35 and 40 Promotion Testing:**

Students in these levels are given the credit placement test at the end of each semester. In this way, those who are ready to move to credit will have the opportunity and those who are ready to move to level 35 or 40 can do so.

**Student Learning Outcomes:**

The Student Learning Outcomes below were based on the new course outlines written in the summer of 2004. Developed in the spring of 2006, faculty worked on creating assessment tools during Fall 2006 and Spring 2007. The assessment method used is writing although students could be given oral assessments as well. Implementation is planned in the Fall of 2007.

## Noncredit Student Learning Outcomes

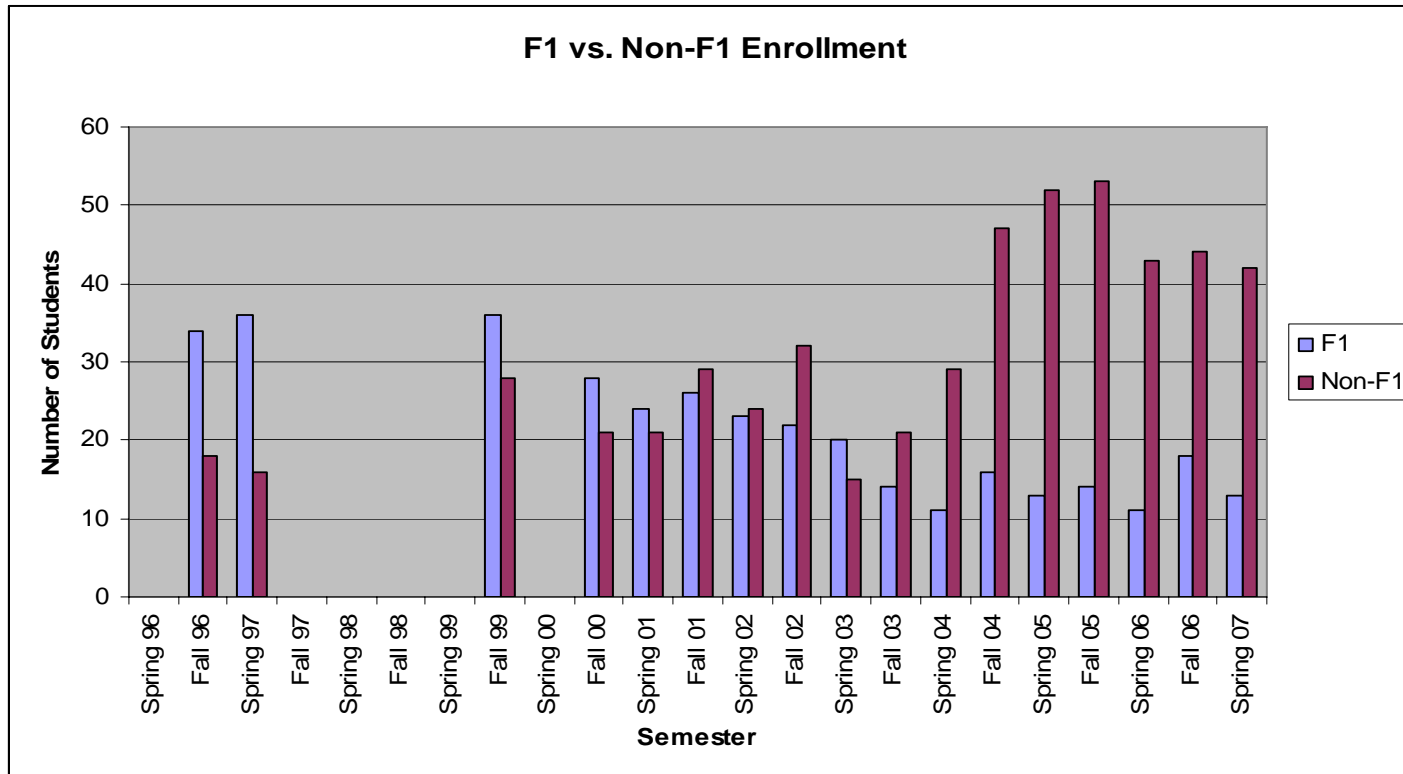
| Levels | Expected Outcomes   | Where are SLOs Addressed  | Assessment Methods   | Who will be assessed                       | Set Assessment Schedule | Who will interpret results | How data will be used  |
|--------|---|---|--|--|-------------------------|----------------------------|--|
| 10     | Students will be able to respond to basic information questions in writing.   | Introduced and practiced in lessons, text and classroom projects. | Students will be given a simple 5 question written test that will be assessed using a rubric.  | 10 students in each section of this level. | Once a semester.        | Instructor and ESL Faculty | Data will be collected at the end of each semester and analyzed by faculty. Data will be used to assess strengths and weaknesses of textbooks and to improve pedagogy. |
| 15     | Students will be able to respond in writing to yes/no and wh- questions in the affirmative and negative using "to be" and the present continuous tense.                                       | Introduced and practiced in lessons, text and classroom projects. | Students will be asked to look at a picture and answer in writing 10 questions using the verb to be and/or present continuous tense. Writing will be assessed using a rubric.          | 10 students in each section of this level. | Once a semester.        | Instructor and ESL Faculty |  |
| 20     | Students will be able to produce affirmative and negative statements and questions using the correct word order in simple present tense.  | Introduced and practiced in lessons, text and classroom projects. | Students will write 5 affirmative and 5 negative sentences about their daily activities. Writing will be assessed using a rubric.  | 10 students in each section of this level. | Once a semester.        | Instructor and ESL Faculty |  |
| 25     | Students will be able to produce affirmative and negative statements and questions using the correct word order in simple past tense.   | Introduced and practiced in lessons, text and classroom projects. | Students will write 5 affirmative and 5 negative sentences about what they did last week. Writing will be assessed using a rubric.   | 10 students in each section of this level. | Once a semester.        | Instructor and ESL Faculty |  |
| 30     | Students will be able to produce affirmative and negative statements and questions in present perfect tense using regular and common irregular verbs.   | Introduced and practiced in lessons, text and classroom projects. | Given a timeline of one person's life, students will write 10 sentences using present perfect tense with the appropriate time expressions. Writing will be assessed using a rubric.    | 10 students in each section of this level. | Once a semester.        | Instructor and ESL Faculty |  |
| 35     | Students will be able to use the past and past participle forms of irregular verbs and produce affirmative and negative statements and questions using present perfect tense and simple past. | Introduced and practiced in lessons, text and classroom projects. | Making a timeline, students will write 5 sentences using present perfect tense and 5 using simple past with the appropriate time expressions. Writing will be assessed using a rubric. | 10 students in each section of this level. | Once a semester.        | Instructor and ESL Faculty |  |
| 40     | Students will be able to discuss abilities, experiences or opinions in writing in a paragraph format using a variety of tenses and structures.  | Introduced and practiced in lessons, text and classroom projects. | Students will be provided with a "prompt" and space to write their paragraph. Writing will be assessed using a rubric.   | 10 students in each section of this level. | Once a semester.        | Instructor and ESL Faculty |  |

**Intensive English Program**

**Enrollment Patterns**

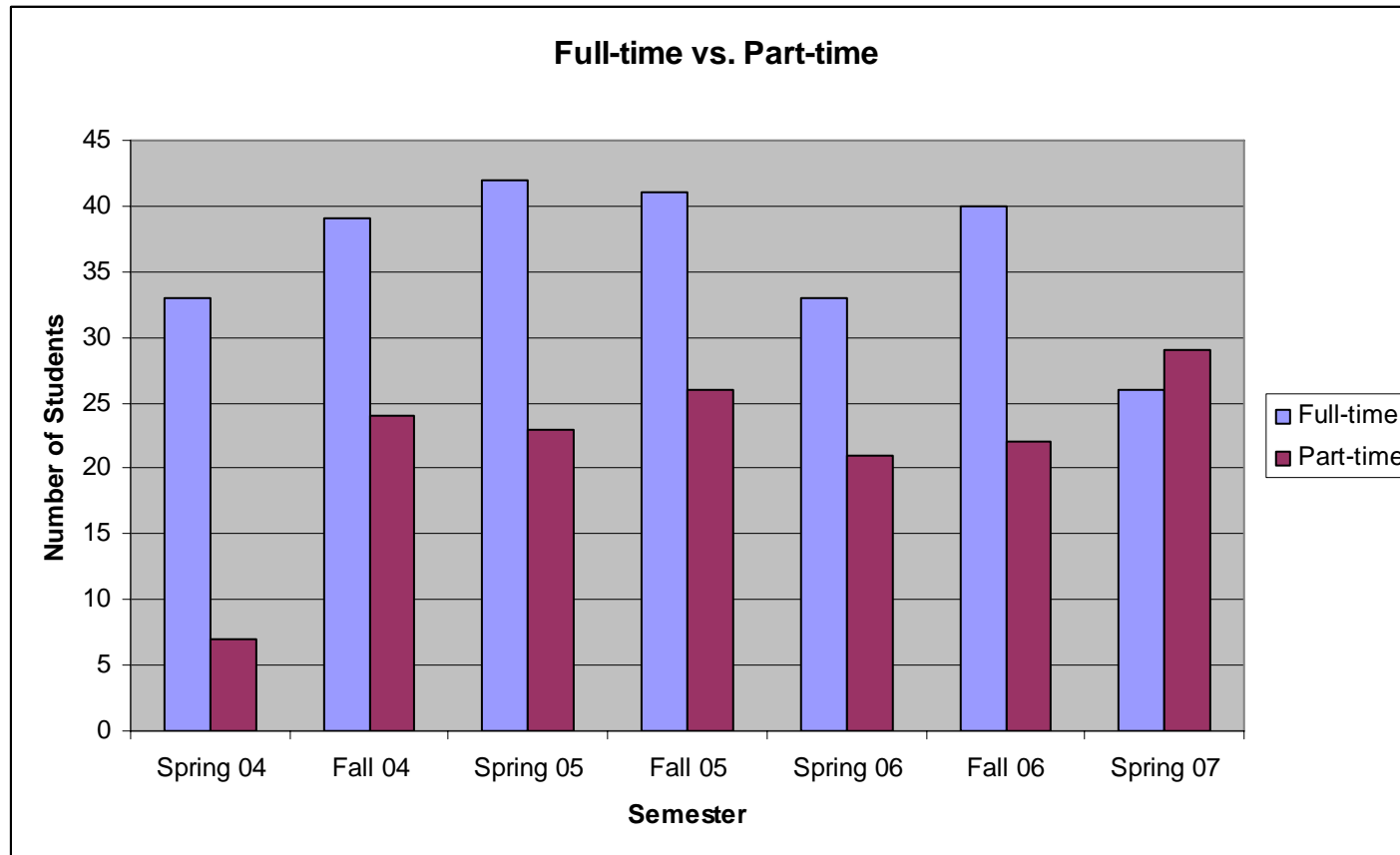
**F1 vs. Non-F1**

Although there have always been non-F1 students in the program, the majority of students did hold student visas pre-9/11. Throughout the early 2000s, the numbers started to shift as it was more difficult for foreigners to obtain student visas. As a result, there was a push to recruit more non-F1 students in order to keep the program running. From the mid-2000s on, the number of non-F1 students is drastically higher than that of F1s, which has dropped from one-half to one-third of pre-9/11 enrollment levels. This has significant implications for the nature of the program. As the student population diversifies, so too do student goals and needs. The program would like to address these changing trends in its course offerings, in addition to establishing new recruitment and expansion opportunities in order to increase the number of F-1 students in the program.



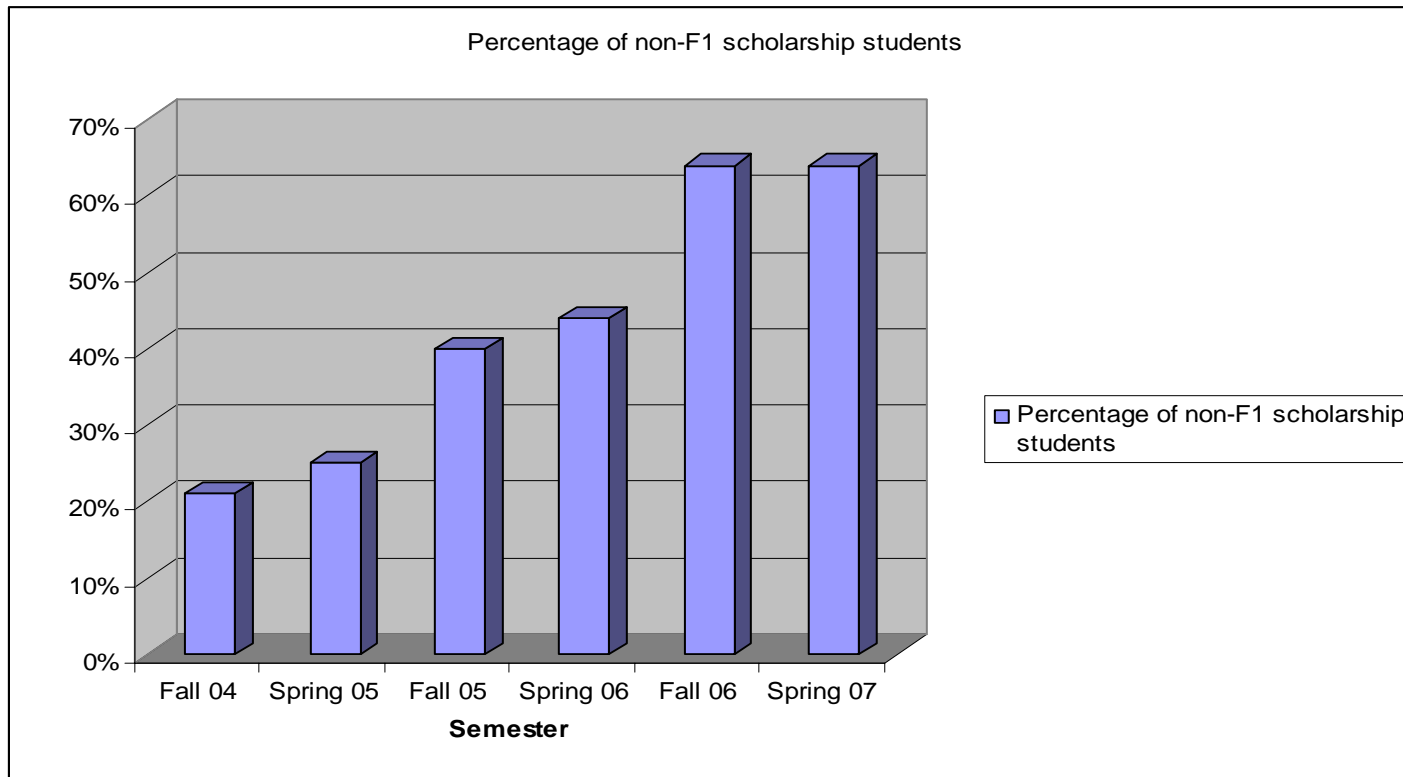
### Part-time vs. Full-time

The Intensive English Program offered only a full-time program until enrollment dropped due to visa restrictions post-9/11. In the Spring of 2002, the program started offering a part-time schedule option in order to attract more students to the program. Recently the number of part-time students enrolled in the program surpassed that of full-time students. As mentioned above, this is a significant shift in the student population. As the program now has more part-time students, many of them are unable to take classes full-time as they often have work and family obligations. This changes the nature of the program, as there are some students who only study 5, 10 or 15 hours per week. These students also tend to have different needs and goals than do international students, prompting us to investigate how best to suit the needs of this growing new population.



### Scholarship Students

As shown above, the number of non-F1 students has increased significantly, doubling or tripling in some semesters. As F-1 students are not usually eligible for scholarships, the recent increase in non-F1 students has also seen a recent increase in scholarship recipients. The College of Marin Foundation received a large contribution from the Marin Education Fund (MEF), which distributed the scholarship money with the IEP. Thus, the process was streamlined and it became easier for students to apply for and receive scholarships, causing an increase in scholarships in recent semesters. However, we expect an upcoming change, as MEF funding has changed and the application process will be longer and less streamlined.

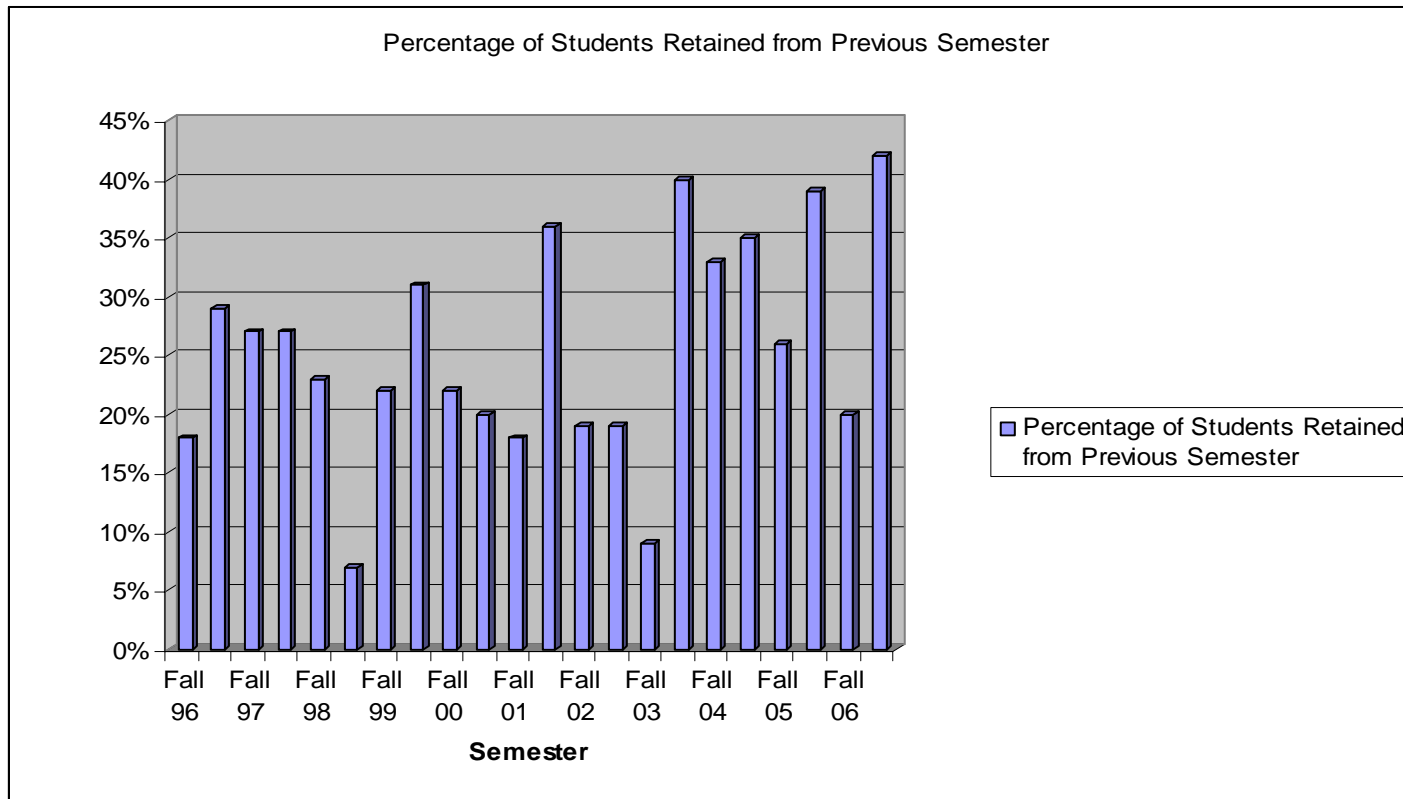


**Retention**

As the Intensive English Program is a fee-based program in which students pay up to \$2500 for a semester of instruction, retention rates are very high (98% for the Spring 2007 semester). Students do not generally drop from the program unless a personal emergency or extenuating circumstances force them to leave the program.

**Persistence**

We have tracked data since Fall 1996 that shows the percentage of students who enroll in the program again the following semester. The rates of returning students vary widely, from as low as 7% to as high as 42%, with an average rate of 26%. Although not always the case, a general trend seems to be that more students remain in the program from the Fall to the Spring semesters. This may be because it coincides with the scheduling of the academic year.



**Student Progress**

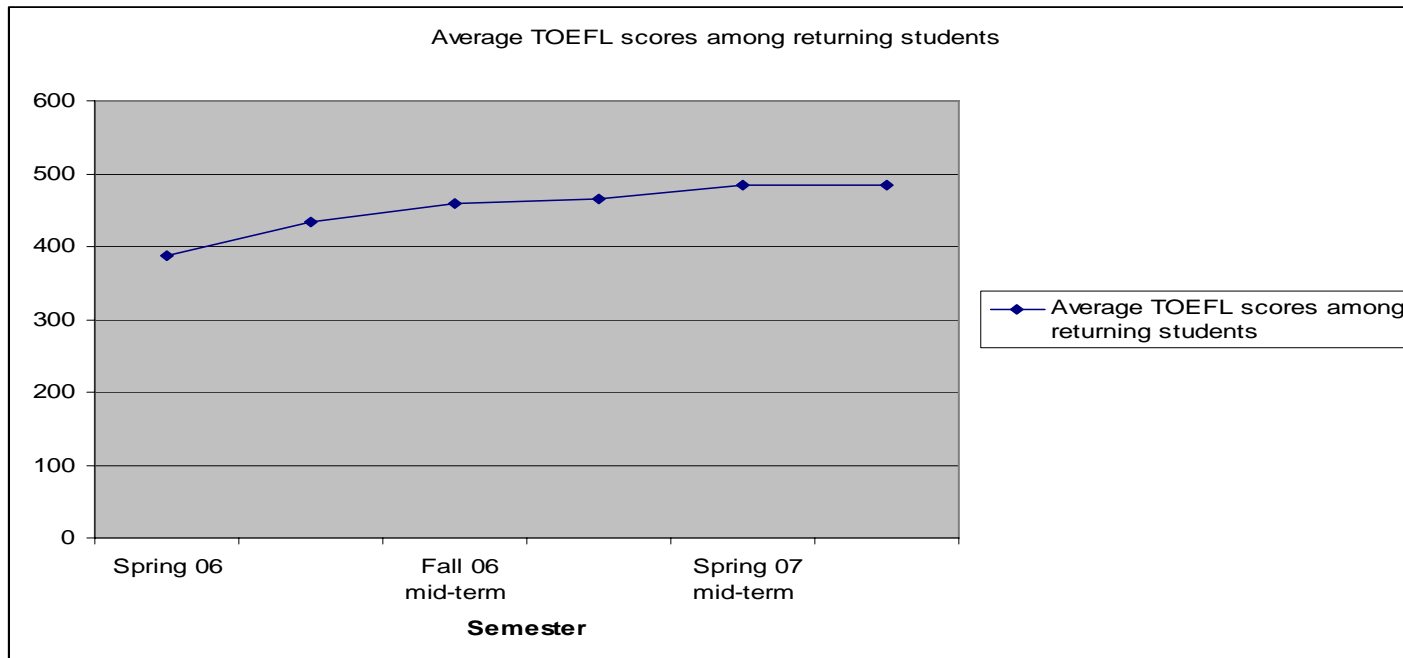
Because the IEP does not issue grades or give final assessments or exit examinations, it is often difficult to point to traditional markers of success. However, we have used placement data, practice TOEFL test scores, and student movement data to calculate progress.

**Student Placement**

Placement is conducted at the beginning of each semester in order to determine the appropriate level for each student. Of the 26 students who returned to the Spring 2007 from the Fall 2006 semester, 73% of the courses they enrolled in were higher than the previous semester.

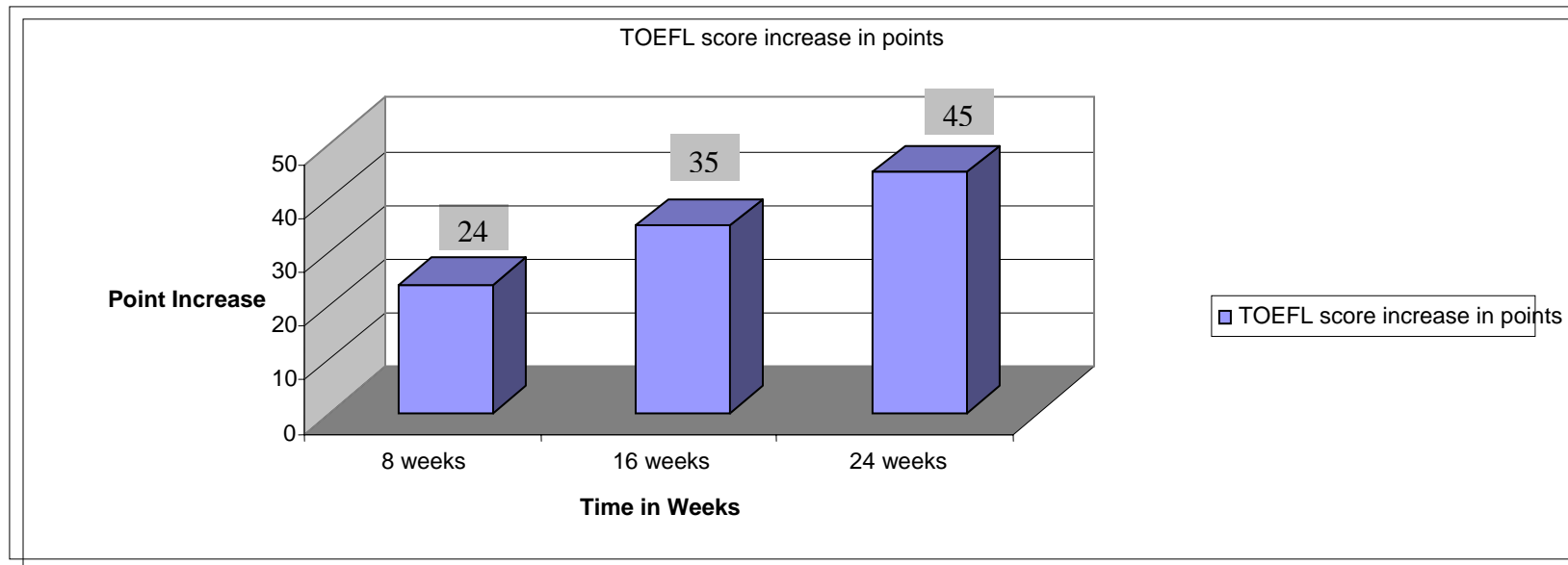
**TOEFL scores**

Upper-level students are given practice TOEFL exams the first week for placement and again at mid-term. Returning students' performance from one semester to the next is one measure of student progress. We analyzed the average TOEFL scores among 10 upper-level students from the Spring 2007 semester who had returned from the previous two semesters in the program and averaged their scores at the first week and mid-term over two and a half semesters of instruction. Nearly a 100-point increase occurred in returning students' average TOEFL scores over the course of that year of instruction.



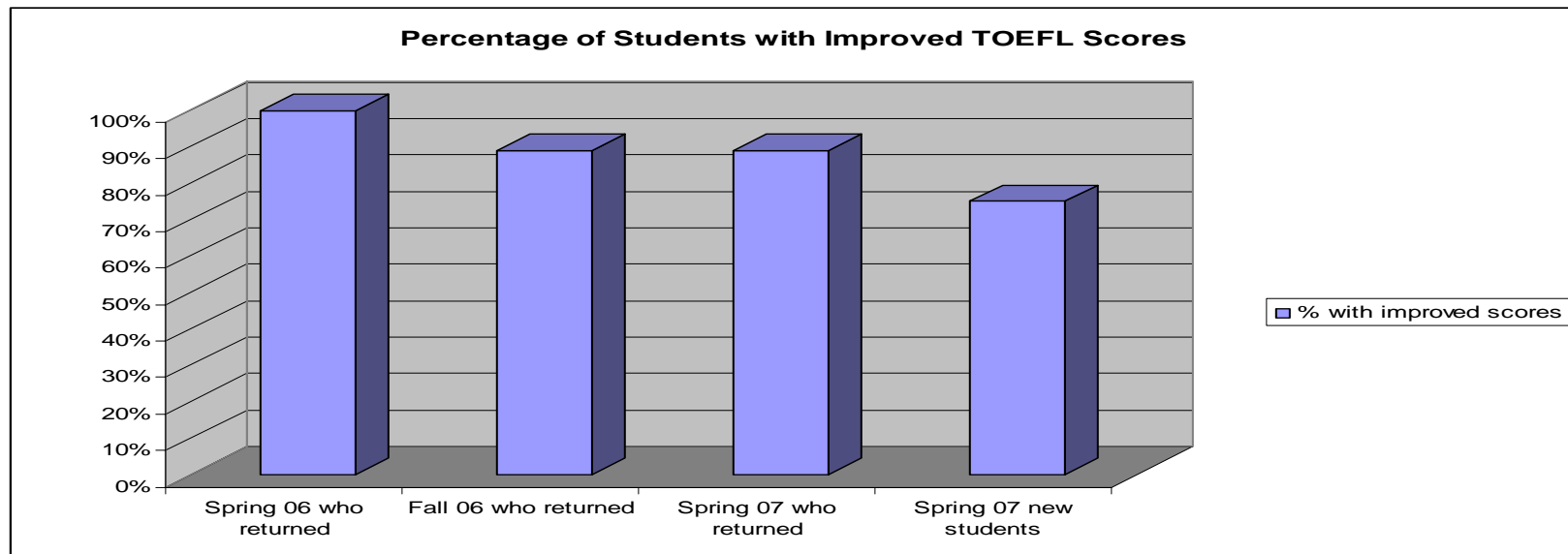
### TOEFL Score Point Increase

We have also tracked the average point increase for the 10 returning students from Fall 2006 to Spring 2007 as an indicator of progress. After 8 weeks of instruction from the start of the semester to mid-term, the average point increase on the TOEFL exam was 24 points. After completing 16-weeks of instruction from the start of one semester to the start of the next, the average increase was 35 points. After 24 weeks of instruction from the start of one semester to mid-term of the following one, the average point-increase was 45 points.



## TOEFL Score Improvement

As another indicator of student progress, we compared first-week and mid-term TOEFL scores of students who returned to the program and found that around 90% improved their scores. The percentage of students who improved their scores among new students was slightly lower, around 75%. This might have been some students' first semester of study, and we would expect fewer of them to improve after just 8 weeks of instruction. However, all students who take the TOEFL have studied English somewhere, as the test is not appropriate for lower-level students.

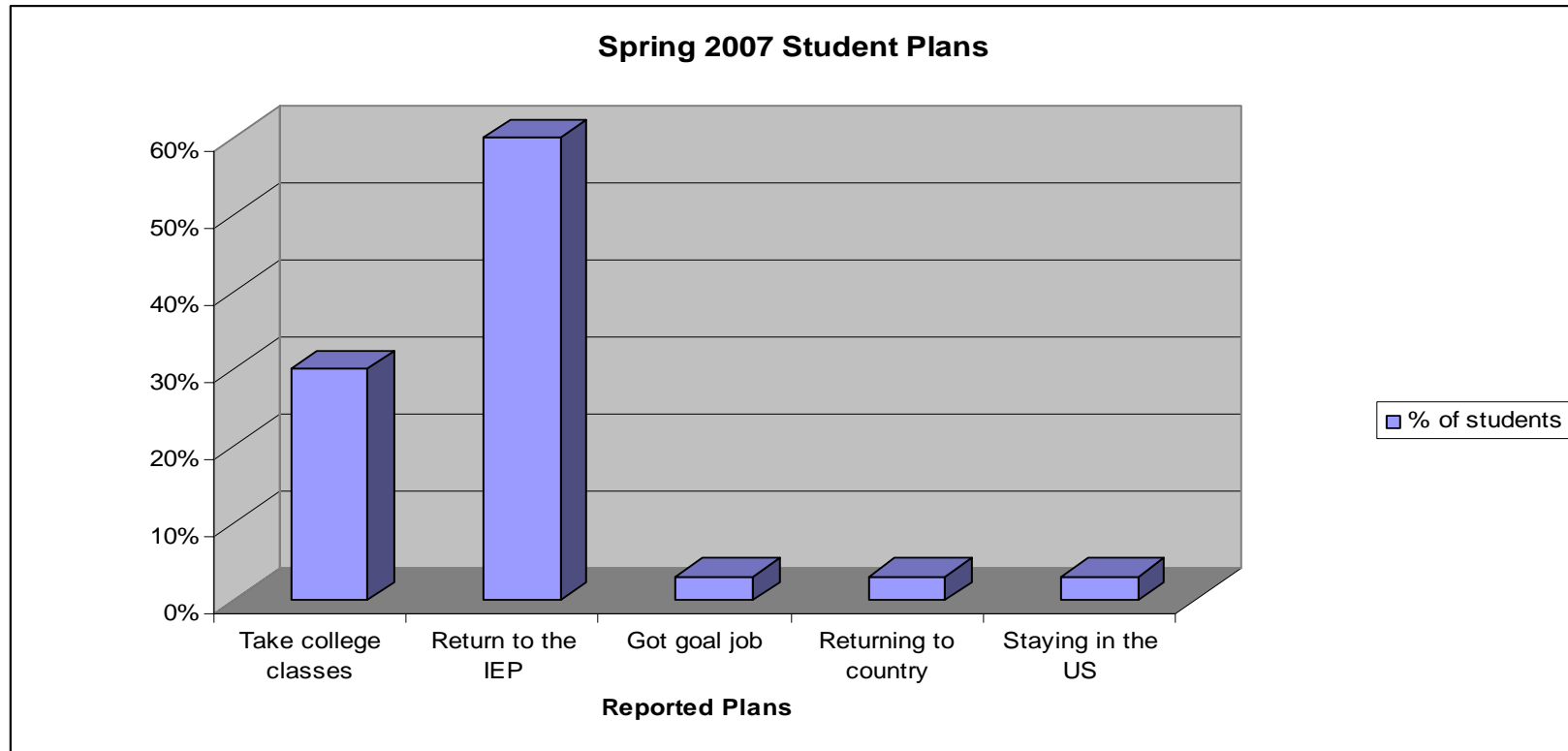


## Student Success

### Attainment of Goals

One way to measure “success” is to investigate the degree to which students reach their stated goals. Students stated their reasons and motivations for entering the IEP on their entrance applications. Among the 52 students enrolled in the Spring 2007 semester, 43% wanted to get a better job and 57% wanted to study towards a degree.

Among the 29 students who were studying in the IEP to prepare for college or university, 30% reported that they were entering a degree program in the Fall 2007 semester. Among the 22 students who were preparing to get a better job, 3% reported receiving employment in a new field. 60% of the 52 total enrolled students reported on exit surveys they were going to continue studying another semester in the IEP, indicating they are still working toward attaining their goals. 3% each said they would stay in the US without work or go back to their countries.

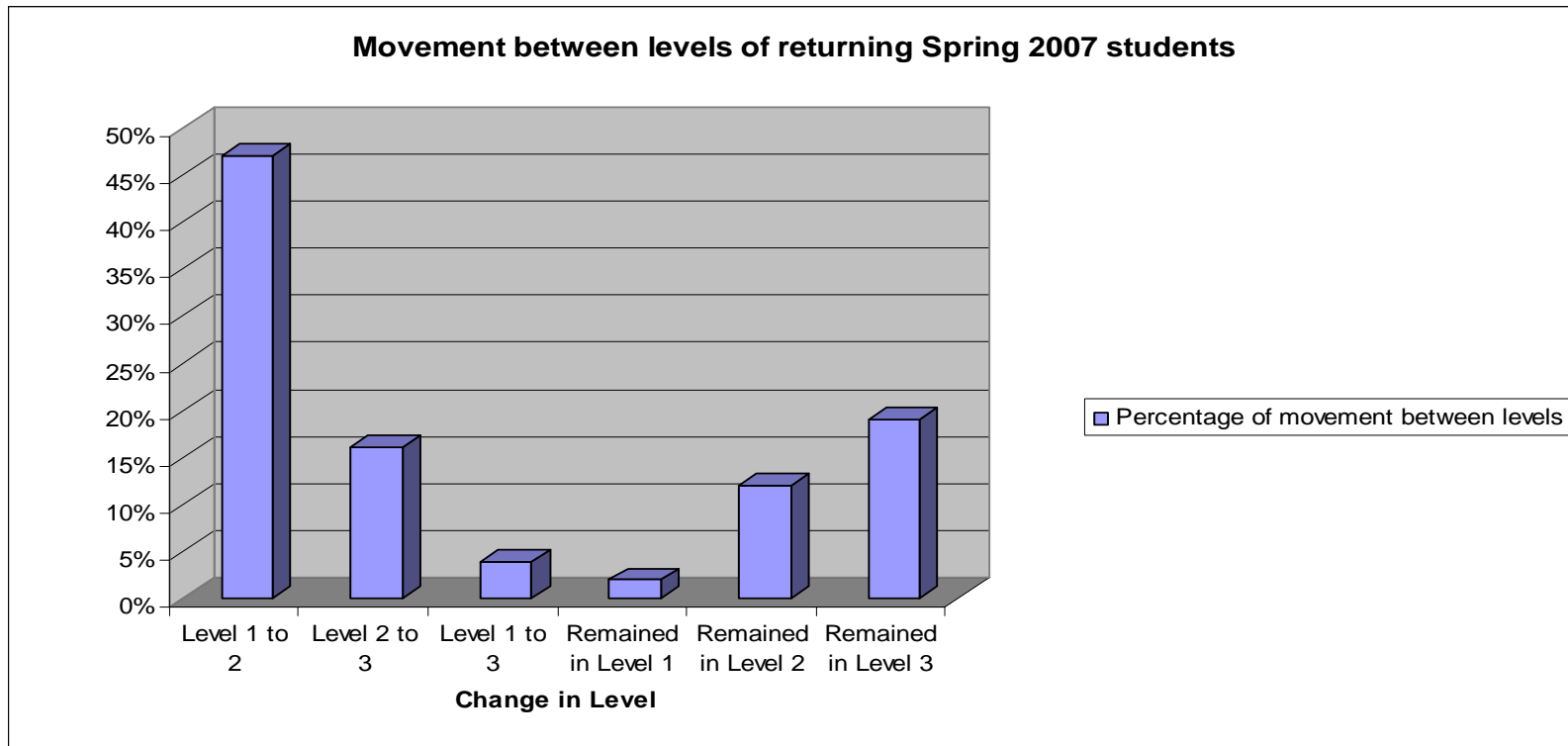


**Movement to a higher level**

As the persistence data above shows, an average of 26% of students returns to the IEP every semester. As we saw in the discussion of student progress, 73% of the 26 students returning in the Spring 2007 semester placed in a higher level than they did the previous semester. In this way, we could say that these students “successfully” completed the course and attained a level of proficiency high enough to advance to the next level.

However, since there are only 3 levels, we do not consider repeating a level to be lack of success; we consider it time needed to acquire a certain level of proficiency. Even though a student may remain in the same *level* for more than one semester, he/she will not take the same *course* again. Every semester, each course is assigned a new instructor and a new textbook. As we know that true language acquisition takes much longer than a semester, it is unreasonable to assume that after completing a semester of coursework, a student would move from “beginner” to “intermediate” and so on.

Of the students who did take the same component course again (grammar, reading, writing, listening/speaking) and received a higher placement, we generally expect to see a greater percentage of students remain in level 3 classes, as level 3 is the highest level we offer and is the only option for advanced students.



#### d. Facilities, Technical Infrastructure, and Other Resources

##### Computer and Study Labs available for ESL Students:

###### **For Credit and Noncredit ESL Students:**

**HC 128 ESL Lab:** Located in Harlan Center 128, the lab is open for both credit and noncredit students. Students can work on computers, listen to books on tape, watch videos or borrow books from a special library. This drop-in lab is open from 9-2 and 5-6:30 Monday through Thursday. It is always staffed by an ESL teacher so students can find help with their homework, and they very often use it as “homework central” to study together. The lab’s offerings include computer programs such as Rosetta Stone, Live Action English and Focus on Grammar – basic, intermediate, high intermediate and advanced and Grammar Sense, video series (English on Your Own, Side by Side books 1 and 2, Crossroads Café and English for All). There are audio tapes, books on tape etc. And there is a “library” of books that students can check out. They fill out the card that is tucked inside the book and leave it in the box on top of the bookshelf. There are a series of reference books available for use in the lab only.

**LC 150: Language and Culture Lab:** This lab is set up for teachers to bring their classes in during class. At present there are no open lab hours. At the beginning of the semester noncredit and some credit ESL teachers and Modern Language faculty receive a schedule of when they can take their classes into the lab. Located in the Learning Center Building upstairs from the bookstore and down the hall from the library and media center, the LC150 lab has 28 computers loaded with Side by Side, Focus on Grammar, the Live Action English CD, American Speech Sounds, All Star 1 and 2, and others. There is a printer and a “Smart Board” where teachers can broadcast from the teacher’s computer to show students what to do or where to go. All computers have internet access as well.

###### **For noncredit students and community members:**

**The Computer Lab (Educational Resource Center) in the Canal in San Rafael:** We run a drop-in computer language lab at the Marin Conservation Corps (27 Larkspur Street, San Rafael) as well. It is a joint project with MCC and Tam Adult School. We staff it two days from 10-2 as well as two nights from 5:30-7:30. Students can work on English skills with Rosetta Stone and Focus on Grammar, as well as GED preparation and keyboarding skills.

###### **For IEP Students:**

**Indian Valley College:** The Intensive English Program shares access to a computer lab with the DSPS program, which is available for class use on Wednesdays and Fridays. It is equipped with approximately 12 computers and a printer. A new Internet Café was opened on the Indian Valley campus during the Fall 2006. Students in the IEP can access the Internet Café outside of class time, but this lab is not available for in-class use. While IEP students may use the HC 128 ESL lab, few do because it is on another campus and the daytime hours largely overlap with the daytime class times for IEP.

### **Classrooms:**

**Kentfield Campus:** Credit and noncredit classes are scheduled into rooms all across the Kentfield campus. Class size is determined largely by the space we have available in a particular room. During the day time noncredit requires 6 separate classrooms between 8 and 11. Credit requires about the same. In the evening, noncredit needs 11 rooms on the Kentfield campus between 6 and 9 and credit needs about 4-5 rooms. All of these rooms need to hold 30+ students. Off site classes are not included in these calculations.

**Indian Valley College:** The IEP is located on the Indian Valley Campus in Novato, approximately 14 miles north of College of Marin's main Kentfield campus. Four classrooms in the Ohlone Cluster Building 19 are designated for use for the IEP.

### **Office Space:**

**Kentfield:** The general office for credit and noncredit has been in HC 123 for many years. It has just moved to HC 101 (the fishbowl). This office has a FT secretary, a part time night/Saturday secretary and two work study students. There are generally at least two and maybe three people working in this office at any one time. We have 2-3 computers and two telephones. It is open between 8 am and 7:30 pm with an hour off for lunch. This office is also where all part time teachers have mailboxes, where noncredit faculty can work. But there is little space and can be quite noisy when there are students, teachers and staff all talking at the same time. ESL students and potential students call and visit regularly to ask questions and get assistance. The office serves several hundred students each month.

Full time teachers all have offices and at present for the first time, the noncredit coordinator has an office which is shared with the lab and any teachers working in the lab in HC128. Part time noncredit teachers do not have an office or access to a computer just for teachers. (They often use the HC128 Language Lab unless it is full of students.) Part time credit faculty can use BC103 or sometimes HC124 for office hours. All teachers share a resource closet with books, tape recorders, realia and other supplies in Harlan Center. HC124 used to be an ESL meeting and work room, but since it was fixed up, is increasingly taken over by other people at the college.

**Intensive English Program @ IVC:** The IEP coordinator has her own office, as does the secretary and there is an office for faculty to work in as well. In addition there is a large resource room. The building is constructed in such a way that there is a very large community space between the classrooms where students and staff can sit and talk or study. There is a large kitchen room in this area as well.

e. **Community Outreach and College of Marin Services**

**Credit ESL Outreach**

In an effort to improve credit ESL enrollment, a faculty member, Linda Lieberman, developed a post card that lists all the upcoming credit ESL placement tests, with contact information for the ESL Office. She and other instructors placed these cards in libraries, post offices, and other locations in the community, beginning in the Spring of 2007. Prior to that, a designed post-card went to the households of previously enrolled ESL students to encourage them to continue pursuing their English language development at the College.

**Noncredit ESL Outreach**

- Out of a total of 485 responses, 68% heard from a friend or family member. 15% saw an advertisement, 15% heard from a community organization such as Canal Alliance or the Welcome Center. 5% had seen the college website, 4% had seen a flier, a newspaper or heard from their employers, and 2% had heard from a counselor.
- The excellent reputation of College of Marin's ESL department spreads primarily by word of mouth. The office sees 400-500 new potential students a month who come in to ask about signing up for classes. When we give placement tests up to 140 people have shown up for one test!
- In San Rafael, Noncredit ESL offers two 2-night/week classes and staffs a drop-in lab two days and two evenings each week at the Marin Conservation Corps in the Canal area as well as two afternoon classes at Whistlestop Senior Center by the transit center. In Novato we have two levels two nights a week at Novato Human Needs and an afternoon class at the Margaret Todd Senior Center.
- The coordinator periodically updates a community grid of all the ESL classes held in Marin County at various locations. This grid is given out to all new students and shared with the many other ESL providers in the county who in turn give it out to their many clients.
- ESL has participated in community service fairs at Pickleweed Park in San Rafael, and helped staff the College of Marin booth at the Marin County Fair this year.
- All areas of ESL worked together with several other departments to create "The Faces of ESL" exhibit in the Learning Resources Lobby during the Fall of 2002. Including photographs, music, video, and exhibits of items from their many countries, it was designed to allow others in the college community and the community of Marin to "meet" our students and learn about their cultures.

**Intensive English Program Outreach**

The IEP sends a mailing, which includes schedule and program information, to local organizations, libraries, and schools. It also advertises locally and abroad, both online and in print. Recent online advertisements include listings on a European language-finder website, a NAFSA-related website for prospective English students, and on CollegeView, a college recruiting website that communicates with over 3 million students worldwide, 1,800 corporate recruiters, and 2,500 education providers. Information is also available on the Marin Community Education and the College of Marin websites. Recent newspaper ads have been posted in the Pacific Sun, the Marin Independent Journal, and GlobalWinds, a Japanese student newspaper.

However, the primary source of information about the IEP is spread word of mouth. According to 34 responses in a Spring 2007 student survey, 74% of students heard about the IEP from a friend, 26% saw an ad, 21% talked to a counselor or found out through a community organization, 18% found out through the College of Marin website, 15% found out from the newspaper, and only 6% found out from a flier or from their employers.

In addition, in order to inform residents about the scholarship opportunities available through the Marin Education Fund, the IEP has sent out a mailing to libraries and agencies in the area. Information is provided in the financial aid section at A&R. Teachers also alert students about the scholarships. Scholarship applications are also available on the College of Marin ESL website and at IVC. Students are also alerted to the IEP through Health and Human Services.

## **Use of College of Marin Services:**

### **Credit ESL**

Since ESL students are not always that familiar with college services, we asked students in the survey if they had used (or wanted to use) particular services on campus. Many knew about the services, even if they had not used them, except for the transfer center (almost a fifth did not know we had one).

The services most used by credit ESL students are:

- Almost all (89%) have used the ESL language labs.
- Most (78%) have used the library.
- A majority (69%) have used counseling, with another 12% that haven't used it but want to.

The services used less include:

- Financial aid: 33% have used it but 19% want to use it
- Health services: 18% have used it and 14% want to use it
- Job placement: 13% have used it and 22% want to use it
- Transfer center: 4% have used it and 17% want to use it; (18% didn't know about it).

The high use of counseling stems from the active work of a counselor who specializes in working with ESL students, who often visits and presents in ESL classes and who used to have an office in Harlan Center, near the ESL office. This proximity, and the ability of students to schedule appointments in the ESL office, ensured a high level of access to counseling for credit ESL students.

### **Noncredit ESL**

All noncredit ESL students know about the LC150 computer lab, since they all took the survey there and visit the lab with their class at least once or twice a month. Some know about the HC128 lab which is open for drop in use in the morning and early evening only – and mostly used by credit students. 34% know about the library. Otherwise, only about 10% knew about the following services:

- counseling, tutoring (which is not available to noncredit students anyway),
- transfer (they have a long way to go),
- financial aid (noncredit classes are free),
- DSPS (we do have one blind student who is receiving assistance from DSPS)
- job placement center (they may see it now that it has moved downstairs)

### **Intensive English Program**

Although students are given information about the variety of services available to them as College of Marin students, they are not always aware of how to take advantage of such services. The location of the IEP on Indian Valley Campus also presents unique circumstances, as students will have to travel 14 miles in order to use some of the services located exclusively on Kentfield campus (i.e. the library or an open computer lab with ESL programs).

Spring 2007 survey results of 34 participants showed that the great majority of students who responded to the survey questions (97%) knew about most of the services provided by COM (counseling, library, tutoring, ESL Lab, Financial Aid, Health Services and Job Placement). Students who responded to the survey were also mostly aware of the other services surveyed (Transfer Center 90%, DSPS 86%).

Among the survey results, the services most used are:

- ESL Language Lab (87%)
- Library (61%)
- Counseling (58%)

Those less used include:

- Health Services (33%)
- Tutoring (28%)
- Financial Aid (20%)
- Transfer Center (15%)
- Job Placement (13%)
- DSPS (0%)

The services with the highest percentages among students who indicated that they “had not used the service, but wanted to”, include:

- Transfer Center (15%)
- Health Services, Tutoring, and Job Placement (each with 10%)

2007 PROGRAM REVIEW  
ENGLISH AS A SECOND LANGUAGE

PART 3: Needs Assessment

### **III. Needs Assessment**

#### **Where do we want to be in 4 years?**

In four years, the credit ESL faculty would like to see a program with larger, more stable enrollment with better retention, better and more seamless transitions from NC and IEP, improved placement processes, the best possible program design, better coordination. We would also like to continue and expand partnerships with content areas, particularly through a stronger partnership with English skills, to help us serve the growing Generation 1.5 population.

Many ESL faculty who responded to our Spring 2007 survey thought that all three ESL programs would see growth in enrollment in the next four years, particularly if any immigration reforms are made that require English proficiency. Faculty also wanted to see better transition to credit classes from noncredit, and better bridges to other credit programs, including some job training classes in ESL. Several faculty also want to see changes that will enable credit ESL, in particular, to have more coordination and more collaboration across faculty in the program – and changes that will enable all three ESL programs to be more fully coordinated.

#### **Facilities:**

##### Offices:

The ESL program needs a friendly, inviting office with easy access for students. It is important to have a space where office staff can assist students in an efficient and comfortable manner. Several hundred students come into the office or call every month. It is a challenge to understand the questions of someone who does not speak your language and an even bigger challenge to be able to answer them in such a way that they comprehend. It requires tremendous patience. This means that the office space should have a balance acoustically so that several conversations can occur simultaneously in person or on the phone in various languages without making everyone crazy.

In addition, the ESL office is the focal point for the ESL faculty members who generally have no office or meeting and work space available. Previously, HC was this space for us. It had been a photo lab. It was a junky room with the windows bricked up. We cleaned it up and moved our books and teaching materials to a closet across the hall. Subsequently, everyone loved our new space and wanted to use it. Now, it is often reserved for meetings across the college and the predominantly part-time ESL faculty is again homeless. Optimally, we would appreciate a room where we could prepare, use computers, research, meet with students and colleagues etc.

### Language Labs:

ESL is a discipline which strives to facilitate the acquisition of a second (or third+) language. This requires additional time listening, reading and working on the computer outside of class time. At present all noncredit classes on the Kentfield campus are able to use LC150 Modern Language and Culture Lab for 1 to 2 hours/month as a class. There are no drop-in hours available.

HC 128 is a drop-in lab which primarily caters to credit students some of whom have lab requirements for their classes. It is staffed by a teacher at all times. However, it is very small with 12 computers, a small library, 3 TVs, and 6-8 audio players for students to listen to the collection of “books on tape”. At any one time there is space for about 30 students. There are 350-400 credit students and over 1200 noncredit students.

We would like to have in addition to a lab/study for classes to use, a bigger drop-in lab/ and tutoring area staffed for more hours including Fridays and Saturdays. In addition, a larger and dedicated ESL lab at Indian Valley Campus for the Intensive Program and any other ESL classes that are scheduled up there to use would be great.

**Classrooms:** Especially with modernization in process, we need to ensure that all three ESL programs maintain access to enough classrooms of adequate size. Currently non-credit classes are limited in size by the classroom capacity; we need more access to 35+ size classrooms to maximize enrollment in non-credit.

Kentfield: During the day time, noncredit requires 6 separate classrooms, with a capacity of 35 students, between 8 and 11 for concurrent classes. Credit requires 3 – 4 classrooms concurrently between 8 and noon, and two from 12 – 2 pm, with a capacity of 30 students.

In the evening, noncredit needs 11 concurrent rooms on the Kentfield campus between 6 and 9, with a capacity of 35 students. Credit needs 5 to 6 rooms concurrently, with a capacity of 30 students.

Indian Valley College: The IEP is located on the Indian Valley Campus in Novato, approximately 14 miles north of College of Marin’s main Kentfield campus. Four classrooms in the Ohlone Cluster Building 19 are designated for use for the IEP; three rooms need to accommodate 20 students concurrently between 9 and 3 pm and one classroom needs to be available that can accommodate 60+ students for orientations and other program activities.

### **Recommendations:**

- Ensure that ESL programs at both Kentfield and IVC have large, welcoming reception areas where staff secretaries work.
- Ensure adequate office space for all full-time and part-time faculty in all three programs, with an accessible faculty work space and materials storage area.
- Create larger ESL labs at both IVC and Kentfield, with updated computers that are replaced as needed.
- Ensure that Kentfield maintains both a larger drop-in lab (HC128 now) and a lab for use by classes of 30 students (LC150 now).
- Ensure that all three ESL programs have access to adequate classrooms, particularly when concurrent classes are held at peak times; provide larger classrooms (35+ size) for non-credit ESL to increase program enrollment.
- Gradually build noncredit program at Indian Valley Campus – adding a level each year, with classes in the daytime, late afternoon and evening.

### **Needs:**

- Kentfield: Office space for ESL alone - not shared with another program.
- Shared workspace for part-time faculty.
- IVC: Space and computers for a larger dedicated ESL lab.
- Kentfield: Need 13-15 classrooms available at the same time in the morning and in the evening to cover current class offerings in Credit and Noncredit ESL.
- Indian Valley Campus: Classroom space at IVC for noncredit ESL classes. As program grows – up to 3 classrooms at the same time morning and evening and Saturday.

## **CREDIT ESL**

Issues and recommendations in this section cover several areas:

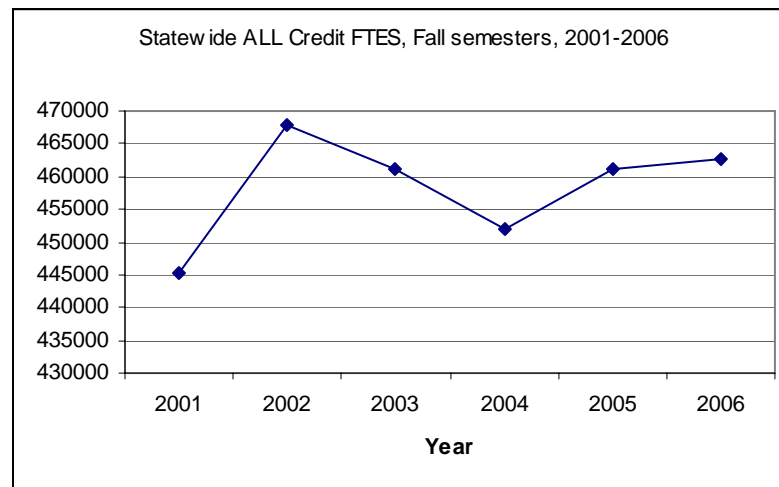
- Changes in credit ESL enrollment in the past several years.
- Program design (including schedule, number of levels, and combination of skills)
- Students' skipping courses at different levels
- Credit ESL placement test and testing process
- ESL program coordination and integration
- Credit ESL partnerships and connections with content areas

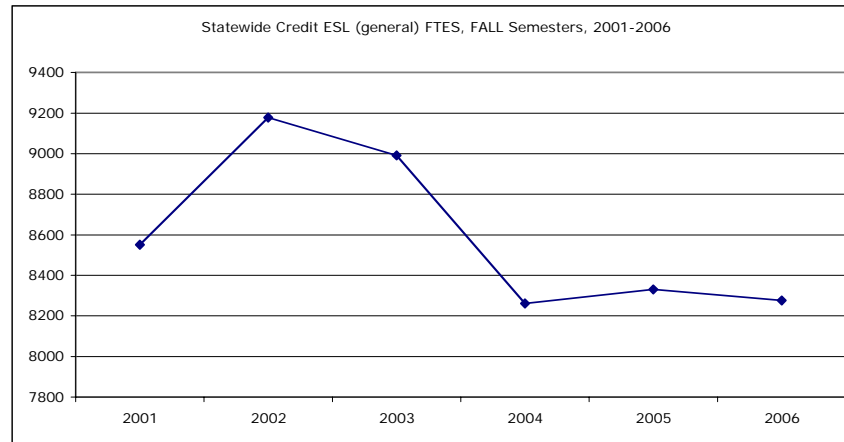
### **A. Issue: Enrollment patterns**

We know that credit ESL enrollment has been shifting over the past several years, so one goal of this program review is to get a further understanding of those shifts and see how they related to statewide patterns and College of Marin patterns.

#### **Statewide and College of Marin trends**

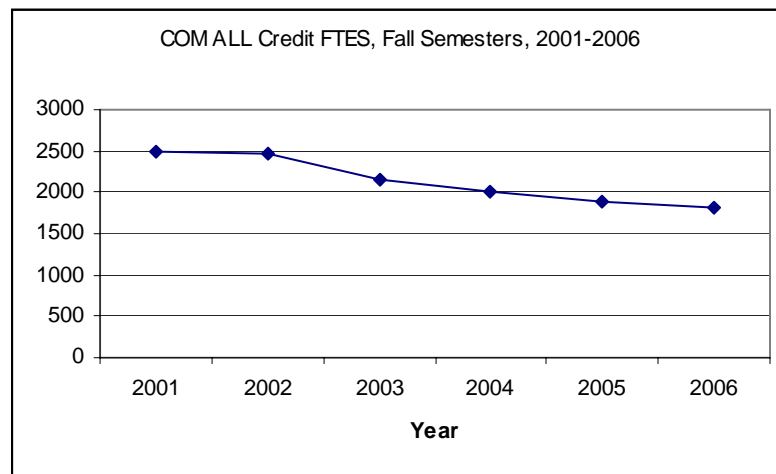
The statewide credit enrollment, measured at Full-Time Equivalent Students (FTES), fell in Fall 2003 semester, but fell even more the following fall (2004) with the second fee hike to \$26/unit. The state enrollment in overall credit programs has returned to levels similar to 2003 (but still not as high as 2002 when statewide enrollments rose.) Statewide, credit ESL enrollments have dropped significantly in Fall 2004 after dropping in Fall 2003, but these rates have leveled off at a lower level since them, below the levels of 2001. See the charts below.



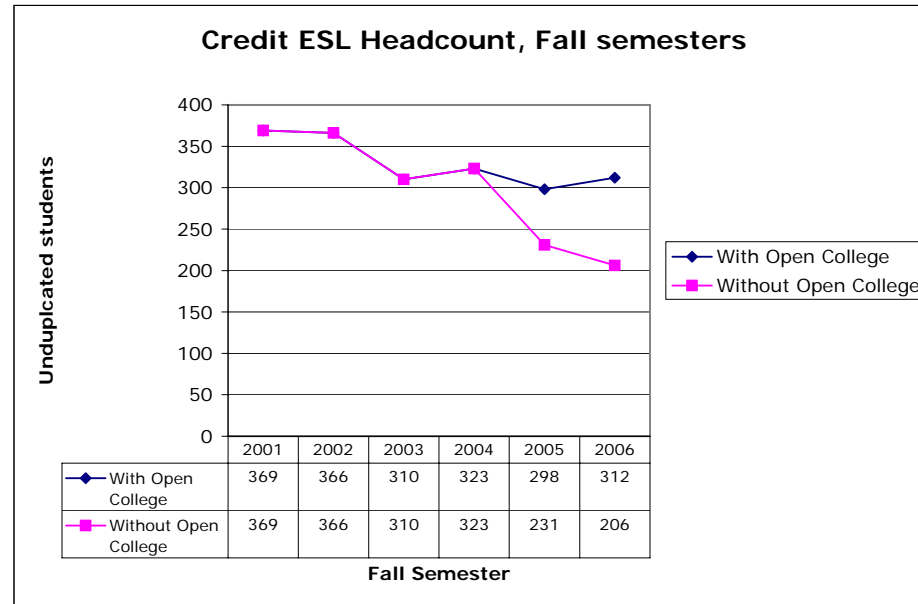


Credit ESL Enrollment trends

At College of Marin, Credit ESL, like the College overall, faced a drop in enrollment, particularly in Fall 2003 with the first statewide fee hike (from \$11 to \$18 per unit). The College trend has been down, though it seems to be beginning to stabilize at a lower level.



The credit ESL enrollment, measured as unduplicated headcount, dropped the most in Fall 2003, and then has stabilized at that level (about 300 students), if we include Open College students. This headcount does not include English 98SL and 120SL, since during this time those courses were not offered consistently. (Since the College does not calculate FTES, and Chancellor’s office FTES calculations do not include Open College students, unduplicated headcount is most reliable for credit ESL). See the chart next page.



Note: the Spring 2007 headcount (unduplicated) was 198 in Credit + 120 in Open College = 318 total

The average number of units per student has actually increased by almost a unit if we compare Fall 2003 to Fall 2007, from about 5 units to almost 6 units/student on average.

While in some ways the drop in credit ESL enrollment reflects an overall statewide decline in credit ESL enrollment, and in College of Marin enrollments, the patterns do not exactly match either of those trends. The increase in credit ESL at COM in Fall 2004 may be in part due to the introduction and widespread marketing of a new curriculum, including a new level and new courses. But the initial drop in Fall 2003 does not coincide with program changes and is most likely due to other factors (demographic change, economic issues, fee increases, etc.) Since enrollment, including Open College, seems to be stable at the 2003 levels, this may be the level we can expect in the next few years.

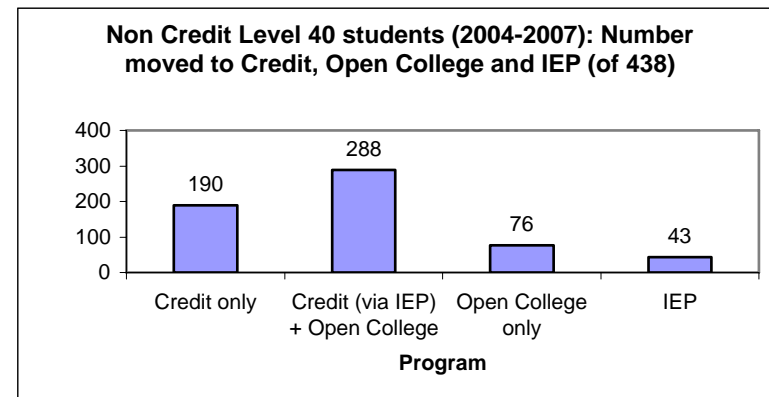
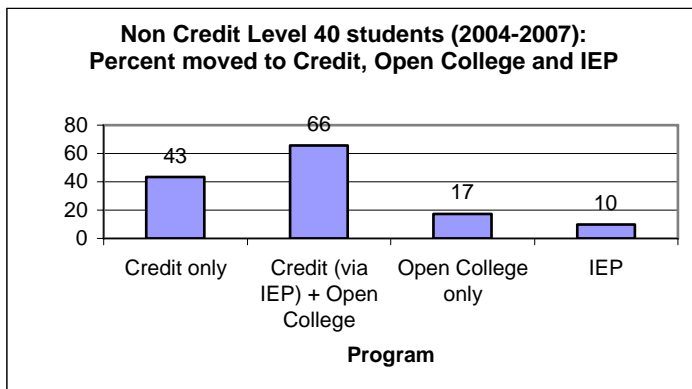
**Transitions from noncredit to credit:**

Particularly since noncredit enrollments and demand continue to rise, we need to examine how effectively students from that program are transitioning to credit and what barriers might be keeping them from moving into credit ESL.

**Movement from noncredit to credit:**

In 2002, as part of the ESL Task Force, we examined the movement of a cohort of noncredit students into credit (from Fall 1999 to Fall 2002). This analysis only tracked noncredit students who had a social security number while in noncredit – other students receive student ID numbers that do not carry over when they enroll in credit, so they cannot be tracked. Thus this analysis represents only a portion of the noncredit enrollment. Students at the highest level of noncredit were most likely to make the transition to credit -- 24% of all level 30 students in this cohort.

This spring, we did another analysis of all the current highest noncredit level (ESL 40) students, 2004-2007, to see how many and what percent have moved into credit courses. The results show some improvement – about 65% have moved into credit, including those who attend through Open College and those who moved into credit after taking courses at IEP. The majority – 43% -- became credit students (without Open College). This increase – from 24% to 66% -- shows that our efforts to improve the transitions from noncredit are working well and should be continued.



However, noncredit students in the survey indicated that there are some barriers to considering enrolling in credit courses. A strong majority – 85% -- indicated that they were very concerned about the credit ESL class schedule not matching their needs – and 78% were very concerned about not having a strong enough English level and about having to complete homework regularly. Most (76%) were also very concerned about the cost and most (72%) were very concerned about making the commitment they think is required of credit ESL students. The more we can do to address these concerns, the more effectively we can move students from noncredit into credit.

Also, it's possible that greater marketing and outreach could help build enrollment. Of the students surveyed, most learned about our program through friends or family (77%), but about a quarter (24%) learned about the ESL program through an advertisement.

### **Recommendations:**

- Continue, expand and strengthen the noncredit transitions to credit.
  - Create a noncredit student handbook which explains how to transition to credit.
  - Continue to provide the credit ESL placement test for students in noncredit ESL 35 and 40
  - Address students' concerns about homework, commitment and schedule – visits to credit classes? Less homework? Flexible attendance policies?
- Work with A & R, Counseling and the Outreach office to maximize the ease of enrollment for new credit ESL students coming from the community and high school.
  - Meet with A & R, Counseling and Outreach to develop a plan to streamline the placement and registration process, particularly for graduating high school students and other new credit students from the community.
- Continue and expand marketing efforts in the community for the credit ESL program.
  - Institutionalize support for ESL Credit Placement Test postcards and other similar mechanisms.
  - Improve and update the ESL website

### **Needs:**

- Faculty release time/stipend Resources: Funding and/or release time for ESL and Counseling faculty to create a noncredit to credit handbook.
- Advisors: Funding for advisors to assist noncredit students ready to move to credit to apply for scholarships.
- Marketing: Staff and/or funding for credit ESL marketing and an improved ESL website.
- Research: Ongoing tracking of state ESL and enrollment trends to contextualize our enrollment trends. We also need a way to track CES students into the credit system more efficiently and on a regular (semester/annual) basis.

## **B. Issue: Program Design**

Schedule: In terms of times and days, the student survey of current credit ESL students showed little interest in adding other scheduling options, such as Saturday morning, Friday morning or IVC courses at any time or day.

However, there was enough interest in a 4:00- 6:00 time slot at the Kentfield campus that we could try offering a multi-level course at that time to see if that would build on current students' schedules and perhaps draw other students as well.

### **Curricular Structure**

Credit ESL has made two significant changes in curricular structure over the past three years. In Fall 2004, we moved from three to four levels (covering Intermediate to Advanced). We also added a pronunciation course, and offered a few courses that have not proved viable because of low enrollment in them: workforce writing/reading (ESL 82V); workforce speaking/listening (ESL80V); and Editing for Composition (ESL 88A and 88B).

In addition, in Spring 2006, we combined the Grammar and Writing courses at each level into one course. Since then, many faculty have been concerned about the effects of the new curriculum, wanting to know how well it serves students, particularly the issues of

- 1) having 4 instead of 3 levels and
- 2) 2) combining grammar and writing.

To consider these issues fully, this section presents an analysis of other credit ESL programs, with an emphasis on programs similar in size to ours; it also includes data from student and faculty surveys and data on student success from level to level within the new structures.

#### ***Other Credit ESL programs***

The following chart gives an overview of other credit ESL programs, focusing on those with a similar size credit ESL program and also including our two main local "competitors," both of which are much larger (CCSF and Santa Rosa). The focus is on the number of units and combinations for grammar/reading/writing skills only – most if not all of these programs have separate listening/speaking and pronunciation courses. Since the current configuration of those skills seems to be working well at COM (ESL 58, 60, 80 serve students across more than one level and so have more stable enrollments) that portion of other programs is not included here.

*Note that most credit ESL programs have 8 – 9 units/level of grammar, writing, reading, vocabulary – and that most have a separate grammar class only at the highest level. Reading is generally combined with vocabulary, though many colleges also combine reading, writing and grammar in one high-unit course.*

At other colleges:

- The levels are typically Intermediate I and II; Advanced I and II; some combine more skills at the first level (grammar/writing/reading/vocabulary).
- ESL programs with more students tend to have more levels (see SRJC and CCSF) – those with fewer students have fewer levels (such as at West LA).
- Some programs have more options at the highest level, such as vocabulary, or study skills for college, and advanced grammar review; Cabrillo has a set of lab-based individualized grammar modules; many also have more specialized composition-focused courses at the highest level, somewhat similar to our English 98SL and 120SL.  
(See chart next page)

When asked in the 2007 survey, most students said they preferred having grammar and writing skills combined in one course. Of those who have been in the ESL program for over a year and a half, and thus have potentially experience both combined and separate grammar/writing classes at COM, 57% would prefer having the skills combined. Also note that the cohort study of 2006-2007 showed higher progress from one level to the next (and progress to English 98) with the combined grammar/writing courses (and similar success rates).

**Recommendations:**

- Convene a group of credit ESL faculty to review course content and outlines to “tighten” and clarify, as needed, the grammar sequence across the levels. Ensure that textbooks do not overlap across levels. Revise course outlines if necessary.
- Continue to use SLO’s and other data to examine student success, retention and progress through the ESL levels and into English 98.

**Needs:**

Research: Annual or other periodic reports of students progress across credit ESL levels and into English 98.

**Other credit ESL program structures for reading/writing/grammar only**

Intermediate and advanced options only (for each level) – not including oral/listening skills or pronunciation

| <b>College</b>                                | <b>Units/<br/>Level</b>    | <b># levels</b>                 | <b>Total<br/>units</b> | <b>Writing/Reading<br/>/grammar</b>         | <b>Writing +<br/>grammar</b> | <b>Vocab/Read</b>                       | <b>Reading<br/>only</b> | <b>grammar<br/>only</b>         | <b>Composition/<br/>writing only</b>          |
|---|----------------------------|---------------------------------|------------------------|---|------------------------------|---|-------------------------|---------------------------------|---|
| <b>College of<br/>Marin (65-<br/>70 FTES)</b> | 8                          | 4                               | 32                     |   | 4 units                      | 4 units                                 |                         |                                 | High level<br>comp. 98/120                    |
| <b>San Diego<br/>Miramar<br/>(62 FTES)</b>    | 9                          | 5 (3 int,<br>2 adv.)            | 45                     |   |                              | 3 units                                 |                         | 3 units                         | 3 units                                       |
| <b>Chaffey<br/>(72 FTES)</b>                  | 3 (9 hrs)<br>– 9 –9 –<br>9 | 4                               | 30<br>units/36<br>hrs  | 6 units                                     |                              | <b>R/V/G = 3</b>                        |                         |                                 |   |
| <b>Gavilan<br/>(75 FTES)</b>                  | 8-8-12-8                   | 4                               | 36                     |   | 4 units                      | 3 lecture + 3<br>lab (4 units)          |                         | High<br>level rev.<br>= 4 units | Adv. I and II,<br>4 units each                |
| <b>Cabrillo<br/>(53 FTES)</b>                 | 8                          | 4                               | 32                     | 6 units                                     |                              |   |                         |                                 | 2 units                                       |
| <b>West LA<br/>(51 FTES)</b>                  | 9                          | 3 (+ adv.<br>Comp +<br>reading) | 27 (+ 6)               |   | 6 units                      | 3 units<br>(also 3 unit<br>adv. class ) |                         |                                 | 6 units,<br>Adv only =<br>Eng. 120 type       |
| <b>SRJC<br/>(146 FTES)</b>                    | 9                          | 5                               | 45                     | 9 units (low int.<br>only)                  | 6 units                      |   | 3 units                 | Adv.<br>Review,<br>1.5 units    | Prep for Eng.<br>1A (Eng<br>120)<br>4.5 units |
| <b>CCSF<br/>(811 FTES)</b>                    | 4 to 6                     | 5                               | 23 + adv.<br>Comp.     | 6 units<br>(4 –5 units at 2<br>adv. Levels) |                              |   |                         |                                 | High Adv.<br>Comp, 3 units                    |

**C. Issue: Consistency across the ESL levels and courses**

In focus groups in 2002, ESL students noted inconsistency across levels and courses in credit ESL and they stressed that teachers should “all teach the same information and skills in each class” and “should coordinate more.” ESL faculty have also stressed the need for clear promotion criteria for each level and began developing these criteria in a series of meetings which began in January, 2003.

While this process has been completed and implemented effectively in noncredit ESL, this has not yet happened in credit ESL. Some student learning outcomes have been developed, which could be used as a basis for clear promotion criteria. According to the ESL faculty survey, lack of consistency – and lack of strong communication both within and across credit ESL levels – is an issue that many faculty would like to address. The development of promotion criteria for each course, at each level, would give faculty an excellent collaborative project to bring them together regularly and to increase coherence within the program.

There is also the matter of the advanced composition courses, Eng 98SL and Eng 120SL, which need instructors who can effectively teach both composition and ESL. At times, it can be difficult to staff these classes because of this combination of skills and the demands of these courses. In the past, a separate list of instructors was developed for these courses as a specialty and we should consider doing that again.

**Recommendations:**

- Develop clear promotion criteria at each level of credit ESL, and for each course, tied to the Student Learning Outcomes. These criteria may include the development of promotion tests and/or rubrics that would be used across the curriculum.
- Using proper UPM procedures, designate Eng 98SL and Eng 120SL as specialty classes within ESL and develop a list of instructors for those specialty courses.

**Needs:**

Faculty release time/stipend: Funds/support for faculty time to develop criteria and promotion tests, and to pilot and implement them at each level. Credit ESL faculty may need to apply for a grant because this process is very time-consuming.

Coordination: A faculty member needs to be compensated for coordinating this project, preferably a credit ESL faculty chair or coordinator (see Issue D, below).

**D. Completion of ESL Levels: Student “Skipping”**

Credit ESL faculty are often concerned that students skip individual classes within a level, and possibly even whole levels, because we do not have a formal pre-requisite system in credit ESL. While we have considered prerequisites within ESL, the program’s schedule is tight enough, with no double sections offered at each level except for day vs. evening, that we’ve decided to keep with an “advisory” approach. As the ESL counselor reminds us, students take courses in different patterns and need some flexibility in how and when they take courses.

In order to see how often students skip, and which types of courses they skip, we analyzed the histories of all students who took ESL 83 in 2006-07 (77 students), which is the highest level writing/grammar course. This analysis revealed some interesting information:

Of these 77 students, the majority (78%) skipped at least one course/level. Only 22% took all the courses in each level they attempted. The most common course skipped at each level was the reading course (see chart below).

| Class skipped                 | Percent who skipped classes within a level |          |          |          |
|-------------------------------|--|----------|----------|----------|
|                               | 40/50 level                                | 60 level | 70 level | 80 level |
| <b>Grammar</b>                | 7  | 14       | 7        | NA       |
| <b>Writing</b>                | 33   | 14       | 4        | NA       |
| <b>Grammar/ Writing Combo</b> | 7  | 0        | 9        | NA       |
| <b>Reading/Vocab.</b>         | 33   | 38       | 37       | 63       |

- 33 - 38% skip the reading courses in levels 50- 70; the majority of those in 83 skipped 86 (63% - but they may take it later given the recency of this data)
- 7 - 14% skipped grammar in a level
- 4 - 33% skipped writing (as a separate course) in a level
- 7 - 9% skipped combined grammar and writing (the lowest rate)
- 22% take no reading/vocabulary courses at all

Interestingly, even taking only one reading course prior to taking ESL 83 increases the chances of passing that course: Those students with only one reading course passed ESL 83 at a rate of 71%, compared to only 59% passing who took no reading course at all. Since

the number in this cohort who did not take reading courses was small (17 students), however, we need to be careful in interpreting and applying this information. Also, some students who skipped the reading courses may have very strong reading skills, which explain why they could pass the ESL 83 with no courses in this skill (or only one).

In addition, it may be that by combining grammar and writing skills in one course, more students are likely to take that course since the skip rates for the combined course were the lowest.

Also, an individual student's course-taking patterns are not entirely linear up the sequence. Some complete part of a level but not all of it within the same semester or the same year, or take courses from two different levels within the same semester. Or they may complete part of a level, move up one level, then go back and take a missed course later on, perhaps when they see that they need more focus on those skills. Two students in this cohort "skipped" the 70-level completely but were able to succeed at the 80-level. Thus the "advisory" system seems to enable students to have flexibility to complete courses within and across levels according to the schedule and their needs.

**Recommendations:**

- Maintain the "advisory" system and also disseminate information to students, through instructors and counselors, about how ESL reading/vocabulary courses improve their success rates at the higher levels.
- Continue tracking skipping patterns and success rates for cohorts of students to determine if combining grammar and writing reduces skipping.

**E. Issue: Credit ESL Placement Test**

Credit ESL examined its placement test process over the last several years, making several important changes in the process, such as clear rubrics for judging the writing samples and adjusted cut scores for the new level structure. We've also instituted giving the credit ESL placement test in the highest levels of noncredit, to improve transitions into credit.

However, now that English is moving to Accuplacer, which also offers an ESL test, we should fully consider the advantages and disadvantages of moving to the Accuplacer ESL test for credit students. This would streamline the testing process for students who currently end up taking both the English and credit ESL placement tests (high-level ESL students and generation 1.5 students), since they could complete all of their testing in one session. Also, the Accuplacer will operate in an open-lab environment, which means that students will be able to take the test at their convenience.

Another issue with the credit placement process is that while most students take the test before enrolling in credit courses, not all do, which can lead to ineffective placements. In the past, IEP students were able to take the credit ESL test at IVC, but this has not been the recent practice. Reinstating this practice will streamline the transition from IEP to credit classes and ensure that students know their proper credit placements.

**Recommendations:**

- A group of credit ESL faculty should examine and pilot the Accuplacer ESL test for potential use in credit ESL.
- IEP students should be given an opportunity at the end of each semester to take the credit ESL placement test at the IVC campus.

**Needs:**

Faculty release time/stipend: Funding and/or release time for credit ESL faculty to examine and pilot Accuplacer.

**F. Issue: Program Coordination and Integration**

Currently, credit ESL does not have a coordinator or Chair, though the other two ESL programs have coordinators. Lack of a Chair is a significant problem; there is no one person to advocate for the credit program or to provide crucial faculty leadership on academic issues. The previous structure of the ESL Director's job did not include the scope of the current position, and thus the ESL Director was more able to fulfill the typical duties of a Chair or coordinator, such as completing the schedule, attending and reporting on Department Chair meetings, facilitating regular discussions of curricular issues, orienting new faculty, etc. The current configuration of the Director of ESL's position includes so many other duties that the coordination of the credit ESL program is not the priority it needs to be.

In a recent ESL faculty survey, respondents were able to identify who performed these coordination duties for noncredit and IEP, but were not so clear about who or how this is handled for credit ESL. Faculty commented that they did not receive any information from Department Chair meetings and that they "need a dedicated manager/coordinator."

The best practice for developmental education, which includes ESL, is that the program is "centralized or highly coordinated," according to the Center for Student Success. This coordination cannot occur for credit ESL in the current configuration, nor can it occur when the three programs are not clearly configured in one department. Some faculty members note that ESL, including all three programs, is quite sizable and thus needs one person to oversee all of it, to coordinate across the three areas. While this was the original intention of the ESL Director position, changes in the duties of that position make this no longer feasible.

At the same time, the College and the state are seeing an increase in students who are both ESL and English skills students. These students, often called “generation 1.5,” have often arrived in the U.S. during middle or high school, speak a language other than English at home, and do not have a strongly developed literacy base in English or in their home language. They are often orally fluent and may not have been well prepared by the high school curricula. Many have fossilized errors, which are typical of ESL students, but also do not identify themselves as “ESL.” These students are currently taking classes in both areas, yet may not be well enough served by traditional ESL or English skills approaches.

In addition, current noncredit and credit ESL students indicated that many were interested in pursuing GED preparation. Combining ESL and English skills in one department would enable us to better meet all the needs of our students.

Finally, ESL has two student labs on campus, in HC 128 and in LC 150, yet we have no coordinator units to manage these labs – although all other student labs on campus do have some coordinator units. Credit and noncredit ESL students use the HC 128 lab both as part of their course requirements (in credit) and to supplement their learning outside of class. This lab includes an extensive library of ESL reading, video and audio materials, which faculty need to catalog, track and update regularly. Since many different faculty staff this lab, a coordinator could ensure more continuity and consistency in the ways they interact with students in the lab, and could ensure that everyone is properly oriented to the materials and use of the lab.

The LC 150 Language and Cultural lab is shared by both ESL and Modern Languages, and is largely used as a learning lab during class time for credit and noncredit ESL, as well as by Modern Language classes. The task of scheduling all the classes into this space is a considerable one. In addition, a faculty member overseeing this lab would ensure that all other faculty could be properly trained and oriented to the use of the specialized functions on these computers.

**Recommendations:**

- The English Skills and ESL disciplines should be combined in one Department, with one Chair. If this is not a feasible combination, create a separate ESL department covering all three departments, with a Chair. A Chair is desperately needed for academic leadership and coordination.
- Request lab coordinator unit(s) for faculty to oversee the two on-campus labs used by ESL.
- Restructure management duties so that there is a Director position devoted primarily to managing ESL particularly if the recommendations for a credit chair and increased coordinator units for noncredit are not fulfilled.

**Needs:**

- Chair/coordination units for a combined ESL and English Skills department OR a separate ESL department including all three programs.
- Two lab coordinator unit(s) for the ESL labs.
- Personnel: Reorganize existing Directors’ duties to focus more on ESL.

## **CREDIT AND NONCREDIT ESL Joint Concerns**

### **Vocational ESL (VESL)**

The fact that College of Marin's ESL students persist through multiple levels of noncredit and credit ESL before moving on to vocational or academic programs is a tremendous credit to their motivation and patience. However, there are some methods we could employ to shorten this "pathway" and by doing so, increase the number of students who transition on to other fields of study.

The most effective way to shorten the student's road to success is through Vocational ESL (VESL) where students at an intermediate level of English take ESL classes targeting their specific workforce area – often in allied health, construction, maintenance, office work or hospitality. Such courses increase the students' motivation and give them a sense of purpose beyond just spending years learning English. A seven-year study at CCSF found that those students who were co-enrolled in other classes were far more likely to succeed in ESL programs than those who only took ESL and indeed were three times as likely as students enrolled just in ESL to make transitions to credit ESL.

VESL classes combine the following designs:

- At lower levels of proficiency, they can include specialized vocabulary and communication skills (oral and written) that are required for a specific vocation.
- VESL courses integrate ESL with specific content areas.
- Some VESL programs offer options for co-enrollment where noncredit ESL students are allowed to enroll in certain courses taught in English at the same time they are continuing their ESL studies. (ie: CIS 101 + ESL 78)

*“Research on adult education has long indicated that contextualized instruction – the ability to apply basic skills to subject matter of interest to the student – can increase learning gains. Co-enrolled students receive instruction in at least two contexts: life skills instruction in noncredit ESL courses and the opportunity to apply that instruction through authentic, functional and cognitively challenging uses of the language in other domains.” (Chisman 66)*

**G. Issue: Partnerships with other content areas**

Content area faculty, when surveyed, have responded positively about developing and using ESL level advisories for many content courses at the college. In the survey in Spring 2007, 50% of the respondents indicated that they would like to have such advisories published in the College schedule. City College of San Francisco uses ESL advisories for certain courses to help guide students and counselors towards the courses where they are the most likely to be successful. As indicated earlier, ESL students begin enrolling in content courses well before they have taken English 98SL.

**Recommendation:** Work with interested disciplines and with Counseling to create ESL level advisories to be published in the College schedule.

In the past several years, both noncredit and credit ESL have developed partnerships and coordinated classes with some disciplines in the past few years, as faculty have noticed the needs of ESL students in particular disciplines. Specifically, we have developed an offered one-unit courses in conjunction with a specific ECE course and a CIS course. The results are discussed below.

**ESL for Early Childhood Education (ECE)**

In Spring 2004, after consultation and development with ECE and ESL faculty, we offered ESL 39: ESL for ECE, and scheduled it in such a way that students in an ECE course could take both courses in the same semester. Most of the students did, indeed, take both courses, due to the tight coordination and encouragement of both faculty. This course was taught in conjunction with a bilingual Spanish-English section of ECE, which excluded other ESL students in ECE with other languages. The majority of the students had English levels more in line with noncredit than credit ESL levels. Therefore, since the English proficiency levels of the students ranged so widely, the ESL course was not continued.

Instead, we developed and continue to offer noncredit courses in ESL for Childcare Workers at two levels. We also found ways to offer the ESL placement test for ECE students in their classes, so that those who need more ESL coursework would know their level and be encouraged to continue their formal study of English even as they complete their ECE coursework. In March of 2007, the ECE department teamed up with Marin Cares, a childcare and child development training consortium, to have an orientation and testing day. Out of 75-80 students who came, all but about 15 were ESL and many of these at a noncredit level. These students were funneled into noncredit ESL classes. Higher level students have had a special counselor provided specifically for their needs.

**Recommendations:**

- Since there continue to be many non-native English speakers in credit ECE courses, continue the collaboration between ESL and ECE faculty to discuss coordinated efforts to help these students improve their academic English skills, perhaps through dedicated tutoring, lab courses, short-term courses, etc.

**Needs:**

Faculty release time/stipend: Support/release time for ESL and ECE faculty to examine best practices in other community college programs and develop programs to bridge the two areas for ECE/ESL students at the credit and higher noncredit levels.

***ESL for CIS***

Since Spring 2006, ESL has offered a one-unit course that supports ESL students in CIS 116 (now CIS 101). Since that time, 26 students have enrolled in the ESL and CIS course. All of those students who have completed the ESL course (now called ESL 78) have passed the CIS course, so clearly this course improves ESL student retention and success for this particular class. Seven have attempted other CIS courses, including CIS 113, 117, 110, 126 and 118, and five of those students have passed all the CIS courses they attempted. We may want to follow up with an analysis of how many also took and passed BOS 114.

**Recommendations:**

- This ESL class shows sufficient evidence of success that it should be continued. However, additional outreach and marketing should be done to increase the number of ESL students who know about the ESL 78 for CIS course.

***ESL for Gardeners and Landscapers:***

For the past few years, noncredit ESL has been offering a short-term course in ESL for Gardeners/Landscapers. Our surveys of the community and local workforce have indicated a need for this class, but the enrollment has been low at times, and we have worked to find the best time and location for the class. We have also worked with faculty in the Landscaping department to create appropriate content and connections to serve the students. This effort continues and may need to be expanded or changed to ensure that more students can take advantage of it.

### *New areas for focus classes and content area partnerships*

#### **VESL for Healthcare Workers**

College of Marin offers several vocational programs in the allied health area. ESL students interested in entering these fields of study require tremendous preparation to be able to read, write, pronounce and understand scientific and medical terminology. In addition, coming to terms with cross-cultural issues in the classroom and at work is vital to effective communication in a variety of healthcare situations. Much of this could be addressed in short term noncredit courses open to students preparing to enter the field, students already working in hospitals or nursing homes or to students already trained in their native countries, who would like to be certified to work in this country.

CCSF and the San Francisco Welcome Back Center piloted the “English Health Train” curriculum, a highly specialized, health-focused ESL program, successfully last year and are continuing to offer it this year. Our noncredit coordinator attended a training session last October and received access to the complete curriculum.

#### **Recommendations:**

- Collaborate with interested faculty in allied health fields to tailor English Health Train curriculum to needs of College of Marin students.
- Work with medical-terminology faculty to explore the need for a self-paced medical terminology pronunciation course.
- Contact employees and employers at local hospitals and nursing homes to reach potential students.

#### **Needs:**

Faculty release time/stipend: Support/release time for ESL and allied health faculty to examine English Health Train and other resources to develop programs to bridge the two areas.

### **Support Courses for Content Classes**

In a survey of non-ESL faculty in Spring 2007, we asked if faculty would be interested in developing ESL courses to support students in their content classes. Most were not interested (18 of 26 responses), and of those that were interested, most were in Communications, ECE, Social Sciences and Behavioral Sciences. Some faculty indicated that a whole course would not be necessary, though some specific topics or areas might need focused support for ESL students in that area.

ESL students were also asked about “focus courses” in ESL that address particular content areas. Here are the results of that survey:

The most popular ideas among credit ESL students were business writing and basic business skills.

- Business writing/communication: 50 students (38%)
- Basic business: 40 students (30%)
- Basic math: 36 students (27%)
- Keyboarding: 30 students (23%)
- Early Childhood Education: 34 students (26%)
- Health sciences; 24 students (18%)
- Vocabulary for sciences: 23 students (18%)

The areas that noncredit ESL students were most interested in included:

- Basic business skills: 160 students (33%)
- Early Childhood Education: 130 students (27%)
- Health-related classes: 122 students (25%)
- Business writing: 104 students (21%)
- Landscaping/construction: 78 students (16%)
- Math skills: 77 students (16%)
- Keyboarding: 78 students (16%)
- Science-related classes: 67 students (14%)

### **GED:**

In credit ESL, 44% (57 students) of the respondents are interested in GED preparation in English; 18% (23 students) are interested in GED preparation in Spanish. In noncredit, 71% of the survey respondents were interested in GED preparation in English and 55% were interested in it in Spanish.

About a third of the credit students (29% or 42 students) would want to do GED preparation in the evening; 20 students could do it during the day, and 22 would prefer to do it on Saturdays. Similarly, about a third of the noncredit students would want GED preparation during the evening or on Saturday.

Several years ago, in Spring 2003, we also asked ESL students about the focus classes they were most interested in. At that time, we found:

- Noncredit and credit students want to learn English related to computers. Courses on how to use the internet are also requested.
- A majority of noncredit and credit students want pronunciation courses (70 –80%).
- Noncredit and credit students also want ESL courses focused on business.
- Credit students want English related to health fields, esp. those at the 98 and 120 level.
- The next most requested subject is ESL related to childcare.
- Many students (credit and noncredit) also want courses on “workplace writing,” particularly students in 98 and 120.

While ESL has developed and now offers both credit and noncredit pronunciation courses, we have not yet developed courses or partnerships to support ESL students in their interests in business writing, computers/internet, or health fields. As noted, the credit ESL course for ECE was not appropriate for the students’ English levels. Also, an English workforce/everyday writing and reading skills class was developed and offered, but did not maintain the enrollment needed. This area needs to be re-examined given student interest and need, and the potential for non-ESL students interested in business writing as well.

#### Recommendations:

- Working in conjunction with faculty from relevant areas, develop ESL focus classes or formal mechanisms to support ESL students in existing content courses for: business writing, computer/internet use, basic math, and the health fields. These classes could be developed as support classes in credit, or they could be skills preparation classes offered through noncredit, depending on where the needs are.
- Create mechanisms to ensure that ESL students know about and can access the GED preparation services at College of Marin.

#### Needs:

Faculty release time/stipend: Support and/or release time for ESL and relevant content faculty to create focus classes.

Marketing: Marketing and outreach materials about GED preparation targeted to ESL students at the College.

## NONCREDIT ESL

### **H. Issue: Need for Full-Time Instructors**

**The number-one issue in noncredit ESL concerns the complete lack of full time positions.** Not only are there NO full time instructors, there is NO provision for upgrading noncredit teachers to full time status in the UPM contract. The following charts have been created in order to compare noncredit ESL with credit ESL in the same terms using “units” (instead of noncredit hours of instruction). By the academic year 2006-2007, noncredit ESL was teaching the equivalent of 151+ credit units with the FTEF of over 10 full time instructors.

The California Pathways Project, in a study conducted by representatives from California Community Colleges, State Universities and the University of California, made the following recommendations regarding “professional practices for effective ESL programs”:

*“Programs should have a core of full-time faculty to guide program development, and should provide incentives to part-time faculty to participate in curriculum development”* (Browning 121).

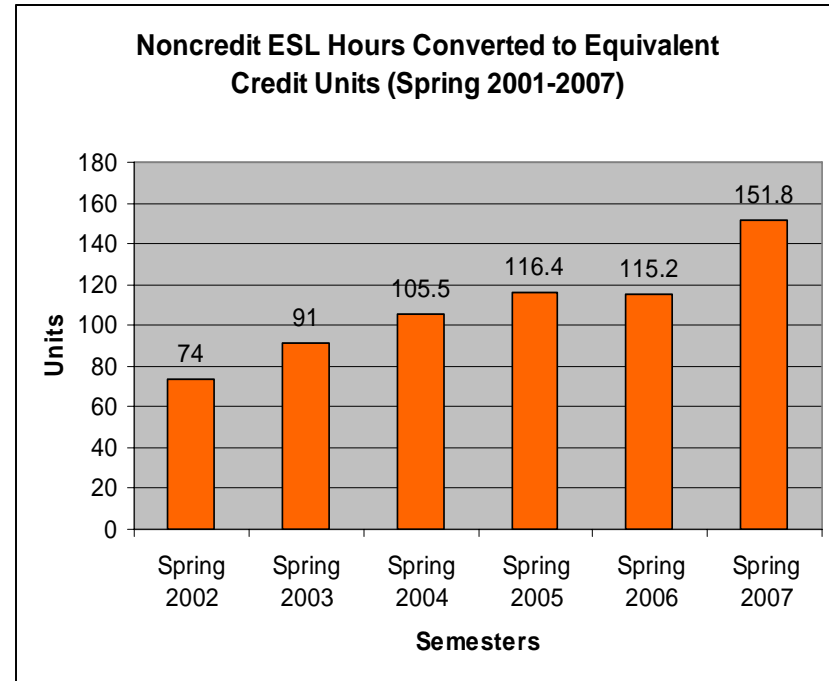
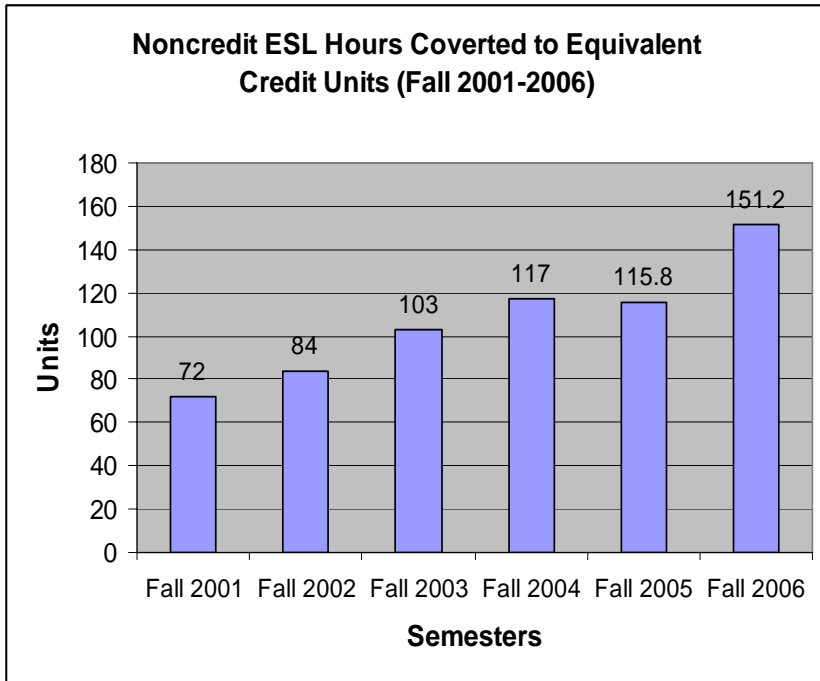
In addition, the Academic Senate of California Community Colleges in its publication, *The Role of Noncredit in the California Community Colleges*, 2005-6, recommends that:

*“Local senates should work through local planning and budget processes and hiring processes to increase the number of full-time faculty serving noncredit programs and instruction.”* (ASCCC 30)

In “Passing the Torch, Strategies for Innovation in Community College ESL”, the authors make the following argument for full-time faculty:

*“Full-time faculty provide an anchor of professional expertise to programs, and they can undertake a variety of essential tasks such as program administration, curriculum development, training, testing, advising students, evaluating program performance, and developing improved strategies for instruction that part-time faculty cannot undertake.”* (Chisman 139)

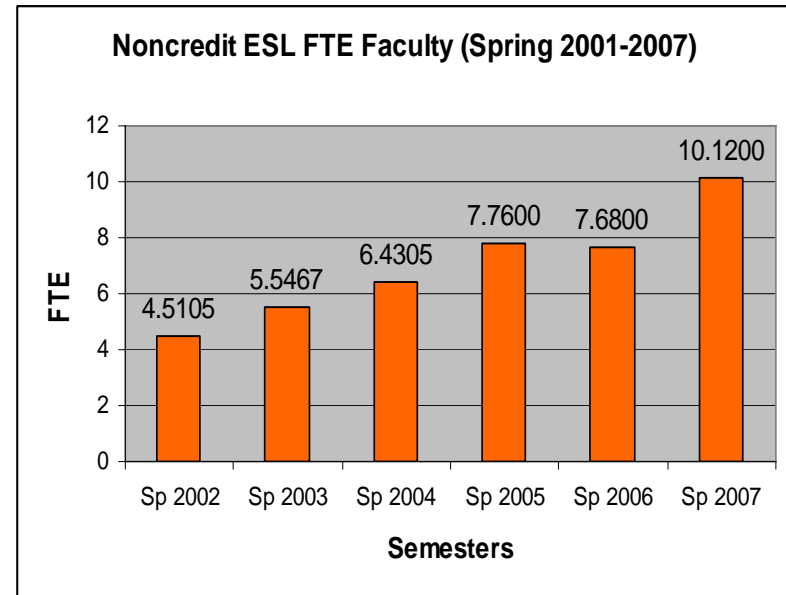
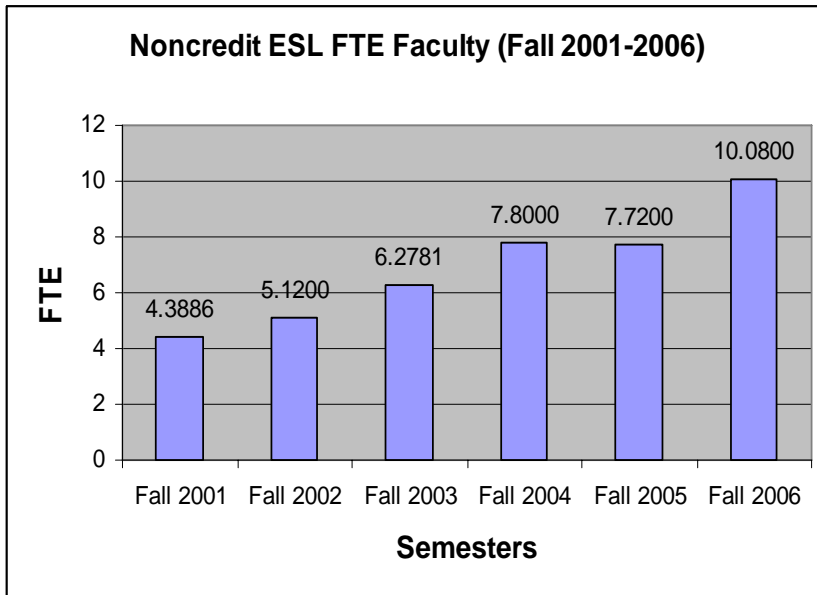
The number of hours taught per week in noncredit ESL has been converted to equivalent credit units so that we are comparing apples with apples. Notice that it has doubled since 2001.



\*\*From 2001 to the spring of 2004, the “full-time: noncredit load was 30 hours while a full-time credit load was 15 hours. Therefore, I have multiplied the hours by 0.5 to get the equivalent credit units for noncredit from Fall 2001 through Spring 2004.

Since the fall of 2004, the “full-time” noncredit load became 25 hours/week while a full-time credit load remained at 15 hours. Therefore, the hours have been multiplied by 0.6 from the fall of 2004 on.

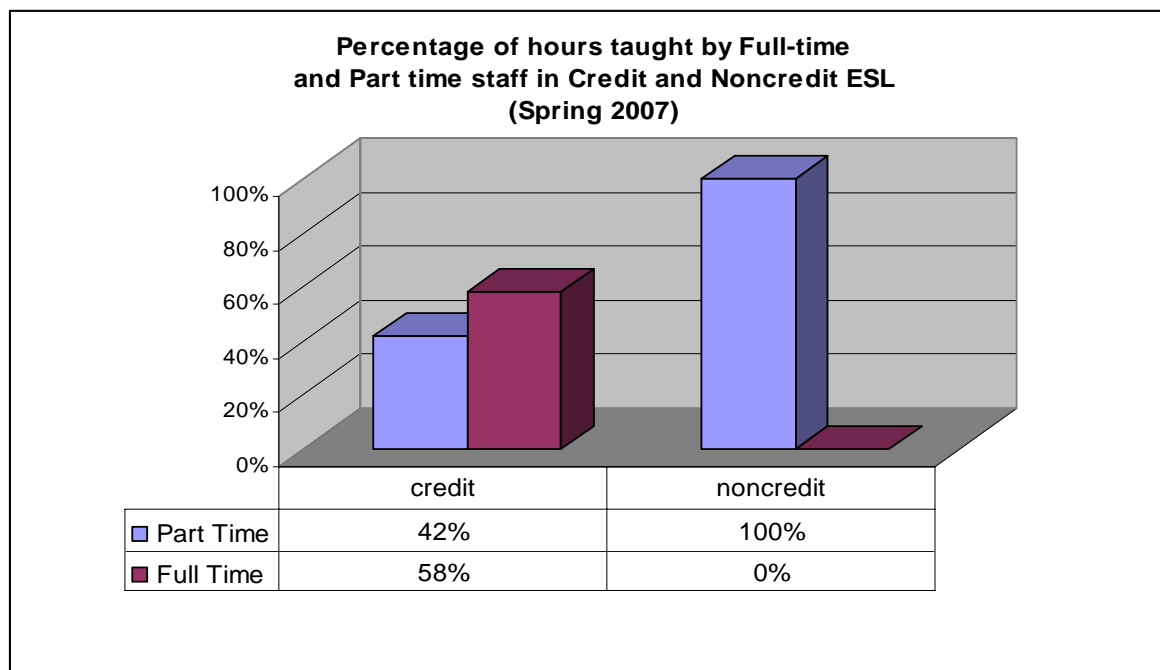
The charts below show the number of full-time equivalent faculty in noncredit from 2001-2007. It has more than doubled since 2001.



\*\*Before Fall 2004, NC ESL teachers were paid for 16 weeks/semester instead of 17 weeks with 30 hours/week being the full-time load (60% was 18 hours). The pay formula had been based on this. (Total hours/semester were divided by 525 to calculate the FTE.)

From Fall 2004, it was adjusted to 17 weeks with the 17th week being professional development time. At that time, the classification of the classes was changed to lecture with 25 hours/week being the full-time load (60% is 15 hours). The total hours are now divided by 425 instead of 525.

The above FTE was calculated using these formulas.



For a program serving as many students at as many levels as noncredit ESL does, it would make sense for there to be full time instructors on staff. Noncredit students are heading for credit ESL and beyond. The program needs to maintain a seamless transition from one to the other. Curriculum and student learning outcomes need to be developed, updated, and refined. ESL needs to have representation in governance and on other college committees. We cannot do this without full time instructors whose time is dedicated to this college.

**Recommendations:**

- Hire at least 3 full-time noncredit ESL instructors. The load of one of these should be divided into at least three-fifths time coordination of noncredit program and two-fifths time teaching. Instructors should be qualified to teach in both credit and noncredit.

**Needs:**

- Human Resources: Add one additional full-time noncredit ESL instructor per year over the next three years - the first of which includes at least three-fifths coordination time for noncredit ESL.

**I. Issue: Program Coordination:**

The number two concern of noncredit ESL is having adequate coordination and compensation for those doing the coordination. This issue is intimately related to the above issue of full-time faculty. Because there is no core of full-timers to count on to work on curriculum, testing etc., much of this extra work has fallen to the coordinator of noncredit ESL who is also a part time instructor. In addition, the director of ESL is no longer only over ESL, but has been branched off in numerous other directions. Because the director has less time if any to devote to ESL and there is no chair for credit ESL, many of the questions from teachers and staff come to the coordinator of noncredit ESL.

The coordination is paid as 3 credit units in fall and 3 in spring. It is counted as part of the 60% limit. There is no pay in the summer although between the end of spring and the beginning of fall, students are registered two times, faculty must be scheduled twice, and faculty, staff and student needs are ongoing. The coordinator ends up spending untold numbers of uncompensated extra hours to keep the program going. For example, because of the size of the faculty and the fact that there are three discreet groups (morning, night and Saturday) faculty meetings are held three times each month instead of once. Promotion testing must be coordinated for over 30 classes at the end of the Fall and Spring semesters. Because of the part-time and somewhat fluctuating nature of the staff, the coordinator must provide orientation and training to new faculty members every semester. With 35+ faculty members, 2 office staff members and 2 work-study students at any given semester, there are constant questions and requests for advice.

**Recommendations:**

- Increase units and/or find a way to compensate coordinator during the summer and inter-sessions until or if no full-time position is created.

**Needs:**

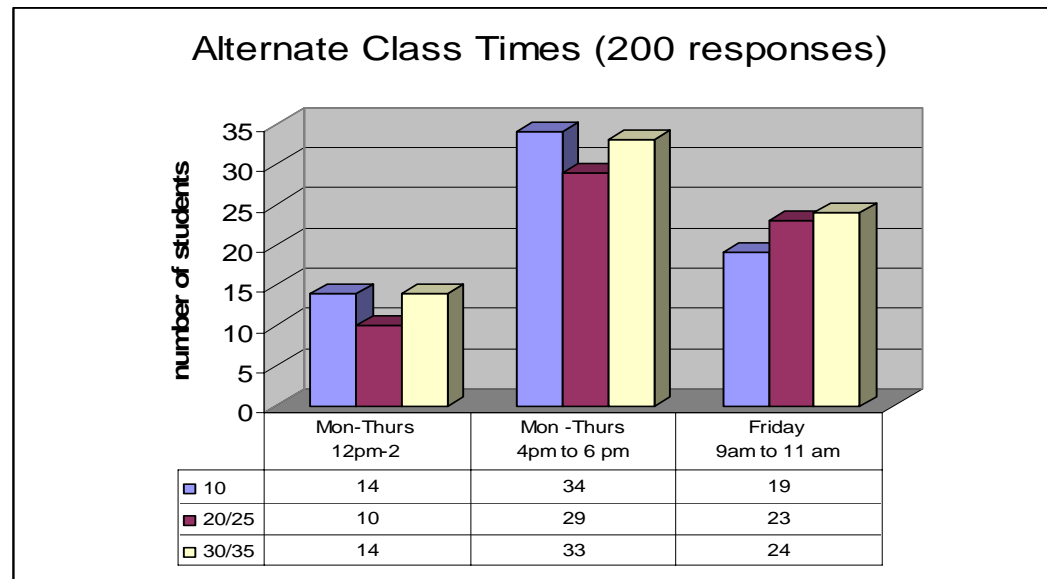
- One additional unit for summer and intersession work.

**J. Waiting Lists and Scheduling**

Noncredit will always have waiting lists. It is an open entry open exit program and demand always seems to outpace space and available funding. However, we have been successful in spreading the waitlists over more classes, so that no individual waitlist is too high. According to our records we are able to move 50% to 70% of the students off waiting lists each semester.

Alternate Schedules:

We also looked at alternative scheduling in our survey this spring. The most successful time is Monday through Thursday from 4 to 6 pm. Friday mornings runs a close second.



Alternate Locations:

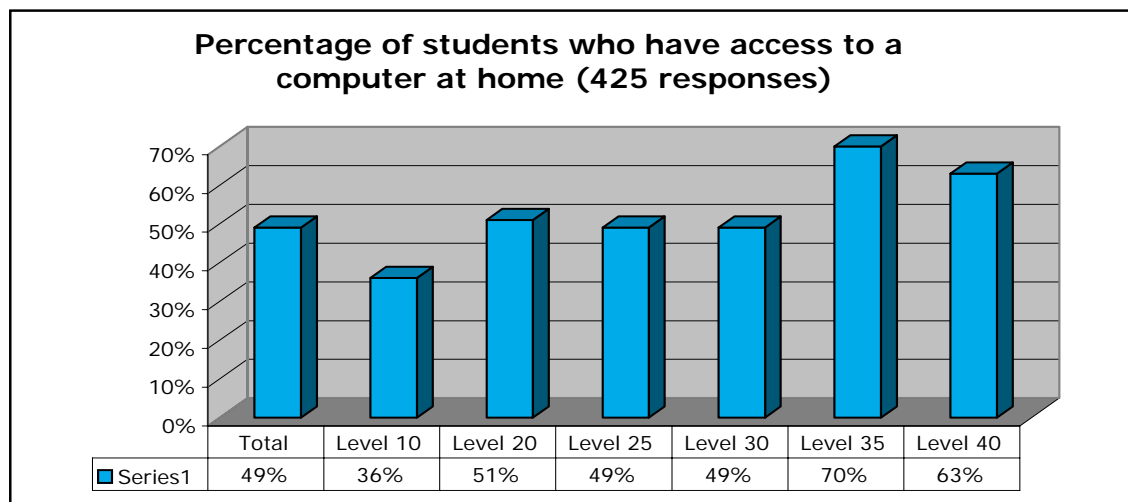
According to a zip code analysis of 1327 students enrolled or on the waiting lists for summer 2007, 57% live in San Rafael and 28% live in Novato (or Petaluma/Vallejo). The remaining 15% are scattered all over the county, with a couple from San Francisco and 2% from the East Bay.

Of those who responded yes to wanting classes at IVC, the majority wanted it in the evenings or on Saturday mornings. For now, the highest response was from level 10 and 20. We have started classes at IVC this summer – with two level 10s 2 evenings a week and a level 10 and 20 on Saturday mornings. We are continuing the Level 10 class on MW and TTH evenings and on Saturday mornings.

Although we didn't find so many requests for morning classes at IVC, that is probably because few people living in Novato can get to Kentfield by 8 am, so they are not here. However, the immigrant population in Novato is large and growing. In the 2000 census over 20% reported that a language other than English was spoken at home. The Novato Unified School District reported in May of 2007 that 21% of its students were Spanish speakers (1601 students – 959 of which were English Learners) and that there were 1097 English Learners total. (NUSD 12) All of these children have parents!

Computer-based Distance Learning Options:

In noncredit ESL the optimal learning situation is with a teacher face to face. However, as computer technology improves, other options present themselves for new ways to present material as well as additional support courses for noncredit students. With that in mind, we asked students if they had access to computers! Surprisingly a large number did! Of the 425 students who responded overall, 49% stated that they did have access to a computer at home. Below is a chart dividing the responses by level:



Not surprisingly, it increases as their level of English improves. However, it clearly has implications for using WebCT or making distance learning options available.

**Recommendations:**

- Offer noncredit ESL classes from 4 – 6 pm.
- Outreach to local high schools to promote 4-6 pm classes for students who need extra English instruction.
- Gradually build noncredit program at Indian Valley Campus – adding a level each year, with classes in the daytime, late afternoon and evening.
- Explore ways to build computer-based distance learning options for higher level noncredit students.
- Develop the ESL website to better serve the increase in students with computers.

**Needs:**

- Teaching hours: Additional funding for added noncredit ESL classes in Novato and classes from 4-6 pm at Kentfield and/or Novato.
- Facilities: Classroom space at IVC for noncredit ESL classes.
- Marketing: advertising for a noncredit ESL program at IVC and outreach to local high schools for 4 - 6 pm classes.
- Professional Development: Training for interested ESL instructors in WebCT and other distance learning methods.
- Staffing: Funding to develop the ESL website.

## **INTENSIVE ENGLISH PROGRAM: NEEDS ASSESSMENT**

### **Where do we want to be in 4 years?**

In four years, we would like to see a program that has tapped into its potential as a financially profitable, academically and culturally enriching contributor to the College of Marin community. We would like to explore options for program expansion and develop plans for recruitment and marketing. We would like to ensure that the IEP effectively addresses its students' needs and has responded to the shifting trends in its student population. We would also like to see greater integration of the IEP with the Kentfield campus, offering our students an authentic college learning environment.

Issues and needs explored include the following:

- Faculty and staff hours and retirement options
- Integration of the three programs within the ESL department
- Scheduling, curriculum and location of program offerings
- Systematic data collection procedures
- Recruitment and marketing for program expansion

### **a. Human Resource Needs**

#### **Faculty and Staff**

The IEP is a unique program for the College of Marin. It could be used as a tool to recruit new students, both local and international, to the college's credit programs, broadening the perspectives for College of Marin's students in today's global society. However, due to faculty and staffing limitations, the program has remained small. There are no full-time faculty or staff. Throughout its history, the Intensive English Program has survived because its employees have been willing to devote extra time without pay to ensuring its excellence. Because the program is fee-based and all of its expenses (employee salaries, textbooks, supplies, etc) are covered by the income it generates, expansion is a real possibility. It is a rarity to find campus-wide enrichment options that also have financial potential. We should embrace the idea of expansion as a means to enrich the whole College of Marin community, not only financially but also academically, socially and culturally.

With a full-time coordinator and dedicated faculty and staff, other IEPs have been able to triple their enrollment even in the post-9/11 environment. Addressing faculty and staffing needs is the first step in providing the infrastructure necessary for program expansion.

Director for ESL: In addition to the discussion of the need for an ESL Director elsewhere in this review, having a Director would add cohesion within the three programs in the department, and would facilitate greater integration and articulation of needs and procedures among the programs. The director could also guide the IEP in expansion possibilities.

IEP Program Coordinator: The IEP has one part-time coordinator, who shares the responsibilities of directing the program and teaching within fifteen allotted hours per week. The time needed to coordinate this program is actually greater. In addition to handling IEP issues, assisting students in the application process, preparing materials and answering requests, the IEP coordinator acts as a liaison to the ESL department and other programs on the Kentfield campus by responding to a myriad of inquiries and sending out general information. This leaves little time for developing and executing active recruitment policies and plans. In order to attract new students, the coordinator would need more than 15 hours per week to develop and implement a recruitment policy as a first step to program expansion. More time is also needed to investigate the demographic changes that have occurred and to address how best to serve the changing student population. Possibilities for changes in the program's mission and course offerings need to be investigated in light of recent demographic changes.

IEP Instructors: The Intensive English Program faculty currently has seven part-time instructors, with course loads ranging from 5 to 15 hours per week. The faculty provides 64 hours of instruction per week. Allowing faculty to teach more than 15 hours per week would enable instructors to devote more time and attention to the program. Currently most instructors work at several locations throughout the Bay Area and spend countless hours commuting from one campus to the next. A more efficient and effective system would allow them to invest more hours at fewer locations.

IEP Program Secretary: The IEP office at Indian Valley Campus has secretarial support for 10 hours per week for 10 months a year. In order to support expansion opportunities, program changes and data collection efforts, more hours are needed for the program secretary.

**Need: Hire a Director for ESL, increase hours for the program coordinator, instructors and support staff.**

### **Instructor Retirement**

Another issue that needs to be investigated relates to retirement plans available for instructors. While instructors in the noncredit program are able to pay into their STRS accounts, instructors in the IEP are not and they must pay into Social Security. This may deter qualified instructors from choosing to accept employment in the IEP if they are unable to contribute to their retirement plans.

**Need: Further research needs to be done on this issue to investigate how to allow IEP instructors to contribute to their STRS accounts.**

**b. Instructional and Service Needs**

**Greater integration of the credit, noncredit and IEP programs in the ESL Department**

Currently the credit program does not have a coordinator or chair, which creates difficulty for students and instructors trying to navigate through the system. Also, because the IEP is located in Novato, there is less visibility of this program on the Kentfield campus, with little interaction between IEP instructors and those of noncredit and credit. This causes problems for students in several different ways.

**Need: There needs to be greater cohesion and cooperation among the three programs of the ESL Department.**

There is often confusion of the program choices available to students and the differences between them. It has been difficult for students to receive streamlined answers about the programs due to the faculty and staff being unfamiliar with options in different programs.

**Need: There needs to be greater awareness and articulation of the program choices within the ESL Department.** All faculty and staff should be aware of the scope of each of the three programs and should be able to direct students in an accurate and efficient manner. Also, a flowchart that clarifies the differences and options among the three programs should be readily available to students.

Students often take classes within the three different ESL programs, transferring from noncredit to credit or the IEP, the IEP to noncredit or credit, etc. Lack of understanding and coordination of key issues, especially regarding testing and placement, has made the process of transitioning from one program to the next more difficult and confusing for students.

**Need: Agree upon and articulate cohesive policies and procedures, especially regarding testing and placement, to aid students in transitioning between programs.**

### **Improvement of the registration process**

A Spring 2007 student survey of 34 IEP students found that the registration process is a priority for students, with 65% of respondents indicating it was “very important” and 26% indicating it was “important” to them. However, some students have reported the registration process to be problematic.

**Need: Improve the quality of service provided to foreign students to help them understand the process and feel welcome at their new school. Also, increase program visibility on Kentfield campus and ensure support staff on Kentfield campus are familiar with registration process for international students and can direct them to the appropriate place and that no one is turned away unassisted.**

### **Scheduling**

Among the 34 respondents of the Spring 2007 survey, 41% of students preferred a daytime schedule in Novato, while 29% indicated that they would also be interested in evening classes at the IVC campus. Most students indicated that they were available during the current schedule, but approximately 25% indicated that they would be interested in attending classes held later in the afternoon (from 3 to 5pm or 4 to 6pm). A daytime schedule is traditionally the one preferred by international students; however, the increase in part-time students who often hold jobs and have family obligations could factor into more student interest in late-afternoon or evening classes.

**Need: Consider late-afternoon or evening course offerings to accommodate the growing number of part-time, non-F1 students.**

Another scheduling issue relates to the absence of IEP course offerings during the summer session. The IEP currently operates only during the Fall and Spring semesters. This is problematic from instructional and recruitment perspectives. Considering that the program is intensive and aims for students to make rapid progress, continuity is important to success, and a 3-month lapse in instruction can hinder the rapid progress students expect to make. Also, many students find a 3-month break from instruction too long, especially those coming from abroad who are not permitted to work. They may opt to enter another program that can offer them instruction year-round.

**Need: Consider the possibility of offering summer course offerings to make the program more attractive to prospective students and to help meet instructional goals.**

### **Curriculum**

Because we now offer a part-time option and because the student population now includes more non-F1 students than international students, new issues have emerged regarding the original mission and goals of the IEP and how our curriculum and course offerings best serve students. We need to reconsider how to best suit our program offerings to our students' needs. In addition to the traditional academic tract, we need to explore the option of offering a professional tract to accommodate the growing number of students who do not wish to pursue further education.

**Need: Consider the possibility of offering two program tracts (academic and professional) to accommodate the changing student population.**

### **Location**

The Spring 2007 survey results showed that of 34 respondents, 35% of students indicated that they preferred not to have classes in Novato. 2002 Midterm evaluations and focus group discussion data also showed a preference to have the IEP placed on the Kentfield campus. Students also routinely ask why the IEP is not located on the Kentfield campus and express their desire to be integrated into the college community.

The placement of the IEP in Novato has been problematic since it was relocated there in 1989. Although the Indian Valley Campus is set in a beautiful location with comfortable facilities, it is isolated from the rest of the college community. International students who choose to invest in their English studies in the United States choose programs that provide an authentic college environment. Unfortunately, the Novato location does not provide this. At IVC the students do not have the opportunity to interact with American students academically or socially. Also, many of the services, like the library and the computer labs, are located on the Kentfield campus 14 miles south. This is a major drawback to the program and to the College of Marin, as we are unable to offer a true college experience to prospective students who would progress to credit classes from the IEP.

**Need: Consider how location may be a possible deterrent to enrollment and how to best provide a more authentic college experience for IEP students, possibly reintegrating the IEP to the Kentfield campus.**

### **Student Learning Outcomes**

The IEP has stated goals and objectives in the course descriptions for each course. However, because it does not issue grades and is a fee-based program, it has never explicitly developed student learning outcomes (SLOs) or used standard assessment tools to measure student progress. Evaluations are based on teacher observations of student participation, effort, attendance and homework. This is problematic in several ways. Students often relate to traditional methods of assessment in order to track their progress, compare

themselves to institutional standards, and gauge how quickly they are achieving their goals. Also, from a program perspective, we have no existing means to assess whether we as a program are achieving our stated goals. To better understand our effectiveness as a program and to measure how well our courses accomplish their stated objectives, SLOs need to be developed for each course within the IEP. Assessment measures need to be developed for each expected learning outcome, and an assessment schedule needs to be implemented.

**Need: Develop expected student learning outcomes for IEP courses, develop assessment measures, and implement an assessment schedule.**

**c. Research Needs**

**Data collection, retention and analysis**

The Intensive English Program has few systematic mechanisms for data collection, data retention, or data analysis. Current data collection is mostly garnered from paper-based sources (the variety of application forms, surveys and evaluations, and other forms that students fill out throughout their time in the IEP) and is extremely time consuming and inefficient. Automating attendance and application information would streamline the data collection process and enable us to better understand our student population, trends in the ESL community, and what we need to do in order to address those trends. Data collection through online surveys is a fast and efficient option. Information that would be helpful to collect could include tracking: student progress, movement of students within ESL programs and to other credit programs, occupation, country of origin, completion rates, enrollment and demographic trends.

**Need: Develop a systematic approach and implement measures for data collection, retention and analysis.**

**d. Technical, equipment and other resource needs**

**Computer lab**

Currently the IEP shares access to a small computer lab. The computer lab is not equipped with enough computers to accommodate the number of students in a class. The computers that are available are slow and crash often. Because the IEP serves students with professional and academic goals, regular access to updated computer equipment is an essential way to prepare students. Unfortunately our ability to do so is currently lacking.

**Need: The IEP needs access to an updated computer lab with updated equipment and enough computers to accommodate a class.**

### **Library**

There is currently no library on the IVC campus. Students must travel to Kentfield if they wish to do research, check out library materials, and use the library to study, use reference materials, or use library services. To be attractive to prospective students, to prepare them for future academic work, and to assist them in reaching their academic and language-learning goals, access to a library is essential.

**Need: IEP students need to be on the same campus as a college library.**

### **e. Facilities needs**

The IEP currently has access to 4 classrooms, which accommodate our current student population. However, if the program expanded, more classroom space would have to be designated for IEP classes.

**Need: More classroom space upon expansion.**

### **f. Marketing and Outreach**

#### **Recruitment and Expansion**

Because the Intensive English Program has a rigorous and effective program, because it is financially profitable, and because it has the potential to enrich the whole College of Marin community, we believe that expansion is an option that would require few additional resources. Our program currently gets new students via word of mouth. However, if we are to expand significantly and attract new students, a more aggressive and comprehensive recruitment and marketing plan is necessary. Although the program has recently expanded its online advertising, more web-based advertising and a greater presence in online search engines is necessary to inform international students about our program. We want our program to be the first one to appear when a prospective student googles an IEP in California! In addition to online advertising, other possibilities include: more advertisement in student publications abroad and working with placement agencies and recruiters or agents abroad.

**Need: Develop a comprehensive plan for recruitment and possibilities for program expansion.**

2007 PROGRAM REVIEW  
ENGLISH AS A SECOND LANGUAGE

Noncredit and Credit ESL Recommendations and Needs: A Three-Year Plan

Staffing Needs:

| YEAR |   |   | Recommendations  | Needs   |
|------|---|---|--|---|
| 1    | 2 | 3 |  |   |
| X    |   |   | <ul style="list-style-type: none"> <li>The English Skills and ESL disciplines should be combined in one Department, with one Chair. If this is not a feasible combination, create a separate ESL department covering all three departments, with a Chair. The Chair is essential for academic leadership and coordination of ESL.</li> </ul> | <u>Chair/coordination units</u> for a combined ESL and English Skills department; <u>OR</u> units for a separate ESL department Chair, over all three ESL programs.                                       |
|      |   |   | <ul style="list-style-type: none"> <li>Restructure management duties so that there is a Director position devoted primarily to managing ESL particularly if the recommendations for a credit chair and increased coordinator units for noncredit are not fulfilled.</li> </ul>   | <u>Personnel:</u> Reorganize existing Directors' duties to focus more on ESL.   |
| X    |   |   | <ul style="list-style-type: none"> <li>Request lab coordinator unit(s) for faculty to oversee the two on-campus labs used by ESL.</li> </ul>   | Two <u>lab coordinator unit(s)</u> for the ESL labs.  |
| X    |   |   | <ul style="list-style-type: none"> <li>Using proper UPM procedures, designate Eng 98SL and Eng 120SL as specialty classes within ESL and develop a list of instructors for those specialty courses.</li> </ul>   |   |
| X    | X | X | <ul style="list-style-type: none"> <li>Hire at least 3 full-time noncredit ESL instructors. The load of one of these should be divided into at least three-fifths time coordination of noncredit program and two-fifths time teaching. Instructors should be qualified to teach in both credit and noncredit.</li> </ul>                     | <u>Human Resources:</u> Add one additional full-time noncredit ESL instructor per year over the next three years - the first of which includes at least three-fifths coordination time for noncredit ESL. |
| X    | X | X | <ul style="list-style-type: none"> <li>Increase units and/or find a way to compensate coordinator during the summer and inter-sessions until or if no full-time position is created.</li> </ul>  | <u>Coordination units:</u> One additional unit for summer and intersession work for the part-time noncredit ESL coordinator (until a full-time position is created).                                      |
| X    | X | X | <ul style="list-style-type: none"> <li>Offer noncredit ESL classes from 4 – 6 pm.</li> <li>Gradually build noncredit program at Indian Valley Campus – adding a level each year, with classes in the daytime, late afternoon and evening.</li> </ul>   | <u>Teaching hours:</u> Additional funding for added noncredit ESL classes in Novato and classes from 4-6 pm at Kentfield and/or Novato.   |

Facilities Needs:

| YEAR |   |   | Recommendations   | Needs   |
|------|---|---|---|---|
| 1    | 2 | 3 |   |   |
| X    | X | X | <ul style="list-style-type: none"> <li>Ensure that ESL programs at both Kentfield and IVC have large, welcoming reception areas where staff secretaries work.</li> </ul>  | <u>Kentfield:</u> Office space for ESL alone - not shared with another program.   |
| X    | X | X | <ul style="list-style-type: none"> <li>Ensure adequate office space for all full-time and part-time faculty in all three programs, with an accessible faculty work space and materials storage area.</li> </ul>   | Shared workspace for part-time faculty.   |
| X    | X | X | <ul style="list-style-type: none"> <li>Create larger ESL labs at both IVC and Kentfield, with updated computers that are replaced as needed.</li> </ul>   | <u>IVC:</u> Space and computers for a larger dedicated ESL lab.   |
| X    | X | X | <ul style="list-style-type: none"> <li>Ensure that Kentfield maintains <u>both</u> a larger drop-in lab (HC128 now) <u>and</u> a lab for use by classes of 30 students (LC150 now).</li> </ul>  |   |
| X    | X | X | <ul style="list-style-type: none"> <li>Ensure that all three ESL programs have access to adequate classrooms, particularly when concurrent classes are held at peak times; provide larger classrooms (35+ size) for non-credit ESL to increase program enrollment.</li> </ul> | <u>Kentfield:</u> Need 13-15 classrooms available at the same time in the morning and in the evening to cover current class offerings in Credit and Noncredit ESL.      |
| X    | X | X | <ul style="list-style-type: none"> <li>Gradually build noncredit program at Indian Valley Campus – adding a level each year, with classes in the daytime, late afternoon and evening.</li> </ul>  | <u>Indian Valley Campus:</u> Classroom space at IVC for noncredit ESL classes. As program grows – up to 3 classrooms at the same time morning and evening and Saturday. |

Curriculum Development and Class Offerings:

| YEAR |   |   | Recommendations  | Needs   |
|------|---|---|--|---|
| 1    | 2 | 3 |  |   |
| X    |   |   | <ul style="list-style-type: none"> <li>• Convene a group of credit ESL faculty to review course content and outlines to “tighten” and clarify, as needed, the grammar sequence across the levels. Revise course outlines if necessary.</li> </ul>  |   |
| X    |   |   | <ul style="list-style-type: none"> <li>• Maintain the “advisory” system for credit ESL courses and disseminate information to students, through instructors and counselors, about how ESL reading/vocabulary courses improve their success rates at the higher levels.</li> </ul>  |   |
| X    |   |   | <ul style="list-style-type: none"> <li>• Continue the collaboration between ESL and ECE faculty to discuss coordinated efforts to help these students improve their academic English skills, perhaps through dedicated tutoring, lab courses, short-term courses, etc.</li> <li>• Develop or revise courses as necessary.</li> </ul> | <p><u>Faculty release time/stipend:</u> Support/release time for ESL and ECE faculty to examine best practices in other community college programs and develop programs to bridge the two areas for ECE/ESL students at the credit and higher noncredit levels.</p> |
|      | X |   | <ul style="list-style-type: none"> <li>• Implement any new courses or supplemental instruction in ESL for ECE students.</li> </ul>   |   |
|      | X |   | <ul style="list-style-type: none"> <li>• In conjunction with interested faculty in allied health fields, tailor English Health Train curriculum to needs of College of Marin students.</li> <li>• Work with medical-terminology faculty to explore the need for a self-paced medical terminology pronunciation course.</li> </ul>    | <p><u>Faculty release time/stipend:</u> Support/release time for ESL and allied health faculty to examine English Health Train and other resources to develop programs to bridge the two areas.</p>   |
|      |   | X | <ul style="list-style-type: none"> <li>• Implement new health related ESL courses.</li> </ul>  |   |

Curriculum Development and Class Offerings (continued):

| YEAR |   |   | Recommendations  | Needs  |
|------|---|---|--|--|
| 1    | 2 | 3 |  |  |
|      | X |   | <ul style="list-style-type: none"> <li>In conjunction with faculty from relevant areas, develop ESL focus classes or formal mechanisms to support ESL students in existing content courses for: business writing, computer/internet use, basic math, and the health fields. These classes could be developed as support classes in credit, or they could be skills preparation classes offered through noncredit, depending on where the needs are.</li> </ul> | <u>Faculty release time/stipend:</u> Support and/or release time for ESL and relevant content faculty to create focus classes. |
|      |   | X | <ul style="list-style-type: none"> <li>Implement new ESL focus classes.</li> </ul>   |  |
|      | X |   | <ul style="list-style-type: none"> <li>Explore ways to build computer-based distance learning options for higher level noncredit students.</li> </ul>  | <u>Professional Development:</u> Training for interested ESL instructors in WebCT and other distance learning methods.         |
|      |   | X | <ul style="list-style-type: none"> <li>Implement new computer-based noncredit ESL courses.</li> </ul>  |  |

Research and Development:

| YEAR |   |   | Recommendations  | Needs   |
|------|---|---|--|---|
| 1    | 2 | 3 |  |   |
| X    | X | X | <ul style="list-style-type: none"> <li>Continue to use SLO's and other data to examine student success, retention and progress through the ESL levels and into English 98.</li> </ul>  | <u>Research:</u> Annual or other periodic reports of students' progress across credit ESL levels and into English 98.   |
|      | X |   | <ul style="list-style-type: none"> <li>Develop clear promotion criteria at each level of credit ESL, and for each course, tied to the Student Learning Outcomes. These criteria may include the development of promotion tests and/or rubrics that would be used across the curriculum.</li> </ul> | <u>Faculty release time/stipend:</u> Funds/support for faculty time to develop criteria and promotion tests, and to pilot and implement them at each level. Credit ESL faculty may need to apply for a grant because this process is very time-consuming.<br><u>Coordination:</u> A faculty member needs to be compensated for coordinating this project, preferably a credit ESL faculty chair or coordinator. |
|      | X |   | <ul style="list-style-type: none"> <li>Implement promotion tests/criteria in credit ESL courses.</li> </ul>  |   |
|      | X |   | <ul style="list-style-type: none"> <li>Ongoing tracking of state ESL and enrollment trends to contextualize our enrollment trends. We also need a way to track CES students into the credit system more efficiently and on a regular (semester/annual) basis.</li> </ul>                           | <u>Research:</u> Ensure that Banner can accommodate tracking noncredit and CES students into credit programs.   |
|      | X |   | <ul style="list-style-type: none"> <li>Continue tracking skipping patterns and success rates for cohorts of students to determine if combining grammar and writing reduces skipping.</li> </ul>  | <u>Research:</u> Ensure that Banner can accommodate tracking students' course taking patterns over several years.   |

Student Services Needs:

| YEAR |   |   | Recommendations   | Needs   |
|------|---|---|---|---|
| 1    | 2 | 3 |   |   |
| X    | X | X | <ul style="list-style-type: none"> <li>• <u>ESL Level Advisories</u>: Work with interested disciplines and with Counseling to create ESL level advisories to be published in the College schedule.</li> </ul>   | Ensure that these advisories are published in the schedule and/or catalog or that all counselors and faculty have access to them.   |
| X    | X | X | <ul style="list-style-type: none"> <li>• Continue, expand and strengthen the noncredit ESL transitions to credit ESL.                             <ul style="list-style-type: none"> <li>• Create a noncredit student handbook which explains how to transition to credit.</li> <li>• Work with counseling to find available scholarships for noncredit students to use to advance into credit.</li> <li>• Address students' concerns about homework, commitment and schedule.</li> </ul> </li> </ul> | <p><u>Faculty release time/stipend</u>: Funding and/or release time for ESL and Counseling faculty to create a noncredit to credit handbook.</p> <p><u>Advisors</u>: Funding for advisors to assist noncredit students ready to move to credit to apply for scholarships.</p> |
| X    |   |   | <ul style="list-style-type: none"> <li>• Work with Admissions, Counseling and the Outreach office to maximize the ease of enrollment for new credit ESL students.</li> <li>• Meet with Admissions, Counseling and Outreach to develop a plan to streamline the placement and registration process, particularly for graduating high school students and other new credit students.</li> </ul>   |   |
|      | X |   | <ul style="list-style-type: none"> <li>• Ongoing tracking of state ESL and enrollment trends to contextualize our enrollment trends. We also need a way to track CES students into the credit system more efficiently and on a regular (semester/annual) basis.</li> </ul>  | <u>Research</u> : Ensure that Banner can accommodate tracking noncredit and CES students into credit programs.  |
|      | X |   | <ul style="list-style-type: none"> <li>• Continue tracking skipping patterns and success rates for cohorts of students to determine if combining grammar and writing reduces skipping.</li> </ul>   | <u>Research</u> : Ensure that Banner can accommodate the tracking of students' course-taking patterns over several years.   |

Testing:

| YEAR |   |   | Recommendations  | Needs  |
|------|---|---|--|--|
| 1    | 2 | 3 |  |  |
|      | X |   | <ul style="list-style-type: none"> <li>A group of credit ESL faculty should examine and pilot the Accuplacer ESL test for potential use in credit ESL.</li> </ul>  | <u>Faculty release time/stipend:</u> Funding and/or release time for credit ESL faculty to examine and pilot Accuplacer for ESL. |
| X    | X | X | In order to smooth the transitions from noncredit to credit: <ul style="list-style-type: none"> <li>Continue to provide the credit ESL placement Test for students in noncredit ESL Levels 35 and 40.</li> </ul> | <u>Testing:</u> Ensure that Testing Office can accommodate this request.   |
| X    | X | X | <ul style="list-style-type: none"> <li>Give IEP students an opportunity at the end of each semester to take the credit ESL placement test at the IVC campus.</li> </ul>  | <u>Testing:</u> Ensure that Testing Office can accommodate this request.   |

Outreach and Marketing Needs:

| YEAR |   |   | Recommendations   | Needs   |
|------|---|---|---|---|
| 1    | 2 | 3 |   |   |
| X    | X | X | <ul style="list-style-type: none"> <li>Continue and expand marketing efforts in the community for the credit ESL program.                             <ul style="list-style-type: none"> <li>Institutionalize support for ESL Credit Placement Test postcards and other similar mechanisms.</li> </ul> </li> </ul>  | <u>Provide funding and graphics support for better advertising of placement testing.</u>                                  |
| X    | X | X | <ul style="list-style-type: none"> <li>Improve and update the ESL website</li> </ul>  | <u>Marketing:</u> Staff and/or funding for credit ESL marketing and an improved ESL website.                              |
| X    |   |   | <ul style="list-style-type: none"> <li>The ESL for CIS class shows sufficient evidence of success that it should be continued. However, additional outreach and marketing should be done to increase the number of ESL students who know about the ESL 78 for CIS course.</li> </ul>  | <u>Marketing/Outreach:</u> Provide materials, advertisements and flyers about the ESL for CIS course.                     |
| X    |   |   | <ul style="list-style-type: none"> <li>Create mechanisms to ensure that ESL students know about and can access the GED preparation services at College of Marin.</li> </ul>   | <u>Marketing:</u> Marketing and outreach materials about GED preparation targeted to ESL students at the College.         |
| X    | X | X | <ul style="list-style-type: none"> <li>Offer noncredit ESL classes from 4 – 6 pm.</li> <li>Outreach to local high schools to promote 4-6 pm classes for students who need extra English instruction.</li> <li>Gradually build noncredit program at Indian Valley Campus – adding a level each year, with classes in the daytime, late afternoon and evening.</li> </ul> | <u>Marketing:</u> advertising for a noncredit ESL program at IVC and outreach to local high schools for 4 - 6 pm classes. |
|      |   | X | <ul style="list-style-type: none"> <li>Contact employees and employers at local hospitals and nursing homes to reach potential students for new health-related ESL course(s).</li> </ul>  | <u>Outreach:</u> Develop and implement a plan for outreach to local hospitals and nursing homes.                          |
| X    |   |   | <ul style="list-style-type: none"> <li>Develop the ESL website to better serve the increase in students with computers.</li> </ul>  | <u>Staff:</u> Funding to develop the ESL website.   |

# 2007 PROGRAM REVIEW ENGLISH AS A SECOND LANGUAGE

Appendices A – C: Course Descriptions

References

## **APPENDIX A: CREDIT COURSE DESCRIPTIONS**

Credit ESL encompasses 4 levels. At each level, separate classes are offered to cover Grammar/Writing and Reading/Vocabulary. In addition, there are pronunciation classes and listening/speaking classes as well as two higher-level composition classes, which parallel English 98 and English 120. Classes are offered between 8am to 2 pm and also in the evening Monday through Thursday. Until Fall 2004, Credit ESL had three levels. An additional level was added to improve students' preparation for credit coursework beyond ESL.

### **Intermediate level (level 50)**

#### **ESL 53 4.0 units Intermediate ESL: Writing and Grammar**

*Prerequisite: PLACEMNT TEST ADVISD*

Introduces the conventions of standard written English to non-native English speakers and reviews basic grammar structures. Emphasis is placed on sentence structure and the correct use of tenses. Requires one hour weekly to be arranged in the ESL lab.

#### **ESL 56 4.0 units Intermediate ESL: Vocabulary and Reading Skills**

*Prerequisite: PLACEMNT TEST ADVISD* Designed to improve the vocabulary and reading comprehension of nonnative speakers of English. This course will include reading skills, study skills, and short writing exercises.

### **Intermediate: Level 50 or 60**

#### **ESL 60 3.0 units Intermediate ESL: Listening and Speaking**

*Prerequisite: TEST OR ESL 47 ADVIS* This is an intermediate course in listening and speaking recommended for nonnative speakers taking 50-level or 60-level ESL courses. Oral practice in speaking and understanding English through the use of videos, audiocassettes, and other materials related to class work. Emphasis on small group communication.

### **High Intermediate Level (Level 60)**

#### **ESL 63 4.0 units High Intermediate ESL: Writing and Grammar**

*Prerequisite: TEST/ESL53/54/55 ADV*

This course is designed to improve the writing skills for high intermediate nonnative English speakers. There is an emphasis on grammatical accuracy and on writing a logical sequence of sentences in organized paragraphs. Completion of all 50-level ESL courses is recommended. Requires one hour weekly to be arranged in the ESL lab.

**ESL 66 4.0 units High Intermediate ESL: Vocabulary and Reading Skills**

*Prerequisite: TEST/ESL46 /56 ADVISD* Designed to improve the reading comprehension and vocabulary usage of nonnative speakers of English. Students will read stories and short novels, newspapers and other informational articles. Students will gain library and dictionary skills. Completion of all 50-level ESL classes is recommended.

**Low Advanced Level (level 70)**

**ESL 73 4.0 units Low Advanced ESL: Writing and Grammar**

*Prerequisite: TEST/ESL63/64 /65 ADV* In this course, students improve their writing skills, including writing effective paragraphs and short composition. Intermediate and advanced grammar structures and punctuation are reviewed. Completion of all 60-level ESL courses is recommended. Requires one hour weekly to be arranged in the ESL lab.

**ESL 76 4.0 units Low Advanced ESL: Vocabulary and Reading Skills**

*Prerequisite: TEST OR ESL 66 ADVSD* Designed to help low advanced ESL students improve reading comprehension and to develop academic vocabulary. In this course, students will read and discuss novels and participate in a group library research project. Completion of all 60-level ESL courses is recommended.

**Advanced: Level 70 or 80**

**ESL 80: 3.0 units. Advanced ESL: Listening and Speaking for Social, Academic and Workplace Situations** Advisory: ESL Placement Test or completion of ESL 60 or ESL 67. This course in listening and speaking skills is recommended for low-advanced to advanced English as a Second Language students. It will help students improve their listening and speaking skills necessary to participate in college, workplace and everyday life situations. Students will practice listening and note taking skills, will conduct interviews, give presentations and lead discussion sessions.

**Advanced: Level 80**

**ESL 83 4.0 units Advanced ESL: Writing and Grammar**

*Prerequisite: TEST/ESL73/74/75 ADV* This ESL course is suitable for the advanced student with a strong foundation in English grammar and writing. This course is designed to review and build upon grammar and writing skills, enabling the student to function in academic courses and write short papers with a controlling idea. Completion of all 70-level ESL courses is recommended. Requires one hour weekly to be arranged in the ESL lab.

**ESL 84AV 3.0 units Advanced ESL: Grammar**

*Prerequisite: TEST/ESL 74/84 ADVIS* Designed for advanced ESL students who need to refine their understanding of grammar for academic writing. Completion of all 70-level ESL classes is recommended. Requires one hour weekly to be arranged in the ESL lab.

**ESL 86 4.0 units Advanced ESL Words IV**

*Prerequisite: TEST OR ESL 76 ADV* Designed to help advanced ESL students improve textbook reading skills, comprehension, critical thinking, and academic vocabulary.

**ALL LEVELS:**

**ESL 58A 2.0 units Pronunciation I**

Students will practice the sound system and the rhythm of American English to improve their pronunciation.

**ESL 58B: Pronunciation II**

Students will practice stress and intonation patterns of American English to improve their pronunciation.

**ESL 78 1.0 unit: ESL for CIS 101**

An ESL course emphasizing development of English speaking, listening, reading and writing skills needed for ESL students taking CIS 101. This course is intended for nonnative English speakers who are taking CIS 101.

**Composition and reading courses:**

**ENGL 98SL 3.0 units Intro to College Reading and Composition I – for Non-Native English Speakers**

*Prerequisite: ENGL 92/ESL 83/ESL89A* Designed for non-native English speakers. Students practice reading, writing and critical thinking to improve reading comprehension and develop academic writing skills. Prepares students for success in college-level reading and writing tasks and requires one hour weekly of guided practice in the ESL Lab and/or Writing Center Lab.

**ENGL 120SL 3.0 units Intro to College Reading and Composition II – for Non-Native English Speakers**

*Prerequisite: ENGL 98/98SL/TEST* This course is for non-native English speakers. Students sharpen their skills in reading, writing, and critical thinking to improve reading comprehension and to skills needed for effective academic writing. Course prepares students for success in college level academic reading and writing. Requires one hour weekly of guided practice in the ESL Lab and/or Writing Center Lab. Transfer credit: UC/CSU

## **APPENDIX B: NONCREDIT COURSE DESCRIPTIONS**

All College of Marin Noncredit ESL classes are multiskill classes meaning that they practice listening, speaking, pronunciation, reading and writing, and grammar. Lifeskills and vocabulary development relevant to their daily lives are covered.

**ESL 5 Basic ESL** *An introduction to basic ESL skills for beginning English learners.* ESL 5 will prepare absolute beginning English learners for entry into ESL 10. Students who have had limited education in their own language or those whose language has a completely different writing system will benefit from this class. Emphasis will be on reading and legibly writing basic survival vocabulary. Basic greeting and clarification skills will be practiced. (This class is not always available.)

**ESL 10 Beginning ESL** *For beginning English learners who know some basic English vocabulary* This course will introduce beginning English learners to basic everyday English vocabulary, expressions and instructions to describe everyday actions, needs and abilities. Simple past and future will be introduced. Emphasis will be on developing confidence and an understanding of simple written and spoken instructions and stories.

**ESL 20: High Beginning A -** *For high-beginning English learners.* This high beginning ESL course will review the basic vocabulary and grammar covered in Levels 10. In addition, students will learn to ask for and give basic information in the present, past and future tenses with the correct word order and to write short notes. Students will express basic likes, wants, needs, abilities and obligations in conversation and in written form.

**ESL 25: High Beginning B -** *For high-beginning English learners who know some basic English grammar and vocabulary* ESL 25 will review and reinforce basic English skills and survival skills covered in Levels 10-20. In addition, students will learn to describe past actions and situations. They will also learn to combine sentences with conjunctions and to make comparisons. They will practice following and giving oral and written instructions and answer questions orally and in writing about a reading or a listening passage.

**ESL 30: Low Intermediate Noncredit ESL A -** ESL 30 will review and build upon basic English skills and survival skills covered in Levels 10-25. In addition, the present perfect, past habitual, and simple modals are introduced. Students will learn to compare and contrast. They will write letters, messages, and notes about personal experiences in a variety of tenses. Writing simple descriptive and narrative paragraphs will be introduced. Students will learn to read for specific information as well as to read simple books or magazines on their own.

**ESL 35: Low Intermediate Noncredit ESL B** ESL 35 will review and build upon basic English skills and survival skills covered in Levels 10-30. In addition, the perfect tenses, tag questions and two-word verbs will be covered in more depth. Complex sentence structures will be introduced as well as the simple passive voice. Students may read and listen to everyday news coverage or read adapted readers and other simple fiction or non-fiction texts on their own. They will continue to develop simple paragraphs to describe personal abilities and experiences or to explain a process. They may make short individual and group oral presentations.

**ESL 40: Credit ESL Preparation Course *For English learners who have acquired an understanding of the basics of English grammar.*** ESL 40 students begin to apply their knowledge of English in all skill areas. They will learn to use an English-English Dictionary. They may read a simple novel to develop their intensive and extensive reading skills and review grammar points learned from levels 10-35. In preparation for transitioning to credit, students will learn to use the library and internet for research and will practice writing a paragraph with an introductory and concluding idea. Although students will not be formally graded, they will be expected to have regular attendance, do homework, and participate in a group project and oral presentations.

**Noncredit ESL Pronunciation:** This course will provide Noncredit ESL students from Levels 10-40 with practice in (and more knowledge of) English pronunciation. The primary goal will be to help ESL students to be understood when they are speaking English. This will include learning how to listen to English in order to acquire better pronunciation and intonation skills. Students will work on (a) individual sounds, (b) the sounds in context in sentences, and (c) sentence rhythm and stress employing the same sounds.

**English for Childcare Workers: (one or two 5 week sessions)** This class is for high-beginning to low-intermediate ESL students who need to improve their skills to care for infants and young children and communicate with co-workers and parents in daycare centers and pre-schools. Students will learn vocabulary and grammar related to child development and caregiving activities; improve pronunciation; read books, play games and sing songs; learn effective language to help children set limits and solve problems; practice clarifying instructions and communicating information; discuss health and safety; complete job-related forms; learn to describe job experience and fill out a job application; and become aware of resources for future learning. Students may observe childcare centers and share their findings in class.

**English for Gardeners and Landscapers: (one or two five-week sessions)** This class is for high-beginning to low-intermediate ESL students working or planning to work in landscaping. The course goal is twofold. It will cover basic landscaping content, and students will learn language and cultural expectations necessary for success on the job. Topics will include practicing the English needed to discuss plant and pest management, common plant identification and employment issues. The class will offer hands-on experience, role plays for language use, new vocabulary and pronunciation instruction.

## **APPENDIX C: INTENSIVE ENGLISH COURSE DESCRIPTIONS**

The Intensive English Program has three levels. There are four components at each level: Grammar, Reading, Writing and Listening/Speaking/Pronunciation.

### **GRAMMAR COMPONENT COURSES**

#### **IEP Grammar for Oral and Written Communication Level 1**

*Two 16-week semesters per year that parallel COM credit schedule. 5 hours per week.*

Level 1 Grammar introduces or reviews basic English grammar skills necessary for academic or vocational goals. Students learn to distinguish the simple present, present progressive, past and future verb tenses, and present tense modals. Students learn to make positive and negative statements and three kinds of questions (yes/no, information and choice) for each verb form and learn the imperative forms. Pronouns, prepositions, frequency words, count and noncount nouns, adjectives and adverbs necessary for use with these tenses are presented and practiced. Students examine the parts of speech and parts of a sentence as they apply to the material being learned. Students work in pairs, in small groups, or as a large class on exercises that reinforce the new structures. They also learn pronunciation and spelling rules for the structures. Students are expected to complete nightly homework and take regular quizzes.

#### **IEP Grammar for Oral and Written Communication Level 2**

*Two 16-week semesters per year that parallel COM credit schedule. 5 hours per week.*

Level 2 Grammar reviews and builds upon the skills taught in Level 1. In addition, use of the perfect tenses, passive voice and modals in multiple uses are explored. Complex sentence structure, including adverb clauses and conditionals are introduced. Communication in both oral and written work is emphasized. Students are expected to complete nightly homework exercises and take regular quizzes.

#### **IEP Grammar for Oral and Written Communication Level 3**

*Two 16-week semesters per year that parallel COM credit schedule. 5 hours per week.*

Level 3 Grammar reviews and expands on the skills and content of Level 2. Students learn all twelve verb tenses, the active and passive voices, adjective, adverb and noun clauses, reported speech, conditional sentences, parallelism, gerunds and infinitives and all tenses of modals. In addition, students prepare for the TOEFL examination and writing and speaking in all aspects of American English grammar. Students have regular homework assignments and quizzes.

## **READING COMPONENT COURSES**

### **IEP Reading and Vocabulary Development Level 1**

*Two 16-week semesters per year that parallel COM credit schedule. 5 hours per week.*

Reading 1 prepares students to read texts at a fourth-grade level and develops reading comprehension skills through reading for meaning, identifying main ideas, details, inferring meaning from context, word analysis skills with basic prefixes, suffixes and roots, summarizing plots and main ideas orally and in writing, interpreting charts, graphs and tables, and discussing content. Students aim to develop a 1,000-word vocabulary, develop reading fluency and read a variety of materials related to topics in American culture.

### **IEP Reading and Vocabulary Development Level 2**

*Two 16-week semesters per year that parallel COM credit schedule. 5 hours per week.*

Reading 2 prepares students to read texts at a seventh-grade level in various genres and types (such as academic texts, fiction, technical reading and newspaper articles). This course develops reading comprehension skills so that students will be able to: infer meaning from contextual clues, recognize high-frequency affixes, develop pre-reading skills (skimming and scanning text, titles, graphs, illustrations, etc), predict meaning from pre-reading activities and visual aids, identify and restate stated and implied main ideas and supporting details, recognize basic rhetorical forms (chronological and descriptive writing), develop dictionary skills, and make personal connections with and respond to reading selections.

### **IEP Reading and Vocabulary Development Level 3**

*Two 16-week semesters per year that parallel COM credit schedule. 5 hours per week.*

Reading 3 prepares students to pass the reading section of the TOEFL exam and to be able to read academic subject areas at the ninth-grade level. Students will be able to skim and scan for general meaning and specific information, identify main ideas, topic sentences and supporting details, use critical thinking skills for inference and analysis, use pre-reading strategies, summarize short readings, read a variety of texts for comprehension (literature, technical and academic writing, newspapers and magazines), use library references, use context to infer meanings of new words, read short poems, become familiar with various rhetorical types (narration/process, cause/effect, classification, and compare/contrast) and practice dictionary skills. Students participate in class discussions and pair work, write and summarize selected readings and articles, build vocabulary and vocabulary skills and practice for the reading section of the TOEFL exam. In addition to developing skills from Level 2, students are expected to understand organization, structure and content of texts, and to analyze, critically view and respond to the reading material.

## **WRITING COMPONENT COURSES**

### **IEP Writing Level 1**

*Two 16-week semesters per year that parallel COM credit schedule. 5 hours per week.*

By the end of Writing 1, students should be able to write a coherent paragraph with a good topic sentence, supporting details, and a concluding sentence with minimal errors in fragments and run-ons. In addition to paragraph structure, Level 1 focuses on handwriting, formatting, capitalization and punctuation, simple and compound sentences, and spelling. Students will write in a variety of rhetorical styles, including description and narration.

### **IEP Writing Level 2**

*Two 16-week semesters per year that parallel COM credit schedule. 5 hours per week.*

Writing 2 continues to build on writing skills from level 1. By the end of Writing 2, students should be able to produce an organized, focused, detailed paragraph or short composition with standard paragraph form and punctuation. In addition to the structure of the paragraph, students also explore unity, coherence and audience. Students use a variety of sentence structures and rhetorical modes (narration, description, compare/contrast, classification, etc). Students are also introduced to process writing and work on editing and revising spelling, grammar and punctuation as well as adding appropriate details or examples and eliminating irrelevant ones. Students also begin to understand essay organization and attempt to expand a paragraph into a short essay.

### **IEP Writing Level 3**

*Two 16-week semesters per year that parallel COM credit schedule. 5 hours per week.*

In addition to skills covered in level 2, in Writing 3, students will gain confidence in their ability to communicate in writing and will practice and improve their skill in producing fluent, accurate, organized, developed and engaging essays. Students focus on the writing process including prewriting techniques and strategies (freewriting, brainstorming, outlining, etc) and revising drafts to expand upon relevant ideas or eliminate irrelevant ones, and editing for grammar, punctuation and spelling. Students also examine standard features of English writing in essays and compositions, including their structure, organization, and functions. Students will learn to recognize and practice a variety of rhetorical modes (narration, description, process, classification, example, definition, cause and effect, compare/contrast and argument). Students also work on summarizing texts and focus on preparing for the writing section of the TOEFL exam.

## **LISTENING/SPEAKING/PRONUNCIATION COMPONENT COURSES**

### **IEP Listening/Speaking/Pronunciation Level 1**

*Two 16-week semesters per year that parallel COM credit schedule. 5 hours per week.*

Listening/Speaking level 1 is a high-beginning course that focuses on improving listening and speaking skills in order for students to be able to communicate successfully using complete sentences at a basic level at school, work and in the community. Students should be able to speak for one to two minutes on an assigned topic. Students work on introductions, forming questions and answers, talking about routines, past events and making plans for future events. Students practice giving instructions, using the telephone and initiating and maintaining a conversation. Students also practice interpreting non-verbal communication and making small talk. Students practice pronunciation skills by focusing on syllables and syllable stress, vowel and consonant sounds, and sentence-level linking and rhythm. Students also practice taking notes, solving problems and comprehending mini-conversations on tape.

### **IEP Listening/Speaking/Pronunciation Level 2**

*Two 16-week semesters per year that parallel COM credit schedule. 5 hours per week.*

By the end of level 2, students should be able to participate in class and small group discussions successfully, and perform basic language functions (such as giving and following instructions, asking for opinion or clarification, and expressing and clarifying likes and dislikes). Students give a four to five minute presentation. Students also practice pronunciation skills focusing on syllable and sentence stress, intonation for questions and statements, vowel and consonant pronunciation and reduced speech. Students also practice listening skills focusing on comprehending main ideas of tapes and videos, instructor directions, and class discussions and presentations.

### **IEP Listening/Speaking/Pronunciation Level 3**

*Two 16-week semesters per year that parallel COM credit schedule. 5 hours per week.*

Level 3 students will improve speaking, pronunciation and listening skills necessary for successful communication in social and academic situations and will demonstrate their speaking ability by giving a final 8 to 10 minute presentation. Students work on correct usage of idioms and phrasal verbs, investigate levels of politeness, register and formality, practice hesitation and interruption, and conduct interviews and give results. Students focus on note taking, listening to radio, television, lectures and conversations, and practice for the Listening and Speaking sections of the TOEFL exam. Students focus on impromptu speaking, sentence-level stress and intonation in thought groups, and reduced speech.

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