

*TORCHLIGHTS  
IN ESL*

*Five Community  
College Profiles*

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## PUBLISHER'S NOTES & CREDITS

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

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

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

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

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

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

*College Profile 2:* City College of San Francisco, CA (pp. 2-1 to 2-26)

*College Profile 3:* College of Lake County, IL (pp. 3-1 to 3-21)

*College Profile 4:* Seminole Community College, FL (pp. 4-1 to 4-27)

*College Profile 5:* Yakima Community College, WA (pp. 5-1 to 5-22)

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

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

**BUNKER HILL COMMUNITY COLLEGE**

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**A. THE COLLEGE & ITS STUDENTS**

**1. The College**

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

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

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

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

## 2. Students

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

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

### **B. ESL PROGRAMS OFFERED**

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

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

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

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

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

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

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

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

**C. NONCREDIT ESL PROGRAM CHARACTERISTICS**

**1. Differences Among Programs**

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

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

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

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

## 2. Noncredit BSL Program

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

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

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

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

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

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

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

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

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

### **3. Adult Education ESOL**

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

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



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

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

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

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

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

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

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

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

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

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

#### **4. Other ESL Offerings**

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

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

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

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

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

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

#### **D. SPECIAL FEATURES**

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

##### **1. Transitions to College**

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

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

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

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

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

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

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

## **2. Spanish Literacy and Spanish GED**

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

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

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

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

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

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

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

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

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

### **3. The Use of the REEP Rubric in ESL Programs**

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

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

## **E. USE OF TECHNOLOGY**

### **1. Language Lab**

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

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

## **2. IBM Reading Recognition and Write:OutLoud Programs**

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

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

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

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

### **3. Other Technology Applications**

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

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

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

### **E. ARTICULATION AND TRANSITIONS**

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

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

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

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

## **F. FACULTY**

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

**Faculty Differences**

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

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

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



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

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

## **G. MANAGEMENT**

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

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

## **H. FINANCING**

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

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

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

## **I. EFFECTIVENESS**

### **1. Learning Gains**

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

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

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

### **2. Retention**

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

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

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

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

### **3. Transitions**

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

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

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

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

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

## APPENDIX

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

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

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

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

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

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

\*NOTE: BLL courses are excluded

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

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

**Table 5. Recommended Materials Used in Noncredit BSL Program**

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

**Table 6. Materials Used in ESOL Program**

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

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

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

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

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

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

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

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

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

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

| <b>Program</b>       | <b>Total Number of Students</b> | <b>Number of Students Who Attended More than One Semester</b> | <b>Percent Retained</b> |
|----------------------|---------------------------------|---|-------------------------|
| <b>Noncredit BSL</b> | 874                             | 121   | 13.9%                   |
| <b>ESOL</b>          | 330                             | 139   | 42.1%                   |
|                      |                                 |   |                         |

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



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

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

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

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

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

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

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

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

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

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

**Educational Gains and Attendance by Educational Functioning Level**  
Fiscal Year 2005

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

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

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

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

**CITY COLLEGE OF SAN FRANCISCO**

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San Francisco, CA 94112  
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by

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**A. THE COLLEGE & ITS STUDENTS**

**1. The College<sup>1</sup>**

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

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

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

**2. Students**

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

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

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

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

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

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

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

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

<sup>3</sup> City College of San Francisco Office of Research, Planning and Grants.

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

## **B. ESL PROGRAMS OFFERED**

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

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

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

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

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

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

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

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

## **C. NONCREDIT ESL PROGRAM CHARACTERISTICS**

### **1. Courses**

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

CCSF offers the following types of noncredit ESL courses:

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

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

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

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

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

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

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

## 2. Coenrollment

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

<sup>7</sup> Decision Support System, CCSF Office of Research Planning and Grants



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

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

### 3. Admissions

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

### 4. Placement

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

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

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

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

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

## **D. SPECIAL FEATURES**

CCSF offers the following special programs for ESL students:

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

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

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

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

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

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

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

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

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

## **E. USE OF TECHNOLOGY**

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

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

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

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

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

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

## **F. ARTICULATION**

### **1. ESL Noncredit to Other Noncredit Courses**

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

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

### **2. Noncredit Courses to Credit Courses**

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

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

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

### **3. Noncredit ESL to Credit Courses**

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

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

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

### **4. Noncredit ESL to Credit ESL**

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

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

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

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

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

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

## **G. FACULTY**

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

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

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

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

## **H. STAFF DEVELOPMENT**

Staff development programs for CCSF ESL instructors include:

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

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

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

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



## **I. MANAGEMENT**

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

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

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

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

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

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

## **J. FINANCING**

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

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

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

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

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

## **K. EFFECTIVENESS**

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

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

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

### **1. Noncredit ESL Retention**

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

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

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

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

## **2. Noncredit ESL Learning Gains**

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

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

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

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

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

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

who are younger than 20 or older than 29 are somewhat more likely to move up more than a single level compared to those who are 20 to 29.<sup>18</sup> Perhaps this is because the 20 to 29 age group is more likely to leave school to get a job.

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

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

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

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

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

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

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

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

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

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

### 3. Transitions

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

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

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

percent also take a credit course at some point.<sup>21</sup> The number of students in the credit program at CCSF who came from noncredit ESL is significant. In fall 2004, 36.5 percent of all credit students (including credit ESL students) who started in the noncredit program (when measured by headcount) had prior enrollment in noncredit ESL. When measured by FTES, 48.7 percent of prior noncredit enrollment of credit students was in noncredit ESL<sup>22</sup>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<sup>27</sup> S. Spurling, "Summer 1998-Fall 2006.

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



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

Noncredit ESL origin students are slightly more likely to be transfer-ready than other noncredit origin students and credit origin students. (The college defines “transfer-ready” as having completed 56+ units of transfer courses plus transfer English and math.) Those students whose origin was noncredit ESL were more likely to achieve transfer ready status if their last noncredit ESL level was Level 7 or 8.<sup>29</sup>

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

The table below shows completion rates for CCSF.<sup>30</sup>

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

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

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

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

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

## APPENDICES

### Appendix One

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

Number of Terms at CCSF

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

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

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

**Noncredit Summer 1998 to Fall 2005**

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

**NOTES:**

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

20% who start in Level 1 take two levels.

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

**Appendix Two**

**NRS REPORTS**

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

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

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