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ABSTRACT
               In 1996, the Florida State Board of Community
Colleges conducted a review of English as a Second Language (ESL)
programs in the state's community colleges to determine the status of
instruction for degree-seeking Limited English Proficient (LEP)
students and make recommendations for institutional and state-level
policies. The process included a literature review; a survey of 28
Florida community colleges regarding the assessment and placement of
students, curricula, articulation, and faculty perceptions; and input
from a consortium of state ESL practitioners. The survey found that
although the majority of respondents were satisfied with
identification procedures for LEP and other ESL students, 14 colleges
experienced problems with these procedures. The study also found that
assessment methods varied widely among the colleges and that only 13
colleges reported ESL articulation efforts with area schools or
universities. Funding needs were identified for obtaining more full-
or part-time faculty, laboratories, space, and equipment. Based on
the review process, recommendations were developed related to forming·
a task force to investigate appropriate assessment instruments and
curriculum and performance standards; allowing high school students
whose first language is not English to take assessment tests by the
10th grade; forming a committee to develop articulation efforts
between high school and college curricula; and obtaining funding for
training ESL personnel and related projects. Contains 28 references.
The survey instrument and data tables are appended. (HAA)

FLORIDA
STATE BOARD OF
COMMUNITY COLLEGES

ENGLISH AS A SECOND LANGUAGE

PROGRAM REVIEW REPORT
September 1996

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RECOMMENDATIONS

1. It is recommended that a statewide taskforce be formed in order to examine a selection of appropriate language assessment instruments, standards of quality regarding curriculum, student performance and faculty development for the purpose of insuring continued access and success for LEP students in Florida's community colleges.

2. It is recommended that the instructional issues regarding LEP students within ESL college preparatory courses be addressed as unique and separate from those native speakers in college preparatory courses as defined in 240.117 (F.S.)

3. It is recommended that high school students whose primary language is not English be offered the opportunity to take language assessment tests specifically designed for non-native speakers by the 10th grade in order to identify further ESL instructional needs prior to entering postsecondary institutions.

4. It is recommended that the Division of Community Colleges and the Division of Public Schools appoint a committee to develop articulation efforts relative to curriculum in ESOL high school courses and ESL/ENS college prep/college credit courses.

5. It is recommended that State accountability data be analyzed to study success of ESL/ENS students in credit course work, AA graduation, and in the State University System.

6. It is recommended that the colleges conduct a study locally to determine ESL funding generation, to assess the unmet needs of this population, and to generate a plan that would address strategies for instructional development, staff training, lab instructional support, and needed materials/equipment/or other services.

7. Based on the results of recommendation six, the State Board of Community Colleges will consider supporting a non-recurring budget request to fund appropriate statewide training for ESL employees and/or other projects that may emerge from the study that could be shown to be of statewide benefit for ESL students.

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PREFACE

The State Board of Community Colleges is mandated to review instructional programs on a five-year cycle (Sections 240.147 (5) and 240.312, Florida Statutes and Rule 6A-10.039, FAC.) The English as a Second Language (ESL) report which follows fulfills the statutory requirement.

As the first ESL program review within the Florida Community College System, this report responds to the following recommendations from prior reviews:

1. <u>Letters Instruction Program Review Report</u>, November, 1992, Recommendation 10: It is recommended that state funding for ESL programs be increased to accommodate the growing numbers of non-native community college students requiring such services.

2. <u>College and Vocational Preparatory Instruction Program Review Report</u>, June, 1994, Recommendation: A separate statewide program review of English as a Second Language programs should be conducted as soon as is feasible.

It was further reported in the 1994 College and Vocational Preparatory review that both the numbers of ESL students and the accompanying complications recurred with "persistent urgency in both survey responses and in interview discussions," (p. 59). Among those stated concerns which are addressed in this review are: (1) growing numbers of limited English proficient (LEP) students, (2) defining levels of ESL courses and subsequent course content, (3) consistency in course numbering [from the Florida Common Course Numbering System ESL/ENS prefixes] once appropriate levels have been determined, (4) lack of appropriately qualified ESL instructors, (5) perceived lack of administrative support, and (6) inadequate availability of placement instruments for the target population.

The purpose of this report, which is summative in nature, is to reflect these concerns and the current status of ESL instruction for degree-seeking LEP students throughout Florida's twenty-eight

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community colleges and to make recommendations for institutional and state-level policies which address the findings.

The literature review, with additional citations, is taken with copyright permission from portions of a recent review published in <u>Community College Journal</u> (Ellis, 1995, 26-33).

PROCESS

The process by which the summative review of ESL instruction was conducted was based upon survey responses from twenty-seven of the twenty-eight community colleges as well as input from the Florida ESL Consortium comprised of professionals seeking to improve the quality of instruction for LEP students at community colleges in Florida. These professionals included degreed ESL faculty, faculty serving ESL students but trained in other disciplines -- primarily English and/or reading -- those responsible for conducting research at their institutions, and administrators who supervise instructional departments which include LEP students.

An initial survey instrument was developed by representatives from Broward Community College and Florida Community College at Jacksonville. The criteria for items developed on the survey were based upon responses from an initial survey which initiated the Florida ESL consortium in July, 1993, as well as revised questions from a dissertation study conducted at Florida State University (Stebbins, 1985).

The survey items were reviewed by representatives serving LEP students from seven community colleges at the annual conference conducted by Sunshine State Teachers of English to Speakers of Other Languages (TESOL) held in Ft. Lauderdale in April, 1994. Based upon this input, the survey instrument was forwarded to the Division of Community Colleges which fielded further questions and subsequently distributed the survey via the community college presidents. Then the

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report was drafted and sent to the colleges for input. A second draft was developed and presented

to the Council of Instructional Affairs, Council of Presidents, and the State Board of Community

Colleges before final approval was granted on September 6, 1996.

LITERATURE REVIEW

National Demographics

According to the U.S. Census Bureau, immigration during the decade of the 1980s accounted for one-quarter to one-third of the nation's population growth. Immigration and Naturalization Services (INS) data indicate that legal immigration averaged 570,000 people a year during the 1980s-30 percent higher than the average for the 1970s (Allen and Turner, 1988, p. 23). As a result of legislation enacted in 1990, legal immigration will exceed 700,00 annually through the 1990s. "If current conditions continue," writes Martha Riche (1992, p. 25), Director of Policy Studies at the Population Reference Bureau in Washington, D.C., "the United States will become a nation with no racial or ethnic majority during the 21st century."

Close to 90 percent of legalized immigrants in the mid-1980s settled in only twenty states. The largest resettlements by state were: 1. California, 2. New York, 3. Texas, 4. Florida, 5. New Jersey, 6. Illinois, and 7. Massachusetts. Geographers James Allen and Eugene Turner (1988, p. 27) attribute chain migration within the United States to the initial settlements of large immigrant groups in the 1970s and 1980s. Cities and towns where relatives had established support systems attracted more immigrants of like ethnicity.

Chain migration, however, is becoming less prevalent. Political situations around the globe also impact refugee resettlement. Resettlement areas for refugees in the United States depend, in part, upon the location of social agencies receiving the federal funding to offer resettlement services. Rural areas are no exception. In a ten-year period prior to 1992, the United States received 867,950 refugees and asylees (as separate from legal and/or illegal immigrants not categorized as refugee). Although 70 percent were settled in nine states, all fifty states now have some refugee population

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(Refugee Programs Administration, 1993). It is predicted that if current trends continue, by the year 2025, nearly a third of the nation's total population will have arrived since 1980 (Ellcessor, 1994). Chain migration, coupled with new refugees and immigrants who do not settle in regions with their peers, has an increasing impact upon schools and colleges across the nation -- schools with minimal experience serving multi-ethnic students. How they meet this challenge will determine the security of the American workforce in a global economy (Thomas, 1992).

Florida Demographics

Florida currently ranks third in the nation demographically, with 2.1 million immigrants (News Service, 1995). Florida ranks second nationally in the number of English as a Second Language (ESL) students enrolled in Adult Education classes and also ranks second nationally in the number of LEP adults who are illiterate or functionally illiterate (Office of Vocational and Adult Education). Moreover, 96 percent of LEP vocational students in Florida do not receive vocational certificates. The majority of these students fail to achieve the basic skills score requirement on any of the state-approved skills tests which are normed on native English speaking adult populations (Sunshine State Teachers of English to Speakers of Other Languages, 1994).

According to the Florida Office of Refugee (ORR) Services, 264,686 refugees and asylees were resettled throughout the state from 1975 to 1992. ORR also reported that an average of 1,468 refugees per year were resettled statewide between 1981-87. This average refugee resettlement rate increased to 4,935 per year between 1987-92. Every district has been impacted -- with District 11 (Dade County), District 4 (Duval County), and District 6 (Hillsborough County) as the top three (Refugee Programs Administration, 1993).

Rural counties in Florida are experiencing unprecedented immigrant growth. Census data

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indicated that rural Osceola County, for example, had the largest national Latino growth from 1980 to 1990 -- growing from 1,089 to 12,866 (Kissimmee's Latin Touch, 1993). Other regions of the state that previously had minimal immigrant populations also have experienced dramatic growth. According to U.S. census data, the number of persons speaking a language other than, or in addition to, English in the five county area of northeast Florida increased by 28,202 persons between 1980 and 1990. Additionally, the number of persons who reported that they did not speak English "very well" rose from 2,027 in 1980 to 28,724 in 1990 (Northeast Florida Regional Planning Council, 1993).

According to findings from the Florida Multicultural Task Force, the proportion of culturally-diverse students in Florida's public schools has increased from 32 percent in 1980 to over 38 percent in 1990. In the southern region, minorities increased from 49 percent to 60 percent of the student population. Although this percentage includes African Americans, the percentage of this population remained stable at 24 percent. Among 116,317 students in Florida public schools who were born in more than 100 counties outside of the U.S., 49,958 were reported in ESL classes (Multicultural Education Task Force, 1991). Given the more recent court mandated requirements for identification of LEP students in K-12, this number continues to increase.

Funding Sources

Funding for Adult Education ESL instructional programs is made available via grants to state educational agencies through the Adult Education Act (AEA) PL 100-297 as amended by the National Literacy Act of 1991. This Act, initially established in 1964, under Title II-B of the Economic Opportunity Act, P.L. 88-45, (and further amended six times through 1991) has been a major funding source for demonstration projects, discretionary ESL programs and teacher training

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projects which include the needs of LEP adults. Under the reauthorization process initiated by the U.S. Department of Education in the September 20, 1994, Federal Register, the AEA will undergo revolutionary changes.

It is expected that the current AEA will be extended until October 1997, then repealed when the new bill becomes effective (Keltner, 1995). Future funding is predicted to be in the form of block grants allocated to states through the governor's offices. Based upon current news sources, Keltner predicts that the Gooding bill in the House and the Kassebaum bill in the Senate have the best chance of survival. Both bills combine adult and vocational funding with a strong employment related focus and a recommended 20 percent funding cut. Both bills also share accountability and measurable data requirements relative to student outcomes. Current funding levels, allocation of funding through state education agencies and flexibility within state agencies to design programs responsive to state needs are seen as issues in need of support.

The most isolated ESL programs, however, are those for associate's degree-seeking students. Although academic ESL program needs can be included in Title III development grants within institutions that qualify, neither funding sources nor technical support are explicitly developed through the U.S. Department of Education for academic ESL programs serving degree-seeking immigrants matriculating from U.S. or foreign high schools.

In Florida, the recent legislation giving all community colleges the authority to offer adult education courses, coupled with the implications of the 239.301 (F.S.) and 239.117 (F.S.) relative to the requirement in section two that states students shall pay 100 percent of direct instructional cost for the third attempt, will include LEP students. Within the Florida Common Course Numbering System, ESL instruction for degree-seeking students is included in college-prep (ESL prefix) as well

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as college-credit (ENS prefix) courses. Some colleges that do not offer ESL classes report that LEP students are taught in traditional reading and English college-prep courses (REA and ENC prefixes).

Legal Issues

Legal issues began with the enactment of Title VI of the Civil Rights Act of 1964 which obligated schools with LEP student populations to provide appropriate instruction. Title VI provides that students cannot be excluded from participation in, denied the benefits of, or subjected to discrimination in education programs or activities on the basis of race, color or national origin. The first court case impacted schools with LEP students in 1974 with the landmark class action suit Lau vs. Nichols. This suit, brought on behalf of LEP students of Chinese ancestry in the San Francisco public school system, based its decision on Title VI of the Civil Rights Act of 1964. The Court ruled that providing LEP students with the same standards, curriculum, facilities and textbooks as native English speaking students is not equality. This ruling initiated guidelines for the development of ESL instruction and identification of LEP students in public school systems across the United States. Additionally, the Equal Education Opportunities Act of 1974 established new instructional statutory requirements for public school districts serving language minority students.

The Lau vs. Nichols guidelines were never promulgated as formal regulations; however, they served as a basis for the U.S. Office of Civil Rights (OCR) enforcement activities. They have also been frequently cited by federal courts in Title VI cases and EEOA cases. As part of a 1978 consent decree, OCR agreed to replace the Lau guidelines with formally promulgated regulations. A Notice of Proposed Rulemaking (NPRM) which provided highly prescriptive criteria was published in 1980 and drew widespread criticism. In withdrawing the NPRM in 1981, the U.S. Department of Education continues to use the Lau guidelines to evaluate school districts' compliance to Title VI

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requirements which address the instructional needs and support services for LEP students (Markus, 1995).

The Florida Department of Education, Division of Public Schools, has been involved in monitoring court mandated requirements designed to meet the needs of LEP students in the public schools for five years. In August, 1990, a judge of the United States District Court, Southern District of Florida, signed a Consent Decree giving the court power to enforce an agreement between the Florida State Board of Education (SBE) and a coalition of eight ethnic groups represented by Multicultural Education, Training, and Advocacy, Inc. (META) and Florida Legal Services attorneys regarding the identification and provision of services to students whose native language is other than English.

META and Florida Legal Services based the litigation on existing laws and litigation such as Brown vs. Board of Education Topeka, The Civil Rights Act of 1964, The Bilingual Education Act of 1968 (P.L. 90-247), The May 25th Memorandum (May 25, 1970), The Bilingual Education Act of 1974 (P.L. 93-380), The Bilingual Education Act of 1978, The Bilingual Education Act of 1984 (P.L. 98-511), Lau vs. Nichols, The Education for All Handicapped Children Act (P.L. 94-142), and Doe vs. Plyer. The question of basic student rights to equal educational opportunities for students whose home language is other than English was brought before the courts. This has brought sweeping educational changes regarding identification of LEP students, services, curriculum, teacher certification and in-service training relative to ESL instruction throughout the public school districts in Florida.

The full spectrum of court mandates related to the Consent Decree apply to LEP students enrolled for high school credit in Adult High School programs that are administered by community

colleges or local school districts. Several Technical Assistance Papers delineate the guidelines for appropriate LEP services in adult education programs (Division of Vocational, Adult, and Community Education, Technical Assistance Paper No. 005-ADED-92). In addition to Adult High School requirements, the paper cited the following:

> Although the 1990 ESOL Agreement does not apply to adults enrolled in adult general education programs, adult LEP students must have equal access to program subject matter, content and benefits; and instruction and services need to be made understandable to them. Support of this guidance is provided by Title VI of the Civil Rights Act of 1964 and the Florida Educational Equity Act, s. 228.2001, Florida Statues. SBE Rules 6A-19.01, FAC, prohibiting discrimination; 6A-19.002, FAC, addressing the treatment of students; 6A-19.08, FAC, addressing the educational and work environment; and 6A-19.010, FAC, requiring strategies to overcome under-representation further clarify requirements.

Additionally, a memorandum from Lanny Larson, Division of Vocational, Adult and Community Education and Clark Maxwell, Executive Director, Division of Community Colleges, dated June 10, 1993, which was addressed to selected school district superintendents and selected community college presidents, summarized the technical paper. It went on to state, "It is imperative that equal access to program subject matter, content and benefits be provided to LEP adults desiring to participate in all adult general education activities."

National Growth of ESL Instruction in Postsecondary Education

A 1991 study conducted at the Center for the Study of Community Colleges and sponsored by the National Center for Academic Achievement and Transfer indicated that English as a Second Language instruction had grown from 30 percent of all foreign language courses offered in 1983 to 51 percent in 1991 (Ignash, 1992). By the year 2000, an estimated 17.4 million limited English proficient adults will live in the United States, and immigrants will make up 20 percent of new entrants into the workforce (Office of Vocational and Adult Education, 1991). In adult education,

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the national ESL enrollment nearly tripled between 1980 and 1989, when it exceeded one million students. One-third of all students enrolled in adult education are in ESL classes.

The lack of viable data tracking students in either adult education or academic/college preparatory ESL classes is a growing issue among community colleges. According to an administrator at a two-year college with more than 1,400 ESL students, as few as 5 percent of students who enroll in ESL classes earn an associate's degree. Even fewer transfer to four-year institutions. Higher rates from other large community college programs have been reported, but data to substantiate estimates does not exist (Rodriguez, 1993). Educators attribute low graduation rates, at least in part, to the diverse goals of ESL students. In adult education ESL programs, many seek only minimal literacy and job mobility.

Most of the current information supporting the effectiveness of ESL programs comes from individual efforts to evaluate specific programs at the institutional level. These programs are more apt to have been in existence for years in areas with large immigrant populations dating back to the early 1980s. A national study, conducted through a resource center at Keane College of New Jersey (Aron, 1994), surveyed institutions of higher education in states with large LEP enrollments to determine which tests colleges and universities were using for moving students from ESL programs into mainstream (non-ESL) college classes. One of the first national research studies of its kind, the report said that most ESL programs respondents were using institutionally developed, in-house exit tests. Aron speculated that use of in-house exit testing (or, in some instances, no exit testing) was due to the lack of a standardized test appropriate for all types of ESL programs. ESL literature includes several common indicators of fledging development particularly germane to the lack of availability of viable instruments for assessment, placement, exit criteria and appropriately trained

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teachers which has also been reported by the Florida ESL Consortium (Ellis, 1995).

Educational Testing Services (ETS) and the College Entrance Examination Board (CEEB) have recently released a Florida version of the Levels of English Proficiency (LOEP), a computerized test that accompanies the Computerized Placement Test (CPT) for the identification and placement of limited-English proficient students. CEEB is also currently preparing to release a second test, English Language Proficiency Test (ELPT) designed to measure language proficiency of non-native speakers of English.

Teacher Training

Just as the dramatic growth of academically under prepared students has created major challenges for community colleges since the mid-1960s, the growth of language minority students -- with an even greater spectrum of learning variables -- will continue to add to that challenge. Unlike developmental/college-prep educators of the mid-1960s who had no formal research or professional training to teach the early influx of under prepared students (McGrath, D. and Spear, M.B., 1987: Roueche, J.E., and Roueche, S.D., 1993), training in ESL teaching methodologies began in 1939 at the University of Michigan (Morley, 1988). More than fifty years of research in second language acquisition and learning provides a foundation for program development. Many universities throughout the country, and in other parts of the world, offer ESL graduate teacher training programs. The Florida Bureau of Teacher Certification listing of College and Universities identified five universities in the state offering a masters and/or doctorate in TESOL. Other universities in the state offer course work for in-service training to meet certification requirements for ESL teachers (Ellis and Markus, 1993).

Critical shortages of trained teachers exists, however, to meet the demand. Moreover, ESL

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literature frequently reports a perceived lack of professional recognition. Allene Grognet (1994),

Past President of Sunshine State Teachers of English to Speakers of Other Languages (TESOL)

reports,

> ESL professionals describe their discipline as an amorphous and undefined field
> within the world of education. They struggle for recognition and are frequently
> excluded from policy-making boards that influence standards and principles
> impacting LEP students at institutional and governmental levels. Although some
> states (e.g., Illinois, New York, and California) have a relatively large number of
> language professionals in positions of influence in their departments of education,
> most do not.

Support Services

Support sevices needed for language minority students are extensive and multi-dimensional

(Gilbert, 1989). In academic ESL programs, the curriculum is highly structured and advising must

be precise. For vocational students, particularly those in short-term job training programs leading

to immediate employment, both language instruction and support service components differ

significantly from certificate and associate's degree programs that involve at least three or four

semesters.

Most often the counselor does not share the student's culture or language but may be called

upon by the student to address survival needs appropriate within social welfare agencies rather than

educational institutions. Refugees usually lose their resettlement public assistance money within two

to three months. Unmet needs related to health, employment, housing, immigration, and financing

typically continue and interfere with many students' ability to study. Financial aid factors present

unresolved issues as well. According to U.S. Department of Education officials, Pell grant funding

awards for ESL instruction may be discontinued (Zook, 1994).

Among two-year colleges with fledgling ESL classes or programs, student service areas are

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not always equipped to adequately serve language minority students. ESL instructional staff frequently act as advisors and advocates for their students. Multicultural sensitivity, awareness of the extensive advising and counseling needs of these students, and diversity training for staff are not yet available in many institutions. It is also common for ESL instructional departments to be perceived as support services as well. The result can be an insular department not well integrated into the institution.

ESL Programming

ESL Programming is characterized by a variety of instructional components designed to accomplish different goals, by different means for different purposes. Although the common end product is English language acquisition, the process by which individuals acquire language proficiency, as well as the level of proficiency defined as the end product, varies greatly. Research in language acquisition and learning indicates that it takes between five and seven years to gain the appropriate proficiency to use that language in an academic setting (Cummins, 1981). Obviously, most students cannot wait that long. Moreover, the range of diverse academic and cultural backgrounds among ESL students alters projected time frames.

The development of appropriate curricula, materials, methodologies, and lab support systems at community colleges is contingent upon specific LEP populations. Instructional designs at any single institution are also dependent upon the size of the LEP population and available resources. Institutions with small LEP populations frequently begin with a class that evolves into several classes that eventually may evolve into a single program with several levels. Most commonly, instruction includes listening, speaking, reading, writing, and grammar at several levels (Ignash, 1992). In colleges with comprehensive missions, multiple programs eventually evolve in order to more

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effectively meet diverse needs as the LEP population increases.

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ANALYSIS OF ISSUES

The information which follows contains an analysis of the data and responses given by the institutions based on the survey instrument mailed to them by the Division of Community Colleges. A copy of the survey instrument is located in Appendix A on page 62.

The questionnaire consisted of 147 items and was divided into twelve sections which included the three primary areas of concern: identification, assessment, and placement, as well as questions regarding background information, curriculum, exit tests, articulation, College Level Academic Skills Test (CLAST), faculty perceptions, instruction, and miscellaneous. Definitions for the terms LEPs (Limited English Proficient), IRECs (Immigrant, Refugee, Entrant, and Citizen), and internationals were included in the directions. The respondents were asked to list their names, titles, and the names of the institutions with which they were affiliated. The questionnaires were addressed to the Community College Presidents with a copy to the institutions' Reports Coordinator. The majority of the respondents (29%) indicated their titles as Academic Dean/Chair. Other respondents included Academic Vice Presidents/Assistant Vice Presidents (13%), Director/Coordinator of ESL/ESOL/ELI (10%), ESL/ESOL/ELI Faculty/Staff (10%), Academic Director (8%), Registrar/Student Affairs/Admissions/Student Records (8%), Non-Academic Vice President/Assistant Vice President (6%), Academic Faculty (4%), Director/Coordinator of Research (4%), President (2%), Data Processing Director (2%), and Instructional Test Administrator (2%). Twelve institutions (43%) listed more than one respondent for a total of 48 respondents for the 28 community colleges.

Background Information

In the first section of the survey, background information requested the approximate enrollment of LEPs during 1994-95 and the unduplicated college credit enrollment. The approximate enrollment of language minority students in attendance at the 28 community colleges is represented in Table 1. Miami-Dade Community College and Broward Community College reported the highest enrollment of LEPs as both categories (IREC and International) were in excess of 500. Florida Community College at Jacksonville and Indian River Community College reported their IREC enrollment in excess of 500 while the international enrollment was reported as fewer than 100. The reported enrollment is not completely descriptive of the LEP population as four colleges (14%) reported that the information was not available.

Demographics

The following pages supply charts showing enrollment figures plus gender and race data. Information on citizenship status is found in the Appendix on page 62. All of this information is separated into ESL (pre-college level) and ENS (college level) enrollments. This information has been extracted from the 1994-95 Student Data Base at the Division of Community Colleges and has been verified by the colleges.

It should be noted that students enrolled in ESL pre-college courses are placed into those courses because they elected or were advised to take them or because results of the college placement test indicated that these students were not yet prepared for college level work. In contrast, those who enroll in ENS college level courses have passed the placement test but still need additional work with English language skills and have either been advised or have elected to enroll in college level ENS courses. Because non-native college level students can elect to take these courses, the numbers

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on the charts that follow are not necessarily reflective of the entire non-native enrolled population. There are numbers of these students who are in regular college-level English courses, and there are numerous others who are served through adult education programs and laboratories rather than through ESL credit courses. Also, several of the community colleges do not offer ESL programs.

Florida Community College System

Total ESL Student Enrollment
Student Headcount

**ESL Students
Race**

451
Black
10.5%

5
Amer. Inc
0.1%

614
Asian
14.3%

500
White
11.6%

2,735
Hispanic
63.5%

**ESL Students
Gender**

2,564
Female
59.6%

1,741
Male
40.4%

28

27

20

DCC, Student Data Base, 1994-95
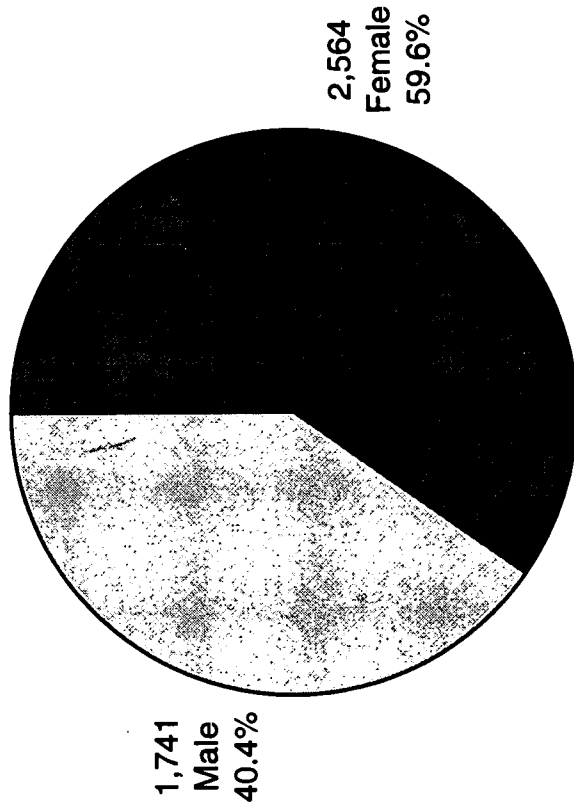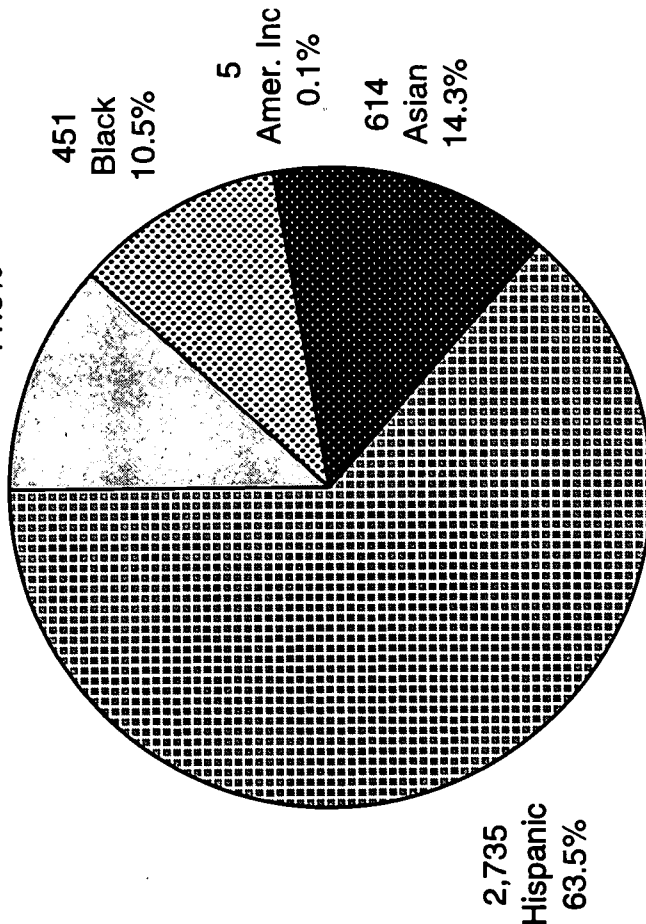
Florida Community College System

Total ENS Student Enrollment
Student Headcount

**ENS Students
Race**

1,189
Black
12.8%

7
Amer. Ind.
0.1%

908
Asian
9.8%

1,189
White
12.8%

5,989
Hispanic
64.5%

**ENS Students
Gender**

5,287
Female
59.4%

3,620
Male
40.6%

30

29

CasDoc:ESL1.XLS

DCC, Student Data Base, 1994-95

21
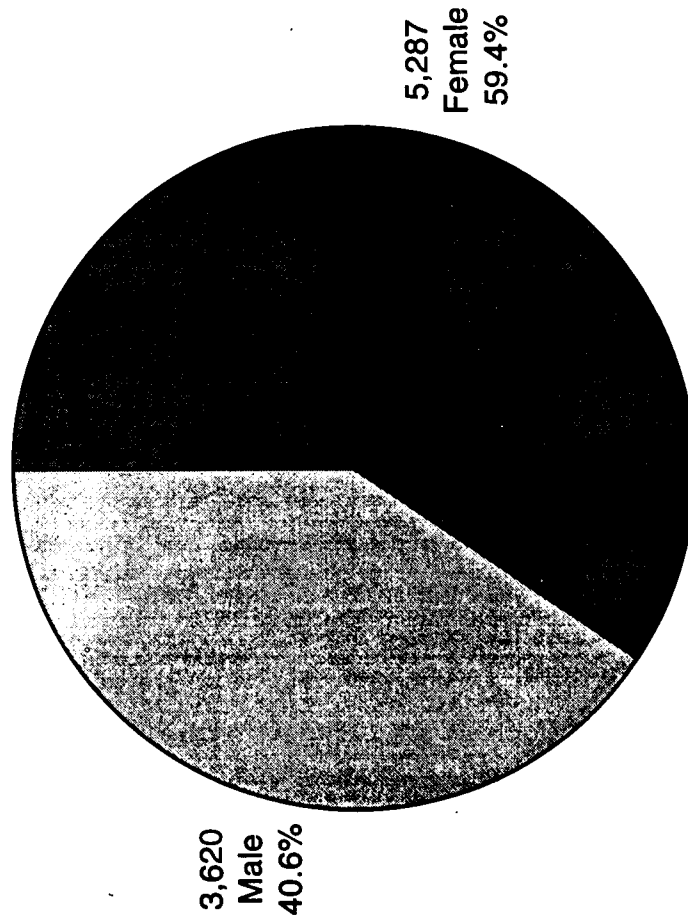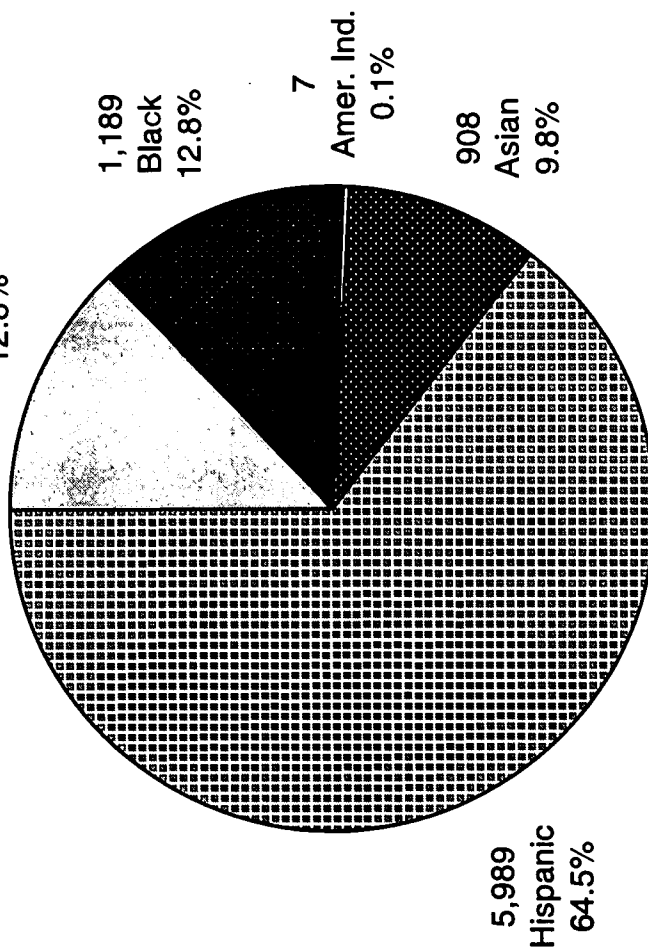
Identification, Assessment, and Placement Procedures

Descriptive data concerning the identification, assessment, and placement procedures utilized for LEPs are presented and analyzed in the following sections of this report. A Likert type scale was used at the end of each section to determine the respondents' level of satisfaction with their procedures.

Identification Procedures. The second section of the questionnaire focused on the identification procedures for LEPs entering the state public community colleges. To collect the data, four questions were addressed:

1. Who has established the procedures for the identification of LEP students?

2. Which methods are used to identify LEP students?

3. Are there any problems related to the identification procedures for LEP students? If so, identify any special problems that the institutions are experiencing.

4. How satisfied are the respondents with their identification procedures?

When respondents were to indicate which persons were involved in establishing the identification criteria at their colleges, a majority indicated that more than one person was involved in this procedure and that the same procedure was used to identify Internationals and IRECs. The persons primarily responsible for establishing the criteria for IRECs were admissions officers (34%), ESL personnel (19%), boards of trustees (15%), counselors/advisors (15%), and foreign student advisors (11%). The persons responsible for the identification procedures for internationals were admissions officers (35%), boards of trustees (19%), ESL personnel (17%), counselors/advisors (13%), and foreign student advisors (13%). Several colleges failed to respond to this item for either one or both categories.

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Responses indicated that the majority of the participants (79%) utilize several different methods to identify LEPs, even though application forms were mentioned most frequently for both groups: IRECs (75%) and internationals (86%). Other methods used to identify IRECs included assessments (61%), referrals (54%), counselor/advisor interviews (46%), and classroom grades (32%). The methods most often used for internationals included assessments (61%), referrals (35%), counselor/adviser interviews (46%), and classroom grades (18%). Only two colleges reported that they had no method for identifying LEPs; however, one of the colleges is currently developing a procedure.

Responses also indicated that 14 colleges (50%) were experiencing problems with their identification procedures. Four colleges reported problems with self-identification as students graduating from local high schools may choose not to identify themselves as LEPs. Several colleges reported that the problems they were experiencing with the identification of LEPs were directly related to their assessment procedures.

Participants were asked if, in their opinion, the identification procedures utilized by their colleges were satisfactory. The results are presented in Table 1. The majority of the respondents indicated they were satisfied with their procedures for identifying IRECs (50%) and internationals (57%). It is interesting to note that 11 colleges (39%) indicated that they were either dissatisfied or very dissatisfied with their procedures for identifying IRECs while 5 colleges (18%) reported their dissatisfaction with their identification procedures for Internationals.

	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied		No Response		Total	
Colleges n = 28	(f)	%	(f)	%	(f)	%	(f)	%	(f)	%	(f)	%
IRECs	(2)	7	(9)	32	(14)	50	(2)	7	(1)	4	(28)	100
INTERNTL	(1)	4	(4)	14	(16)	57	(5)	18	(2)	7	(28)	100

TABLE 1
SUMMARY OF RESPONDENTS' LEVEL OF SATISFACTION WITH IDENTIFICATION PROCEDURES FOR LEP STUDENTS

Assessment Procedures/Pre-Admission

The third section focused on the assessment procedures utilized for admitting LEP students into community colleges in Florida. The colleges reported a variety of criteria for pre-admission assessment procedures as indicated in Table 2. Responses in the "other" category on the questionnaire requested specifics which are summarized as follows:

> placement essay; TOEFL/MAPS/ACT; self-identify; standard placement testing; [placement scores dependent upon AA or AS requirement for IRECs only]; below 8.9 on TABE; financial status (internationals only) and no ESL program.

State Level Assessment

The Florida Entry Level Community Placement Test (FELCPT) which goes into effect in the fall of 1996 has an ESL component. When the test is utilized fully, it should bring greater consistency in assessment efforts and provide systemwide data on entry-level performance of non-native speakers.

	TABLE 2 SUMMARY OF CRITERIA FOR ADMITTING LEP STUDENTS					
	High School Diploma		English Language Proficiency Score		Other	
N = 27 Community Colleges	(f)	%	(f)	%	(f)	%
IRECs	(22)	81	(9)	33	(6)	22
Internationals	(24)	88	(21)	77	(5)	18.5

The respondents were asked whether or not LEP students were required to submit an English language proficiency score in order to take an English language proficiency placement test. A variety of proficiency tests designed to measure the language skills of non-native speakers of English are available. Twenty institutions (74%) reported an English language proficiency requirement for international students while only seven (25.9%) reported same for IRECs. The specific instruments reported indicated less variance than did the cutoff score requirements as listed in Table 3.

	TABLE 3 SUMMARY OF MINIMUM SCORES REQUIRED ON ENGLISH LANGUAGE PROFICIENCY EXAMS FOR THE ADMISSION OF LEPS	
Test	*Internationals*	*IRECs*
MTELP	1 reported cutoff 70	N/A
MTELP	1 reported cutoff 90	N/A
CELT	1 reported cutoff 40	N/A
CELT	1 reported cutoff 140/200 or MTELP 70	N/A
TOEFL	1 reported cutoff 400	N/A
TOEFL	N/A	1 reported cutoff 425 (or 30 on "other" unspecified, assumed to be in-house or CELT cutoff
TOEFL	1 reported cutoff 450 or 61 on "other" unspecified, assumed to be in-house	N/A
TOEFL	1 reported cutoff 460 with notation "ESL required"	N/A
TOEFL	11 reported cutoff 500	3 reported cutoff 500
TOEFL	6 reported cutoff 525	3 reported cutoff 525 including 1 who noted 525 was Board rule requirement for both student populations
TOEFL	3 reported cutoff 550	N/A
TOEFL	1 reported cutoff 560	N/A

LEP Transfer Students.   Among the 28 community colleges, preliminary conversations revealed

problems relative to the transfer of students from one ESL program to another within the state

irrespective of the common course numbering system. Many reported that the level of English language proficiency was difficult to interpret based upon the letter grade of any given student with ESL/ENS courses on a transcript from another community college within the state. ESL designates college preparatory level courses, and ENS designates college level courses. Some professionals also expressed a problem with out-of-state students who transferred with ESL courses on their transcripts who did not have sufficient English language acquisition to perform successfully in composition courses with native speakers or in content courses. Consequently, information addressing an English language testing requirement for transfer students was included on the questionnaire.

Respondents were asked to indicate whether or not English language proficiency scores were required of LEP students who are transferring from other institutions of higher learning. Among the twenty-seven colleges responding, thirteen (48%) indicated that they required English language proficiency testing for international transfer students, four (14.8%) indicated that they did not and nine (33%) responded "sometimes" for this population. On the other hand, three institutions (11%) reported that they required this testing for IREC transfers, eighteen (66.6%) did not require same for IRECs and four (14.8%) reported "sometimes". Two institutions responded with commentary only. Among the comments of similar response were:

> not required if student had completed sufficient amount [definitions of sufficient varied] of coursework from a U.S. college; not required if student has completed freshman composition; not required if transcript includes assessment scores.

Admissions Problems. An anecdotal identification of special problems regarding admissions procedures used for LEP admissions, along with suggested strategies for correction, was requested of respondents. Among the seventeen (60.7%) institutions responding, it was reported that difficulty

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in identifying LEP students upon admission as well as an insufficient number of staff to assess their

needs was a common factor reported by many colleges. A lack of consistency among and between

campuses relative to procedures as well as adequate counselor/advisor availability and training

designed for service to LEP students was also frequently reported. A third common problem

addressed the availability of adequate placement testing instruments particularly in the assessment

of composition (as opposed to measuring the ability to identify correct usage of structure/grammar

via objective testing instruments). Among expressed problems and suggested solutions cited by

respondents were:

> Insufficient staffing to deal with large number of incoming students; inconsistencies
> among campuses; Solution: increase staff and work out admissions inconsistencies.

> No proficiency evaluation of LEP students who are identified as IREC by ESL;
> difficulty of evaluating international students' transcripts; Solution: provide
> proficiency evaluation of all ESL learners regardless of status in U.S.; use a
> professional evaluation service.

> We seem to have a very disjointed admissions procedure. The students are either
> dropped into the general population or sent across campus for testing that is not
> always available. Solution: a central location and a person committed to the non-
> native population.

> ESL has own advisor. The onus of orientation and advising for all ESL students is
> primarily [on one advisor]. Solution: [the college needs to work on more
> involvement of counseling department] and cross-training of counselors/advisors.

> The students who are properly placed are those who voluntarily seek the ESL
> program. There is no way to force a student who has obtained 500 on the TOEFL or
> others who were given the MAPS test and placed in Prep courses to take ESL
> courses. Solution: more informed counselors; many times students are quite fluent,
> but they cannot write in English; keep track of how non-native speakers of English
> fare on the MAPS test; refer students to the ESL program if they do poorly on the
> [MAPS] test.

> The current college admissions test, MAPS, does not give an accurate picture of a
> student's language proficiency. For example, a low score on the MAPS does not

reveal to counselors whether or not a student would benefit from an ESL course. Furthermore, higher scores do not necessarily indicate a student's level of written fluency. Solution: adopting a language placement test specifically designed for LEP students and using it consistently among all LEP applicants would yield more accurate preliminary information.

We have no way of identifying a student's native language on our application; Solution: adding native language questions to application form.

Students graduating from U.S. high schools with limited English proficiency [is a problem]. Solution: have students demonstrate English proficiency before graduating from high school.

The unqualified LEP students do not understand the necessity of meeting the minimum scores. Solution: should be made an integral part of counseling/admissions/orientation process.

Placement/Advisement Procedures

In the realm of personnel responsible for determining placement of LEP students, respondents were asked to identify personnel as indicated in Table 4, p. 30. Among institutions reporting that counselors and advisors determined placement, it was difficult in some instances to ascertain whether counselors/advisors actually made the determination of placement or followed a criteria established by the other categories, i.e., non-ESL administration, ESL administration or "other". Data also includes overlap where a number of institutions reported a combination of personnel.

Among remarks, three colleges indicated ESL faculty determined placement, six indicated "state mandated placement" (assumed as a reference to SBE 6A-6.014 General Requirements for Adult General Education Program and/or SBE 6A-10.0315 College Preparatory Testing, Placement, and Instruction). Some additional comments implied that a variety of perceptions exist among the respondents relative to the definition of placement tests for LEP students, i.e., instruments

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specifically designed to measure English language proficiency for populations whose primary language is other than English versus instruments designed for native English speakers. Other commentary included:

International student advisor [reported as determiner of placement criteria].

[checked "other"] according to Board Rule, passed by Board of Trustees.

Same placement instruments as for other students; International: Placement test results and IREC: Florida Adult General Education Act.

State Rules specify placement cut-offs.

ESL faculty (four gave this response).

TABLE 4 SUMMARY OF PERSONS INVOLVED IN DETERMINING PLACEMENT CRITERIA FOR LEP STUDENTS		
Persons Involved	**(f)***	**%**
Non-ESL	11	40.7
ESL Administration	9	33
Counselors/Advisors	9	33
Other	10	37
**Sum of frequency may be more than 27 and sum of percentage may be more than 100% since some colleges indicated more than one person involved in determining the placement procedures.		

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Placement Instruments and Criteria for Placement

Table 5 below indicates the number and percent of institutions that require ESL students to take an English Language Proficiency examination after being admitted to the program.

	Internationals		IRES	
	(f)	*%*	*(f)*	*%*
Yes	18	66.6	19	70.3
No	19	70.3	7	25.9
N/A			1	.037

TABLE 5
INSTITUTIONS REPORTING USE OF ENGLISH LANGUAGE PROFICIENCY EXAM AFTER ADMISSION
N = 27

Some disparity is again implied regarding the respondent's perception of "English language proficiency exam" as indicated among the responses to item number twelve. The intent of the question referred to the use of instruments that determine levels of English language acquisition among students whose primary language is not English as opposed to instruments that measure English language proficiency for native speakers, i.e., basic skills assessment. Additionally, there is disparity among the interpretations of Rule 6A-10.0315, FAC, College Preparatory Testing, Placement, and Instruction. Some respondents reported "state mandated instruments" and named instruments from the ruling for native English speakers. The intent of the question referred to

section (8) of the aforementioned FAC rule which states:

> Students whose first language is not English may be placed in college preparatory instruction prior to the testing required herein if such instruction is otherwise demonstrated as being necessary. Such students shall not be exempted from the testing required herein.

It is this section (4) of the FAC (Florida Administration Code) that is interpreted by some institutions as allowing the utilization of ESL placement instruments designed for non-native speakers followed by specialized ESL instruction prior to administering state mandated placement testing from approved instruments designed for native speakers. Commentary included the following:

> After "yes" responses for both populations, respondent typed "ELI" (assumed to mean English Language Institute -- a term within the discipline of ESL which defines an intensive English language program usually self-supporting and usually designed for international students).
>
> Next to "yes" responses, respondent typed "If ASSET is considered an English language proficiency examination."
>
> Next to "no" responses, respondent typed "No, use same placement instruments as for other students."
>
> Next to "no" responses, respondent typed "for ESOL only."
>
> Next to "no" responses, respondent typed "They need to take the CPT."
>
> Next to "yes" response for IREC, respondent typed "only if low ASSET score indicates placement in college prep writing or reading and we know they are native speakers."

Item 13 referred to the direct placement of LEP students into college preparatory classes designed for native speakers, i.e., REA and ENC skill courses, in lieu of ESL classes. As reported in Table 6, 16 institutions responded "yes" indicating that IREC students were so placed, while 14 responded "yes" to the same question for international students. Again, however, clarifying remarks implied numerous variables among both procedures and population needs. Some typed remarks -- which

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seemed to confirm actual conversations conducted with some respondents -- implied that some direct placement of LEP students into college preparatory classes resulted from individual instances of unidentified LEP students and/or various "flaws" in the system. Other commentary implied that direct placement into college preparatory classes depended upon established placement criteria which adequately assessed the English language acquisition of non-native speakers and indicated that ESL placement was not necessary for those non-native speakers who were directly placed into College Prep or college credit English classes for native speakers. Comments to clarify the "yes" response included:

> "Number of high school graduates." [Possible implication: graduates of U.S. high schools whose first language is not English are not usually tested or placed into ESL courses.]
>
> "Sometimes."
>
> "Depends on test scores."
>
> "If placement test indicates need."

As reported in Table 6, responses to item 14 revealed that seven institutions require ESL/ENS courses for international LEP students while 17 institutions reported that these courses were not required for international LEP students. Among IREC students who are LEP, seven reported that ENS/ESL courses are required and 17 indicated that these courses are not required. Three institutions responded, "Depends on TOEFL test score" and three colleges reported that ESL/ENS courses were not available.

	IREC		International		No Response		Commentary		N/A Response	
	(f)	%	(f)	%	(f)	%	(f)	%	(f)	%
TABLE 6 REQUIREMENT OF ESL/ENS COURSES FOR LEP STUDENTS N = 28											
LEP direct placement into college-prep classes for speakers	(16)	57	(14)	50	(1)	.03	(3)	10.7	(1)	.03 native
ESL/ENS Courses required for LEP students	(7)	25	(7)	25	(1)	.03	(2)	.07	(1)	.03
ESL/ENS Not required	(17)	60.7	(17)	60.7	(1)	.03	(2)	.07	(1)	.03

Sample commentary:

If ASSET score indicates college prep, student <u>may</u> be placed into ESL/ENS.

Only if ACT scores are low.

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The following table indicates a combination of measurements for placement of international and IREC students:

	ESL* Test		State Approved Test		N/A or No Response		Personal Interview		Interview & ESL Test		ESL & State Approved Test	
	f)	%	(f)	%	(f)	%	(f)	%	(f)	%	(f)	%
International	(8)	28.5	(5)	17.8	(9)	32	(4)	14	(3)	10.7	(1)	.03
IREC	(9)	32	(6)	21	(7)	25	(7)	25	(3)	10.7	(1)	.03

TABLE 7
CRITERIA FOR PLACING LEP STUDENTS IN
ESL/ENS COURSES/PROGRAMS

Test specifically designed for individuals whose native language is not English.
Note: the frequency may not add to 28 nor the percentage to 100% because some institutions indicated more than one response.

Respondents commentary included the following:

- NA low enrollment curtailed offering ESL classes.

- Next to all responses to this item, respondent typed "ELI" and next to response 1 (test specifically designed for ESL students) they also typed "NA for ESL."

- Next to response 1 respondent typed "Adult Ed. only."

- "We do require a writing sample along with test scores."

Among placement instruments specifically designed for non-native speakers of English, respondents could specify "other" as a response. Among tests utilized, in-house, pre-TOEFL, essay/writing sample, Basic English Test Skills (BEST), Michigan Placement/reading portion, and the Levels of English Proficiency (LOEP), a computer adapted test for LEP students newly

developed by the College Board, were reported. Among literacy/survival placement tests developed primarily for Adult Education LEP populations, Henderson-Moriarty English Literacy Placement (HELP) and Alemany Press were reported.

Ten colleges reported state approved tests for native speakers: CPT, MAPS, ASSET, and TABE (developed for Adult Education native English speaking populations).

Test	International		IREC	
	(f)	**%**	**(f)**	**%**
TOEFL	(3)	10.7	(2)	7
MTELP	(1)	.03	(1)	.03
CELT	(4)	14	(5)	17.8
Other	(10)	35.7	(10)	35.7
Commentary Only	(7)	25	(7)	25
No Response	(2)	7	(3)	10.7
N/A Response	(1)	.03	(1)	.03

TABLE 8
INSTITUTIONS REPORTING SPECIFIC LANGUAGE PROFICIENCY TESTS IN USE FOR LEP STUDENTS' PLACEMENT
N = 28

Note: Frequency does not add to twenty-eight and percentages do not add to 100% because some institutions indicated more than one response.

Among the institutions utilizing in-house and/or commercial language proficiency tests designed for non-native speakers of English, no two institutions were utilizing the same criteria for placement. Similarly, ESL program/course offerings varied widely. These findings mirror the diversity and range of ages, language/cultural backgrounds, socioeconomic status, English language proficiency and cognitive development among LEP college populations nationally. It also verified the need for

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some common denominators to enable the identification of assessment instruments for language minority students (Aron, 1994). The nature of the variances among the twenty-eight community colleges is recorded in Appendix A, item 17.

One of the survey questions addressed the use of a writing sample to assess and place LEP students. Producing a written paragraph is frequently reported by ESL instructors as the most difficult aspect of English language acquisition. According to many ESL faculty, linguistic interference from the primary language may be the most pronounced here; furthermore, the difficulties LEP students demonstrate with written English vary greatly from the language difficulties a native speaker may have with this skill. Consequently, the ability to identify the need for specialized ESL instruction is usually most obvious in the writing sample of an LEP student. College Prep instructors also report the greatest need for trained ESL instructors in the area of composition.

Development of criteria for holistic scoring of an LEP student's writing, (i.e., holistic scoring refers to the process of reading a writing sample for the overall impression of grammatical, syntactical and organizational skill) may be germane to the specific ESL program for which the student seeks entry. An international Test of Written English (TWE) has been developed by the Educational Testing Service. The criteria for scoring TWE includes verbal descriptors for a point scale of one through six. Based upon 523,779 essays administered from September 1989 through May 1991, reliability and validity data along with correlation coefficients with TOEFL have been released. The criteria for scoring, however, may not be appropriate for community colleges in Florida or for the purpose of predicting whether or not a non-native speaker of English will pass the Florida CLAST.

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	IRECs		Internationals	
TABLE 9 **WRITING AND SCORING ESSAY/WRITING SAMPLES FOR PLACEMENT OF LEP STUDENTS**				
	(f)	**%**	**(f)**	**%**
Institutions reporting "yes" to administering writing sample	(16)	57	(13)	46
Institutions reporting "no" to administering writing sample	(9)	32	(10)	35.7
Institutions reporting N/A or No Response to administering writing sample	(3)	10.7	(5)	17.8
Institutions reporting writing sample administered before the first day of class	(10)	35.7	(9)	32

Of 18 institutions identifying the person(s) responsible for creating the ESL placement essay topics, four institutions reported that ESL faculty/department heads/coordinators are responsible for this task; six institutions reported that ESL faculty solely create the topics; five institutions reported that Communications/English or college prep faculty create the topics; one institution indicated that a writing sample coordinator had this responsibility and one institution responded, "The ESL Adult Ed. Supervisor, the College Prep English specialist, or the college level English department depending on where student is initially placed." One respondent indicated that "faculty" had the responsibility without indication of department.

	Internationals		IRES	
TABLE 10 **PERSONS RESPONSIBLE FOR SCORING ESL WRITING SAMPLES** **N = 28**				
	(f)	**%**	**(f)**	**%**
Counselors/advisors	(0)	0	(0)	0
ESL Faculty	(11)	39	(11)	39
English Faculty	(8)	28.5	(6)	21
ESL Program Managers or Department Heads	(4)	14	(6)	21
English Department Heads	(1)	.03	(1)	.03
Other (Testing Specialist)	(1)	.03	(1)	.03
N/A or No Response	(10)	35.7	(9)	32
Note: Frequencies do not add up to 28 nor the percentage to 100% because some institutions indicated more than one response.				

The extent to which institutions incorporate a holistic method of scoring writing samples of ESL students is indicated in Table 11.

	Internationals		IRES	
TABLE 11 **INSTITUTIONS REPORTING A HOLISTIC SCORING PROCEDURE**				
	(f)	**%**	**(f)**	**%**
Responded "yes"	(10)	35.7	(11)	39
Responded "no"	(6)	21	(6)	21
N/A response or No response	(12)	42.8	(11)	39

Commentary relative to the requested explanation of the holistic grading process was as follows:

A numerical score of 1 through 6.

Depending on the campus, writing samples are read by either one or two ESL faculty/department heads who recommend placement.

We use competencies similar to the CLAST exam but at a lower standard.

Assessment Services administers all placement tests. ESL faculty grade essays and determine placement in all courses based upon cut-off scores.

Each composition is graded according to the following criteria: overall organization, clarity of ideas/content, grammatical correctness, and mechanics (punctuation, capitalization, indentation, etc.).

Each instructor applies his/her own entry criteria to the samples that are collected.

A six point rating system is used to determine placement based on the ESL writing competencies. A student's writing sample is evaluated by two readers.

Paragraph samples are scored by a limited number of English faculty with scores of 1, 2, or 3. The lowest places students in College Prep and mid-level into LIN 1670 Writing and Grammar (a degree level course but below ENS 1101).

Responses to whether or not an institution had specific writing criteria upon which the scores

of the writing sample are based, eight institutions responded "yes" for International students; seven

responded "yes" for IRES. Eight institutions responded "no" for Internationals and "no" for IRES.

Among the institutions that reported holistic scoring of placement test writing samples, three

institutions attached descriptive criteria by which they scored the ESL students' writing samples and

placed them into composition courses.

Respondents were asked to address the placement of transfer students who are transferring

in-state ENS/ESL credits and/or out-of-state courses in English as a Second Language. The

questionnaire requested commentary relative to placement procedures and whether or not the

procedures differed for out-of-state ESL verses in-state courses within the Florida Common Course

Numbering System (FCCNS). Five institutions replied NA, two did not respond, one commented

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that the information was not available and three reported there were no differences. The remaining

twenty responses indicated diverse commentary addressing placement procedures as is indicated in

Appendix A. The diversity of the procedures supports the concerns expressed by the Florida ESL

Consortium as they relate to the varied usage of the ESL/ENS course prefixes from the CCNS for

English as a Second Language courses statewide.

TABLE 12 INSTITUTIONS REPORTING A DESIGNATED ADVISOR FOR ESL/ENS COURSE PLACEMENT				
N = 28	Internationals		IRES	
	(f)	%	(f)	%
Institutions Responding "yes" to Designated Advisor	(15)	53.5	(11)	39
Institutions Responding "no" to Designated Advisor	(11)	39	(15)	53.5
No Response	(1)	.03	(1)	.03
N/A Response	(1)	.03	(1)	.03

In response to item twenty-one which asked whether or not there was a procedure at

advisement to mainstream exiting ESL/ENS students into regular college courses, 14 institutions

answered "yes" for international students and 15 institutions answered "yes" for IRES. When asked

if the institution had academic restrictions or holds for ESL/ENS students while taking these courses,

eight institutions responded "yes" for both internationals and IRES and 11 institutions responded

"no". There was no difference within any individual college between holds for IRES versus

international students. Nine respondents added various commentary. It was difficult to determine,

in some instances, whether the commentary regarding the restrictions applied to actual ESL/ENS

courses or College Prep (REA/ENC) courses in which an LEP student may be enrolled.

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Problems/Solutions Related to Placement/Advising Procedures. With regard to the issue of

Placement and Advising of LEP students several areas of concern were expressed. Fifteen comments

were included relative to identification, adequate placement instruments, adequate procedures and

sufficient support staff. The following statements summarized the majority of the comments:

1. Differences in testing on each campus.
2. Occasional disagreement with advisors' placement recommendations.
3. Students sometimes disregard placement advice and self enroll.
4. Inconsistent placement advice on each campus.

Solutions offered were:

1. Testing and advisement need to be better coordinated college wide.
2. An appropriate placement test is needed.
3. More advisors trained to work with ESL students need to be hired.
4. Computer blocks to prevent students from self enrolling in courses for which they are not prepared are needed.
5. Academic restrictions are needed for students who have not achieved proficiency in English.

Based upon the statewide concerns expressed regarding appropriate assessment of language

skills for limited English proficient (LEPs) students, the following recommendation is made:

1. **It is recommended that a statewide taskforce be formed in order to examine a selection of appropriate language assessment instruments, standards of quality regarding curriculum, student performance and faculty development for the purpose of insuring continued access and success for LEP students in Florida's community colleges.**

Curriculum

The ESL curriculum varies in length and number of courses offered depending on the size

of the non-native speaking population to be served. Courses fall into two categories designated by

the State Course Numbering System (SCNS). ESL prefixes are used to designate College

Preparatory courses. ENS prefixes designate college-level courses. Both ESL and ENS courses are

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divided into six areas: listening and speaking; reading; writing; grammar and structure; combined skills; and language and culture. ESL college courses are grouped by levels numbered I - IV, according to complexity and sophistication, while ENS courses are divided into four levels referred to as elementary, intermediate, advanced, and specialized professional/occupational.

The Division of Community College 1994-95 Student Data Base indicates that 14 community colleges offered at least one academic ESL course while eight colleges offered ENS courses. The number of courses offered ranged from zero (0) to 31 courses per college. The highest number of courses offered was at Miami-Dade Community College due to their unusually large non-native speaking population. The array of courses offered are listed in Appendix B.

Of the 14 colleges that reported the month and year their ESL courses were first offered, two began in the late 1970s, six in the 1980s, and six in the 1990s. The growing numbers demonstrates that the need for such courses/programs has increased each decade.

Ten of the colleges do not offer any academic ESL courses. Those colleges are located in areas where there are a few non-native speakers. Where enrollments of ESL students are low, non-native speakers are usually enrolled in College Preparatory courses and/or receive special assistance through laboratories where students can be tutored individually.

Assigning Course Numbers. All community colleges offering academic ESL/ENS courses/programs followed the state course numbering system for assigning ESL/ENS course numbers. To develop their courses, they used the state course numbers and descriptions. Two said that they submitted course outlines to the state for common course numbering assignments. The current listing of ESL/ENS courses is included in Appendix B.

Grades for ESL/ENS Courses. Some community colleges offer an alternative grade for students who do not master the competencies of a particular ESL/ENS course. Instead of an F, students may receive such grades as N, NG, NP, I, and IP.

N, NG (no grade), NP (no pass or non-punitive), and IP (in progress) all mean that students did not pass the course; they made the effort and showed improvement but did not meet the exit criteria and need more time to master the material. Students who receive these alternative grades would not receive credit for the course. In one instance, I (incomplete) was used for the same reason.

Non-credit Courses for LEP. Ten community colleges offer some type of non-credit courses for LEPs through either an Adult Education ESL program or through continuing education courses. Daytona Beach, FCCJ, Indian River, Pensacola, and St. John's River offer Adult Education ESL programs. Brevard, Broward, Central Florida, and South Florida offer continuing education courses. Hillsborough offers literacy tutoring.

No ESL Programs. Community colleges that do not have ESL/ENS courses/programs enroll LEP students in College Preparatory English and reading courses for native speakers.

LEPs in College Prep English and/or Reading for Natives. On occasion, LEP students enroll in College Preparatory English and/or reading classes. This occurs for a variety of reasons. In a situation in which no ESL courses are offered, the only option for working on basic skills is enrollment in a preparatory-level course. Another reason is low LEP class enrollment; if an insufficient number register, then LEPs are incorporated in native English classes.

Both faculty and LEP students experience problems when LEP students and native English speakers are enrolled in the same College Preparatory English and/or reading courses. Sixteen community colleges listed some type of difficulty with this arrangement. Many faculty members

who teach developmental courses do not have background in second language learning and feel that they do not know how to address the unique language problems of LEPs. Representative comments follow:

Curriculum: "For native students, the curriculum is remedial. For the LEP, English is a foreign language which requires a different curriculum and methodology to maximize the classroom time for the LEP."

Skill Levels: "The skills and skill level are different for the two populations. LEP students are usually weak in writing skills and strong in grammar. Native speakers in the same class usually demonstrate poor grammar skills."

"Often the LEPs have much poorer listening, vocabulary, grammar, reading and composition skills."

"Many LEPs with Florida high school diplomas have extremely weak English and reading skills and cannot keep up with the work."

Florida Law: "ESL students are not mandated to take ESL courses. Many take regular College Prep courses which are inappropriate for them."

Resolving the Problem of LEPs in College Prep English and/or Reading Classes. For a few community colleges, resolving the problem of combining LEPs and natives in College Prep English and reading classes lies in developing ESL courses/programs, hiring more ESL faculty, or increasing enrollment in ESL. However, for those colleges with well-developed levels of ESL courses/programs, suggestions for correcting the problem are more complex. The development of a standardized statewide identification/assessment system would alleviate greatly the misplacement of students. Three colleges suggested that ESL courses be mandated for LEP students who test in College Prep.

> 2. **It is recommended that the instructional issues regarding LEP students within ESL College Preparatory courses be addressed as unique and separate from those native speakers in College Preparatory courses as defined in 240.117 (F.S.)**

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Are LEPs who have taken high school ESOL courses in lieu of regular high school English courses to meet the high school graduation requirement prepared for college credit composition and reading courses?

All but one community college felt that LEPs who took high school ESOL courses in lieu of regular high school English courses to meet the high school graduation requirement were not prepared for college credit composition and reading courses.

3.   **It is recommended that high school students whose primary language is not English be offered the opportunity to take language assessment tests specifically designed for non-native speakers by the 10th grade in order to identify further ESL instructional needs prior to entering postsecondary institutions.**

Exiting ESL/ENS Course(s)/Program

Criteria: Twelve (12) of the 19 community colleges which offer academic ESL/ENS courses or programs use exit tests or department final exams to exit students from the courses/program. Of that group, only five of the 12 responded that the exit test or departmental final was the sole criteria for exiting the course(s)/program.

A variety of other methods used for exiting students were reported: instructor designed tests, final class grades, sample TOEFL, writing samples, instructor evaluations, writing portfolios, and essay writing tests.

Articulation Efforts

When asked about articulation efforts with Adult ESOL/Community Schools, County Public Schools, or Universities, 13 community colleges reported articulation with at least one group, six with two, and three with all three. Activities consisted of the following:

- Joint curriculum development
- Joint faculty development

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- Conference attendance (TESOL-local, state, regional, national)
- Assistance in writing/revising Adult Education curriculum
- Student referrals

4.   **It is recommended that the Division of Community Colleges and the Division of Public Schools appoint a committee to develop articulation efforts relative to curriculum in ESOL high school courses and ESL/ENS college prep/college credit courses.**

CLAST

Data for Pass Rates for Students Enrolled in ESL/ENS Courses. Six community colleges maintained data on CLAST pass rates for students enrolled in ESL/ENS courses, although one noted that it had not analyzed that data.

CLAST Waivers: English and Reading Subtests. Of the total of 75 LEPs who requested 1994-95 CLAST waivers for the English and Reading subtests, 48 were granted statewide. The largest number, 38, was requested for the Essay subtest. Reading was next, with 23, followed by English Language Skills with 14. The table below shows the breakdown of the waivers requested and granted for each of the subtests:

TABLE 13		
CLAST Waivers		
Subject	*Number Requested*	*Number Granted*
English Language Skills	*14*	*7*
Essay	*38*	*26*
Reading	*23*	*15*

Success Rates: Determining the success rate of ESL/ENS students is critical to understanding the effectiveness of ESL programs across the state. Three of the community colleges indicated that they

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make use of data tracking the numbers of students who place into College Preparatory as compared with those placing into college credit communications courses. The charts on p. 49 indicate the pass-fail rates for students enrolled in ESL and ENS courses during the 1994-95 academic year. Success is defined as achieving a "C" or better in the course. Since these success indicators are for ESL/ENS courses only, the following recommendation is made.

5. **It is recommended that State accountability data be analyzed to study the success of ESL/ENS students in credit course work, AA graduation, and success in the State University System.**

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Florida Community College System

Total ESL Student Enrollment
Student Headcount
Pass/Fail Rates

ENS Students

6,819
Pass
82.7%

1,429
Fail
17.3%

ESL Students

1,618
Pass
87.2%

237
Fail
12.8%

58

59

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DCC, Student Data Base, 1994-95

CasDocESL2.xls
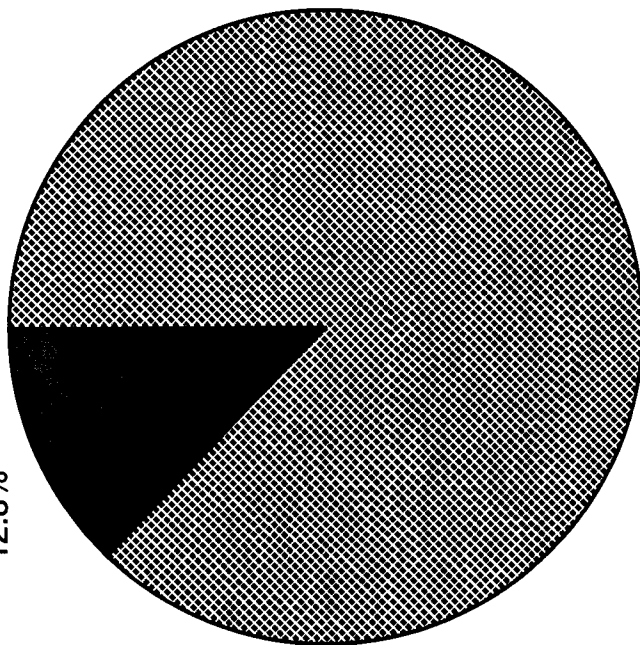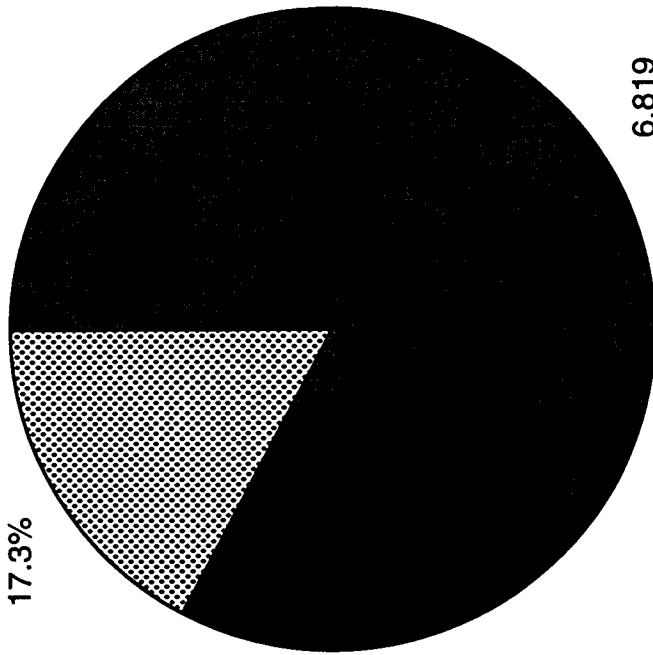
Faculty

Number of Full-time Faculty for Academic ESL and Adult Education ESL

Academic. Of those community colleges offering academic ESL/ENS courses/programs, 10 have at least one full-time ESL faculty member. Miami-Dade has the largest number of full-time ESL faculty, 85, followed by Broward Community College with 12.

	TABLE 14	
	ESL Full-Time/Part-Time Faculty	
Community College	Full Time College Prep/College Credit	Part-Time ESL Faculty
BreCC	0	1
BCC	12	44
CFCC	1	0
ECC	0	3
FCCJ	3	6
GCCC	0	3
HCC	1	8
IRCC	0	3
LCCC	0	1
MCC	1	0
MDCC	85	80
PBCC	0	4
SPCC	3	9
SFCC	1	8
SCC	1	2
TCC	0	1
VCC	4	20
Total	112	193

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Adult Education. Seven of the eight community colleges offering Adult Education ESL courses/programs have at least one full-time ESL faculty member.

TABLE 15
Adult Education Full-Time/Part-Time Faculty

Community College	Full-Time Adult Education Faculty	Part-Time Adult Education Faculty
CFCC	1	1
DBCC	1	15
FCCJ	1	25
IRCC	1	35
OWCC	0	1
PJC	1	9
SCC	3	22
SFCC	1	5

Educational Requirements for ESL/ENS Faculty. Educational requirements correspond with SACS criteria for academic ESL/ENS faculty: a master's degree in TESOL or a master's degree with 18 credit hours in TESOL or applied linguistics. For Adult Education, community colleges follow Rule 6A-4.039, FAC: a BA or BS plus 18 hours in an appropriate area.

Perceptions of Survey Respondents

Perception of ESL/ENS Courses/Programs. Ten community colleges felt that college faculty and administrators perceived ESL/ENS courses/programs as essential. Nine felt that they were marginally important, five selected secondary, and four wrote N/A.

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Perception of ESL/ENS Faculty by Other Educational Professionals. When asked whether ESL/ENS faculty were accepted as other full-time college-level instructors, accepted with reservations, or not accepted -- 21 selected accepted, 2 selected accepted with reservations, and 4 wrote N/A.

Instruction

Delivery of Instruction. Instructional delivery is another area which shows the diverse nature of ESL/ENS courses/programs across the state. The following lists the type of instruction as well as the number of community colleges using each type.

Sixteen (16) community colleges offer standardized semester-length courses which are augmented by lab support.

- Standardized semester-length courses and standardized classes   6
- Standardized semester-length courses augmented by lab support   16
- Flexible, self-paced, competency-based learning labs   4
- Individualized instruction   3
- Intensive specially structured classes and labs   2

Reliance on Academic Support Labs. Academic support labs are an integral part of ESL/ENS course/program instruction for 13 community colleges which require a certain number of hours on supplemental lab activities. Whether lab hours are required or not, students are encouraged to attend labs for additional help.

Instructional Methods Successful with LEPs. No one instructional method seemed to be preferred by a majority of community colleges. Most agree that a combination of approaches best accommodates the diverse learning styles of students. The following were mentioned most often:

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- Cooperative learning activities
- Peer tutoring
- Individualized instruction
- Whole language activities (approach)

Miscellaneous

Perceived Funding Needs. Each community college (which has ESL/ENS courses/program) identified two or more under funded needs at its institution with regard to its LEP population. Collectively, these needs fell into four categories: Full-time and/or part-time faculty; support laboratories; tutors; and advisement.

Nine (9) of the 19 colleges which offer ESL/ENS courses/Programs listed funding for more full and/or part-time ESL faculty.

Thirteen (13) community colleges identified laboratories as under funded in their institutions. For many, these support labs provide students with additional opportunities to practice skills introduced in class. In addition, colleges find that LEP students are highly motivated and spend numerous hours working on software and other supplemental materials in the labs.

Specifically, more space, better equipment and materials, and more tutors and lab personnel were listed. Computer-assisted instruction is considered an integral part of many ESL programs as requests for funds to establish, enlarge, and/or update labs appeared in each of the 13 responses. In addition, many colleges noted that their lab equipment was outdated and insufficient, making it impossible to take advantage of the new multimedia approaches to second language learning. Some colleges would like to be able to extend their lab hours to evenings and weekends.

Of course, paper/pencil and computer materials, while effective, do not address the need for one-on-one personalized instruction, which many colleges suggested as one of the successful

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instructional methods for LEP students. Funding for tutors would enable students to enhance their skills.

> 6. It is recommended that the colleges conduct a study locally to determine ESL funding generation, to assess the unmet needs of this population, and to generate a plan that would address strategies for instructional development, staff training, lab instructional support, and needed materials/equipment/or other services.

> 7. Based on the results of recommendation six, the State Board of Community Colleges will consider supporting a non-recurring budget request to fund appropriate statewide training for ESL employees and/or other projects that may emerge from the study that could be shown to be of statewide benefit for ESL students.

Advisement

The LEP student population has more diverse needs than any other group, from initial entry into the college through an ESL/ENS program. Training for counselors/advisors was listed as a need by those with large LEP populations. Responses to this question depend largely on the size of the student population and program. Needs are quite different for colleges just beginning to develop courses than they are for those who have established programs.

**Responsibility for Instruction of LEP Students**. Eleven (11) of the 18 colleges which responded felt that all three groups, adult education, community colleges, and high schools, should share the responsibility for LEP learners as they enter the population at various ages and stages of language development and career planning.

**Pressing Issues or Problems of LEP Student Programs**. The most pressing issues or problems noted by the colleges were classified into the following areas:

- Staffing (full and part-time faculty; support lab personnel, tutors and counselors/advisors)

- Equipment/materials (computers, software)

• Assessment placement, and tracking of LEP students, both on the individual institutional
level and on the State level.

SUMMARY AND CONCLUSIONS

The primary purpose of this program review was to examine the status of English as a Second Language instruction from a curriculum perspective. Information was gathered through a questionnaire and discussions with instructors and administrators serving LEP students. It sought to describe the processes and current procedures for providing access to postsecondary education through academic ESL programs for the growing limited English proficient population in Florida. This population is primarily made up of permanent and legal residents of the state. It further sought to identify successful strategies and areas of concern regarding the academic readiness of exiting ESL students into college credit courses and programs.

Eighteen (18) institutions offer at least one ESL course. Of the 14 that reported the year that they first offered these courses, eight were offering ESL courses in the 1980s. This increase is consistent with demographic data citing Florida as having the third largest immigrant population in the nation.

Eighty-seven (87) different ESL courses are offered among community colleges statewide; 46 lab courses (two at Santa Fe and 44 at Miami-Dade) and 31 ENS courses are offered.

The most frequently cited concerns are: (1) difficulty in identifying and/or developing procedures that insure LEP students register for ESL/ENS courses in lieu of college preparatory courses designed for native speakers; (2) a lack of availability as well as a lack of consistency of placement instruments utilized for these courses across the state; (3) critical shortages of trained ESL instructors; (4) insufficient counseling/advising staff trained to meet the needs of culturally diverse students; and (5) insufficient funding for full-time and/or part-time faculty, tutors, lab space, equipment, software and multimedia capabilities.

Among colleges with a low enrollment of LEP students, ability to offer sufficient course work to

ensure academic success for LEP students creates unique difficulties at some institutions. Ten (10)

colleges indicated that they do not offer any academic ESL courses.

Among instructional methodologies found most successful, cooperative learning activities, peer

tutoring, individualized instruction and whole language approaches were mentioned most frequently.

In addition to diverse methodologies, extensive efforts exist to meet the needs of the growing LEP

student population in an increasing number of both urban and rural geographic regions in Florida.

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ENGLISH AS A SECOND LANGUAGE PROGRAMS SURVEY

For the purpose of this study, the Limited English Proficiency (LEP) student population has been categorized into two groups: international and IREC (Immigrant, Refugee, Entrant, and Citizen). The term international refers to students who are nonimmigrants on student visas; the term IREC refers to students that are immigrants or permanent residents, refugees, or U.S. citizens whose dominant language is other than English.

SECTION I: BACKGROUND INFORMATION

Name of institution _____

Name(s) and title(s) of person(s) completing form

---

1. What is the total enrollment of LEP students at your institution? Circle one response in each column.

	International	IREC
less than 100	1	1
101-200	2	2
201-300	3	3
301-400	4	4
401-500	5	5
500 and over	6	6
Information not available	7	7

2. What is your unduplicated college credit enrollment? _____

SECTION II: IDENTIFICATION PROCEDURES

3. Who has established the procedures for the identification of LEP students at your college? Circle all that apply.

	International	IREC
Board of Trustees	1	1
Admissions Officers	2	2
Counselors/advisors	3	3
Foreign student advisors	4	4
ESL personnel	5	5
Other (Please specify below)	6	6

No procedure exists	7	7

1

4. Which of the following methods are used to identify LEP students at your college? Circle all that apply?

	International	IREC
Application forms	1	1
Referrals	2	2
Assessments	3	3
Counselor/advisor interviews	4	4
Classroom grades in non-ESL courses	5	5
Other (Please specify below)	6	6

_____

_____

5a. Are there any problems related to the identification procedures for LEP students at your college?

Yes	1
No (Skip to question 6)	2

5b. If yes, please identify any special problems that you may be experiencing with the identification of LEP students at your college. NOTE: This survey contains other questions addressing problems related to placement. The purpose of this question is to address problems of identifying LEP students.

_____

_____

_____

6. Please indicate your level of satisfaction with the procedures for the identification of LEP students at your college.

Rating scale: Very dissatisfied (VD) = 1   Dissatisfied (D) = 2
Satisfied (S) = 3   Very satisfied (VS) = 4

	VD	D	S	VS
IREC	1	2	3	4
International	1	2	3	4

SECTION III: ASSESSMENT PROCEDURES

Note: Questions related to post-admission placement criteria are in Section IV.

PRE-ADMISSION

7. Which criteria are used for admitting LEP students to your college? Circle all that apply.

	International	IREC
High school diploma	1	1
English language proficiency score	2	2
Other (Please specify below.)	3	3

_____

_____

8a. Are LEP students required to submit an English language proficiency score to take an English language proficiency placement test?

	International	IREC
Yes	1	1
No (Skip to question 8.)	2	2

8b. If yes, which English proficiency examinations are accepted?

	International	IREC
Test of English as a Foreign Language (TOEFL)	1	1
Michigan Test of English Language Proficiency(MTELP)	2	2
American Language Institute at Georgetown University (ALIGU)	3	3
Comprehensive English Language Test (CELT)	4	4
Other (Please specify title and publisher.)	5	5

_____

8c. What is the minimum score required for admission?

	International	IREC
TOEFL	_____	_____
MTELP	_____	_____
ALIGU	_____	_____
Other (Please specify name of test and score.)	_____	_____

_____

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3

9. Are English language proficiency scores required of students who are transferring from other institutions of higher learning?

	International	IREC
Yes	1	1
No	2	2
Sometimes (Please explain below.)	3	3

_____

_____

10a. Please identify any special problems that you may be experiencing with the admissions procedures used for LEP students at your college.

_____

_____

10b. How may these problems be corrected? Please explain.

_____

_____

SECTION IV: PLACEMENT/ADVISEMENT PROCEDURES

11. Who determines the placement criteria at your college? Circle all that apply.

	International	IREC
Non-ESL Administration	1	1
ESL Administrators	2	2
Counselors/Advisors	3	3
Other (Please specify.)	4	4

_____

_____

12. After the student has been admitted, is an English language proficiency examination required for placement?

	International	IREC
Yes	1	1
No	2	2

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4

13. Are your LEP students going directly into college preparatory classes for native speakers?

	International	IREC
Yes	1	1
No	2	2

14. Are ESL/ENS courses required for LEP students?

	International	IREC
Yes	1	1
No	2	2

15. Which criteria are used for placing LEP students in ESL/ENS courses or an ESL/ENS program? Circle all that apply.

	International	IREC
English language proficiency score on test specifically designed for LEP	1	1
English language proficiency score from state approved placement tests	2	2
Personal interviews	3	3

16. Which language proficiency examination is used to place LEP students after they have been admitted to your college?

	International	IREC
TOEFL	1	1
MTELP	2	2
CELT	3	3
Other (Please specify title and publisher.)	4	4

17a. In which areas are students assessed? Circle all that apply.

	International	IREC
Speaking	1	1
Listening	2	2
Reading	3	3
Writing	4	4
Structure	5	5

17b. Please list tests and cut-off scores or criteria for each of these skills. If you have cut-offs/criteria for placement in each course level, please list them all. **IF YOU HAVE THIS INFORMATION ON A HANDOUT OR IN YOUR COLLEGE CATALOG, PLEASE ATTACH A COPY.**

<u>International</u>

Skill	Test	Cut-off	Course Placement (prefix and number)
Speaking			
Listening			
Reading			
Writing			
Structure			

<u>IREC</u>

Skill	Test	Cut-off	Course Placement (prefix and number)
Speaking			
Listening			
Reading			
Writing			
Structure			

18a. Do you administer a writing sample to LEP students for placement?

	International	IREC
Yes	1	1
No	2	2

18b. If yes, is the writing sample administered before the first day of class?

	International	IREC
Yes	1	1
No	2	2

18c. Who is responsible for writing the topics for the writing sample required of LEP students?

_____

18d. Who is responsible for grading the writing samples? Circle all who apply.

	International	IREC
Counselors/advisors	1	1
ESL faculty	2	2
English faculty	3	3
ESL Program Managers/Department Heads	4	4
English Department Heads	5	5
Other (Please specify below.)	6	6

18e. Do you use the holistic grading method to assess the LEP students' writing samples?

	International	IREC
Yes	1	1
No	2	2

18f. If you use the holistic grading method, please explain that process at your college.

_____

_____

_____

18g. Do you have a specific writing criteria upon which you base the scores of the writing sample?

	International	IREC
Yes	1	1
No	2	2

PLEASE SEND A WRITTEN COPY OF YOUR WRITING CRITERIA IF IT IS AVAILABLE.

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19. How do you place students who have transferred from other ESL/ENS programs? If your process is different for ESL/ENS students in-state who are transferring ESL/ENS courses, please explain the difference.

_____

_____

_____

20. Do your ESL/ENS students have a designated advisor for placement in ESL/ENS courses?

	International	IREC
Yes	1	1
No	2	2

21. Is there a procedure at advisement to mainstream your exiting ESL/ENS students into regular college courses?

	International	IREC
Yes	1	1
No	2	2

22. Does your institution have academic restrictions and/or holds for ESL/ENS students while they are taking ESL/ENS courses? If yes, please explain below.

	International	IREC
Yes	1	1
No	2	2

_____

_____

_____

23a. Are there any problems related to the placement and/or advisement procedures used for LEP students at your college?

	International	IREC
Yes	1	1
No	2	2

23b.   If yes, please explain any special problems that you may be experiencing with the
        placement and/or advisement procedures used for LEP students at your college.

        _____

        _____

        _____

23c.   In your opinion, how may these problems be rectified?

        _____

        _____

        _____

SECTION V: CURRICULUM

24a.   Does your college offer academic ESL courses? "Academic" means courses with
        ESL or ENS prefixes.

        Yes   1
        No   2

        If yes, please fill in the month and year they were first offered. _____

24b.   Please list the course(s) you offer by prefix, number, and title. Please feel free to
        attach information about your ESL curriculum, including the course descriptions,
        course outlines/objectives, lab hours if any, and information about any new courses
        being developed.

        _____

        _____

        _____

25. When you developed your ESL/ENS courses, what criteria did you use for assigning course numbers?

_____

_____

_____

26. Other than A, B, C, D, or F, what grades are available for ESL courses? Please explain.

_____

_____

_____

27. If your college does not offer academic courses for LEP students, does your college offer non-credit courses especially designed for LEP students? Please explain.

_____

_____

_____

28. If you do not offer ESL/ENS courses, do you enroll LEP students in your college preparatory English and reading courses for native speakers?

Yes   1
No   2

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29. Are there any problems that you may be experiencing with the enrollment of LEP students and college preparatory native English speakers in the same courses? If yes, please explain.

Yes   1
No   2

_____

_____

_____

30. In your opinion, how may these problems be rectified?

_____

_____

_____

31. Are your non-native English speaking students, who have taken high school ESOL courses in lieu of regular high school English courses to meet the high school graduation requirement, prepared for college credit composition and reading courses?

Yes   1
No   2

SECTION VI: EXITING ESL/ENS COURSE(S)/PROGRAM

32a. Do you use departmental exit tests or departmental final exams in your ESL/ENS courses?

Yes   1
No   2

If no, what is used for exiting ESL/ENS students? Please explain.

_____

_____

32b. If yes, is this exam a sole criterion for exiting the courses? If yes, please complete the chart below or attach:

Yes   1
No   2

Skill	Test (list course number)	Passing Score	Criteria for Passing Course

33. Do you have tracking data addressing the numbers of exiting ESL/ENS students who place into college preparatory versus college credit communications courses? If yes, please explain or attach.

Yes   1
No   2

_____

_____

SECTION VII: ARTICULATION

34a. Has your college articulated with any of the following groups in your county:

	Yes	No
Adult ESOL and Community Schools	1	1
County Public Schools	2	2
University	3	3
Other (Please explain)	4	4

_____

_____

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34b. If you have articulated, please describe the year, activities, and outcomes, if any.

_____

_____

_____

SECTION VIII: CLAST

35. Does your institution have data on CLAST pass rates for students who were enrolled in your ESL/ENS courses?

    Yes   1
    No   2

36. What is the number of CLAST waivers requested by LEP students who failed either of the English subtests or the reading subtest? Of that number, how many waivers were granted?

	Waivers Requested	Waivers Granted
English Language Skills	_____	_____
Essay	_____	_____
Reading	_____	_____

SECTION IX: FACULTY

37. How many full-time ESL faculty does your college employ? If your college offers both Adult Education and Academic ESL programs, please list the number of full-time faculty separately.

	Academic	Adult Ed
Full-time faculty	_____	_____

38. How many part-time ESL faculty does your college employ? If your college offers both Adult Education and Academic ESL courses/programs, please list the number of part-time faculty separately.

	Academic	Adult Ed
Part-time faculty	_____	_____

39.   Please list the criteria and category of certification your college uses for ESL/ENS faculty.

_____

_____

_____

_____

SECTION X: PERCEPTION OF ESL/ENS COURSES/PROGRAMS

40.   As part of the total college organizational culture, how are ESL/ENS courses/programs generally perceived by college faculty and administrators?

_____ As an essential part of fulfilling the college mission
_____ As secondary to mission but necessary for student readiness
_____ As a marginal program somewhat removed from the college mainstream

41.   Which of the following best captures how ESL faculty members are perceived by other educational professionals?

_____ Accepted in the same manner as other full-time college-level instructors
_____ Accepted with reservations
_____ Not accepted

SECTION XI: INSTRUCTION

42.   How is instruction in ESL courses/programs most frequently delivered?

_____ Through standardized semester-length courses and standardized classes
_____ Through standardized semester-length courses augmented by lab support
_____ Through flexible, self-paced, competency-based learning labs
_____ Through individualized instruction from qualified tutors
_____ Through time intensive specially structured classes and labs (e.g. classes and labs that meet five times per week, 6-8 week intensive review classes, etc.)

43. To what extent does your institution rely on academic support labs for upgrading the skills of LEP students?

_____ No labs are available for LEP students.
_____ The LEP student's entire program of upgrading skills is conducted through the lab.
_____ In addition to attending ESL/ENS classes, LEP students are required to spend a certain number of hours in the lab.
_____ LEP students are encouraged but not required to attend the lab for additional help.
_____ LEP students attend the lab of their own volition.
_____ Other (Please explain below.)

_____

_____

44. What instructional methods appear to be most successful with LEP students enrolled in ESL/ENS courses?

_____

_____

_____

SECTION XII: MISCELLANEOUS

45. What are the underfunded needs that should be addressed at your institution with regard to LEP student education?

_____

_____

_____

46. In your opinion, who should bear the major responsibility for the instruction of LEP students? Please explain below.

_____ Adult Education
_____ Community Colleges
_____ High Schools

_____

_____

_____

47. What are the most pressing issues or problems that need to be addressed with regard to LEP student programs?

_____

_____

_____

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APPENDIX B

FLORIDA COMMUNITY COLLEGE SYSTEM
ESL COLLEGE PREPARATORY COURSES
1994-95 REPORTING YEAR
COLLEGE: BROWARD

FLORIDA
COMMUNITY
COLLEGES

COURSE	COURSE TITLE
ESL0121S	ESL PREPARATORY READING
ESL0161S	INTRODUCTION TO ENGLISH AS A SECOND LANGUAGE; COMBINED SKILLS II
ESL0181S	INTRODUCTION TO ENGLISH AS A SECOND LANGUAGE; COMBINED SKILLS
ESL0281S	INTRODUCTION TO ENGLISH AS A SECOND LANGUAGE; COMBINED SKILLS II

NOTE: THIS REPORT INCLUDES COLLEGE PREPARATORY COURSES FOR ENGLISH AS A SECOND LANGUAGE (ESL).

SOURCE: 1994-95 STUDENT DATA BASE SUMMER, FALL AND WINTER/SPRING END-OF-TERMS

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FLORIDA
COMMUNITY
COLLEGES

FLORIDA COMMUNITY COLLEGE SYSTEM
ESL COLLEGE PREPARATORY COURSES
1994-95 REPORTING YEAR
COLLEGE: CENTRAL FLORIDA

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COURSE	COURSE TITLE
ESL0080C	ENGLISH AS A SECOND LANGUAGE
ESL0181C	WRITING ABOUT READINGS II

NOTE: THIS REPORT INCLUDES COLLEGE PREPARATORY COURSES FOR ENGLISH AS A SECOND LANGUAGE (ESL).

SOURCE: 1994-95 STUDENT DATA BASE SUMMER, FALL AND WINTER/SPRING END-OF-TERMS

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FLORIDA COMMUNITY COLLEGE SYSTEM
ESL COLLEGE PREPARATORY COURSES
1994-95 REPORTING YEAR
COLLEGE: DAYTONA BEACH

FLORIDA
COMMUNITY
COLLEGES

COURSE	COURSE TITLE
ESL0001S	COMMUNICATION I
ESL0021S	READING I
ESL0041S	WRITING I
ESL0061S	GRAMMAR I
ESL0101S	COMMUNICATION II
ESL0121S	READING II
ESL0141S	WRITING II
ESL0161S	GRAMMAR II
ESL0201S	COMMUNICATION III
ESL0221S	READING III
ESL0241S	WRITING III
ESL0261S	GRAMMAR III
ESL0281S	COMBINED SKILLS III
ESL0301S	COMMUNICATION IV
ESL0321S	READING IV
ESL0341S	WRITING IV
ESL0361S	GRAMMAR IV
ESL0381S	COMBINED SKILLS IV

NOTE: THIS REPORT INCLUDES COLLEGE PREPARATORY COURSES FOR ENGLISH AS A SECOND LANGUAGE (ESL).

SOURCE: 1994-95 STUDENT DATA BASE SUMMER, FALL AND WINTER/SPRING END-OF-TERMS

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COMMUNITY
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FLORIDA COMMUNITY COLLEGE SYSTEM
ESL COLLEGE PREPARATORY COURSES
1994-95 REPORTING YEAR
COLLEGE: FCCJ

COURSE	COURSE TITLE
ESL0101S	ESL SPEECH - LEVEL I
ESL0121S	ESL READING - LEVEL I
ESL0141S	ESL WRITING - LEVEL I
ESL0161S	ESL STRUCTURE - LEVEL I
ESL0181S	ESL COMBINED SKILLS - LEVEL I

NOTE: THIS REPORT INCLUDES COLLEGE PREPARATORY COURSES FOR ENGLISH AS A SECOND LANGUAGE (ESL).

SOURCE: 1994-95 STUDENT DATA BASE SUMMER, FALL AND WINTER/SPRING END-OF-TERMS

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FLORIDA COMMUNITY COLLEGE SYSTEM
ESL COLLEGE PREPARATORY COURSES
1994-95 REPORTING YEAR
COLLEGE: HILLSBOROUGH

FLORIDA
COMMUNITY
COLLEGES

COURSE	COURSE TITLE
ESL0001	SPEECH I, COLLEGE PREPARATORY
ESL0021	READING I, COLLEGE PREPARATORY
ESL0041	WRITING I, COLLEGE PREPARATORY
ESL0062	GRAMMAR AND STRUCTURE I, COLLEGE PREPARATORY
ESL0101	LISTENING/SPEAKING, COLLEGE PREPARATORY
ESL0121	READING, COLLEGE PREPARATORY
ESL0141	WRITING, SECOND PREPARATORY LEVEL
ESL0162	GRAMMAR, COLLEGE PREPARATORY
ESL0201	COLLEGE PREPARATORY SPEECH, LEVEL III
ESL0221	COLLEGE PREPARATORY READING, LEVEL III
ESL0241	COLLEGE PREPARATORY WRITING, LEVEL III
ESL0262	COLLEGE PREPARATORY GRAMMAR, LEVEL III
ESL0301	COLLEGE PREPARATORY SPEECH, LEVEL IV
ESL0321	COLLEGE PREPARATORY READING, LEVEL IV
ESL0341	COLLEGE PREPARATORY WRITING, LEVEL IV
ESL0362	COLLEGE PREPARATORY GRAMMAR, LEVEL IV

NOTE: THIS REPORT INCLUDES COLLEGE PREPARATORY COURSES FOR ENGLISH AS A SECOND LANGUAGE (ESL).

SOURCE: 1994-95 STUDENT DATA BASE SUMMER, FALL AND WINTER/SPRING END-OF-TERMS

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FLORIDA COMMUNITY COLLEGE SYSTEM
ESL COLLEGE PREPARATORY COURSES
1994-95 REPORTING YEAR
COLLEGE: INDIAN RIVER

COURSE	COURSE TITLE
ESL0021	READING I, COLLEGE PREPARATORY
ESL0022	READING II, COLLEGE PREPARATORY
ESL0062	ESL GRAMMAR AND STRUCTURE I COLLEGE PREPARATORY
ESL0063	ESL GRAMMAR AND STRUCTURE II COLLEGE PREPARATORY

NOTE: THIS REPORT INCLUDES COLLEGE PREPARATORY COURSES FOR ENGLISH AS A SECOND LANGUAGE (ESL).

SOURCE: 1994-95 STUDENT DATA BASE SUMMER, FALL AND WINTER/SPRING END-OF-TERMS

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FLORIDA
COMMUNITY
COLLEGES

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FLORIDA COMMUNITY COLLEGE SYSTEM
ESL COLLEGE PREPARATORY COURSES
1994-95 REPORTING YEAR
COLLEGE: LAKE CITY

COURSE	COURSE TITLE
ESL0081	COMBINED SKILLS, COLLEGE PREPARATORY-15 SEM HOURS

NOTE: THIS REPORT INCLUDES COLLEGE PREPARATORY COURSES FOR ENGLISH AS A SECOND LANGUAGE (ESL).

SOURCE: 1994-95 STUDENT DATA BASE SUMMER, FALL AND WINTER/SPRING END-OF-TERMS

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COMMUNITY
COLLEGES

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FLORIDA COMMUNITY COLLEGE SYSTEM
ESL COLLEGE PREPARATORY COURSES
1994-95 REPORTING YEAR
COLLEGE: MANATEE

COURSE	COURSE TITLE
ESL0081S	ENGLISH AS A SECOND LANGAUGE I
ESL0181S	ENGLISH AS A SECOND LANGAUGE II

NOTE: THIS REPORT INCLUDES COLLEGE PREPARATORY COURSES FOR ENGLISH AS A SECOND LANGUAGE (ESL).

SOURCE: 1994-95 STUDENT DATA BASE SUMMER, FALL AND WINTER/SPRING END-OF-TERMS

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FLORIDA
COMMUNITY
COLLEGES

FLORIDA COMMUNITY COLLEGE SYSTEM
ESL COLLEGE PREPARATORY COURSES
1994-95 REPORTING YEAR
COLLEGE: MIAMI-DADE

COURSE	COURSE TITLE
ESL0001	SPEECH I, COLLEGE PREPARATORY
ESL0002	SPEECH, COLLEGE PREPARATORY
ESL0021	READING I, COLLEGE PREPARATORY
ESL0022	READING II, COLLEGE PREPARATORY
ESL0041	WRITING I, COLLEGE PREPARATORY
ESL0141	WRITING, SECOND PREPARATORY LEVEL

NOTE: THIS REPORT INCLUDES COLLEGE PREPARATORY COURSES FOR ENGLISH AS A SECOND LANGUAGE (ESL).

SOURCE: 1994-95 STUDENT DATA BASE SUMMER, FALL AND WINTER/SPRING END-OF-TERMS

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FLORIDA
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FLORIDA COMMUNITY COLLEGE SYSTEM
ESL COLLEGE PREPARATORY COURSES
1994-95 REPORTING YEAR
COLLEGE: PALM BEACH

COURSE	COURSE TITLE
ESL1021	PREPARATORY READING ESOL
ESL1041	PREP ENGLISH ESOL
ESL1041C	PREP ENGLISH ESOL

NOTE: THIS REPORT INCLUDES COLLEGE PREPARATORY COURSES FOR ENGLISH AS A SECOND LANGUAGE (ESL).

SOURCE: 1994-95 STUDENT DATA BASE SUMMER, FALL AND WINTER/SPRING END-OF-TERMS

FLORIDA COMMUNITY COLLEGE SYSTEM
ESL COLLEGE PREPARATORY COURSES
1994-95 REPORTING YEAR
COLLEGE: ST. PETERSBURG

FLORIDA
COMMUNITY
COLLEGES

COURSE	COURSE TITLE
ESL0001C	BEGINNING LISTENING/SPEAKING LECTURE AND LAB
ESL0002C	INTERMEDIATE LISTENING/SPEAKING LAB AND LECTURE
ESL0080C	ENGLISH AS A SECOND LANGUAGE
ESL0081C	COMBINED SKILLS LAB AND LECTURE
ESL0082C	INTERMEDIATE ESL, COMBINED SKILLS LAB AND LECTURE
ESL0141L	ESL DIAGNOSTIC LABARATORY

NOTE: THIS REPORT INCLUDES COLLEGE PREPARATORY COURSES FOR ENGLISH AS A SECOND LANGUAGE (ESL).

SOURCE: 1994-95 STUDENT DATA BASE SUMMER, FALL AND WINTER/SPRING END-OF-TERMS

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FLORIDA COMMUNITY COLLEGE SYSTEM
ESL COLLEGE PREPARATORY COURSES
1994-95 REPORTING YEAR
COLLEGE: SANTA FE

FLORIDA
COMMUNITY
COLLEGES

COURSE	COURSE TITLE
ESL0001	SPEECH I, COLLEGE PREPARATORY
ESL0001L	SPEECH FOR NON-NATIVE SPEAKERS LAB
ESL0080	COMBINED SKILLS, COLLEGE PREPARATORY
ESL0080L	ENGLISH AS A SECOND LANGUAGE
ESL0201	COLLEGE PREPARATORY SPEECH, LEVEL III
ESL0201L	COLLEGE PREPARATORY ESL LISTENING AND SPEAKING I L
ESL0281	COLLEGE PREPARATORY ESL READING AND WRITING I
ESL0281L	COLLEGE PREPARATORY ESL READING AND WRITING I LAB
ESL0301	COLLEGE PREPARATORY SPEECH, LEVEL IV
ESL0301L	ESL SPEAKING AND LISTENING LAB
ESL0381	ESL READING AND WRITING
ESL0381L	ESL READING AND WRITING LAB

NOTE: THIS REPORT INCLUDES COLLEGE PREPARATORY COURSES FOR ENGLISH AS A SECOND LANGUAGE (ESL).

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FLORIDA COMMUNITY COLLEGE SYSTEM
ESL COLLEGE PREPARATORY COURSES
1994-95 REPORTING YEAR
COLLEGE: SEMINOLE

FLORIDA
COMMUNITY
COLLEGES

COURSE	COURSE TITLE
ESL0041C	INTENSIVE FUNDAMENTALS OF WRITING I
ESL0080C	ENGLISH AS A SECOND LANGUAGE
ESL0141C	INTENSIVE FUNDAMENTALS OF WRITING II
ESL0181C	WRITING ABOUT READINGS II

NOTE: THIS REPORT INCLUDES COLLEGE PREPARATORY COURSES FOR ENGLISH AS A SECOND LANGUAGE (ESL).

SOURCE: 1994-95 STUDENT DATA BASE SUMMER, FALL AND WINTER/SPRING END-OF-TERMS

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FLORIDA COMMUNITY COLLEGE SYSTEM
ESL COLLEGE PREPARATORY COURSES
1994-95 REPORTING YEAR
COLLEGE: VALENCIA

COURSE   COURSE TITLE

ESL0181   COMBINED SKILLS, COLLEGE PREPARATORY

NOTE: THIS REPORT INCLUDES COLLEGE PREPARATORY COURSES FOR ENGLISH AS A SECOND LANGUAGE (ESL).

SOURCE: 1994-95 STUDENT DATA BASE SUMMER, FALL AND WINTER/SPRING END-OF-TERMS

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FLORIDA COMMUNITY COLLEGE SYSTEM
ENS COLLEGE LEVEL COURSES
1994-95 REPORTING YEAR
COLLEGE: BREVARD

COURSE	COURSE TITLE
ENS1185S	ENGLISH AS A SECOND LANGUAGE, INTENSIVE
ENS1381S	ENGLISH AS A SECOND LANGUAGE, INTERMEDIATE

NOTE: THIS REPORT INCLUDES COLLEGE LEVEL COURSES IN ENGLISH FOR NON-NATIVE SPEAKERS.

SOURCE: 1994-95 STUDENT DATA BASE SUMMER, FALL AND WINTER/SPRING END-OF-TERMS

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FLORIDA COMMUNITY COLLEGE SYSTEM
ENS COLLEGE LEVEL COURSES
1994-95 REPORTING YEAR
COLLEGE: BROWARD

FLORIDA
COMMUNITY
COLLEGES

COURSE	COURSE TITLE
ENS1201S	PHONETICS OF AMERICAN ENGLISH
ENS1202S	COMMUNICATION SKILLS/ NON-NATIVE ENGLISH SPEAKERS
ENS1241S	DEVELOPMENTAL COMPOSITION I
ENS1341S	DEVELOPMENTAL COMPOSITION II

NOTE: THIS REPORT INCLUDES COLLEGE LEVEL COURSES IN ENGLISH FOR NON-NATIVE SPEAKERS.

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SOURCE: 1994-95 STUDENT DATA BASE SUMMER, FALL AND WINTER/SPRING END-OF-TERMS

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FLORIDA COMMUNITY COLLEGE SYSTEM
ENS COLLEGE LEVEL COURSES
1994-95 REPORTING YEAR
COLLEGE: EDISON

FLORIDA
COMMUNITY
COLLEGES

COURSE	COURSE TITLE
ENS1281	COMBINED SKILLS, ELEMENTARY COLLEGE LEVEL
ENS1282	ENGLISH FOR NON-NATIVE SPEAKERS, LEVEL III

NOTE: THIS REPORT INCLUDES COLLEGE LEVEL COURSES IN ENGLISH FOR NON-NATIVE SPEAKERS.

SOURCE: 1994-95 STUDENT DATA BASE SUMMER, FALL AND WINTER/SPRING END-OF-TERMS

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FLORIDA
COMMUNITY
COLLEGES

FLORIDA COMMUNITY COLLEGE SYSTEM
ENS COLLEGE LEVEL COURSES
1994-95 REPORTING YEAR
COLLEGE: FCCJ

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COURSE	COURSE TITLE
ENS1201S	ESL SPEECH - LEVEL II
ENS1221S	ESL READING - LEVEL II
ENS1241S	ESL WRITING - LEVEL II
ENS1261S	ESL STRUCTURE - LEVEL II
ENS1281S	ESL COMBINED SKILLS - LEVEL II
ENS1301S	ESL SPEECH - LEVEL III
ENS1321S	ESL READING - LEVEL III
ENS1341S	ESL WRITING - LEVEL III
ENS1361S	ESL STRUCTURE - LEVEL III
ENS1381S	ESL COMBINED SKILLS - LEVEL III

NOTE: THIS REPORT INCLUDES COLLEGE LEVEL COURSES IN ENGLISH FOR NON-NATIVE SPEAKERS.

SOURCE: 1994-95 STUDENT DATA BASE SUMMER, FALL AND WINTER/SPRING END-OF-TERMS

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FLORIDA COMMUNITY COLLEGE SYSTEM
ENS COLLEGE LEVEL COURSES
1994-95 REPORTING YEAR
COLLEGE: MIAMI-DADE

FLORIDA
COMMUNITY
COLLEGES

COURSE	COURSE TITLE
ENS1201	SPEECH, ELEMENTARY COLLEGE LEVEL
ENS1201L	SPEECH LAB., ELEMENTARY COLLEGE LEVEL
ENS1221	READING, ELEMENARY COLLEGE LEVEL
ENS1241	WRITING, ELEMENTARY COLLEGE LEVEL
ENS1241L	WRITING, ELEMENTARY COLLEGE LEVEL
ENS1261	GRAMMAR, ELEMENTARY COLLEGE LEVEL
ENS1301	PRONUNCIATION, INTERMED. COLLEGE LEVEL
ENS1301L	PRONUNCIATION, INTERMED. COLLEGE LEVEL
ENS1302	ACCENT IMPROVEMENT, INTER. COLLEGE LEVEL
ENS1321	READING, INTERMEDIATE COLLEGE LEVEL
ENS1341	WRITING, INTERMEDIATE COLLEGE LEVEL
ENS1341L	WRITING, INTERMEDIATE COLLEGE LEVEL
ENS1361	STRUCTURE, INTERMEDIATE COLLEGE LEVEL
ENS1401	ADVANCED COLLEGE LEVEL
ENS1401L	SPEECH LAB., ADVANCED COLLEGE LEVEL
ENS1402	ACCENT REDUCTION, ADV. COLLEGE LEVEL
ENS1403	SPEECH, ADVANCED COLLEGE LEVEL
ENS1403L	SPEECH, ADVANCED COLLEGE LEVEL
ENS1421	READING, ADVANCED COLLEGE LEVEL
ENS1423	READING, ADVANCED COLLEGE LEVEL
ENS1441	WRITING, INTERMEDIATE COLLEGE LEVEL
ENS1441L	WRITING LAB., ADVANCED COLLEGE LEVEL
ENS1443	WRITING, ADVANCED COLLEGE LEVEL
ENS1443L	WRITING, ADVANCED COLLEGE LEVEL
ENS1461	STRUCTURE, ADVANCED COLLEGE LEVEL
ENS1462	GRAMMAR, ADVANCED COLLEGE LEVEL

NOTE: THIS REPORT INCLUDES COLLEGE LEVEL COURSES IN ENGLISH FOR NON-NATIVE SPEAKERS.

SOURCE: 1994-95 STUDENT DATA BASE SUMMER, FALL AND WINTER/SPRING END-OF-TERMS

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FLORIDA COMMUNITY COLLEGE SYSTEM
ENS COLLEGE LEVEL COURSES
1994-95 REPORTING YEAR
COLLEGE: ST. PETERSBURG

FLORIDA
COMMUNITY
COLLEGES

COURSE	COURSE TITLE
ENS1401C	ADVANCED LISTENING/SPEAKING
ENS1481C	ADVANCED ESL LECTURE AND LAB
ENS1482L	ESL LABORATORY

NOTE: THIS REPORT INCLUDES COLLEGE LEVEL COURSES IN ENGLISH FOR NON-NATIVE SPEAKERS.

SOURCE: 1994-95 STUDENT DATA BASE SUMMER, FALL AND WINTER/SPRING END-OF-TERMS

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FLORIDA
COMMUNITY
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FLORIDA COMMUNITY COLLEGE SYSTEM
ENS COLLEGE LEVEL COURSES
1994-95 REPORTING YEAR
COLLEGE: SANTA FE

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COURSE	COURSE TITLE
ENS1441	WRITING, INTERMEDIATE COLLEGE LEVEL

NOTE: THIS REPORT INCLUDES COLLEGE LEVEL COURSES IN ENGLISH FOR NON-NATIVE SPEAKERS.

SOURCE: 1994-95 STUDENT DATA BASE SUMMER, FALL AND WINTER/SPRING END-OF-TERMS

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FLORIDA COMMUNITY COLLEGE SYSTEM
ENS COLLEGE LEVEL COURSES
1994-95 REPORTING YEAR
COLLEGE: VALENCIA

FLORIDA
COMMUNITY
COLLEGES

COURSE	COURSE TITLE
ENS1201	SPEECH, ELEMENTARY COLLEGE LEVEL
ENS1221	READING, ELEMENARY COLLEGE LEVEL
ENS1241	WRITING, ELEMENTARY COLLEGE LEVEL
ENS1261	GRAMMAR, ELEMENTARY COLLEGE LEVEL
ENS1301	PRONUNCIATION, INTERMED. COLLEGE LEVEL
ENS1321	READING, INTERMEDIATE COLLEGE LEVEL
ENS1341	WRITING, INTERMEDIATE COLLEGE LEVEL
ENS1361	STRUCTURE, INTERMEDIATE COLLEGE LEVEL
ENS1441	WRITING, INTERMEDIATE COLLEGE LEVEL

NOTE: THIS REPORT INCLUDES COLLEGE LEVEL COURSES IN ENGLISH FOR NON-NATIVE SPEAKERS.

SOURCE: 1994-95 STUDENT DATA BASE SUMMER, FALL AND WINTER/SPRING END-OF-TERMS

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Florida Department of Education
Frank T. Brogan, Commissioner

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