

Program Overview–Introduction

ESL-Noncredit-2013

Last Update: 2/9/2014 0:13:3

Instructions: *Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.*

I. Program Definition

Outline the unique qualities that define the importance of your program.

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 35 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. By the 2010 census the percentage of Latinos in Marin County had risen to 15.5 percent from 11.1 percent in 2000. Almost a quarter of Marin residents speak a language other than English at home, according to the 2010 Census. Around 80 percent of current noncredit ESL students identify as Latino.

Noncredit ESL Program Classes at Kentfield Campus The College offers over 55 classes on campus, which range from 4-hour Saturday classes to 5-hour classes (2 nights a week) to 4 night/week 10-hour classes. Classes are open entry and open exit. There are no fees. By the end of any semester we usually have over 1400 unduplicated students (about 1600 duplicated headcount) enrolled and another 35 to 100 on wait lists at different times during the semester. 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 but four of whom are part time.

Noncredit Vocational ESL: In 2010, we surveyed our students on vocational ESL needs and from that survey created eight new course outlines in the following areas: housekeeping, hotel/restaurant work, gardening, childcare, healthcare, and an ECE/ESL bridge. We applied for and received an \$85,000 grant from the Marin Community Foundation to fund the development of curriculum and to offer these classes during 2010-2011. This was successfully implemented and we were able to apply for a renewal grant the following year. We received funding (an additional \$80,000) to continue these courses. The most popular of these classes, the hotel/restaurant class and the childcare class have been subsumed into our regular hours, so that we can continue without grant funding.

Professional Development: Part of the second MCF grant was focused on offering professional development workshops for community organization ESL teachers in the bay area during Spring 2012. A number of our teachers developed presentations on a variety of

topics and we offered 10 workshops which were both well-attended and well-received.

New Curriculum: In Fall 2012 we developed course outlines and curriculum for two levels of citizenship, two levels of listening/speaking classes, and two classes focusing on looking for work - filling out applications, writing resumes, and interviewing. We began offering these classes in Fall 2013.

Community-based Noncredit ESL Offerings: Off campus we offer a Tuesday/Thursday afternoon class at the Margaret Todd Senior Center, and a drop-in computer lab at the Conservation Corps North Bay in the Canal area of San Rafael two days a week. We now offer four levels of noncredit ESL (10, 20, 30 and 40) at the Indian Valley Campus (two levels on Monday and Wednesday and two on Tuesday and Thursday).

II. Program Purpose

Pathway:

Basic Skills/ESL

Briefly describe how your program fits into the pathways you have chosen.

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.

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

III. Students Served

Briefly outline what students are served in your program.

These classes serve a wide cross-section of the local population. Ages range from approximately 15 to 85. Education levels range from no formal education at all to doctors and lawyers. Most students have jobs or are looking for work. Students primarily work in service areas, childcare, and construction. 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.

IV. Program History

Briefly outline the recent history of your program.

For well over thirty 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 also 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 noncredit 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 ESL never really returned to IVC (until recently) but instead was incorporated into the Kentfield campus offerings. However, the Intensive English Program relocated to IVC from the Kentfield campus in 1989.

In Fall 2009, Noncredit ESL, Credit ESL and English Skills were incorporated into a new department, College Skills. At that time one full time position was filled and in fall of 2012, two additional full time positions were added. With the addition of these two full time instructors, the morning program has been expanded and two late afternoon sections have been added. Since 2010, with a fuller development of vocational ESL classes mentioned above, we continue to offer the most popular of these classes, the childcare and the hotel/restaurant classes. In Fall 2012 we developed course outlines and curriculum for two levels of citizenship, two levels of listening/speaking classes, and two classes focusing on looking for work - filling out applications, writing resumes, and interviewing. We began offering these classes in Fall 2013.

Attachments:

List and briefly describe any attachments

Faculty Members

ESL-Noncredit-2013

I. Program Faculty

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Bradley	Kathleen	

<u>Status:</u> Part-time, ETNUM	<u>Shared W/other program(s):</u> <u>Year Retired:</u> No
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<u>Years of Service:</u> 5.5	<u>Specialty:</u> ESL	-
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Leadership: List involvement in committees or other service

ESL Committees; VESL curriculum development.

Presented during Spring 2012 ESL Saturday Workshops provided for community ESL teachers.

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Burnett	Liinda	

<u>Status:</u> Part-time, ETNUM	<u>Shared W/other program(s):</u> <u>Year Retired:</u> No
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<u>Years of Service:</u> 13	<u>Specialty:</u> ESL	-
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Leadership: List involvement in committees or other service

ESL Department Committee working on test development.
Mentor Teacher.

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Carlson	Sharon	

<u>Status:</u> Part-time, ETNUM	<u>Shared W/other program(s):</u> <u>Year Retired:</u> Yes
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<u>Years of Service:</u> 33	<u>Specialty:</u> ESL/VESL, GED and Basic Skills	-
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Leadership: List involvement in committees or other service

Various College of Marin ESL Committees; Member of TESOL, Modern Language Association, and the American Dialect Society.

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
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Casper

Harris

Status:

Part-time, ETNUM

Shared W/other program(s): Year Retired:

No

Years of Service:

29

Specialty:

ESL

-

Leadership: List involvement in committees or other service

ESL Committees

Last Name

Chan

First Name

Sheila

MIStatus:

Part-time, ETNUM

Shared W/other program(s): Year Retired:

No

Years of Service:

13

Specialty:

ESL

-

Leadership: List involvement in committees or other service

Various ESL Committees; former CBET Instructor, & Parent Educator for West Contra Costa Adult Education. a Mediator for SEEDS, (formerly East Bay Mediation Center in Berkeley), where she mediates disputes between neighbors, family members, etc.

Last Name

Cooper

First Name

Geri

MIStatus:

Retired in past 5 yrs.

Shared W/other program(s): Year Retired:

No

2012

Years of Service:

12

Specialty:

ESL, VESL

-

Leadership: List involvement in committees or other service

Various ESL committees, ESL Teachers' Resources organizer (volunteer); Teacher Mentor. Member of CATESOL.

Presented during Spring 2012 ESL Saturday Workshops provided for community ESL teachers.

Last Name

Costa

First Name

Carol

MIStatus:

Retired in past 5 yrs.

Shared W/other program(s): Year Retired:

No

2010

Years of Service:

29

Specialty:

ESL lower levels

-

Leadership: List involvement in committees or other service

Besides serving on many many ESL committees, she was a part time UPM rep and served on the Health and Safety Committee, the Sabbatical Leave Committee. Presently the UPM rep to the North Bay Labor Council.

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Dutton	Caroline	

<u>Status:</u> Part-time, ETNUM	<u>Shared W/other program(s):</u> <u>Year Retired:</u> No
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<u>Years of Service:</u> 8	<u>Specialty:</u> ESL	-
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Leadership: List involvement in committees or other service

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Eskildsen	Harriet	

<u>Status:</u> Full-time, tenured	<u>Shared W/other program(s):</u> <u>Year Retired:</u> No
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<u>Years of Service:</u> 2.5	<u>Specialty:</u> DSPS	-
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Leadership: List involvement in committees or other service

Moved into NC ESL from DSPS in fall 2011.

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Fahouris	Fotine	

<u>Status:</u> Part-time, ETNUM	<u>Shared W/other program(s):</u> <u>Year Retired:</u> No
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<u>Years of Service:</u> 3.5	<u>Specialty:</u>	-
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Leadership: List involvement in committees or other service

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Fletcher	Sandy	

<u>Status:</u> Part-time, ETNUM	<u>Shared W/other program(s):</u> <u>Year Retired:</u> No
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Years of Service:

7

Specialty:

ESL

-

Leadership: List involvement in committees or other serviceLast Name

Hayne

First Name

Kate

MIStatus:

Part-time, ETNUM

Shared W/other program(s): Year Retired:

No

Years of Service:

13

Specialty:

ESL

-

Leadership: List involvement in committees or other service

Various ESL committees including SLOs and testing development. Co-developed curriculum for the level 40s.

Presented during Spring 2012 ESL Saturday Workshops provided for community ESL teachers.

Last Name

Hilty

First Name

Nancy

MIStatus:

Retired in past 5 yrs.

Shared W/other program(s): Year Retired:

No

2012

Years of Service:

19

Specialty:

ESL, pronunciation

-

Leadership: List involvement in committees or other service

Various ESL committees including SLOs and testing development. A member of both CATESOL and TESOL.

Presented during Spring 2012 ESL Saturday Workshops provided for community ESL teachers.

Last Name

Jacunski

First Name

Neal

MIStatus:

Part-time, ETNUM

Shared W/other program(s): Year Retired:

No

Years of Service:

4

Specialty:

ESL

-

Leadership: List involvement in committees or other service

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Johnson	Phyllis	

<u>Status:</u>	<u>Shared W/other program(s):</u>	<u>Year Retired:</u>
Emergency Hire	No	

<u>Years of Service:</u>	<u>Specialty:</u>	-
7	ESL	

Leadership: List involvement in committees or other service

Worked on the NC to CR ESL FIG in Fall 2013.

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Karel	Ellen	

<u>Status:</u>	<u>Shared W/other program(s):</u>	<u>Year Retired:</u>
Part-time, ETNUM	No	

<u>Years of Service:</u>	<u>Specialty:</u>	-
13	ESL, Spanish and French	

Leadership: List involvement in committees or other service

Various ESL committees including SLOs and testing development. (Also teaches French in Community ED.) Ellen developed the English for Childcare curriculum.

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Kaufmann	Michael	

<u>Status:</u>	<u>Shared W/other program(s):</u>	<u>Year Retired:</u>
Part-time, ETNUM	No	

<u>Years of Service:</u>	<u>Specialty:</u>	-
4	ESL	

Leadership: List involvement in committees or other service

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Levin	Magda	

<u>Status:</u> Part-time, ETNUM	<u>Shared W/other program(s):</u> <u>Year Retired:</u> Yes
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<u>Years of Service:</u> 6	<u>Specialty:</u> -
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Leadership: List involvement in committees or other service

Also teaches in the Intensive English Program.

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Lopez-Gutierrez	Gloria	

<u>Status:</u> Part-time, ETNUM	<u>Shared W/other program(s):</u> <u>Year Retired:</u> Yes
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<u>Years of Service:</u> 8	<u>Specialty:</u> ESL and Spanish
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Leadership: List involvement in committees or other service

She has also taught Spanish through Community Education and in the credit Spanish Department.

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Massion	Cheo	

<u>Status:</u> Full-time, probationary	<u>Shared W/other program(s):</u> <u>Year Retired:</u> Yes
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<u>Years of Service:</u> 5	<u>Specialty:</u> ESL
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Leadership: List involvement in committees or other service

- ~ Also teaches Credit ESL.
- ~ Member and co-coordinator of the BSI Committee; Coordinator of the Dedicated Tutors for the English Skills program.
- ~ Helped to write new curriculum for NC ESL dept.
- ~ serve on Professional Development Committee
- ~ Co-Chair of Road to Success Campus-wide event: 2010, 2011, 2012
- ~ Participated in FIG for L40 Students: Barriers to moving to Credit ESL, Fall 2013

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
McKinnon	Sara	H.

<u>Status:</u> Full-time, tenured	<u>Shared W/other program(s):</u> <u>Year Retired:</u> Yes
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Years of Service:

33

Specialty:

ESL, VESL;

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Leadership: List involvement in committees or other service

Many many ESL committees; Co-developed curriculum for level 40s. Coordinator of Noncredit ESL since Jan 2001; Committees include: ESL placement testing, course outline revision, lab resources, Accuplacer for ESL, numerous hiring committees; Wrote and was granted a Marin Community Foundation Grant for Vocational ESL class development two times. Coordinated the development of course outlines, curriculum and materials. Co-coordinated a series of workshops that the COM ESL faculty gave on best teaching practices for teachers at COM and in the community. Presented during Spring 2012 ESL Saturday Workshops provided for community ESL teachers.

Member of the Academic Senate since 2007 and Academic Senate President since 2010. Member of the IPC/PRAC, Curriculum, Compressed Calendar, and Equivalency committees, BSI, and the State Academic Senate Ad Hoc Committee on Noncredit. 2008 to 2011. SLO Facilitator for the College of Marin Academic Senate 2 years. Program Review Facilitator for COM AS for 6 years; Revised all noncredit course outlines fall 2008.

Became full time instructor Fall 2009 and tenured in Spring 2013.

Last Name

McMillan

First Name

Jerry

MIStatus:

Part-time, ETNUM

Shared W/other program(s): Year Retired:

No

Years of Service:

8

Specialty:

ESL

-

Leadership: List involvement in committees or other service

Promotion test redesign committee.

Presented during Spring 2012 ESL Saturday Workshops provided for community ESL teachers.

Last Name

Middleton

First Name

Holly

MIStatus:

Part-time, ETNUM

Shared W/other program(s): Year Retired:

No

Years of Service:

5

Specialty:

ESL

-

Leadership: List involvement in committees or other service

Promotion Test development committee.

Last Name

Molloy

First Name

Josette

MI

Status: Shared W/other program(s): Year Retired:
Part-time, ETNUM No

Years of Service: Specialty: -
16 ESL; Adult Ed and GED

Leadership: List involvement in committees or other service

The interim Director of ESL in 2001. Developed new course outlines for vocational employment skills classes.

Last Name First Name MI
Numaguchi Vivian

Status: Shared W/other program(s): Year Retired:
Part-time, ETNUM No

Years of Service: Specialty: -
3

Leadership: List involvement in committees or other service

Last Name First Name MI
Privitt Karen

Status: Shared W/other program(s): Year Retired:
Part-time, ETNUM No

Years of Service: Specialty: -
8 ESL, VESL, Intensive English, Spanish

Leadership: List involvement in committees or other service

Student Teacher mentor.

Last Name First Name MI
Reilly Sheila

Status: Shared W/other program(s): Year Retired:
Part-time, ETNUM No

Years of Service: Specialty: -
18 Literacy and VESL

Leadership: List involvement in committees or other service

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Rivera	Eloise	

<u>Status:</u> Part-time, ETNUM	<u>Shared W/other program(s):</u> No	<u>Year Retired:</u>
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<u>Years of Service:</u> 11	<u>Specialty:</u> ESL	-
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Leadership: List involvement in committees or other service

Various ESL Committees

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Rivera	Teresa	

<u>Status:</u> Retired in past 5 yrs.	<u>Shared W/other program(s):</u> No	<u>Year Retired:</u> 2012
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<u>Years of Service:</u> 24	<u>Specialty:</u> ESL	-
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Leadership: List involvement in committees or other service

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Roberts	Betty	

<u>Status:</u> Retired in past 5 yrs.	<u>Shared W/other program(s):</u> No	<u>Year Retired:</u> 2012
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<u>Years of Service:</u> 10	<u>Specialty:</u> ESL	-
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Leadership: List involvement in committees or other service

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Russell	Marian	

<u>Status:</u> Part-time, ETNUM	<u>Shared W/other program(s):</u> No	<u>Year Retired:</u>
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<u>Years of Service:</u> 4.5	<u>Specialty:</u> ESL	-
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Leadership: List involvement in committees or other service

Curriculum Development both ESL and VESL.

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Schiff	Cynthia	

<u>Status:</u> Part-time, ETNUM	<u>Shared W/other program(s):</u> <u>Year Retired:</u> No
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<u>Years of Service:</u> 10	<u>Specialty:</u> ESL	-
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Leadership: List involvement in committees or other service

various ESL committees

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Seery	Patricia	

<u>Status:</u> Full-time, probationary	<u>Shared W/other program(s):</u> <u>Year Retired:</u> Yes
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<u>Years of Service:</u> 11	<u>Specialty:</u> ESL	-
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Leadership: List involvement in committees or other service

Various ESL committees. She also taught in the Intensive English Program. Currently a probationary FT faculty member of NC ESL. She wrote course outlines and developed teaching materials for these classes.

Presented during Spring 2012 ESL Saturday Workshops provided for community ESL teachers.

Elected to fill the Noncredit Seat on the Academic Senate.
Treasurer of the Academic Senate.

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Shea	Michael	

<u>Status:</u> Part-time, ETNUM	<u>Shared W/other program(s):</u> <u>Year Retired:</u> No
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<u>Years of Service:</u> 5	<u>Specialty:</u>	-
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Leadership: List involvement in committees or other service

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
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Singer

Ann

Status:

Part-time, ETNUM

Shared W/other program(s): Year Retired:

No

Years of Service:

8

Specialty:

ESL

-

Leadership: List involvement in committees or other service

Various ESL Committees; Teaches the VESL class for childcare. Developed materials for this class.

Last Name

Sukoski

First Name

Marti

MIStatus:

Part-time, ETNUM

Shared W/other program(s): Year Retired:

Yes

Years of Service:

8

Specialty:

ESL

-

Leadership: List involvement in committees or other service

A classified employee for 19 years, she served as the CSEA Classified union job steward. In ESL she has worked on redesigning the promotion tests. She is also teaching in the credit ESL program. She is a member of CATESOL.

Worked on curriculum development for ESL and VESL classes.

Last Name

Terhune

First Name

Jamie

MIStatus:

Part-time, ETNUM

Shared W/other program(s): Year Retired:

No

Years of Service:

2.5

Specialty:

-

Leadership: List involvement in committees or other serviceLast Name

Tudor

First Name

Connie

MIStatus:

Part-time, ETNUM

Shared W/other program(s): Year Retired:

No

Years of Service:

11

Specialty:

ESL

-

Leadership: List involvement in committees or other service

Various College of Marin ESL committees; Mentor for Mentor Me Petaluma in the Petaluma Public Schools.

Non-Instructional Support Staff

ESL-Noncredit-2013

I. Current Support Staff

List of Support Staff

<u>Name:</u>	<u>Type</u>	<u>Purpose :</u>	<u>Hours/Week</u>	<u>To support:</u>
Romo, Lupe	Part-Time	Clerical	20	6000 Students

Leadership: List involvement in committees or other service

Lupe is shared among the three disciplines of the College Skills Department and covers the office nights and Saturdays.

Formerly a student Ambassador for College of Marin.

List of Support Staff

<u>Name:</u>	<u>Type</u>	<u>Purpose :</u>	<u>Hours/Week</u>	<u>To support:</u>
Suarez, Alejandro	Full-Time	Clerical	37	6000 Students

Leadership: List involvement in committees or other service

Alex is shared among the three disciplines of the College Skills Department.

List of Support Staff

<u>Name:</u>	<u>Type</u>	<u>Purpose :</u>	<u>Hours/Week</u>	<u>To support:</u>
Workstudy Students	Work Study	Clerical	7	6000 Students

Leadership: List involvement in committees or other service

The ESL office has just contracted with a new workstudy student to supplement the staff during the semester and also between semesters to help with registration.

For Spring right now she is working 7 hours/week. This may increase.

Facilities Questionnaire

ESL-Noncredit-2013

Last Update: 2/2/2014 16:29:26

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

NC ESL classes are scheduled primarily in the Austin Center, the Portable Village, plus occasionally LC, TB, SMN or FA. The ongoing issue for AC and PV concerns heat and lights. LC 150, the Language and Culture Lab shared with Modern Languages had very few functioning lightbulbs in the fall. Various other classrooms were missing whole sections of lights. Heat/AC is a big issue. AC appears to be in quadrants and most often the side with AC 101, 102, 104, 105, 111, 133 - is cold. Sometimes the ESL office - 137 and the string down the east side are cold. The PV thermostats are unreliable. 5A and 5B share one thermostat yet have very different environments - with one having windows and facing south and the other - facing north.

The Portable Village has a movable cart or two for laptops/projectors, but we hope that if these portables are going to be a long term solution to classroom shortage, that they will also be made smart as well.

Our offices in AC have mixed ventilation issues and those with no carpets have peeling paint on the floors.

Exterior lighting is getting better, but needs to be monitored. Faculty complained about darkness around PV area at the end of their classes in fall 2013. This was passed on and I believe addressed although Lot 13 was not until the recent incident.

Bathrooms....don't get us started....I will say this - the ones in TB flush for a full minute. The ones in AC flush very little and so everyone flushes 2-3 times each time. The toilet in the handicapped stall is so high that most people's feet do not touch the ground.

Curriculum

ESL-Noncredit-2013

Last Update: 2/8/2014 23:55:40

1. What is the focus of your program? (e.g. transfer, basic skills, career technical education, lifelong learning, etc.)

Noncredit ESL covers the basic levels of basic skills English as a Second Language courses - from beginning through intermediate levels. It also includes Vocational ESL classes and citizenship classes.

2. Have there been changes in the field that might impact your course offerings or degrees? Please explain.

not really.

3. Are you planning on changing, updating or revising degree or certificate requirements? Please explain.

Noncredit ESL does not lead to any degrees. We could possibly create chancellor's office certificates that were created several years ago and provide increased funding for districts getting apportionment. We do not get apportionment, so thus far, we have not created these certificates.

4. If available, have you created a "degree for transfer" in your discipline according to SB 1440? If so, what is it?

N/A

5. Have you prioritized your courses according to department goals? (Please attach blueprint)

Yes.

6. Have all your courses been updated in the last 5 years? If not, please list all outdated courses and your plans for revising or deleting them.

Our primary sequence of courses are up for revision this coming spring 2014. This will include the following:
ESLN 10 and 10A, 10B, 10C

ESLN 20L and 20 and 25
ESLN 30
ESLN 35
ESLN 40
ESLN PRON
ESLN NCLAB

The VESL courses were written in 2010 and are still current.
The 6 courses we added a year ago -
ESLN 20L/S,
ESLN 40L/S,
Beg and Int citizenship [ESLN 008 and 009] and
two job search skills courses [ESLV 12 and ESLV 14] are current.

7. Do you plan to develop any new courses or degrees? If so, please describe briefly and explain.

Not at this time.

8. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum or make other programmatic changes? If so, please describe briefly and explain.

Not at this time.

9. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain.

Not at this time.

10. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

N/A

11. Have you reviewed your pre-requisites and co-requisites in the last 5 years?

N/A

Student Access and Success

ESL-Noncredit-2013

Last Update: 2/9/2014 0:20:17

Demographic, enrollment and student success information is available in the Data Dashboard which can be accessed through ARGOS or Intranet. Please use this information and your faculty's own anecdotal experience to answer the following questions.

I. Access

Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program? (e.g. "Poor transportation from Novato and IVC to Kentfield." or "Increase in fees.")

Noncredit ESL has scheduled its classes to give students a wide variety of options depending on their work schedules.

In the mornings, we have started over the last year to offer classes MWF starting at 8 am and also sections of more popular levels starting at 10 am two days a week. We wrote new course outlines to address listening/speaking needs in addition to pronunciation classes already offered. We began to offer these in Fall 2013. The level 40 had very large wait lists and so we shifted some hours to offer a second section at a different time in the morning. We have also written new course outlines and started to offer two levels of citizenship classes open to those who are working towards that goal or who are just interested in learning about how the government works here.

In the evenings we offer the first two levels four nights a week (10 hours/week) and the highest level 40 classes three nights/week with two options: MWR and MTR. These meet for a total of 9 hours/week. We offer the full slate of classes (10, 20, 25, 30, and 35) on both Monday/Wednesday and Tuesday/Thursday. These classes meet for 5 hours/week. This semester we are trying out one section of level 10 on Mondays and Tuesdays since sometimes students who work weekends have those two days off.

We also offer two sections of pronunciation, a section of the Hotel/Restaurant Worker VESL class, a section of the intermediate citizenship class and the ESL for Employment class in the evenings.

Some students can attend only on Saturdays, which is often the only time they have available. We offer 9 ESL classes and 3 VESL courses on Saturdays.

We now offer four levels of ESL: 10, 20 30 and 40 at the Indian Valley Campus in the evenings.

We have an open lab at the Conservation Corps in the Canal area in San Rafael from 10 to 2 Mondays and Tuesdays.

We have also started offering classes from 4 to 6 pm especially for high school students who need extra help but also for any student who would like an additional class.

As far as transportation barriers, IVC is not so easily accessible by bus. But it is likely a factor at Kentfield as well since out of 297 responses on the Fall 2013 survey, 72 percent drive to school.

We should also mention that we appreciate having our summer program back. Due to budget cuts, Noncredit ESL lost its entire summer program in summer 2013. We are pleased to be able to offer it again this year.

II. Student Success

Based on course completion rates and grades in your courses (available on the Data Dashboard), and more importantly, based on you and your colleagues experiences in class, what do faculty in your discipline feel are significant factors or barriers influencing student success in your courses or programs? Please begin with: Students who don't succeed often struggle with _____," and then analyze what you think are the reasons behind their difficulties which could range from socio-economic factors to issues more directly related to course work or presentation.

Since Noncredit does not assign grades, our data is not in the dashboard. However, we do give level-wide promotion tests at the end of each semester and analyze the results. Please see the SLO section of the program review for more information on this.

Outside of that, it depends on how you define success. The state currently is exclusively defining it as moving from noncredit to credit classes.

Several Noncredit teachers worked on a FIG in fall 2013 to look at the issue of students moving from noncredit to credit. There are tremendous barriers for noncredit students trying to make this jump, primarily due to cost. Students were surveyed in writing and in focus groups only this question in fall 2013 and cost was the overwhelming reason given. Another reason for students not moving up was a worry about work schedules changing and thus not being able to commit long term. Of 297 responses on 13 percent do not work. 22 percent work 20 hours or less each week. 19 percent work from 21 to 30 hours/week. 28 percent work 31 to 40 hours/week and 18 percent work MORE than 40 hours a week. Another was worry that they were not ready for credit level work. The teachers came up with several strategies on how to overcome this last barrier:

- having former noncredit students who have successfully continued on visit to level 40 classes about their experiences;
- having credit teachers visit as well;
- continuing to have counselors visit classes to give presentations on next steps.

That said, this by no means should lead us to the conclusion that our students are not successful. While noncredit students often repeat a level at least once, this is often due to their not being able to attend as regularly as they would hope or to the fact that their work schedules only allow them to study 4 to 5 hours/week.

For those who remain in a particular level for longer than 2 to 3 semesters, this is generally due to their level of education and literacy. In our Fall 2013 survey, out of 308 responses, only 56 percent had graduated from high school. Of the 308 responses 19 percent went to school for 1 to 6 years, and 18 percent attended school from 7 to 9 years. Students with less formal education have a harder time understanding how to do exercises that most of us take for granted and they have a hard time organizing their ideas into paragraphs that follow basic English rhetorical styles.

Wait lists have been historically a barrier in our program. However, currently we have enough classes to cover most student need and where we see needs we adjust offerings in subsequent semesters. Compared to the 2004-2007 study when 73 percent of 431 students said they HAD been on a wait list list at some point, in Fall 2013, of 297 students surveyed, only 40 percent had been on a wait list. This time around, 60 percent said they had NOT been on a waiting list, 17 percent reported waiting for less than one month, 15 percent waited 1 to 2 months, 5 percent 3 to 4 months and only 3 percent for 5 or more months. The last group generally did not come in to ask early on and much later discovered that the address was wrong and so did not receive letters.

Another area that has been difficult over the years was that due to demand, we were not able to let students take more than one class. We have now developed a number of additional focus classes in the areas of pronunciation, listening/speaking, citizenship, and vocational ESL which students may take in addition to their regular level classes.

III. Improving Student Success and Retention

Please check off which of the following student support services your students used:

- Bookstore
- Computer Labs for student use
- Counseling
- DSPS
- Financial Aid
- Library
- Transfer Center
- Tutoring

What is their level of satisfaction? Are your students having any problems with any of these services? If so, please explain.

The bookstore is used by all noncredit ESL students. I would imagine they feel the books are a bit overpriced (although NC ESL books are cheaper than most). IVC teachers find the bookstore solution at IVC to be less than optimal.

Noncredit students visit the LC 150 Language and Culture Lab with their classes once or twice a month to practice English with computer programs. They also learn basic moves with a mouse and get to know the keyboard.

Counselors visit level 40 classes to talk about next steps and perhaps also lower level classes as well. Less than 25 percent of responders in the survey reported seeing a counselor.

We have the occasional student who comes from DSPTS including one blind student in the past and a couple of deaf students who come with signers.

Upper level classes sometimes have a tour of the library and get library cards.

The tutoring center has offered conversation sessions in the early afternoon over the last couple of years which have been well-received.

Financial aid and the Transfer Center are not applicable.

IV. How do you make sure your students are able to get through your program in a timely fashion? (e.g. "Schedule all required classes every semester.")

We schedule the full range of levels in the mornings, evenings and on Saturdays. The majority of our students work one or more jobs or are working parents. We offer various schedules to accommodate their schedules and still give them opportunities to develop their English skills. We have begun to offer classes starting at 8 in the morning and the more popular levels additionally two days a week starting at 10 am for parents who need to take their children to school first.

Student Learning Outcomes

ESL-Noncredit-2013

Last Update: 2/2/2014 18:1:4

I. General Education/College Wide Outcomes

1. Did you use the shared assessment rubrics and if so which one(s)? If you used your own assessments or rubrics, please describe. Which courses were assessed?

Noncredit ESL Is not a General Education discipline, but the college-wide SLOs of written and oral communication, critical thinking, and information literacy at the higher levels do play a major part in our outcomes. We do not use the shared rubrics as they are for college-level work and our students are a long way from there.

2. GE/College Wide Assessments:

- What did you learn from the analysis of your results?
- What do you plan to change in the curriculum, pedagogy, course outline, etc. as a result of what you have learned? Or what have you already changed?
- Will these changes require new resources or a reallocation of resources? If so, explain using data.
- How have previously made changes affected student learning? Use qualitative and quantitative data to support your response.

Not applicable to Noncredit ESL.

II. Course Level Outcomes:

1. What Student Learning Outcomes have you assessed from your course outlines over the last year? Describe the assessment, the sections where the assessment was used, and summarize the results.

At the end of each semester, noncredit ESL classes give promotion tests to student in each level. For levels 10, 20, and 25, the tests include reading, writing, listening and grammar sections. The level 30/35 test includes grammar, critical thinking, and writing. Student Learning Outcomes for each level are folded into the exam questions. VESL, pronunciation, citizenship and listening/speaking classes are assessed by individual instructors.

The department began doing these tests in 2006. The tests were created by NC ESL faculty and are regularly reviewed and revised based on student achievement of SLOs. The grammar section and/or the writing section is analyzed each semester. Results are tabulated, aggregated, and discussed at department meetings. Test questions have been revised and strategies developed to address areas of difficulty for students. Recent revisions to the writing sections of all levels were implemented in Fall 2012 and were based on item analyses of the writing sections completed by each instructor in Fall 2011 and Spring 2012. Additional tweaks have been made to the tests during 2012-2013 and F2014 for the level 40 test.

Our course outlines are up for their five-year review this spring, so some things may be revised based on assessment results over the last few years. Specific strategies used by faculty are outlined in Section II below.

A report on results for three semesters (F11, S12, F12) can be found posted on the results section of the COM SLO Website. A total of 1282 student exams for levels 10, 20, 25, 30 and 35 were analyzed for the three semesters.

NC ESL currently offers 7 sections of level 40, which is the bridge class to credit ESL. The level 40 test has 11 sections which are scored individually so that we can analyze student achievement on specific SLOs. About 600 students were tested during the Spring 2011, Fall 2011, Spring 2012, Fall 2012 and Spring 2013 semesters. Overall class results were studied in Fall 2012 to determine the number of classes scoring below 70 percent in each section. Faculty found that achievement had improved in 9 of the 11 areas. The test instructions for the two areas where students continued to have difficulty were improved. A report on level 40 from F11 through S13 is included at the above link.

The following SLOs are assessed in the promotion tests described above. Results can be found on the results section of the COM SLO Website

Level 10

Fill out very simple identification forms
 Be able to respond to basic personal information questions orally and in writing.
 Use the verb to be, WH-question words (who, what, when, where, why, how),
 Use subject pronouns,
 Use prepositions of time and place.
 Use the present and present continuous tense.
 Express basic wants and needs
 Express abilities and obligations with can and have to.

Level 20

Distinguish between simple and continuous present, simple past and future
 Use subject and object pronouns and possessive adjectives correctly
 Use prepositions of travel/movement to give or follow directions
 Use infinitives with like, want and need.

Level 25

Produce simple and compound sentences with conjunctions
 Sequence 3-5 sentences with simple transition words.
 Use past continuous and irregular past tense verbs.
 Use modals in their simple form.
 Utilize spelling rules for plurals, comparatives and superlatives

Level 30 and 35

Use the correct verb forms in present tense, particularly in 3rd person singular.
 Use comparative and superlative forms
 Use present perfect with common regular and irregular verbs
 Use all modals in simple form
 Write complete affirmative and negative compound statements and questions in various tenses.
 Write a simple paragraph with capitals and periods.

Level 40

Recognize and identify basic parts of speech
 Recognize and correct basic errors in subject/verb agreement and word order
 Use correct sentence boundary punctuation (capitals, periods, question marks)
 Use basic modals, the present, past, future and present perfect tenses
 Locate and report information by scanning short written passages
 Express their opinions, describe present and past experiences, and future plans orally or in writing

2. What improvements have you made or do you plan to make in the future based on the results of your SLO assessment?

Noncredit ESL teachers meet 4 times each semester (with two times provided: one late afternoon and also Saturday afternoons after class). In these meetings, teachers often discuss different textbooks they have used and why they do or do not like them. They bring examples of games or lessons that they use for particular SLOs. We have a book fair once a semester at which publishers bring their textbooks for teachers to choose their books for the following semester. At the end of each semester, all levels give promotion tests that we have created and honed over the last 7-8 years. Overall results are tallied and teachers do an item analysis of one of the four sections, usually either the grammar or writing section. These results are aggregated and shared at one of the meetings.

Discussions have led to revisions on the test items and instructions and to individual teachers working on strategies to improve student performance in specific areas.

Noncredit allows students to enter for the first 12 weeks of the semester and students often have problems attending all classes due to work schedules, so some students are more prepared than others for the promotion test. Thus, there can be a range of scores much of which is due to that fact.

Programmatic SLOs for ESL revolve around the ability to communicate in English using any of the skills: listening, speaking, reading and writing. In order to do this, students must develop a wide vocabulary and an ability to apply grammar rules. Most importantly, in order to become more fluent, students must not be afraid of making mistakes, otherwise, they will never be able to communicate. Course level SLOs revolve around more specific grammar points and linguistic skills, but they all point to the end result of communication.

Eleven teachers answered the following question:

Over the last few years we have analyzed the results of our promotion tests. Please note the level and then answer: What strategies or activities have you used to address the areas where students were having trouble?

Strategies to overcome performance anxiety and/or non-participation of beginning (and/or new) students include:

- ~ working with beginning level students on understanding directions before they do any activity
- ~ initially using Total Physical Response to show understanding of spoken language without having to produce an answer right off
- ~ working together in small groups to work out exercises
- ~ repeating answers in unison
- ~ one teacher has students stand up when giving an answer
- ~ asking several students to each write one of the answers in an exercise on the board at the same time so that who wrote what is forgotten when we go over the answers together

Being able to formulate questions is half of any kind of communication. Question formation is an SLO at all levels and students find it more and more challenging the more verb tenses they are exposed to. Teachers are giving extra practice throughout the semester on question formation at all levels in many different ways.

If there is time before the end of the semester, teachers are able to give additional exercises and homework in areas where students had had trouble on the test.

One teacher reports that she gives Level 20/25 students Information Gap exercises in which pairs of students are given essentially the same chart with different sections left blank. Students may not look at their partners worksheet but must ask and answer questions in order to get the information they need to fill in their chart. When the activity is completed, both students should have the same information on their charts. This exercise can be very effective in teaching the s on third person singular, along with the negative doesn't and don't for discussing more than one person who may (or may not) share the same activity. It's also great for practicing more simple present verb control with the use of questions, using do and does.

One teacher gives her level 30 students an 80 Sentence Challenge in which students are given a worksheet with columns of possible time/frequency words, subjects and verbs from which students spend the semester creating 80 original sentences. Students would then have this as a reference going forward.

One teacher uses a book titled, "10 Steps: Controlled Composition for Beginning and Intermediate Language Development" by Gay Brooks and Jean Withrow. This book is comprised of a series of simple short passages, which can be edited with the class. Various manipulations of the passages can be undertaken by the students, so they only change, for example, the subject of the passage (one woman, for example to two women), so that they practice the s on the third person verb in the simple present, and along with that, negatives like doesn't and don't have to be changed. Once students have practiced enough of these types of manipulations with the guidance of the teacher at every sentence, they can then practice working on similar exercises with a partner.

Irregular Verbs: Teachers often divide up irregular verbs in manageable chunks for students to practice and memorize and use in sentences. These are practiced and reviewed and come back to throughout the semester. They are quizzed and used in games and writing and conversation activities.

One teacher reports: For objectives that I know to be challenging, the students work together in class in recognizing what the objective is and recreating it. For example, writing summaries is challenging. But once students can pick out a topic sentence, main points and supporting statements, they can reduce the material down to the topic and main points. Then the whole class can reason through their choices. This exercise gives individual students a method of approaching an assignment for themselves.

Our students are not always accomplished academically, but they are successful in the ways they manage their lives. I try to draw parallels between the way they approach personal issues and academic issues. In this way, they can appreciate that they already have the skills needed, and can apply them to a different sort of situation.

Difficulties with the writing process and a strategy for paragraph writing: My level 35 and 40 students have trouble with the writing process, specifically paragraph structure including brainstorming, organizing (outlining) developing main points and supporting details/examples.

Activities: Several teachers introduce a paragraph/graphic organizer to help students identify the important components of a paragraph, so students can visually see how to put ideas into meaningful groups. Next, the paragraph is broken down into sentences on index cards, the cards are scrambled, and the students are asked to organize the cards. This is done several times with a variety of paragraphs. Then the teachers give them a writing prompt, practice brainstorming and then show them how to plug the brainstorm results into an organizer, which is their outline. At this point, they check to make sure they have the main supporting points and details/examples. Now they are ready to write their first draft and can then focus on sentence development, subject verb agreement and paragraph formatting.

Punctuation: One teacher gave an unpunctuated summary of each chapter of a novel the class was reading together. Every week, students re-wrote the paragraph with appropriate punctuation and capitalization. This gave them practice not only on punctuation but also on understanding what a summary is.

Difficulties with parts of speech, identifying and using of correct verb tenses and grammar points in general: Level 30, 35 and 40 students have an array of issues dealing with specific grammar points that they have not grasped in the lower levels for one reason or another or because they entered at a higher level.

Strategy: A group of colleagues collaborated to develop a Reference Page booklet with an index, that is a quick reference guide for specific grammar review topics. We have identified the areas students have reoccurring problems with and compiled review sheets for each issue. A copy of the booklet is given to each of the students at the beginning of the semester and they use it for their own reference and or the teachers pull from the booklet as a grammar issue surfaces. It also contains a list of websites for practicing English for ESL students, which they can use outside of class and/or during lab time.

One teacher states: I take a grammar point, teach it briefly - its form and function - and then create scenarios and questions that demand the use of the grammar point. Then I do those same scenarios throughout the semester. I find that to be key because using a handout just once is not enough for students to "own" the grammar and be able to produce it.

This teacher describes how she approaches teaching modals. Initially, she briefly explain the role of modals in terms of how they change the meaning of a sentence, for example,

I eat breakfast every morning.
I should eat breakfast every morning.

For giving advice, she gives students lots of practice with questions that demand the use of the modal in the response. For example,
What should I do if I lose my credit card?
What should I do if I cannot understand what the teacher is saying?
What should I do if I cannot come to class?
What should I do to improve my English?

Providing lots of practice with scenarios help students to understand the meaning conveyed by the modal. For should have and should not have, she creates scenarios such as:

You cut your brother's hair to save money and it looks terrible.
Response: I shouldn't have cut his hair. I should have given him the money to get his hair cut.

Point of Improvement

ESL-Noncredit-2013

Last Update: 2/8/2014 23:56:8

Instructions: *after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.*

I. Program Excellence (Best Practices)

Please address any of the following areas:

Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

Overall Program Structure:

Noncredit ESL offers a full continuum of levels to bring students from beginning to intermediate and ready to move on to credit. We have articulated our classes with credit ESL so that there is a minimum of overlap and students can move seamlessly through the entire sequence. The noncredit ESL sequence provides a highly defined structure for teachers to follow so that students successfully complete each level and pass promotion tests.

Noncredit ESL classes have more contact hours which allows students the opportunity for more time on task, more time to use what they have learned in a variety of ways. These classes are multi-skill so that content is practiced using various learning modalities including aural, oral, visual and kinesthetic.

All of the ESL classes include individual, pair and small group learning experiences. Active participation is a requirement. In addition, students have access to a computer language lab and an ESL lab with an ESL teacher present to help.

ESL students with learning disabilities receive services through the Disabled Students Program.

Faculty:

While noncredit ESL is staffed primarily by part-timers, we now have 4 full time faculty who can devote their energies to making the program better and better. All faculty make good use of flex time to develop various aspects of the program as well as to develop and improve their own teaching skills. Noncredit ESL hires well-qualified teachers with 95% having Masters Degrees in TESL or related fields.

Faculty Collaboration:

- ~ Sharing of information is done routinely at department meetings. It is also done in an informal manner between individual faculty members. Non-credit faculty members attend routine meetings as this is considered a part of their load.
- ~ Same level classes taught at different times of the day often share materials and develop materials together.
- ~ Level 40 teachers work together to develop curriculum to be used in all five sections.
- ~ New teachers are mentored by long-time teachers.
- ~ TESOL and CATESOL information is shared in department meetings.

Staff:

The staff members in the ESL office are often the first place where students come for information. The staff is well-trained and bilingual in some languages. They go out of their way to patiently direct students to the appropriate college or community service.

Students:

Self-Direction: Noncredit ESL is, by its nature, self-directed. Nothing forces a student to enroll or stay in class. Progress is dependent on students achieving a certain level of competency. Students learn that their progress and success rests on their own shoulders. Students who enter our program are motivated by family and work-related necessities. Their initial goals

revolve around language acquisition, but as time goes on, these goals increasingly evolve to include vocational training or college as ultimate destinations.

Metacognition: As students acquire skills, teachers frequently ask students to explain why they have used a particular word or grammatical structure in order to make students conscious of the rules of this new language and to be aware of its differences from their native languages. Everything in ESL is taught in context, with realia, through text or audio/video...from the very first word taught in Level 10 to a paper in 120.

Retention and Success: Noncredit ESL: 60% of students, on average, remain in class from the beginning to the end of the semester. 65% of students, on average, move up after completing one semester in a particular level. Student evaluations report an overall positive response to ESL instructional practices.

Lifeskills: Noncredit instruction includes lifeskills components so that everything students learn is related to daily life. Most classes end with an opportunity for students to apply what they have learned to their own personal life and to freely share experiences orally or in writing. In order to foster communicative language acquisition, collaborative pair-work or small group work and cooperative learning exercises are the norm in ESL classes.

Study Skills: Many ESL students have limited educational backgrounds, so learning how to organize themselves is vital to their success. Noncredit students and credit level 50 students are systematically taught about paper size, where to put their names, date, class info, how to use margins and skip lines, how to organize their class work and handouts in a binder, how to complete homework assignments on time and the beginnings of note-taking.

II. SLOs

As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions.

Please address strengths and constraints/ Future Goals & Recommended Actions for each of these questions.

1. What do you do to help student achieve particular outcomes? Do your students struggle with particular SLOs?

Students generally do quite well on listening and reading outcomes as these are more passive skills. Written application of grammar rules, being based on their ability to produce accurate responses, are slower in being achieved. Instructors continue to discuss and adjust new strategies for helping students develop their accuracy. While textbooks tend to focus on fill in the blank type exercises, instructors are adding many additional activities to improve on their students production capabilities.

2. How can you improve student performance on this outcome? Give specific strategies.

Please see SLO section for long detailed explanation on the many strategies employed at different levels.

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. **Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.**

We asked students in 2007 and in 2013 about their access to computers at home. In 2007, overall only 49 percent had access to a computer at home. Only 36 percent of Level 10 students had access, but it increased as the levels increased to 70 percent of level 35 and 63 percent of level 40. In 2013 this question produced quite different results. Now, of 297 responses, an overall 82 percent have access at home. Now even 83 percent of level 10 students report access, 68 percent of level 20/25 students, 92 percent of 30/35 students and 85 percent of level 40 students. In addition 77 percent of students overall reported having access to smart phones.

Our program has always prided itself on providing equal access to all students and thus has shied away from anything requiring computer access. But it appears that this barrier may be finally shrinking to a great degree. Therefore, perhaps we will begin to look at additional ways of providing homework, strategies for flipping the classroom, etc. Distance Ed classes are really not an option for a subject devoted to teaching students to communicate in all modalities and for a population which requires face to face interaction, feedback, encouragement, etc. However, we would like to create supplementary materials, exercises, etc that would be accessible online on a website for our students.

We haven't done much with social media up to now, but that may also be a strategy to build community among our students.

Another suggestion is to hold workshops for Level 40 students to help them fill out the application for credit classes.

III. Moving Forward Objectives (Planning)

What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

In 2010, we surveyed our students on vocational ESL needs and from that survey created eight new course outlines in the following areas: housekeeping, hotel/restaurant work, gardening, childcare, healthcare, and and ECE/ESL bridge. We applied for and received an \$85,000 grant from the Marin Community Foundation to fund the development of curriculum and to offer these classes during 2010-2011. This was successfully implemented and we were able to apply for a renewal grant the following year. We received funding (an additional \$80,000) to continue these courses and also to hold Saturday professional development workshops for our own teachers and community organization ESL teachers in the bay area. A number of our teachers developed presentations on a variety of topics and offered 10 workshops which were well-attended. The most popular of these classes, the hotel/restaurant class and the childcare class have been subsumed into our regular hours, so that we can continue without grant funding.

We have also developed course outlines and curriculum and begun to offer classes for two levels of listening/speaking classes, two levels of citizenship, and two classes focusing on looking for work - filling out applications, writing resumes, and interviewing.

IV. Assessment of Previous Program Reviews:

- 1. What resources have you been granted from your previous program reviews?*
- 2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?*
- 3. What changes have you implemented based on previous program reviews?*
- 4. What results have you found?*

The main thing that Noncredit ESL has been granted has been three full time hires - one in 2009 and two more who began in Fall 2012. These teachers have been able to assist in program review, SLO assessment, curriculum development - writing new course outlines for two very successful classes as well as to assist in research, placement and promotion testing, etc. Other requests for resources have not been approved.

VI. Other concluding remarks.

Department Chair Comments

ESL-Noncredit-2013

Last Update: 1/31/2014 14:46:35

1. Please make any comments on, Student Access and Success, Facilities, Curriculum and SLO sections.

I can only concur with the comments made about the particular facilities in Austin Center.

2. Please comment on the Point of Improvement section.

I know that Noncredit ESL will continue to work with CR ESL in doing all it can to encourage those students in NC ESL 40 (7sections) to take classes in the CR ESL sequence.

3. For Instructional/ Student Services PR: What are your priorities if asked to make further reductions? (Please be specific and address staffing, units/classes, supplies, service contracts, etc.) What reductions have already been implemented in recent years?

In 2013, NC ESL cancelled summer classes and reduced its offerings in the fall semester. All three disciplines in COSK reduced their offerings when asked.

4. Other comments