

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

COLLEGE OF LAKE COUNTY

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A. THE COLLEGE & ITS STUDENTS

1. The College

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

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

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

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

2. Students

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

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

B. ESL PROGRAMS OFFERED

1. Major Offerings

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

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

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

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

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

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

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

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

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

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

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

2. Other Programs Offered

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

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

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

3. Status and Eligibility of Students

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

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

C. NONCREDIT ESL PROGRAM CHARACTERISTICS

1. History

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

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

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

2. Lifeskills Classes

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

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

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

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

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

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

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

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

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

3. ESL for Academic Purposes

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

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

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

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

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

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

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

4. ESL Support Classes

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

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

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

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

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

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

D. SPECIAL FEATURES

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

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

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

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

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

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

E. USE OF TECHNOLOGY

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

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

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

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

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

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

F. ARTICULATION & TRANSITION

1. From Noncredit Adult Education ESL to Academic Credit ESL

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

2. From Noncredit ESL to ABE/GED

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

3. From Noncredit ESL to College Credit Courses

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

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

4. From Credit ESL to College Credit Classes

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

5. From GED to College Credit Classes

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

6. From Noncredit ESL to ESL Supported Certificate Classes

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

7. Other Support for Transitions

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

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

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

G. FACULTY

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

1. Full-time Faculty

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

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

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

2. Part-time Faculty

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

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

3. TESOL Certificate Program

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

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

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

H. MANAGEMENT

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

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

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

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

I. FINANCING

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

1. State/Federal Grant Funds

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

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

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

2. State Apportionment Funds

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

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

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

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

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

J. EFFECTIVENESS

1. Learning Gains

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

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

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

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

2. Retention

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

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

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

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

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

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

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

3. Noncredit to Credit Transitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SEMINOLE COMMUNITY COLLEGE

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A. THE COLLEGE & ITS STUDENTS

1. The College

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

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

2. Students

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

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

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

B. ESL PROGRAMS OFFERED

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

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

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

C. NONCREDIT ESL PROGRAM CHARACTERISTICS

1. History

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

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

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

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

2. Courses

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

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

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

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

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

3. Admission and Placement

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

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

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

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

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

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

4. Instructional Design

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

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

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

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

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

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

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

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

D. SPECIAL FEATURES

1. Total Immersion in English

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

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

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

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

2. Emphasis on Phonemic Awareness

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

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

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

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

E. USE OF TECHNOLOGY

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

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

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

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

F. ARTICULATION & TRANSITIONS

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

1. Moving On!

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

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

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

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

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

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

2. Transition Pathways

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

There are four main transition pathways at SCC:

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

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

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

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

G. FACULTY

1. Faculty Profile

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

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

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

2. Professional Development and Other Faculty Support

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

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

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

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

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

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

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

H. MANAGEMENT

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

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

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

I. FUNDING

1. Program Costs and Expenditures

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

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

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

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

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

2. Sources of Funding

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

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

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

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

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

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

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

J. EFFECTIVENESS

1. Learning Gains

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

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

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

Percentages Completing One Proficiency Level

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

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

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

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

2. Retention

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

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

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

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

3. Transition

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

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

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

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

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

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

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

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

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

APPENDIX A

NRS Table 1: Seminole Community College 2004/2005

Entering Educational Functioning Level	American Indian or Alaskan Native	Asian Native Hawaiian or Other Pacific Islander	Black or African American	Hispanic or Latino	Multi-Racial/Unknown	White	Total
	Male/Female	Male/Female	Male/Female	Male/Female	Male/Female	Male/Female	
ESL Beginning Literacy	0/0	4/11	5/5	83/189	3/5	57/108	470
ESL Beginning Literacy	0/0	3/2	2/0	31/63	2/2	8/19	132
ESL Intermediate Low	1/2	6/15	3/4	88/161	3/5	37/62	387
ESL Intermediate High	0/0	8/26	9/11	92/230	3/12	35/70	496
ESL Low Advanced	0/0	4/21	7/10	90.204	6/8	31/70	451
ESL High Advanced	0/1	2/4	1/2	21/36	1/1	4/8	81
TOTAL:	1/3	27/79	27/32	405/883	18/35	172/337	2017

NRS Table 3: Seminole Community College 2004/2005

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

APPENDIX B

SAMPLE PROGRAM SCHEDULES: INTENSIVE DAY



INTENSIVE ESOL (DAY)

OVIEDO CAMPUS

Fall 2005 (Term 2057)

August 22 - December 9, 2005

**IMPORTANT
STUDENT
INFORMATION:**

• CLASSES BEGIN: August 22, 2005

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

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

ENGLISH FOR SPECIFIC PURPOSES (ESP)

Monday & Wednesday

1:30 - 3:20 PM

COMPUTER SKILLS

CLASS NO. 9505
ROOM OVE-0206

Revised 8-10-05 - etm

SAMPLE PROGRAM SCHEDULES: INTENSIVE EVENING



INTENSIVE ESOL (EVENING)

OVIEDO CAMPUS

Fall 2005 (Term 2057)

August 22 - December 9, 2005

**IMPORTANT
STUDENT INFORMATION:**

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

Mondays & Wednesdays

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

Tuesdays & Thursdays

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

Revised 10-19-05- eim

APPENDIX C

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

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

APPENDIX D

WEB RESOURCES TO LEARN ENGLISH

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

LIFE SKILLS

ESOL LIFE SKILLS STANDARDS

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

FOUNDATIONS LEVEL

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



ACADEMIC SKILLS

READING

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

GRAMMAR

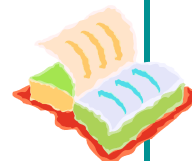
http://www.scc-fl.edu/adulted/els/web_resources/esol-academic-skills-standards/grammar.htm

WRITING

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

SPEAKING AND LISTENING

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



VOCABULARY

VOCABULARY-BUILDING RESOURCES

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

ADULT FLORIDA ESOL FRAMEWORK VOCABULARY LISTS

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



SPECIAL AREAS

TEST-TAKING STRATEGIES

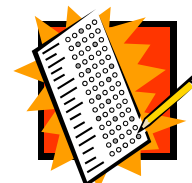
http://www.scc-fl.edu/adulted/els/web_resources/esol-academic-skills-standards/test-taking.htm

CITIZENSHIP RESOURCES

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

SCC ESOL STUDENT SYLLABI

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



APPENDIX E



EAP REQUIREMENTS

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

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

READING

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

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

SPEAKING and LISTENING

-academic lecture comprehension and response-

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

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

WRITING /GRAMMAR

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

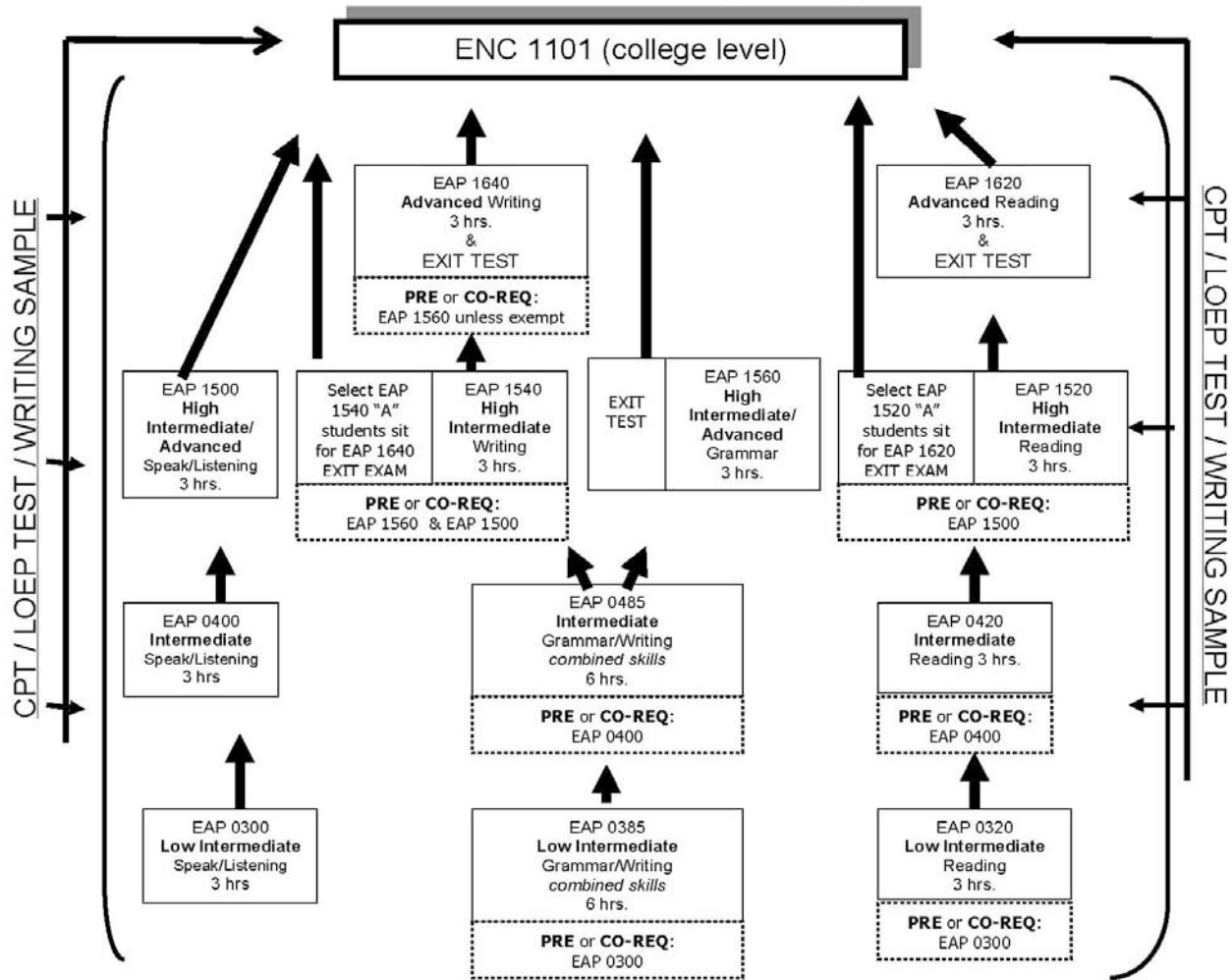
◆ EAP 0385 <i>preparatory</i>	EAP Low Intermediate Grammar and Writing -Combined Skills- (6 credits / 6 hours)	CPT under 83, writing sample, LOEP 76-85
◆ EAP 0485 <i>preparatory</i>	EAP Intermediate Grammar and Writing -Combined Skills- (6 credits / 6 hours)	CPT under 83, writing sample, LOEP 86-95
◆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

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

4-23-06

APPENDIX F

Pathways to English Proficiency at Seminole Community College



EAP (ENGLISH FOR ACADEMIC PURPOSES)

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

APPENDIX G

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

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

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

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

APPENDIX H

SEMINOLE COMMUNITY COLLEGE ESOL PROGRAM EXEMPLARY PRACTICES

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

