

DOCUMENT RESUME

ED 478 370

JC 030 361

TITLE The Impact of the New ESOL Program.
INSTITUTION San Diego Community Coll. District, CA. Research and Planning.
PUB DATE 2002-04-00
NOTE 63p.
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Persistence; Community Colleges; Curriculum; *Demography ; *English (Second Language); *Enrollment; Language Skills; Limited English Speaking; Second Language Learning; *Second Language Programs; Two Year Colleges
IDENTIFIERS *San Diego Community College District CA

ABSTRACT

The purpose of this study was to provide information regarding the impact of the new English for Speakers of Other Languages (ESOL) Program at the San Diego Community College District (SDCCD) in California. In fall 2000, the program increased from 5 to 8 courses and went from a 30-unit to a 35-unit program. Districtwide, ESOL Program enrollment decreased (down 361 from fall 1999 to spring 2001) after the implementation of the new program. The persistence rate from term to term remained about the same, while course completion rates decreased by 22.1% districtwide in the new Level 19. However, course completion rates for Levels 20, 30, and 40 increased with the program changes. The changes did not affect demographic distributions of ESOL students. Level 19 was impacted by the most program changes, therefore the report recommends further research focusing on this level. It is also recommended that more research be conducted to examine ESOL student success in subsequent academic courses after completing the ESOL Program. Because the majority of ESOL students indicated their educational goal was to transfer to a four-year institution, the study also recommends initiation of longitudinal research to track success after transfer. Research instrument appended. (Contains more than 100 tables.) (NB)

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The Impact of the New ESOL Program

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April 2002
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The Impact of the New ESOL Program

Districtwide

The Impact of the New ESOL Program

Introduction

Beginning in fall 2000, the English for Speakers of Other Languages (ESOL) curriculum was significantly restructured. Prior to this time, the program consisted of five 6 unit courses, requiring a total of 30 units to complete the program. In the new program, some courses were combined and new courses were added. As a result, the ESOL Program increased from five to eight courses and went from a 30 unit to a 35 unit program. The specific changes are illustrated below:

| OLD ESOL Curriculum | | | NEW ESOL Curriculum | | |
|---------------------|----------|-----------|---------------------|----------|-----------|
| ESOL Level | Course # | Units | ESOL Level | Course # | Units |
| ESOL 6 | ENGL 06 | 6 | ESOL 19 | ESOL 19 | 5 |
| ESOL 7 | ENGL 07 | 6 | | ESOL 20 | ESOL 20 |
| ESOL 8 | ENGL 08 | 6 | ESOL 21 | | 3 |
| | | | ESOL 22 | | 3 |
| ESOL 9 | ENGL 09 | 6 | ESOL 30 | ESOL 30 | 6 |
| | | | | ESOL 31 | 3 |
| | | | | ESOL 32 | 3 |
| ESOL 10 | ENGL 10 | 6 | ESOL 40 | ESOL 40 | 6 |
| Total Units | | 30 | Total Units | | 35 |

The Office of Institutional Research and Planning examined the program changes at the request of the English Department. The purpose of this study was to determine the impact of these changes on the ESOL Program in terms of: (1) student enrollment, (2) persistence rates, (3) course completion rates, and (4) demographics. A survey was also conducted to obtain student opinions regarding the program changes.

Methodology

Four consecutive semesters of data were collected: fall 1999, spring 2000, fall 2000, and spring 2001. Comparisons were made between the former and new ESOL Programs in the following areas:

1. Student Enrollment:
 - a). Fall to fall: fall 1999 compared to fall 2000
 - b). Spring to spring: spring 2000 compared to spring 2001

ESOL Program enrollment (unduplicated student enrollment in the ESOL Program) as well as course enrollment (duplicated enrollment in all ESOL courses) were examined for comparison purposes.

2. Term-to-Term Persistence Rates: The following term-to-term persistence rates were calculated:

fall 2000 to spring 2001

fall 1999 to spring 2000

Persistence rates were calculated only for students registered in one or more courses (any course) in the subsequent semester.

3. Course Completion:

Successful course completion =A, B, C or Credit

Unsuccessful course completion=D, F, I, No-credit

Drop/Withdraw=Drop, Withdraw, Never Attended

Successful course completion rate=Successful course completion divided by (All students – Drop/Withdraw)

Unsuccessful course completion rate=Unsuccessful course completion divided by (All students – Drop/Withdraw)

Drop/Withdraw rate=Drop/Withdraw divided by all students

4. Number of Challenge Tests: Comparisons were made of the number of challenge tests taken by students one year prior to (fall 1999 and spring 2000) and one year after (fall 2000 and spring 2001) the implementation of the new program.

5. Demographics: Demographic variables included: gender, ethnicity, age, citizenship, and educational objective.

6. Student Survey: A survey was administered to assess student opinions regarding the program changes.

Results

Detailed results are included in the attached tables. Major findings are summarized below:

1. Student Enrollment

- Districtwide, ESOL Program enrollment (unduplicated count) in the ESOL Program decreased after the implementation of the new program (-241 from fall 1999 to fall 2000 and -120 from spring 2000 to spring 2001). Program enrollment declined at all colleges in fall 2000, however enrollment began to increase in spring 2001 at City and Miramar colleges.
- The course enrollment at Levels 20 and 30 increased after the implementation of the new program. However, there was a relatively substantial enrollment decrease in Level 19 courses (176 student decline from fall 1999 to fall 2000). Additionally, there was a enrollment decrease in the new Level 40 courses.

2. Persistence Rate

- The persistence rate from term-to-term remained about the same in the new ESOL Program districtwide.

3. Course Completion

- Districtwide, the new Level 19 courses had the largest decrease in successful course completion rate (46.2% in fall 2000 versus 68.3% in fall 1999) and highest increase in drop/withdraw rate (41.7% in fall 2000 versus 34.3% in fall 1999). However, the successful course completion rates in Levels 20, 30 and 40 increased with the new program change.

4. Number of Challenge Tests

- The number of challenge tests at City College increased dramatically during the first semester of the new program when compared to the previous fall (5 in fall 1999, 52 in fall 2000). In spring 2001, the number of challenges also increased: 31 in spring 2001 versus 14 in spring 2000. Unfortunately, challenge test data were not available for the other two colleges; therefore, the results can not be generalized to the entire district.

5. Demographics

- The curriculum changes did not influence demographic distributions of ESOL students.

6. Student Survey

A survey was administered to all ESOL students (n=859) in ESOL courses during the last week of the spring 2001 semester. A total of 466 students responded to the survey, yielding a response rate of 54.2%. Overall, students were positive about the new ESOL Program at all colleges. Detailed summary and results are attached in the report.

Summary

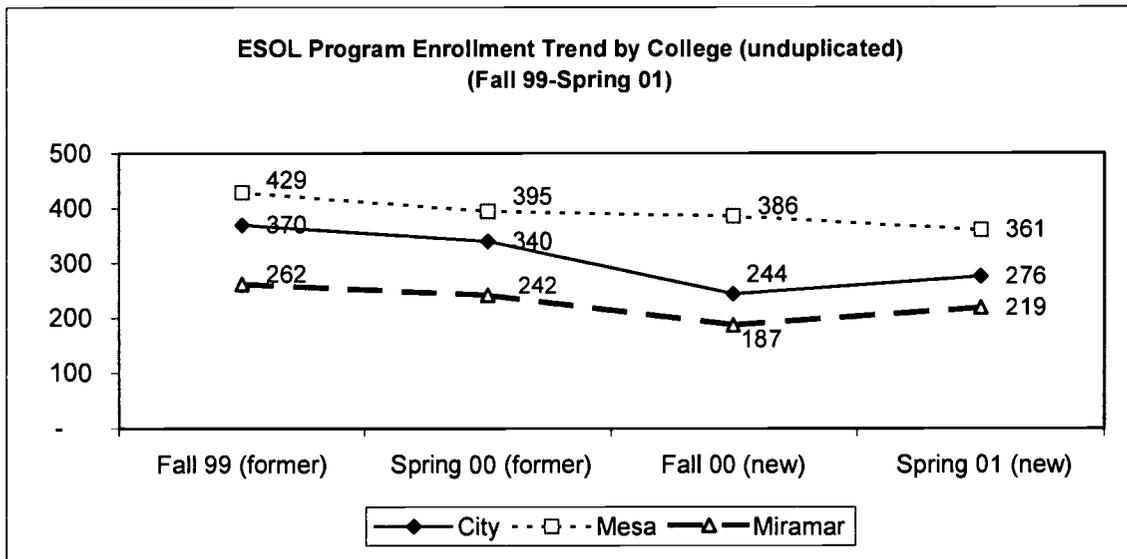
The purpose of this study was to provide useful information regarding the impact of the new ESOL Program on student enrollment, persistence rates, course completion rates, and demographics. Results show that the ESOL Program enrollment (unduplicated count) went down at all colleges after the new program was implemented; however, the persistence rate stayed about the same. Successful course completion rates in the new Level 19 decreased by 22.1% in fall 2000 districtwide.

Overall, students were satisfied with the new ESOL Program. However, students indicated that writing courses were more helpful than the listening/speaking and reading courses. It is recommended that more research be conducted to examine ESOL student success in subsequent academic courses after completing the ESOL Program. Level 19 was impacted the most by the program changes, therefore, research should also be conducted focusing on this level. In addition, a majority of ESOL students indicated their educational goal was to transfer to a four-year institution, longitudinal research should be initiated to track success after transfer for students who completed ESOL courses.

Impact of the New ESOL Program - Districtwide

ESOL Program Enrollment by College (unduplicated)

| College | Fall 99 (former) | Fall 00 (new) | Change | Spring 00 (former) | Spring 01 (new) | Change |
|--------------|---------------------|------------------|-------------|-----------------------|--------------------|-------------|
| City | 370 | 244 | -126 | 340 | 276 | -64 |
| Mesa | 429 | 386 | -43 | 395 | 361 | -34 |
| Miramar | 262 | 187 | -75 | 242 | 219 | -23 |
| ECC | - | 3 | 3 | 2 | 3 | 1 |
| Total | 1,061 | 820 | -241 | 979 | 859 | -120 |



ESOL Student Persistence Rates by College*

| College | # Students Fall 99 (former) | # Returned Spring 00 (former) | Persistence Rate* | # Students Fall 00 (new) | # Returned Spring 01 (new) | Persistence Rate* |
|--------------|-----------------------------------|-------------------------------------|----------------------|--------------------------------|----------------------------------|----------------------|
| City | 370 | 286 | 77.3% | 244 | 189 | 77.5% |
| Mesa | 429 | 353 | 82.3% | 386 | 307 | 79.5% |
| Miramar | 262 | 194 | 74.0% | 187 | 141 | 75.4% |
| ECC | - | - | | 3 | 2 | 66.7% |
| Total | 1,061 | 833 | 78.5% | 820 | 639 | 77.9% |

* Persistence rate =percentage of ESOL students who returned to SDCCD from the previous semester.

ESOL Course Enrollment (duplicated count*)

| Course | Fall 99 (former) | Fall 00 (new) | Change | Spring 00 (former) | Spring 01 (new) | Change |
|--------------|---------------------|------------------|------------|-----------------------|--------------------|------------|
| Level 19 | 332 | 156 | -176 | 277 | 203 | -74 |
| Level 20 | 282 | 504 | 222 | 272 | 513 | 241 |
| Level 30 | 276 | 508 | 232 | 289 | 525 | 236 |
| Level 40 | 279 | 273 | -6 | 301 | 229 | -72 |
| Total | 1,169 | 1,441 | 272 | 1,139 | 1,470 | 331 |

* Students who took more than one course were counted more than once.

FALL COMPARISON: GRADES

Grades by Course Level-Fall 99 (Former ESOL Program)

| Grade | Level 19 | | Level 20 | | Level 30 | | Level 40 | | Total |
|-----------------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|--------------|
| | # | % | # | % | # | % | # | % | # |
| A | 36 | 10.8% | 13 | 4.6% | 17 | 6.2% | 13 | 4.7% | 79 |
| B | 53 | 16.0% | 39 | 13.8% | 38 | 13.8% | 33 | 11.8% | 163 |
| C | 60 | 18.1% | 62 | 22.0% | 80 | 29.0% | 57 | 20.4% | 259 |
| CR | - | 0.0% | - | 0.0% | 1 | 0.4% | 2 | 0.7% | 3 |
| D | 48 | 14.5% | 64 | 22.7% | 59 | 21.4% | 63 | 22.6% | 234 |
| F | 20 | 6.0% | 19 | 6.7% | 10 | 3.6% | 11 | 3.9% | 60 |
| NC | 1 | 0.3% | - | 0.0% | - | 0.0% | 5 | 1.8% | 6 |
| I | - | 0.0% | - | 0.0% | - | 0.0% | 4 | 1.4% | 4 |
| NA | 23 | 6.9% | 22 | 7.8% | 19 | 6.9% | 26 | 9.3% | 90 |
| DRP | 38 | 11.4% | 29 | 10.3% | 29 | 10.5% | 31 | 11.1% | 127 |
| W | 53 | 16.0% | 34 | 12.1% | 23 | 8.3% | 34 | 12.2% | 144 |
| Total | 332 | 100.0% | 282 | 100.0% | 276 | 100.0% | 279 | 100.0% | 1,169 |
| Successful* | 149 | 68.3% | 114 | 57.9% | 136 | 66.3% | 105 | 55.9% | 504 |
| Unsuccessful* | 69 | 31.7% | 83 | 42.1% | 69 | 33.7% | 83 | 44.1% | 304 |
| Drop/Withdraw* | 114 | 34.3% | 85 | 30.1% | 71 | 25.7% | 91 | 32.6% | 361 |

Grades by Course Level-Fall 00 (New ESOL Program)

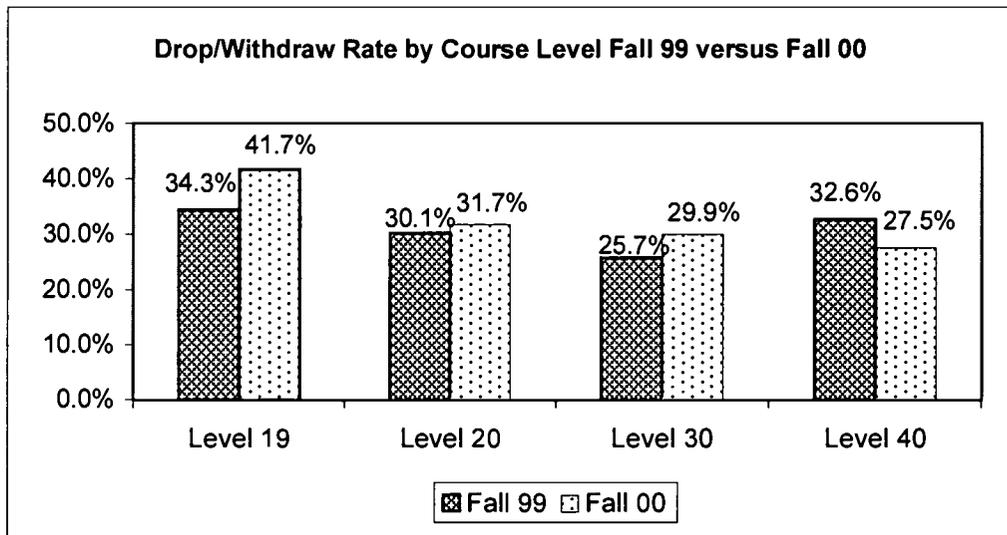
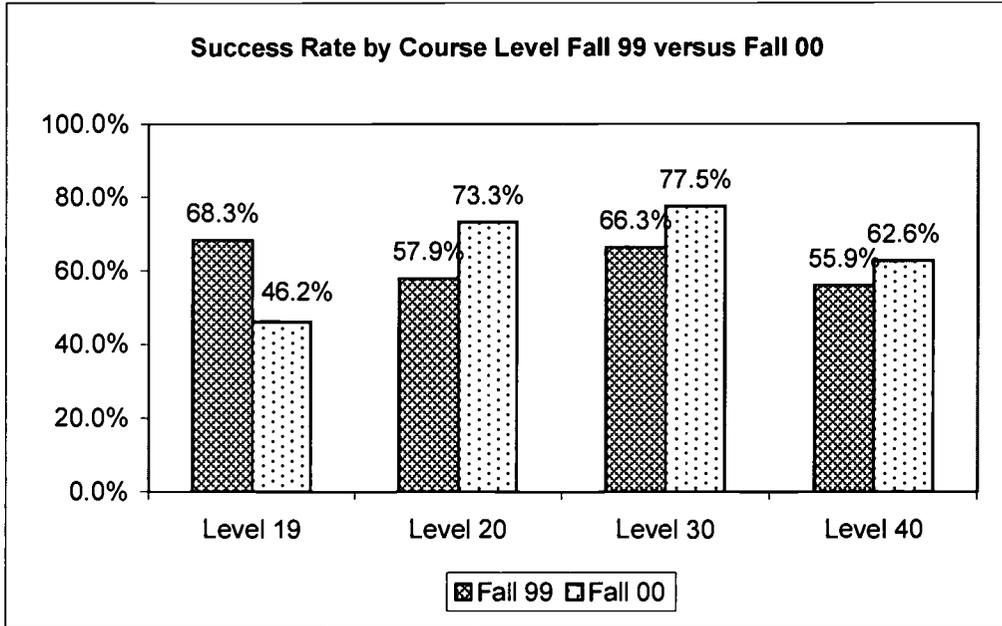
| Grade | Level 19 | | Level 20 | | Level 30 | | Level 40 | | Total |
|-----------------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|--------------|
| | # | % | # | % | # | % | # | % | # |
| A | 12 | 7.7% | 48 | 9.5% | 79 | 15.6% | 18 | 6.6% | 157 |
| B | 13 | 8.3% | 114 | 22.6% | 103 | 20.3% | 37 | 13.6% | 267 |
| C | 17 | 10.9% | 90 | 17.9% | 94 | 18.5% | 69 | 25.3% | 270 |
| D | 43 | 27.6% | 64 | 12.7% | 52 | 10.2% | 58 | 21.2% | 217 |
| F | 6 | 3.8% | 27 | 5.4% | 26 | 5.1% | 13 | 4.8% | 72 |
| NC | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| I | - | 0.0% | 1 | 0.2% | 2 | 0.4% | 3 | 1.1% | 6 |
| NA | 5 | 3.2% | 46 | 9.1% | 56 | 11.0% | 36 | 13.2% | 143 |
| DRP | 42 | 26.9% | 71 | 14.1% | 60 | 11.8% | 28 | 10.3% | 201 |
| W | 18 | 11.5% | 43 | 8.5% | 36 | 7.1% | 11 | 4.0% | 108 |
| Total | 156 | 100.0% | 504 | 100.0% | 508 | 100.0% | 273 | 100.0% | 1,441 |
| Successful* | 42 | 46.2% | 252 | 73.3% | 276 | 77.5% | 124 | 62.6% | 694 |
| Unsuccessful* | 49 | 53.8% | 92 | 26.7% | 80 | 22.5% | 74 | 37.4% | 295 |
| Drop/Withdraw* | 65 | 41.7% | 160 | 31.7% | 152 | 29.9% | 75 | 27.5% | 452 |

Successful =A, B, C, Credit

Unsuccessful =D, F, I, No-credit

Drop/withdrew=Drop, Withdraw, Never Attended

*See formulas on page 3 used to calculate the rates



SPRING COMPARISON: GRADES

Grades by Course Level-Spring 00 (Former ESOL Program)

| Grade | Level 19 | | Level 20 | | Level 30 | | Level 40 | | Total |
|-----------------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|--------------|
| | # | % | # | % | # | % | # | % | # |
| A | 25 | 9.0% | 16 | 5.9% | 16 | 5.5% | 10 | 3.3% | 67 |
| B | 40 | 14.4% | 35 | 12.9% | 46 | 15.9% | 38 | 12.6% | 158 |
| C | 53 | 19.1% | 61 | 22.4% | 58 | 20.1% | 69 | 22.9% | 241 |
| CR | - | 0.0% | 1 | 0.4% | 1 | 0.3% | 4 | 1.3% | 6 |
| D | 18 | 6.5% | 45 | 16.5% | 48 | 16.6% | 52 | 17.3% | 163 |
| F | 28 | 10.1% | 20 | 7.4% | 8 | 2.8% | 12 | 4.0% | 68 |
| NC | - | 0.0% | 1 | 0.4% | 2 | 0.7% | 3 | 1.0% | 6 |
| I | 2 | 0.7% | - | 0.0% | 1 | 0.3% | - | 0.0% | 3 |
| NA | 38 | 13.7% | 26 | 9.6% | 58 | 20.1% | 47 | 15.6% | 169 |
| DRP | 42 | 15.2% | 35 | 12.9% | 31 | 10.7% | 39 | 13.0% | 147 |
| W | 31 | 11.2% | 32 | 11.8% | 20 | 6.9% | 27 | 9.0% | 110 |
| Total | 277 | 100.0% | 272 | 100.0% | 289 | 100.0% | 301 | 100.0% | 1,139 |
| Successful* | 118 | 42.6% | 113 | 41.5% | 121 | 41.9% | 121 | 40.2% | 472 |
| Unsuccessful* | 48 | 17.3% | 66 | 24.3% | 59 | 20.4% | 67 | 22.3% | 240 |
| Drop/Withdraw* | 111 | 40.1% | 93 | 34.2% | 109 | 37.7% | 113 | 37.5% | 426 |

Grades by Course Level -Spring 01(New ESOL Program)

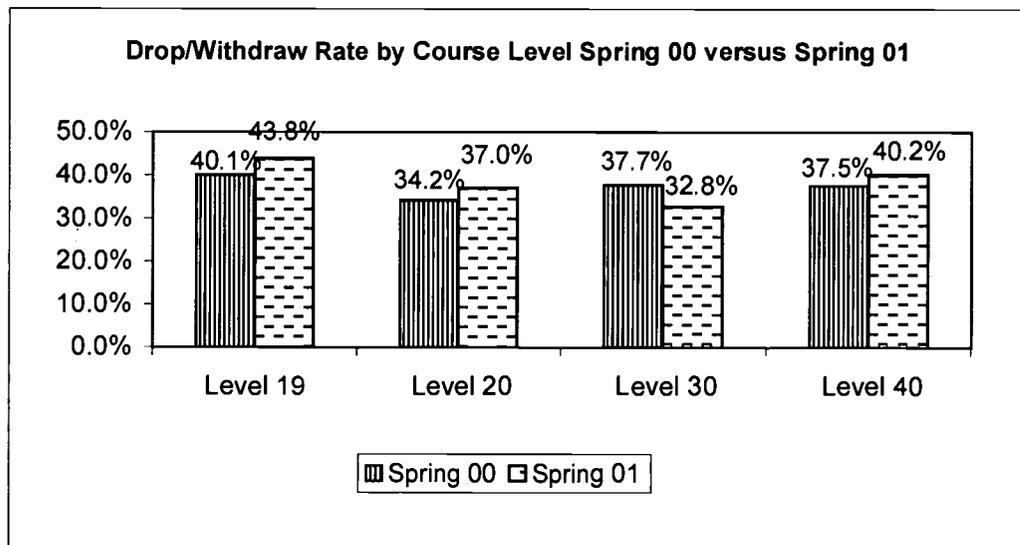
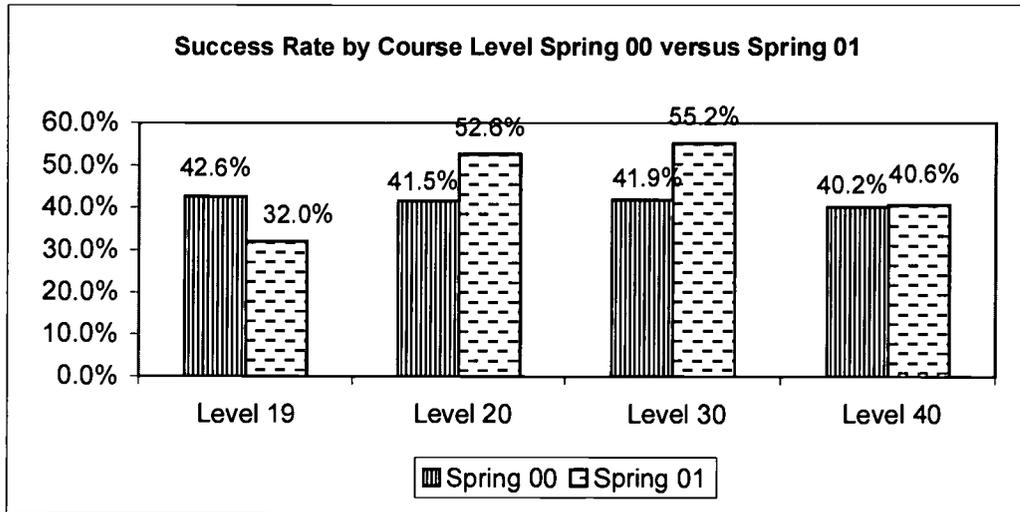
| Grade | Level 19 | | Level 20 | | Level 30 | | Level 40 | | Total |
|-----------------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|--------------|
| | # | % | # | % | # | % | # | % | # |
| A | 15 | 7.4% | 90 | 17.5% | 88 | 16.8% | 12 | 5.2% | 205 |
| B | 27 | 13.3% | 94 | 18.3% | 113 | 21.5% | 38 | 16.6% | 272 |
| C | 23 | 11.3% | 86 | 16.8% | 89 | 17.0% | 43 | 18.8% | 241 |
| D | 33 | 16.3% | 37 | 7.2% | 43 | 8.2% | 44 | 19.2% | 157 |
| F | 15 | 7.4% | 14 | 2.7% | 20 | 3.8% | - | 0.0% | 49 |
| I | 1 | 0.5% | 2 | 0.4% | - | 0.0% | - | 0.0% | 2 |
| NA | 37 | 18.2% | 61 | 11.9% | 81 | 15.4% | 51 | 22.3% | 230 |
| DRP | 16 | 7.9% | 73 | 14.2% | 60 | 11.4% | 19 | 8.3% | 168 |
| W | 36 | 17.7% | 56 | 10.9% | 31 | 5.9% | 22 | 9.6% | 145 |
| Total | 203 | 100.0% | 513 | 100.0% | 525 | 100.0% | 229 | 100.0% | 1,470 |
| Successful* | 65 | 32.0% | 270 | 52.6% | 290 | 55.2% | 93 | 40.6% | 718 |
| Unsuccessful* | 49 | 24.1% | 53 | 10.3% | 63 | 12.0% | 44 | 19.2% | 208 |
| Drop/Withdraw* | 89 | 43.8% | 190 | 37.0% | 172 | 32.8% | 92 | 40.2% | 543 |

Successful =A, B, C, Credit

Unsuccessful =D, F, I, No-credit

Drop/withdrew=Drop, Withdraw, Never Attended

*See formulas on page 3 used to calculate the rates



Districtwide Demographic Characteristics of ESOL Students

| | Fall 99 (former) | | Fall 00 (new) | | Spring 00 (former) | | Spring 01 (new) | |
|------------------|------------------|---------------|---------------|---------------|--------------------|---------------|-----------------|---------------|
| | # | % | # | % | # | % | # | % |
| Gender | | | | | | | | |
| Female | 637 | 60.0% | 517 | 63.0% | 611 | 62.4% | 549 | 63.9% |
| Male | 420 | 39.6% | 302 | 36.8% | 367 | 37.5% | 309 | 36.0% |
| Unknown | 4 | 0.4% | 1 | 0.1% | 1 | 0.1% | 1 | 0.1% |
| Total | 1,061 | 100.0% | 820 | 100.0% | 979 | 100.0% | 859 | 100.0% |
| Ethnicity | | | | | | | | |
| American Indian | 2 | 0.2% | - | 0.0% | - | 0.0% | - | 0.0% |
| Asian | 481 | 45.3% | 372 | 45.4% | 437 | 44.6% | 370 | 43.1% |
| African American | 63 | 5.9% | 39 | 4.8% | 67 | 6.8% | 32 | 3.7% |
| White | 160 | 15.1% | 144 | 17.6% | 160 | 16.3% | 154 | 17.9% |
| Hispanic | 237 | 22.3% | 178 | 21.7% | 204 | 20.8% | 204 | 23.7% |
| Filipino | 27 | 2.5% | 26 | 3.2% | 23 | 2.3% | 19 | 2.2% |
| Other | 82 | 7.7% | 60 | 7.3% | 83 | 8.5% | 78 | 9.1% |
| Unknown | 9 | 0.8% | 1 | 0.1% | 5 | 0.5% | 2 | 0.2% |
| Total | 1,061 | 100.0% | 820 | 100.0% | 979 | 100.0% | 859 | 100.0% |
| Age | | | | | | | | |
| 17 or under | 11 | 1.0% | 7 | 0.9% | 6 | 0.6% | 3 | 0.3% |
| 18 | 55 | 5.2% | 34 | 4.1% | 37 | 3.8% | 29 | 3.4% |
| 19 | 66 | 6.2% | 52 | 6.3% | 54 | 5.5% | 53 | 6.2% |
| 20 | 52 | 4.9% | 38 | 4.6% | 57 | 5.8% | 50 | 5.8% |
| 21 | 63 | 5.9% | 45 | 5.5% | 48 | 4.9% | 31 | 3.6% |
| 22 | 50 | 4.7% | 37 | 4.5% | 43 | 4.4% | 37 | 4.3% |
| 23 | 29 | 2.7% | 34 | 4.1% | 37 | 3.8% | 36 | 4.2% |
| 24 | 45 | 4.2% | 31 | 3.8% | 39 | 4.0% | 23 | 2.7% |
| 25-29 | 188 | 17.7% | 140 | 17.1% | 165 | 16.9% | 138 | 16.1% |
| 30-34 | 143 | 13.5% | 108 | 13.2% | 141 | 14.4% | 124 | 14.4% |
| 35-39 | 109 | 10.3% | 77 | 9.4% | 110 | 11.2% | 102 | 11.9% |
| 40-49 | 136 | 12.8% | 128 | 15.6% | 138 | 14.1% | 130 | 15.1% |
| 50 or over | 114 | 10.7% | 89 | 10.9% | 104 | 10.6% | 103 | 12.0% |
| Total | 1,061 | 100.0% | 820 | 100.0% | 979 | 100.0% | 859 | 100.0% |

Districtwide Demographic Characteristics of ESOL Students

| | Fall 99 (former) | | Fall 00 (new) | | Spring 00 (former) | | Spring 01 (new) | |
|---|------------------|---------------|---------------|---------------|--------------------|---------------|-----------------|---------------|
| | # | % | # | % | # | % | # | % |
| Citizenship | | | | | | | | |
| US Citizen | 215 | 20.3% | 170 | 20.7% | 201 | 20.5% | 211 | 24.6% |
| Immigrant | 618 | 58.2% | 469 | 57.2% | 553 | 56.5% | 477 | 55.5% |
| Refugee/Asylee | 124 | 11.7% | 80 | 9.8% | 118 | 12.1% | 76 | 8.8% |
| Student Visa | 20 | 1.9% | 22 | 2.7% | 8 | 0.8% | 13 | 1.5% |
| Other Visa | 49 | 4.6% | 55 | 6.7% | 65 | 6.6% | 61 | 7.1% |
| Temporary Resident | 32 | 3.0% | 22 | 2.7% | 33 | 3.4% | 20 | 2.3% |
| Unknown | 3 | 0.3% | 2 | 0.2% | 1 | 0.1% | 1 | 0.1% |
| Total | 1,061 | 100.0% | 820 | 100.0% | 979 | 100.0% | 859 | 100.0% |
| Educational Objective | | | | | | | | |
| Obtain BA After AA | 270 | 25.4% | 196 | 23.9% | 226 | 23.1% | 207 | 24.1% |
| Obtain BA Without AA | 62 | 5.8% | 44 | 5.4% | 56 | 5.7% | 48 | 5.6% |
| Obtain AA without Transfer | 80 | 7.5% | 59 | 7.2% | 67 | 6.8% | 57 | 6.6% |
| Obtain 2 Yr Voc Degree without Transfer | 26 | 2.5% | 18 | 2.2% | 30 | 3.1% | 17 | 2.0% |
| Earn Voc Cert without Transfer | 10 | 0.9% | 14 | 1.7% | 10 | 1.0% | 11 | 1.3% |
| Discover Career Interests | 21 | 2.0% | 23 | 2.8% | 21 | 2.1% | 14 | 1.6% |
| Prepare for New Career | 81 | 7.6% | 65 | 7.9% | 95 | 9.7% | 76 | 8.8% |
| Advance in Current Job/Career | 32 | 3.0% | 29 | 3.5% | 28 | 2.9% | 28 | 3.3% |
| Maintain Certificate/License | 11 | 1.0% | 11 | 1.3% | 13 | 1.3% | 12 | 1.4% |
| Educational Development | 14 | 1.3% | 14 | 1.7% | 17 | 1.7% | 20 | 2.3% |
| Improve Basic Skills | 182 | 17.2% | 155 | 18.9% | 168 | 17.2% | 173 | 20.1% |
| Complete Credits for HS Diploma/GED | 7 | 0.7% | 6 | 0.7% | 9 | 0.9% | 7 | 0.8% |
| Undecided | 233 | 22.0% | 156 | 19.0% | 203 | 20.7% | 154 | 17.9% |
| Unknown | 32 | 3.0% | 30 | 3.7% | 36 | 3.7% | 35 | 4.1% |
| Total | 1,061 | 100.0% | 820 | 100.0% | 979 | 100.0% | 859 | 100.0% |

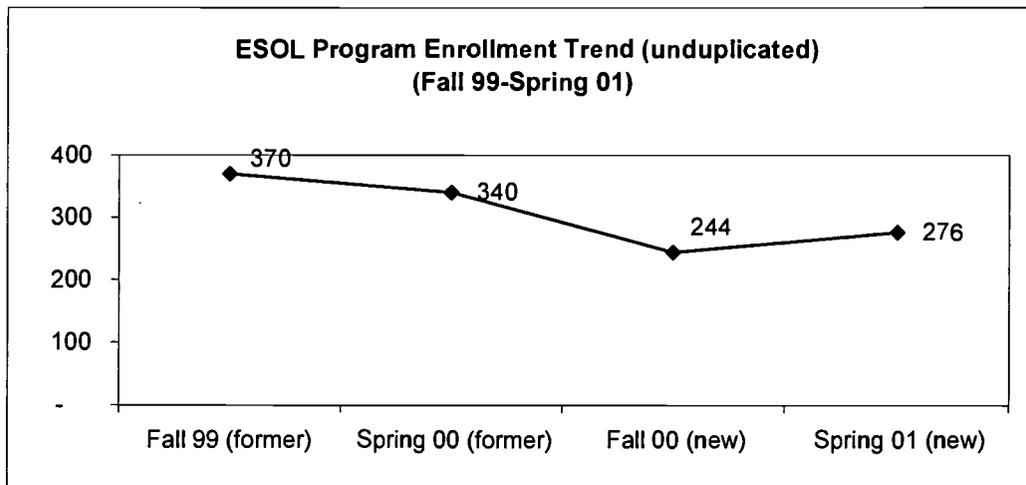
The Impact of the New ESOL Program

City College

Summary of Results-City College

- ESOL Program enrollment (unduplicated count) declined after the implementation of the new ESOL curriculum (fall 2000). However, program enrollment began to increase in spring 2001.
- The number of challenge tests at City College increased dramatically during the first semester of the new program when compared with the previous fall (5 in fall 1999, 52 in fall 2000). In spring 2001, the number of challenges also increased: 31 in spring 2001 versus 14 in spring 2000.
- Course enrollment (duplicated count) increased at Levels 20 and 30. There was a decrease in course enrollment in the new Levels 19 and 40.
- Successful course completion rate in new Level 19 decreased the most (59.1% in fall 2000 versus 70% in fall 1999) when compared to other level of courses.
- Level 20 had a higher successful course completion rate than the former program (65.8% in fall 2000 versus 53.1% in fall 1999).
- Successful course completion rate in Levels 30 and 40 remained about the same.
- The curriculum changes did not influence demographic distributions of ESOL students.

Impact of the New ESOL Program-City College



ESOL Course Enrollment (duplicated count*)

| Course | Fall 99 (former) | Fall 00 (new) | Change | Spring 00 (former) | Spring 01 (new) | Change |
|--------------|------------------|---------------|-----------|--------------------|-----------------|-----------|
| Level 19 | 132 | 44 | -88 | 113 | 73 | -40 |
| Level 20 | 90 | 172 | 82 | 94 | 167 | 73 |
| Level 30 | 101 | 153 | 52 | 91 | 147 | 56 |
| Level 40 | 82 | 73 | -9 | 93 | 64 | -29 |
| Total | 405 | 442 | 37 | 391 | 451 | 60 |

* Students who took more than one course were counted more than once.

Number of ESOL Challenge Tests

| Challenge Test | Fall 99 (former) | Fall 00 (new) | Change | Spring 00 (former) | Spring 01 (new) | Change |
|-----------------------------------|------------------|---------------|-----------|--------------------|-----------------|-----------|
| # of Challenges Approved | 4 | 38 | 34 | 11 | 25 | 14 |
| # of Challenges Denied | 1 | 14 | 13 | 3 | 6 | 3 |
| Total # of Challenge Tests | 5 | 52 | 47 | 14 | 31 | 17 |

FALL COMPARISON: GRADES

Grades by Course Level-Fall 99 (Former ESOL Program)

| Grade | Level 19 | | Level 20 | | Level 30 | | Level 40 | | Total |
|-----------------------|------------|---------------|-----------|---------------|------------|---------------|-----------|---------------|------------|
| | # | % | # | % | # | % | # | % | # |
| A | 6 | 4.5% | 2 | 2.2% | 7 | 6.9% | 1 | 1.2% | 16 |
| B | 19 | 14.4% | 9 | 10.0% | 15 | 14.9% | 10 | 12.2% | 53 |
| C | 24 | 18.2% | 23 | 25.6% | 30 | 29.7% | 16 | 19.5% | 93 |
| CR | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| D | 12 | 9.1% | 22 | 24.4% | 15 | 14.9% | 16 | 19.5% | 65 |
| F | 9 | 6.8% | 8 | 8.9% | 2 | 2.0% | 4 | 4.9% | 23 |
| NC | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| I | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| NA | 15 | 11.4% | 3 | 3.3% | 8 | 7.9% | 10 | 12.2% | 36 |
| DRP | 12 | 9.1% | 7 | 7.8% | 11 | 10.9% | 10 | 12.2% | 40 |
| W | 35 | 26.5% | 16 | 17.8% | 13 | 12.9% | 15 | 18.3% | 79 |
| Total | 132 | 100.0% | 90 | 100.0% | 101 | 100.0% | 82 | 100.0% | 405 |
| Successful* | 49 | 70.0% | 34 | 53.1% | 52 | 75.4% | 27 | 57.4% | 162 |
| Unsuccessful* | 21 | 30.0% | 30 | 46.9% | 17 | 24.6% | 20 | 42.6% | 88 |
| Drop/Withdraw* | 62 | 47.0% | 26 | 28.9% | 32 | 31.7% | 35 | 42.7% | 155 |

Grades by Course Level-Fall 00 (New ESOL Program)

| Grade | Level 19 | | Level 20 | | Level 30 | | Level 40 | | Total |
|-----------------------|-----------|---------------|------------|---------------|------------|---------------|-----------|---------------|------------|
| | # | % | # | % | # | % | # | % | # |
| A | 1 | 2.3% | 7 | 4.1% | 16 | 10.5% | 4 | 5.5% | 28 |
| B | 4 | 9.1% | 33 | 19.2% | 27 | 17.6% | 11 | 15.1% | 75 |
| C | 8 | 18.2% | 35 | 20.3% | 32 | 20.9% | 15 | 20.5% | 90 |
| D | 7 | 15.9% | 28 | 16.3% | 19 | 12.4% | 20 | 27.4% | 74 |
| F | 2 | 4.5% | 11 | 6.4% | 5 | 3.3% | 2 | 2.7% | 20 |
| I | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| NA | 1 | 2.3% | 11 | 6.4% | 27 | 17.6% | 11 | 15.1% | 50 |
| DRP | 16 | 36.4% | 27 | 15.7% | 16 | 10.5% | 6 | 8.2% | 65 |
| W | 5 | 11.4% | 20 | 11.6% | 11 | 7.2% | 4 | 5.5% | 40 |
| Total | 44 | 100.0% | 172 | 100.0% | 153 | 100.0% | 73 | 100.0% | 442 |
| Successful* | 13 | 59.1% | 75 | 65.8% | 75 | 75.8% | 30 | 57.7% | 193 |
| Unsuccessful* | 9 | 40.9% | 39 | 34.2% | 24 | 24.2% | 22 | 42.3% | 94 |
| Drop/Withdraw* | 22 | 50.0% | 58 | 33.7% | 54 | 35.3% | 21 | 28.8% | 155 |

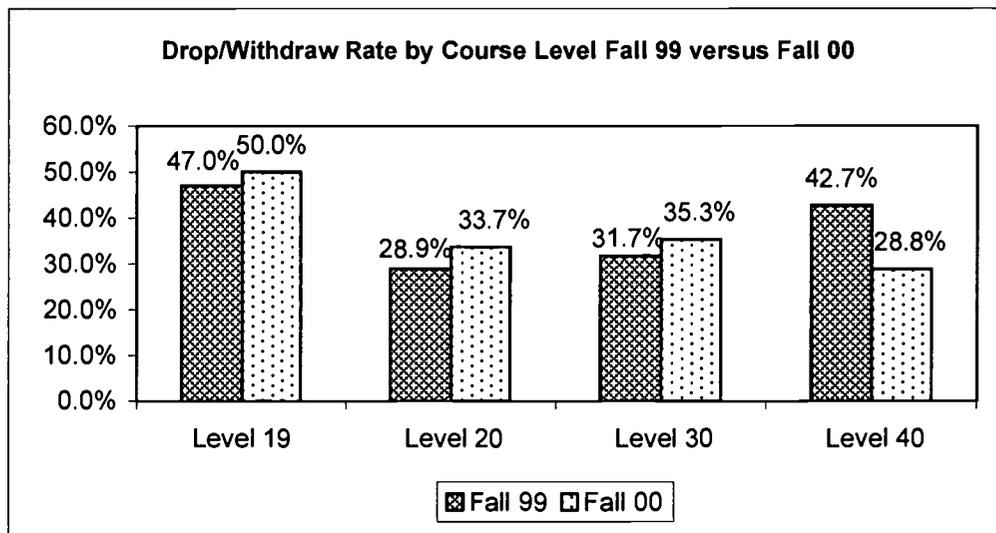
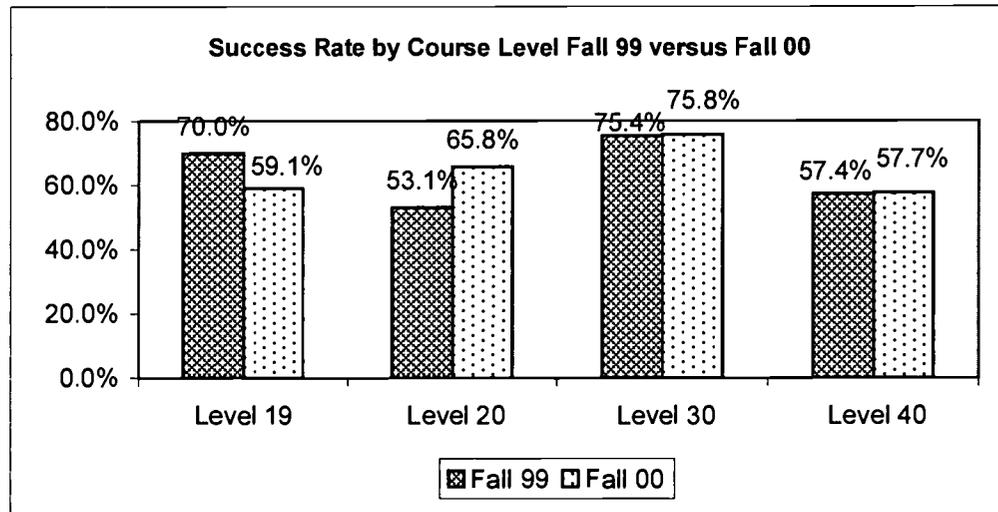
Successful = A, B, C, Credit

Unsuccessful = D, F, I, No-credit

Drop/withdrew = Drop, Withdraw, Never Attended

*See formulas on page 3 used to calculate the rates





SPRING COMPARISON: GRADES

Grades by Course Level-Spring 00 (Former ESOL Program)

| Grade | Level 19 | | Level 20 | | Level 30 | | Level 40 | | Total |
|-----------------------|------------|---------------|-----------|---------------|-----------|---------------|-----------|---------------|------------|
| | # | % | # | % | # | % | # | % | # |
| A | 5 | 4.4% | 4 | 4.3% | 7 | 7.7% | 1 | 1.1% | 17 |
| B | 14 | 12.4% | 16 | 17.0% | 19 | 20.9% | 14 | 15.4% | 63 |
| C | 18 | 15.9% | 26 | 27.7% | 10 | 11.0% | 21 | 23.1% | 75 |
| CR | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| D | 8 | 7.1% | 12 | 12.8% | 16 | 17.6% | 6 | 6.6% | 30 |
| F | 9 | 8.0% | 8 | 8.5% | 6 | 6.6% | - | 0.0% | - |
| NC | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | 1 |
| I | 1 | 0.9% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| NA | 20 | 17.7% | 11 | 11.7% | 23 | 25.3% | 23 | 25.3% | 69 |
| DRP | 19 | 16.8% | 9 | 9.6% | 6 | 6.6% | 6 | 6.6% | 41 |
| W | 19 | 16.8% | 8 | 8.5% | 4 | 4.4% | 4 | 4.4% | 39 |
| Total | 113 | 100.0% | 94 | 100.0% | 91 | 100.0% | 91 | 100.0% | 391 |
| Successful* | 37 | 67.3% | 46 | 69.7% | 36 | 62.1% | 36 | 85.7% | 155 |
| Unsuccessful* | 18 | 32.7% | 20 | 30.3% | 22 | 37.9% | 6 | 14.3% | 31 |
| Drop/Withdraw* | 58 | 51.3% | 28 | 29.8% | 33 | 36.3% | 33 | 36.3% | 149 |

Grades by Course Level-Spring 01(New ESOL Program)

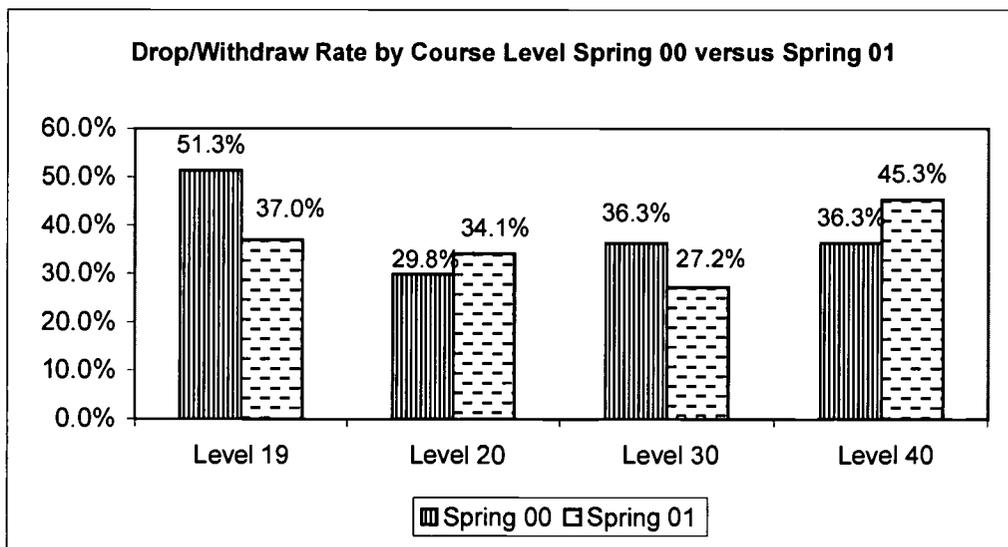
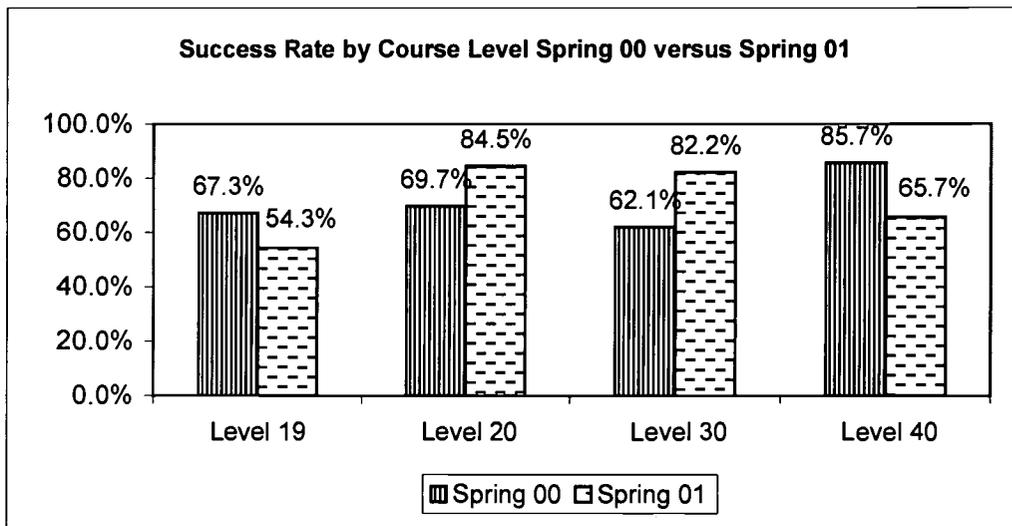
| Grade | Level 19 | | Level 20 | | Level 30 | | Level 40 | | Total |
|-----------------------|-----------|---------------|------------|---------------|------------|---------------|-----------|---------------|------------|
| | # | % | # | % | # | % | # | % | # |
| A | 6 | 8.2% | 31 | 18.6% | 23 | 15.6% | 3 | 4.7% | 63 |
| B | 11 | 15.1% | 24 | 14.4% | 40 | 27.2% | 10 | 15.6% | 85 |
| C | 8 | 11.0% | 38 | 22.8% | 25 | 17.0% | 10 | 15.6% | 81 |
| D | 10 | 13.7% | 12 | 7.2% | 12 | 8.2% | 12 | 18.8% | 46 |
| F | 11 | 15.1% | 5 | 3.0% | 7 | 4.8% | - | 0.0% | 23 |
| I | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| NA | 11 | 15.1% | 18 | 10.8% | 16 | 10.9% | 18 | 28.1% | 63 |
| DRP | 7 | 9.6% | 21 | 12.6% | 12 | 8.2% | 4 | 6.3% | 44 |
| W | 9 | 12.3% | 18 | 10.8% | 12 | 8.2% | 7 | 10.9% | 46 |
| Total | 73 | 100.0% | 167 | 100.0% | 147 | 100.0% | 64 | 100.0% | 451 |
| Successful* | 25 | 54.3% | 93 | 84.5% | 88 | 82.2% | 23 | 65.7% | 229 |
| Unsuccessful* | 21 | 45.7% | 17 | 15.5% | 19 | 17.8% | 12 | 34.3% | 69 |
| Drop/Withdraw* | 27 | 37.0% | 57 | 34.1% | 40 | 27.2% | 29 | 45.3% | 153 |

Successful =A, B, C, Credit

Unsuccessful =D, F, I, No-credit

Drop/withdrew=Drop, Withdraw, Never Attended

*See formulas on page 3 used to calculate the rates



City College Demographic Characteristics of ESOL Students

| | Fall 99 (former) | | Fall 00 (new) | | Spring 00 (former) | | Spring 01 (new) | |
|------------------|------------------|---------------|---------------|---------------|--------------------|---------------|-----------------|---------------|
| | # | % | # | % | # | % | # | % |
| Gender | | | | | | | | |
| Female | 219 | 59.2% | 138 | 56.6% | 201 | 59.1% | 163 | 59.1% |
| Male | 150 | 40.5% | 105 | 43.0% | 139 | 40.9% | 113 | 40.9% |
| Unknown | 1 | 0.3% | 1 | 0.4% | - | 0.0% | - | 0.0% |
| Total | 370 | 100.0% | 244 | 100.0% | 340 | 100.0% | 276 | 100.0% |
| Ethnicity | | | | | | | | |
| American Indian | 1 | 0.3% | - | 0.0% | - | 0.0% | - | 0.0% |
| Asian | 92 | 24.9% | 65 | 26.6% | 85 | 25.0% | 70 | 25.4% |
| African American | 50 | 13.5% | 30 | 12.3% | 50 | 14.7% | 23 | 8.3% |
| White | 26 | 7.0% | 27 | 11.1% | 34 | 10.0% | 35 | 12.7% |
| Hispanic | 142 | 38.4% | 86 | 35.2% | 118 | 34.7% | 108 | 39.1% |
| Filipino | 2 | 0.5% | 2 | 0.8% | 3 | 0.9% | 5 | 1.8% |
| Other | 53 | 14.3% | 33 | 13.5% | 50 | 14.7% | 34 | 12.3% |
| Unknown | 4 | 1.1% | 1 | 0.4% | - | 0.0% | 1 | 0.4% |
| Total | 370 | 100.0% | 244 | 100.0% | 340 | 100.0% | 276 | 100.0% |
| Age | | | | | | | | |
| 17 or under | 5 | 1.4% | 4 | 1.6% | 5 | 1.5% | - | 0.0% |
| 18 | 20 | 5.4% | 10 | 4.1% | 20 | 5.9% | 12 | 4.3% |
| 19 | 24 | 6.5% | 20 | 8.2% | 21 | 6.2% | 18 | 6.5% |
| 20 | 21 | 5.7% | 9 | 3.7% | 27 | 7.9% | 15 | 5.4% |
| 21 | 30 | 8.1% | 16 | 6.6% | 11 | 3.2% | 15 | 5.4% |
| 22 | 19 | 5.1% | 10 | 4.1% | 20 | 5.9% | 7 | 2.5% |
| 23 | 7 | 1.9% | 9 | 3.7% | 10 | 2.9% | 11 | 4.0% |
| 24 | 18 | 4.9% | 7 | 2.9% | 14 | 4.1% | 5 | 1.8% |
| 25-29 | 65 | 17.6% | 35 | 14.3% | 51 | 15.0% | 38 | 13.8% |
| 30-34 | 36 | 9.7% | 28 | 11.5% | 45 | 13.2% | 38 | 13.8% |
| 35-39 | 40 | 10.8% | 20 | 8.2% | 31 | 9.1% | 30 | 10.9% |
| 40-49 | 45 | 12.2% | 38 | 15.6% | 47 | 13.8% | 44 | 15.9% |
| 50 or over | 40 | 10.8% | 38 | 15.6% | 38 | 11.2% | 43 | 15.6% |
| Total | 370 | 100.0% | 244 | 100.0% | 340 | 100.0% | 276 | 100.0% |

City College Demographic Characteristics of ESOL Students

| | Fall 99 (former) | | Fall 00 (new) | | Spring 00 (former) | | Spring 01 (new) | |
|---|------------------|---------------|---------------|---------------|--------------------|---------------|-----------------|---------------|
| | # | % | # | % | # | % | # | % |
| Citizenship | | | | | | | | |
| US Citizen | 66 | 17.8% | 53 | 21.7% | 60 | 17.6% | 75 | 27.2% |
| Immigrant | 220 | 59.5% | 142 | 58.2% | 191 | 56.2% | 143 | 51.8% |
| Refugee/Asylee | 55 | 14.9% | 32 | 13.1% | 56 | 16.5% | 28 | 10.1% |
| Student Visa | 1 | 0.3% | 1 | 0.4% | 1 | 0.3% | 2 | 0.7% |
| Other Visa | 20 | 5.4% | 11 | 4.5% | 20 | 5.9% | 20 | 7.2% |
| Temporary Resident | 7 | 1.9% | 4 | 1.6% | 12 | 3.5% | 8 | 2.9% |
| Unknown | 1 | 0.3% | 1 | 0.4% | - | 0.0% | - | 0.0% |
| Total | 370 | 100.0% | 244 | 100.0% | 340 | 100.0% | 276 | 100.0% |
| Educational Objective | | | | | | | | |
| Obtain BA After AA | 91 | 24.6% | 52 | 21.3% | 79 | 23.2% | 56 | 20.3% |
| Obtain BA Without AA | 16 | 4.3% | 12 | 4.9% | 15 | 4.4% | 11 | 4.0% |
| Obtain AA without Transfer | 27 | 7.3% | 16 | 6.6% | 24 | 7.1% | 21 | 7.6% |
| Obtain 2 Yr Voc Degree without Transfer | 12 | 3.2% | 9 | 3.7% | 17 | 5.0% | 11 | 4.0% |
| Earn Voc Cert without Transfer | 3 | 0.8% | 2 | 0.8% | 5 | 1.5% | 4 | 1.4% |
| Discover Career Interests | 7 | 1.9% | 10 | 4.1% | 10 | 2.9% | 6 | 2.2% |
| Prepare for New Career | 27 | 7.3% | 16 | 6.6% | 29 | 8.5% | 23 | 8.3% |
| Advance in Current Job/Career | 12 | 3.2% | 10 | 4.1% | 11 | 3.2% | 9 | 3.3% |
| Maintain Certificate/License | 6 | 1.6% | 3 | 1.2% | 7 | 2.1% | 5 | 1.8% |
| Educational Development | 5 | 1.4% | 3 | 1.2% | 4 | 1.2% | 3 | 1.1% |
| Improve Basic Skills | 57 | 15.4% | 46 | 18.9% | 61 | 17.9% | 55 | 19.9% |
| Complete Credits for HS Diploma/GED | 4 | 1.1% | 3 | 1.2% | 4 | 1.2% | 5 | 1.8% |
| Undecided | 94 | 25.4% | 51 | 20.9% | 66 | 19.4% | 57 | 20.7% |
| Unknown | 9 | 2.4% | 11 | 4.5% | 8 | 2.4% | 10 | 3.6% |
| Total | 370 | 100.0% | 244 | 100.0% | 340 | 100.0% | 276 | 100.0% |

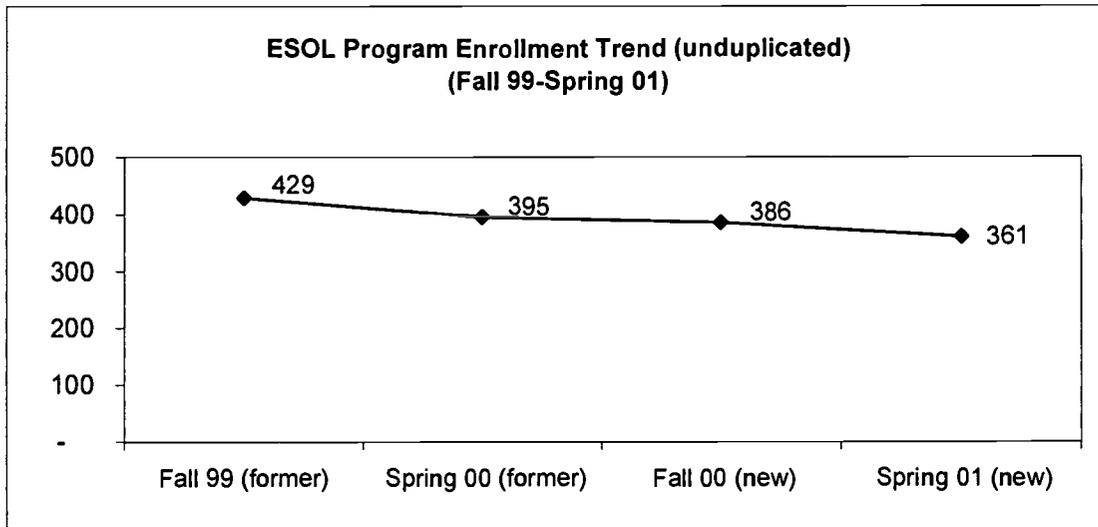
The Impact of the New ESOL Program

Mesa College

Summary of Results-Mesa College

- ESOL Program enrollment (unduplicated count) declined after the implementation of the new ESOL curriculum.
- Course enrollment (duplicated count) increased at Levels 20 and 30 of the new program.
- Level 19 had the largest decrease in successful course completion rate (37.3% in fall 2000 versus 61.9% in fall 1999).
- Level 19 had the largest increase in drop/withdraw rate (40% in fall 2000 versus 28.2% in fall 1999).
- Levels 20 and 30 had higher successful course completion rates than the former program.
- The proportion of Asian students in the ESOL Program decreased after the implementation of the new curriculum, especially in fall 2000 (5.5% less than fall 1999).

Impact of the New ESOL Program-Mesa College



ESOL Course Enrollment (duplicated count*)

| Course | Fall 99 (former) | Fall 00 (new) | Change | Spring 00 (former) | Spring 01 (new) | Change |
|--------------|------------------|---------------|------------|--------------------|-----------------|------------|
| Level 19 | 117 | 85 | -32 | 87 | 100 | 13 |
| Level 20 | 133 | 223 | 90 | 114 | 212 | 98 |
| Level 30 | 102 | 219 | 117 | 136 | 230 | 94 |
| Level 40 | 130 | 148 | 18 | 139 | 113 | -26 |
| Total | 482 | 675 | 193 | 476 | 655 | 179 |

* Students who took more than one course were counted more than once.

FALL COMPARISON: GRADES**Grades by Course Level-Fall 99 (Former ESOL Program)**

| Grade | Level 19 | | Level 20 | | Level 30 | | Level 40 | | Total |
|-----------------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|
| | # | % | # | % | # | % | # | % | # |
| A | 15 | 12.8% | 4 | 3.0% | 5 | 4.9% | 7 | 5.4% | 31 |
| B | 15 | 12.8% | 14 | 10.5% | 12 | 11.8% | 18 | 13.8% | 59 |
| C | 22 | 18.8% | 28 | 21.1% | 23 | 22.5% | 30 | 23.1% | 103 |
| CR | - | 0.0% | - | 0.0% | - | 0.0% | 2 | 1.5% | 2 |
| D | 28 | 23.9% | 29 | 21.8% | 35 | 34.3% | 34 | 26.2% | 126 |
| F | 4 | 3.4% | 9 | 6.8% | 4 | 3.9% | 5 | 3.8% | 22 |
| NC | - | 0.0% | - | 0.0% | - | 0.0% | 5 | 3.8% | 5 |
| I | - | 0.0% | - | 0.0% | - | 0.0% | 2 | 1.5% | 2 |
| NA | 7 | 6.0% | 18 | 13.5% | 8 | 7.8% | 11 | 8.5% | 44 |
| DRP | 16 | 13.7% | 20 | 15.0% | 11 | 10.8% | 7 | 5.4% | 54 |
| W | 10 | 8.5% | 11 | 8.3% | 4 | 3.9% | 9 | 6.9% | 34 |
| Total | 117 | 100.0% | 133 | 100.0% | 102 | 100.0% | 130 | 100.0% | 482 |
| Successful* | 52 | 61.9% | 46 | 54.8% | 40 | 50.6% | 57 | 55.3% | 195 |
| Unsuccessful* | 32 | 38.1% | 38 | 45.2% | 39 | 49.4% | 46 | 44.7% | 155 |
| Drop/Withdraw* | 33 | 28.2% | 49 | 36.8% | 23 | 22.5% | 27 | 20.8% | 132 |

Grades by Course Level-Fall 00 (New ESOL Program)

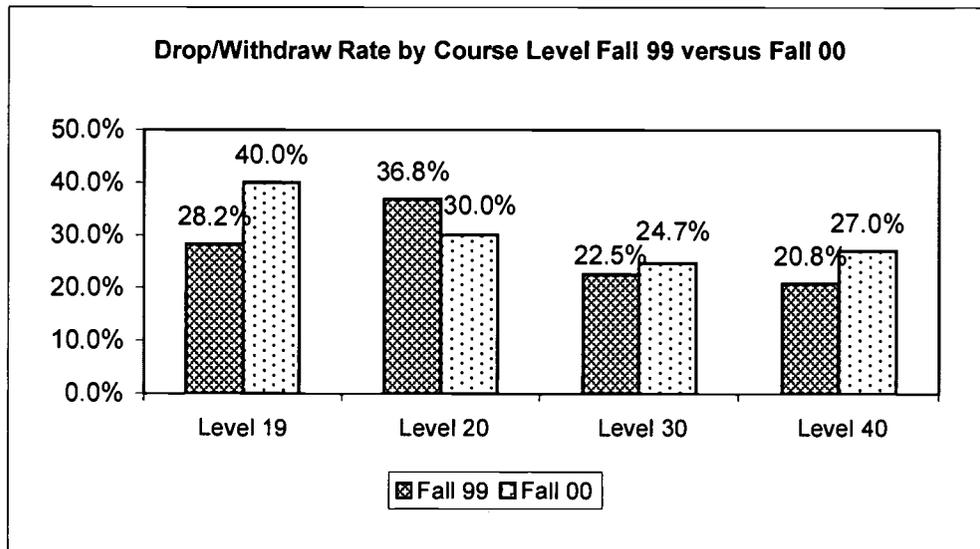
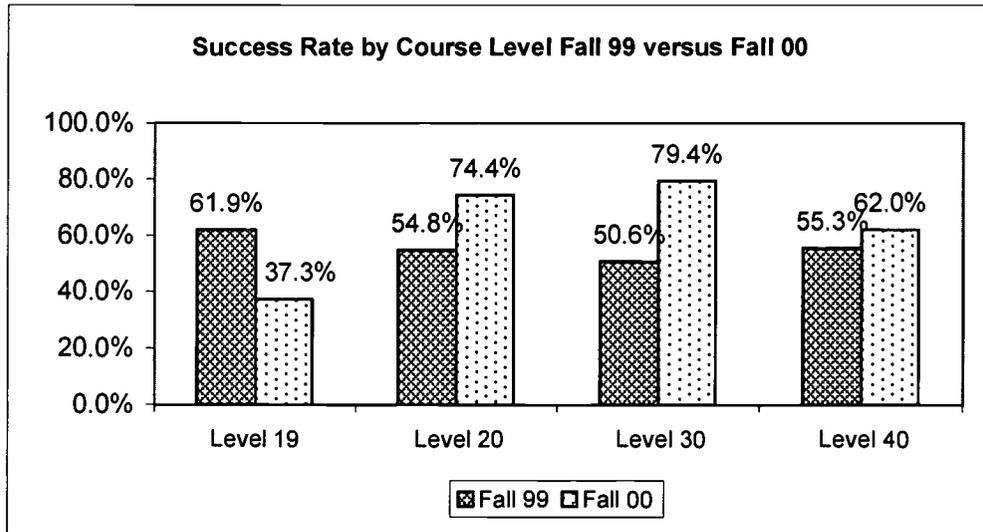
| Grade | Level 19 | | Level 20 | | Level 30 | | Level 40 | | Total |
|-----------------------|-----------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|
| | # | % | # | % | # | % | # | % | # |
| A | 5 | 5.9% | 23 | 10.3% | 41 | 18.7% | 8 | 5.4% | 77 |
| B | 7 | 8.2% | 55 | 24.7% | 55 | 25.1% | 16 | 10.8% | 133 |
| C | 7 | 8.2% | 38 | 17.0% | 35 | 16.0% | 43 | 29.1% | 123 |
| D | 32 | 37.6% | 32 | 14.3% | 18 | 8.2% | 29 | 19.6% | 111 |
| F | - | 0.0% | 8 | 3.6% | 15 | 6.8% | 10 | 6.8% | 33 |
| I | - | 0.0% | - | 0.0% | 1 | 0.5% | 2 | 1.4% | 3 |
| NA | 4 | 4.7% | 29 | 13.0% | 23 | 10.5% | 19 | 12.8% | 75 |
| DRP | 21 | 24.7% | 26 | 11.7% | 18 | 8.2% | 16 | 10.8% | 81 |
| W | 9 | 10.6% | 12 | 5.4% | 13 | 5.9% | 5 | 3.4% | 39 |
| Total | 85 | 100.0% | 223 | 100.0% | 219 | 100.0% | 148 | 100.0% | 675 |
| Successful* | 19 | 37.3% | 116 | 74.4% | 131 | 79.4% | 67 | 62.0% | 333 |
| Unsuccessful* | 32 | 62.7% | 40 | 25.6% | 34 | 20.6% | 41 | 38.0% | 147 |
| Drop/Withdraw* | 34 | 40.0% | 67 | 30.0% | 54 | 24.7% | 40 | 27.0% | 195 |

Successful = A, B, C, Credit

Unsuccessful = D, F, I, No-credit

Drop/withdrew = Drop, Withdraw, Never Attended

*See formulas on page 3 used to calculate the rates



SPRING COMPARISON: GRADES

Grades by Course Level-Spring 00 (Former ESOL Program)

| Grade | Level 19 | | Level 20 | | Level 30 | | Level 40 | | Total |
|-----------------------|-----------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|
| | # | % | # | % | # | % | # | % | # |
| A | 7 | 8.0% | 2 | 1.8% | 4 | 2.9% | 6 | 4.3% | 19 |
| B | 6 | 6.9% | 12 | 10.5% | 18 | 13.2% | 9 | 6.5% | 44 |
| C | 23 | 26.4% | 22 | 19.3% | 41 | 30.1% | 27 | 19.4% | 113 |
| CR | - | 0.0% | 1 | 0.9% | - | 0.0% | 4 | 2.9% | 5 |
| D | 10 | 11.5% | 29 | 25.4% | 29 | 21.3% | 23 | 16.5% | 81 |
| F | 8 | 9.2% | 7 | 6.1% | 7 | 5.1% | 4 | 2.9% | 21 |
| NC | - | 0.0% | 1 | 0.9% | 1 | 0.7% | 1 | 0.7% | 2 |
| I | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | 1 |
| NA | 12 | 13.8% | 11 | 9.6% | 11 | 8.1% | 27 | 19.4% | 75 |
| DRP | 13 | 14.9% | 19 | 16.7% | 19 | 14.0% | 23 | 16.5% | 70 |
| W | 8 | 9.2% | 10 | 8.8% | 10 | 7.4% | 15 | 10.8% | 44 |
| Total | 87 | 100.0% | 114 | 100.0% | 136 | 100.0% | 139 | 100.0% | 476 |
| Successful* | 36 | 66.7% | 37 | 50.0% | 63 | 63.0% | 46 | 62.2% | 181 |
| Unsuccessful* | 18 | 33.3% | 37 | 50.0% | 37 | 37.0% | 28 | 37.8% | 105 |
| Drop/Withdraw* | 33 | 37.9% | 40 | 35.1% | 40 | 29.4% | 65 | 46.8% | 189 |

Grades by Course Level-Spring 01(New ESOL Program)

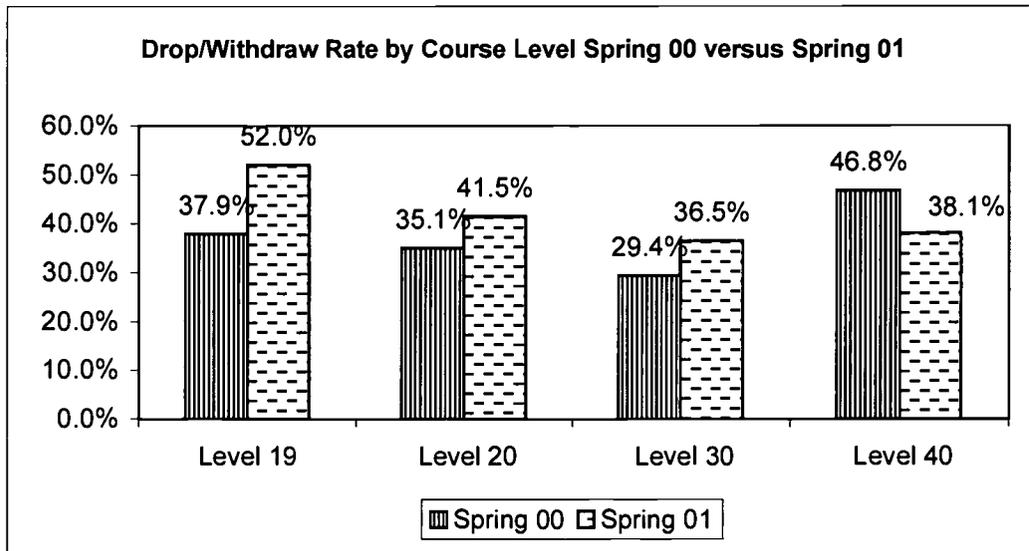
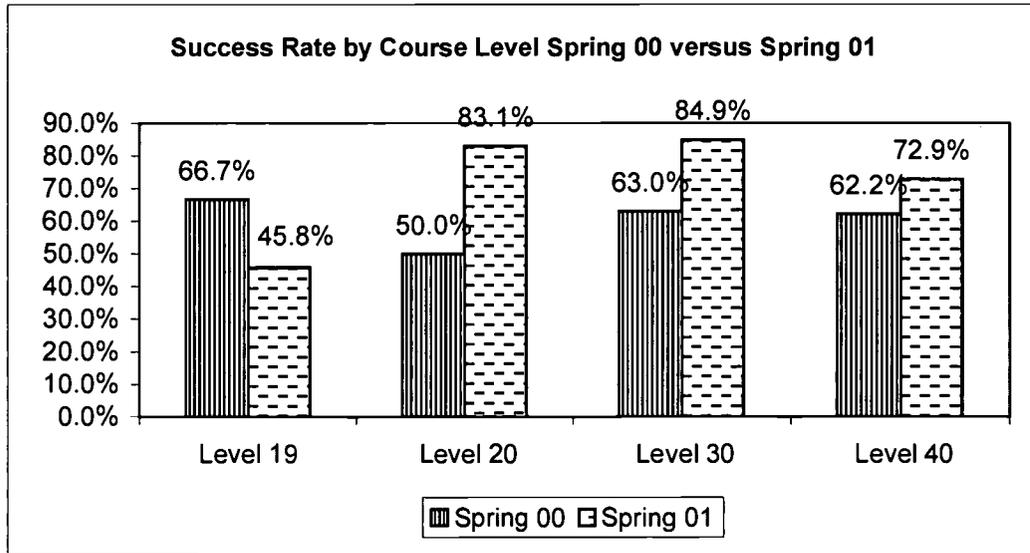
| Grade | Level 19 | | Level 20 | | Level 30 | | Level 40 | | Total |
|-----------------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|
| | # | % | # | % | # | % | # | % | # |
| A | 1 | 1.0% | 36 | 17.0% | 40 | 17.4% | 7 | 6.2% | 84 |
| B | 12 | 12.0% | 38 | 17.9% | 44 | 19.1% | 21 | 18.6% | 115 |
| C | 9 | 9.0% | 29 | 13.7% | 40 | 17.4% | 23 | 20.4% | 101 |
| D | 21 | 21.0% | 17 | 8.0% | 13 | 5.7% | 19 | 16.8% | 70 |
| F | 4 | 4.0% | 4 | 1.9% | 9 | 3.9% | - | 0.0% | 17 |
| I | 1 | 1.0% | - | 0.0% | - | 0.0% | - | 0.0% | 1 |
| NA | 24 | 24.0% | 32 | 15.1% | 47 | 20.4% | 24 | 21.2% | 127 |
| DRP | 8 | 8.0% | 40 | 18.9% | 30 | 13.0% | 8 | 7.1% | 86 |
| W | 20 | 20.0% | 16 | 7.5% | 7 | 3.0% | 11 | 9.7% | 54 |
| Total | 100 | 100.0% | 212 | 100.0% | 230 | 100.0% | 113 | 100.0% | 655 |
| Successful* | 22 | 45.8% | 103 | 83.1% | 124 | 84.9% | 51 | 72.9% | 300 |
| Unsuccessful* | 26 | 54.2% | 21 | 16.9% | 22 | 15.1% | 19 | 27.1% | 88 |
| Drop/Withdraw* | 52 | 52.0% | 88 | 41.5% | 84 | 36.5% | 43 | 38.1% | 267 |

Successful = A, B, C, Credit

Unsuccessful = D, F, I, No-credit

Drop/withdrew = Drop, Withdraw, Never Attended

*See formulas on page 3 used to calculate the rates



Mesa College Demographic Characteristics of ESOL Students

| | Fall 99 (former) | | Fall 00 (new) | | Spring 00 (former) | | Spring 01 (new) | |
|------------------|------------------|---------------|---------------|---------------|--------------------|---------------|-----------------|---------------|
| | # | % | # | % | # | % | # | % |
| Gender | | | | | | | | |
| Female | 251 | 58.5% | 241 | 62.4% | 246 | 62.3% | 223 | 61.8% |
| Male | 176 | 41.0% | 145 | 37.6% | 148 | 37.5% | 138 | 38.2% |
| Unknown | 2 | 0.5% | - | 0.0% | 1 | 0.3% | - | 0.0% |
| Total | 429 | 100.0% | 386 | 100.0% | 395 | 100.0% | 361 | 100.0% |
| Ethnicity | | | | | | | | |
| American Indian | - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% |
| Asian | 236 | 55.0% | 192 | 49.7% | 215 | 54.4% | 171 | 47.4% |
| African American | 9 | 2.1% | 6 | 1.6% | 13 | 3.3% | 7 | 1.9% |
| White | 70 | 16.3% | 82 | 21.2% | 67 | 17.0% | 81 | 22.4% |
| Hispanic | 78 | 18.2% | 72 | 18.7% | 63 | 15.9% | 67 | 18.6% |
| Filipino | 11 | 2.6% | 11 | 2.8% | 9 | 2.3% | 3 | 0.8% |
| Other | 23 | 5.4% | 23 | 6.0% | 24 | 6.1% | 32 | 8.9% |
| Unknown | 2 | 0.5% | - | 0.0% | 4 | 1.0% | - | 0.0% |
| Total | 429 | 100.0% | 386 | 100.0% | 395 | 100.0% | 361 | 100.0% |
| Age | | | | | | | | |
| 17 or under | 6 | 1.4% | 3 | 0.8% | - | 0.0% | 2 | 0.6% |
| 18 | 26 | 6.1% | 18 | 4.7% | 12 | 3.0% | 14 | 3.9% |
| 19 | 31 | 7.2% | 25 | 6.5% | 28 | 7.1% | 23 | 6.4% |
| 20 | 25 | 5.8% | 26 | 6.7% | 26 | 6.6% | 27 | 7.5% |
| 21 | 19 | 4.4% | 23 | 6.0% | 26 | 6.6% | 12 | 3.3% |
| 22 | 21 | 4.9% | 17 | 4.4% | 13 | 3.3% | 21 | 5.8% |
| 23 | 15 | 3.5% | 16 | 4.1% | 15 | 3.8% | 18 | 5.0% |
| 24 | 19 | 4.4% | 17 | 4.4% | 20 | 5.1% | 11 | 3.0% |
| 25-29 | 80 | 18.6% | 75 | 19.4% | 71 | 18.0% | 66 | 18.3% |
| 30-34 | 56 | 13.1% | 50 | 13.0% | 51 | 12.9% | 40 | 11.1% |
| 35-39 | 38 | 8.9% | 32 | 8.3% | 45 | 11.4% | 41 | 11.4% |
| 40-49 | 48 | 11.2% | 50 | 13.0% | 49 | 12.4% | 42 | 11.6% |
| 50 or over | 45 | 10.5% | 34 | 8.8% | 39 | 9.9% | 44 | 12.2% |
| Total | 429 | 100.0% | 386 | 100.0% | 395 | 100.0% | 361 | 100.0% |

Mesa College Demographic Characteristics of ESOL Students

| | Fall 99 (former) | | Fall 00 (new) | | Spring 00 (former) | | Spring 01 (new) | |
|---|------------------|---------------|---------------|---------------|--------------------|---------------|-----------------|---------------|
| | # | % | # | % | # | % | # | % |
| Citizenship | | | | | | | | |
| US Citizen | 85 | 19.8% | 72 | 18.7% | 84 | 21.3% | - | 0.0% |
| Immigrant | 245 | 57.1% | 224 | 58.0% | 222 | 56.2% | 80 | 22.2% |
| Refugee/Asylee | 49 | 11.4% | 34 | 8.8% | 45 | 11.4% | 210 | 58.2% |
| Student Visa | 17 | 4.0% | 19 | 4.9% | 6 | 1.5% | 34 | 9.4% |
| Other Visa | 20 | 4.7% | 27 | 7.0% | 26 | 6.6% | 10 | 2.8% |
| Temporary Resident | 12 | 2.8% | 9 | 2.3% | 11 | 2.8% | 22 | 6.1% |
| Unknown | 1 | 0.2% | 1 | 0.3% | 1 | 0.3% | 5 | 1.4% |
| Total | 429 | 100.0% | 386 | 100.0% | 395 | 100.0% | 361 | 100.0% |
| Educational Objective | | 0.0% | | 0.0% | | 0.0% | | 0.0% |
| Obtain BA After AA | 121 | 28.2% | 101 | 26.2% | 95 | 24.1% | 104 | 28.8% |
| Obtain BA Without AA | 35 | 8.2% | 25 | 6.5% | 33 | 8.4% | 26 | 7.2% |
| Obtain AA without Transfer | 31 | 7.2% | 32 | 8.3% | 26 | 6.6% | 27 | 7.5% |
| Obtain 2 Yr Voc Degree without Transfer | 11 | 2.6% | 8 | 2.1% | 11 | 2.8% | 4 | 1.1% |
| Earn Voc Cert without Transfer | 4 | 0.9% | 8 | 2.1% | 3 | 0.8% | 3 | 0.8% |
| Discover Career Interests | 9 | 2.1% | 12 | 3.1% | 8 | 2.0% | 4 | 1.1% |
| Prepare for New Career | 28 | 6.5% | 24 | 6.2% | 35 | 8.9% | 28 | 7.8% |
| Advance in Current Job/Career | 7 | 1.6% | 7 | 1.8% | 7 | 1.8% | 8 | 2.2% |
| Maintain Certificate/License | 3 | 0.7% | 5 | 1.3% | 4 | 1.0% | 7 | 1.9% |
| Educational Development | 5 | 1.2% | 8 | 2.1% | 8 | 2.0% | 8 | 2.2% |
| Improve Basic Skills | 79 | 18.4% | 71 | 18.4% | 60 | 15.2% | 66 | 18.3% |
| Complete Credits for HS Diploma/GED | 1 | 0.2% | 3 | 0.8% | 3 | 0.8% | - | 0.0% |
| Undecided | 81 | 18.9% | 73 | 18.9% | 86 | 21.8% | 65 | 18.0% |
| Unknown | 14 | 3.3% | 9 | 2.3% | 16 | 4.1% | 11 | 3.0% |
| Total | 429 | 100.0% | 386 | 100.0% | 395 | 100.0% | 361 | 100.0% |

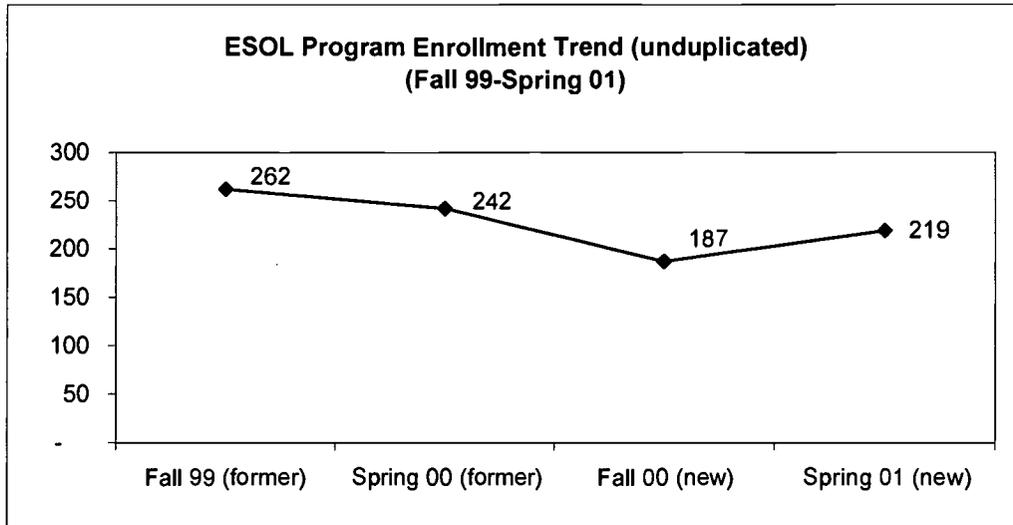
The Impact of the New ESOL Program

Miramar College

Summary of Results-Miramar College

- ESOL Program enrollment (unduplicated count) declined after the implementation of the new ESOL curriculum (fall 2000), however, program enrollment began to increase in spring 2001.
- Course enrollment (duplicated count) increased at new Levels 20 and 30.
- The successful course completion rate of Level 19 declined from 75.0% in fall 1999 to 55.6% in fall 2000.
- Successful course completion rate in Levels 20 and 40 increased when compared to the same levels in the former program.
- Successful course completion rate in Level 30 remained about the same as the comparable level in the former program (Level 9).
- The curriculum changes did not influence demographic distributions of ESOL students.

Impact of the New ESOL Program-Miramar College



ESOL Course Enrollment (duplicated count*)

| Course | Fall 99 (former) | Fall 00 (new) | Change | Spring 00 (former) | Spring 01 (new) | Change |
|--------------|------------------|---------------|-----------|--------------------|-----------------|-----------|
| Level 19 | 83 | 27 | -56 | 77 | 30 | -47 |
| Level 20 | 59 | 108 | 49 | 64 | 134 | 70 |
| Level 30 | 73 | 134 | 61 | 61 | 145 | 84 |
| Level 40 | 67 | 52 | -15 | 68 | 50 | -18 |
| Total | 282 | 321 | 39 | 270 | 359 | 89 |

* Students who took more than one course were counted more than once.

FALL COMPARISON: GRADES

Grades by Course Level-Fall 99 (Former ESOL Program)

| Grade | Level 19 | | Level 20 | | Level 30 | | Level 40 | | Total |
|-----------------------|-----------|---------------|-----------|---------------|-----------|---------------|-----------|---------------|------------|
| | # | % | # | % | # | % | # | % | # |
| A | 15 | 18.1% | 7 | 11.9% | 5 | 6.8% | 5 | 7.5% | 32 |
| B | 19 | 22.9% | 16 | 27.1% | 11 | 15.1% | 5 | 7.5% | 51 |
| C | 14 | 16.9% | 11 | 18.6% | 27 | 37.0% | 11 | 16.4% | 63 |
| CR | - | 0.0% | - | 0.0% | 1 | 1.4% | - | 0.0% | 1 |
| D | 8 | 9.6% | 13 | 22.0% | 9 | 12.3% | 13 | 19.4% | 43 |
| F | 7 | 8.4% | 2 | 3.4% | 4 | 5.5% | 2 | 3.0% | 15 |
| NC | 1 | 1.2% | - | 0.0% | - | 0.0% | - | 0.0% | 1 |
| I | - | 0.0% | - | 0.0% | - | 0.0% | 2 | 3.0% | 2 |
| NA | 1 | 1.2% | 1 | 1.7% | 3 | 4.1% | 5 | 7.5% | 10 |
| DRP | 10 | 12.0% | 2 | 3.4% | 7 | 9.6% | 14 | 20.9% | 33 |
| W | 8 | 9.6% | 7 | 11.9% | 6 | 8.2% | 10 | 14.9% | 31 |
| Total | 83 | 100.0% | 59 | 100.0% | 73 | 100.0% | 67 | 100.0% | 282 |
| Successful* | 48 | 75.0% | 34 | 69.4% | 44 | 77.2% | 21 | 55.3% | 147 |
| Unsuccessful* | 16 | 25.0% | 15 | 30.6% | 13 | 22.8% | 17 | 44.7% | 61 |
| Drop/Withdraw* | 19 | 22.9% | 10 | 16.9% | 16 | 21.9% | 29 | 43.3% | 74 |

Grades by Course Level-Fall 00 (New ESOL Program)

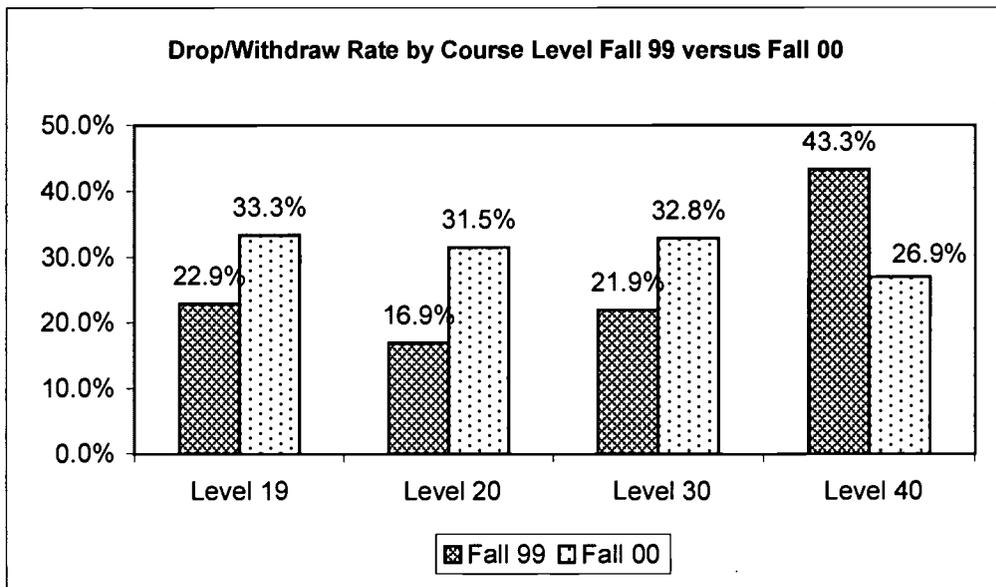
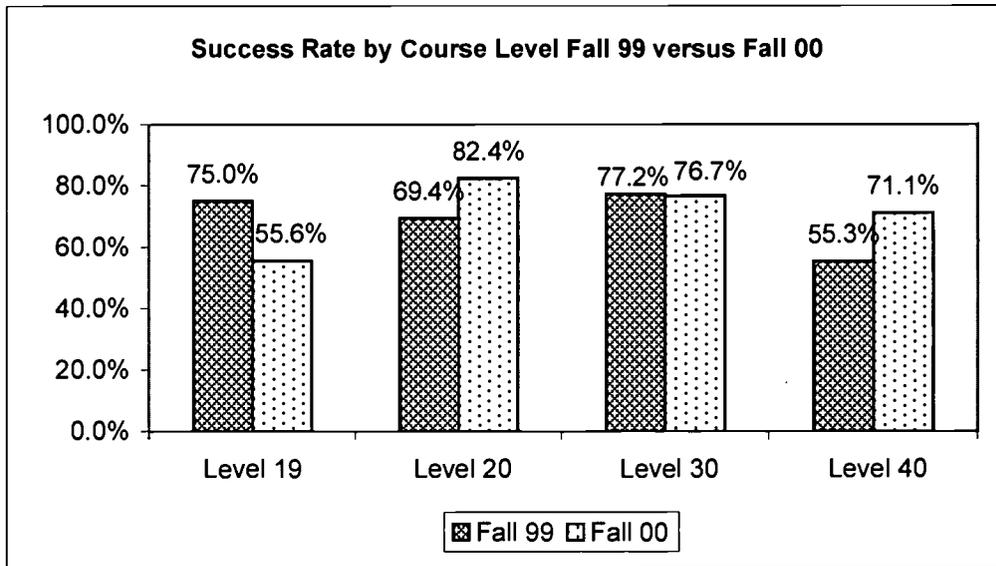
| Grade | Level 19 | | Level 20 | | Level 30 | | Level 40 | | Total |
|-----------------------|-----------|---------------|------------|---------------|------------|---------------|-----------|---------------|------------|
| | # | % | # | % | # | % | # | % | # |
| A | 6 | 22.2% | 18 | 16.7% | 21 | 15.7% | 6 | 11.5% | 51 |
| B | 2 | 7.4% | 26 | 24.1% | 21 | 15.7% | 10 | 19.2% | 59 |
| C | 2 | 7.4% | 17 | 15.7% | 27 | 20.1% | 11 | 21.2% | 57 |
| D | 4 | 14.8% | 4 | 3.7% | 15 | 11.2% | 9 | 17.3% | 32 |
| F | 4 | 14.8% | 8 | 7.4% | 5 | 3.7% | 1 | 1.9% | 18 |
| I | - | 0.0% | 1 | 0.9% | 1 | 0.7% | 1 | 1.9% | 3 |
| NA | - | 0.0% | 5 | 4.6% | 6 | 4.5% | 6 | 11.5% | 17 |
| DRP | 5 | 18.5% | 18 | 16.7% | 26 | 19.4% | 6 | 11.5% | 55 |
| W | 4 | 14.8% | 11 | 10.2% | 12 | 9.0% | 2 | 3.8% | 29 |
| Total | 27 | 100.0% | 108 | 100.0% | 134 | 100.0% | 52 | 100.0% | 321 |
| Successful* | 10 | 55.6% | 61 | 82.4% | 69 | 76.7% | 27 | 71.1% | 167 |
| Unsuccessful* | 8 | 44.4% | 13 | 17.6% | 21 | 23.3% | 11 | 28.9% | 53 |
| Drop/Withdraw* | 9 | 33.3% | 34 | 31.5% | 44 | 32.8% | 14 | 26.9% | 101 |

Successful =A, B, C, Credit

Unsuccessful =D, F, I, No-credit

Drop/withdrew=Drop, Withdraw, Never Attended

*See formulas on page 3 used to calculate the rates



SPRING COMPARISON: GRADES

Grades by Course Level-Spring 00 (Former ESOL Program)

| Grade | Level 19 | | Level 20 | | Level 30 | | Level 40 | | Total |
|-----------------------|-----------|---------------|-----------|---------------|-----------|---------------|-----------|---------------|------------|
| | # | % | # | % | # | % | # | % | # |
| A | 13 | 16.9% | 10 | 15.6% | 5 | 8.2% | 3 | 4.4% | 31 |
| B | 20 | 26.0% | 7 | 10.9% | 9 | 14.8% | 15 | 22.1% | 51 |
| C | 12 | 15.6% | 13 | 20.3% | 7 | 11.5% | 21 | 30.9% | 53 |
| CR | - | 0.0% | - | 0.0% | 1 | 1.6% | - | 0.0% | 1 |
| D | - | 0.0% | 4 | 6.3% | 13 | 21.3% | 9 | 13.2% | 26 |
| F | 11 | 14.3% | 5 | 7.8% | - | 0.0% | 1 | 1.5% | 17 |
| NC | - | 0.0% | - | 0.0% | 2 | 3.3% | 2 | 2.9% | 4 |
| I | 1 | 1.3% | - | 0.0% | - | 0.0% | - | 0.0% | 1 |
| NA | 6 | 7.8% | 4 | 6.3% | 10 | 16.4% | 5 | 7.4% | 25 |
| DRP | 10 | 13.0% | 7 | 10.9% | 10 | 16.4% | 9 | 13.2% | 36 |
| W | 4 | 5.2% | 14 | 21.9% | 4 | 6.6% | 3 | 4.4% | 25 |
| Total | 77 | 100.0% | 64 | 100.0% | 61 | 100.0% | 68 | 100.0% | 270 |
| Successful* | 45 | 78.9% | 30 | 76.9% | 22 | 59.5% | 39 | 76.5% | 136 |
| Unsuccessful* | 12 | 21.1% | 9 | 23.1% | 15 | 40.5% | 12 | 23.5% | 48 |
| Drop/Withdraw* | 20 | 26.0% | 25 | 39.1% | 24 | 39.3% | 17 | 25.0% | 86 |

Grades by Course Level-Spring 01 (New ESOL Program)

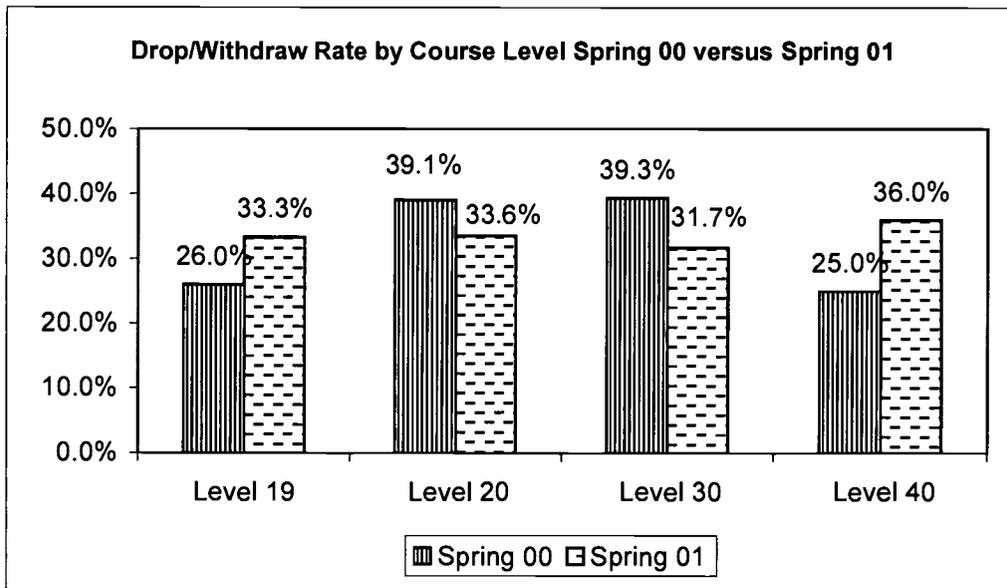
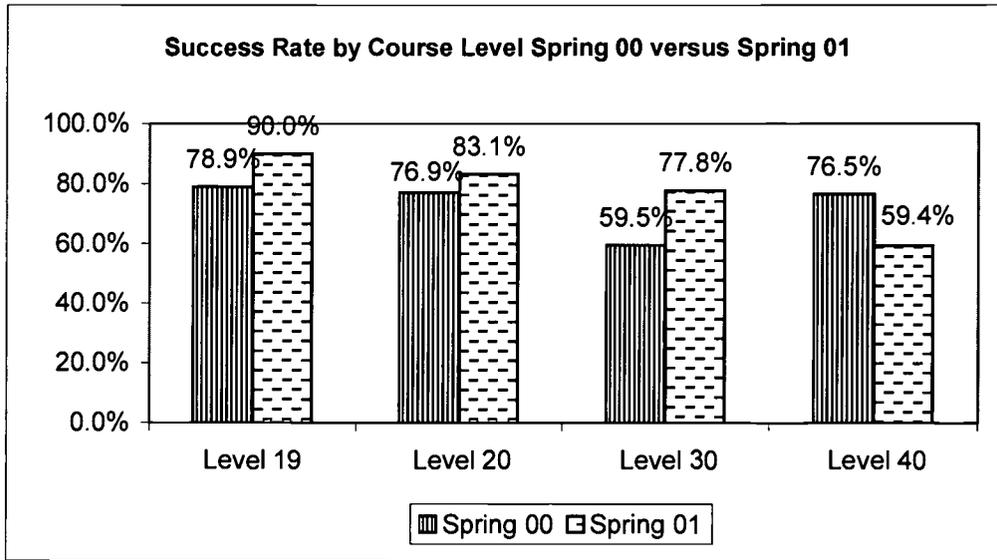
| Grade | Level 19 | | Level 20 | | Level 30 | | Level 40 | | Total |
|-----------------------|-----------|---------------|------------|---------------|------------|---------------|-----------|---------------|------------|
| | # | % | # | % | # | % | # | % | # |
| A | 8 | 26.7% | 23 | 17.2% | 25 | 17.2% | 2 | 4.0% | 58 |
| B | 4 | 13.3% | 32 | 23.9% | 29 | 20.0% | 7 | 14.0% | 72 |
| C | 6 | 20.0% | 19 | 14.2% | 23 | 15.9% | 10 | 20.0% | 58 |
| D | 2 | 6.7% | 8 | 6.0% | 18 | 12.4% | 13 | 26.0% | 41 |
| F | - | 0.0% | 5 | 3.7% | 4 | 2.8% | - | 0.0% | 9 |
| I | - | 0.0% | 2 | 1.5% | - | 0.0% | - | 0.0% | 1 |
| NA | 2 | 6.7% | 11 | 8.2% | 16 | 11.0% | 8 | 16.0% | 37 |
| DRP | 1 | 3.3% | 12 | 9.0% | 18 | 12.4% | 6 | 12.0% | 37 |
| W | 7 | 23.3% | 22 | 16.4% | 12 | 8.3% | 4 | 8.0% | 45 |
| Total | 30 | 100.0% | 134 | 100.0% | 145 | 100.0% | 50 | 100.0% | 359 |
| Successful* | 18 | 90.0% | 74 | 83.1% | 77 | 77.8% | 19 | 59.4% | 188 |
| Unsuccessful* | 2 | 10.0% | 15 | 16.9% | 22 | 22.2% | 13 | 40.6% | 51 |
| Drop/Withdraw* | 10 | 33.3% | 45 | 33.6% | 46 | 31.7% | 18 | 36.0% | 119 |

Successful = A, B, C, Credit

Unsuccessful = D, F, I, No-credit

Drop/withdrew = Drop, Withdraw, Never Attended

*See formulas on page 3 used to calculate the rates



Miramar College Demographic Characteristics of ESOL Students

| | Fall 99 (former) | | Fall 00 (new) | | Spring 00 (former) | | Spring 01 (new) | |
|------------------|------------------|---------------|---------------|---------------|--------------------|---------------|-----------------|---------------|
| | # | % | # | % | # | % | # | % |
| Gender | | | | | | | | |
| Female | 167 | 63.7% | 136 | 72.7% | 163 | 67.4% | 161 | 73.5% |
| Male | 94 | 35.9% | 51 | 27.3% | 79 | 32.6% | 57 | 26.0% |
| Unknown | 1 | 0.4% | - | 0.0% | - | 0.0% | 1 | 0.5% |
| Total | 262 | 100.0% | 187 | 100.0% | 242 | 100.0% | 219 | 100.0% |
| Ethnicity | | | | | | | | |
| American Indian | 1 | 0.4% | - | 0.0% | - | 0.0% | - | 0.0% |
| Asian | 153 | 58.4% | 114 | 61.0% | 137 | 56.6% | 128 | 58.4% |
| African American | 4 | 1.5% | 2 | 1.1% | 4 | 1.7% | 2 | 0.9% |
| White | 64 | 24.4% | 35 | 18.7% | 59 | 24.4% | 38 | 17.4% |
| Hispanic | 17 | 6.5% | 19 | 10.2% | 21 | 8.7% | 27 | 12.3% |
| Filipino | 14 | 5.3% | 13 | 7.0% | 11 | 4.5% | 11 | 5.0% |
| Other | 6 | 2.3% | 4 | 2.1% | 9 | 3.7% | 12 | 5.5% |
| Unknown | 3 | 1.1% | - | 0.0% | 1 | 0.4% | 1 | 0.5% |
| Total | 262 | 100.0% | 187 | 100.0% | 242 | 100.0% | 219 | 100.0% |
| Age | | | | | | | | |
| 17 or under | - | 0.0% | - | 0.0% | 1 | 0.4% | 1 | 0.5% |
| 18 | 9 | 3.4% | 6 | 3.2% | 5 | 2.1% | 3 | 1.4% |
| 19 | 11 | 4.2% | 7 | 3.7% | 5 | 2.1% | 12 | 5.5% |
| 20 | 6 | 2.3% | 3 | 1.6% | 4 | 1.7% | 8 | 3.7% |
| 21 | 14 | 5.3% | 6 | 3.2% | 11 | 4.5% | 4 | 1.8% |
| 22 | 10 | 3.8% | 10 | 5.3% | 10 | 4.1% | 9 | 4.1% |
| 23 | 7 | 2.7% | 9 | 4.8% | 12 | 5.0% | 7 | 3.2% |
| 24 | 8 | 3.1% | 7 | 3.7% | 5 | 2.1% | 7 | 3.2% |
| 25-29 | 43 | 16.4% | 30 | 16.0% | 43 | 17.8% | 34 | 15.5% |
| 30-34 | 51 | 19.5% | 28 | 15.0% | 44 | 18.2% | 45 | 20.5% |
| 35-39 | 31 | 11.8% | 25 | 13.4% | 33 | 13.6% | 30 | 13.7% |
| 40-49 | 43 | 16.4% | 40 | 21.4% | 42 | 17.4% | 44 | 20.1% |
| 50 or over | 29 | 11.1% | 16 | 8.6% | 27 | 11.2% | 15 | 6.8% |
| Total | 262 | 100.0% | 187 | 100.0% | 242 | 100.0% | 219 | 100.0% |

Miramar College Demographic Characteristics of ESOL Students

| Citizenship | Fall 99 (former) | | Fall 00 (new) | | Spring 00 (former) | | Spring 01 (new) | |
|---|------------------|---------------|---------------|---------------|--------------------|---------------|-----------------|---------------|
| | # | % | # | % | # | % | # | % |
| US Citizen | 64 | 24.4% | 43 | 23.0% | 57 | 23.6% | 55 | 25.1% |
| Immigrant | 153 | 58.4% | 102 | 54.5% | 138 | 57.0% | 122 | 55.7% |
| Refugee/Asylee | 20 | 7.6% | 14 | 7.5% | 17 | 7.0% | 14 | 6.4% |
| Student Visa | 2 | 0.8% | 2 | 1.1% | 1 | 0.4% | 1 | 0.5% |
| Other Visa | 9 | 3.4% | 17 | 9.1% | 19 | 7.9% | 19 | 8.7% |
| Temporary Resident | 13 | 5.0% | 9 | 4.8% | 10 | 4.1% | 7 | 3.2% |
| Unknown | 1 | 0.4% | - | 0.0% | | 0.0% | 1 | 0.5% |
| Total | 262 | 100.0% | 187 | 100.0% | 242 | 100.0% | 219 | 100.0% |
| Educational Objective | | | | | | | | |
| Obtain BA After AA | 58 | 22.1% | 43 | 23.0% | 52 | 21.5% | 46 | 21.0% |
| Obtain BA Without AA | 11 | 4.2% | 7 | 3.7% | 8 | 3.3% | 11 | 5.0% |
| Obtain AA without Transfer | 22 | 8.4% | 11 | 5.9% | 17 | 7.0% | 8 | 3.7% |
| Obtain 2 Yr Voc Degree without Transfer | 3 | 1.1% | 1 | 0.5% | 2 | 0.8% | 2 | 0.9% |
| Earn Voc Cert without Transfer | 3 | 1.1% | 4 | 2.1% | 2 | 0.8% | 4 | 1.8% |
| Discover Career Interests | 5 | 1.9% | 1 | 0.5% | 3 | 1.2% | 4 | 1.8% |
| Prepare for New Career | 26 | 9.9% | 24 | 12.8% | 31 | 12.8% | 25 | 11.4% |
| Advance in Current Job/Career | 13 | 5.0% | 12 | 6.4% | 10 | 4.1% | 11 | 5.0% |
| Maintain Certificate/License | 2 | 0.8% | 3 | 1.6% | 2 | 0.8% | - | 0.0% |
| Educational Development | 4 | 1.5% | 3 | 1.6% | 5 | 2.1% | 9 | 4.1% |
| Improve Basic Skills | 46 | 17.6% | 37 | 19.8% | 46 | 19.0% | 51 | 23.3% |
| Complete Credits for HS Diploma/GED | 2 | 0.8% | - | 0.0% | 2 | 0.8% | 2 | 0.9% |
| Undecided | 58 | 22.1% | 31 | 16.6% | 50 | 20.7% | 32 | 14.6% |
| Unknown | 9 | 3.4% | 10 | 5.3% | 12 | 5.0% | 14 | 6.4% |
| Total | 262 | 100.0% | 187 | 100.0% | 242 | 100.0% | 219 | 100.0% |

The Impact of the New ESOL Program

Student Survey Results

Summary of Student Survey Results

A survey was administered to all ESOL students (n=859) during the class time in spring 2001 semester. The questionnaires were completed by 466 students, yielding a response rate of 54.2%.

- More than 50% of the respondents at all colleges entered ESOL courses by taking the placement test. Another 30% moved through the sequence.
- Most of the respondents (over 74% districtwide) felt that the placement test put them in the appropriate course.
- The majority of the survey respondents at all colleges felt that the new ESOL Program would help them improve their English skills (88.7% districtwide) and be successful in college-level courses (80.7% districtwide).
- Nearly 70% of the respondents believed that the new program would help them achieve their educational goal more quickly than the former program. A higher proportion of Miramar students (81.5%) felt this way when compared to other colleges.
- A vast majority of the respondents rated listening/speaking (88.6% Districtwide), reading (91.9% districtwide), and writing (97% districtwide) courses as either “very useful” or “useful.” However, more students rated writing courses as useful than listening/speaking and reading courses.
- Districtwide, about 64% of the respondents spent less than 10 hours per week, out of class, studying for their ESOL courses.
- Most of the respondents (about 80% districtwide) work part or full-time.
- Districtwide, 44.9% of the respondents indicated that they would like to take ESOL courses in the mornings. Another 37.8% of the students preferred to take courses in the early or late evenings.
- About 37% of the students, Districtwide, indicated “personal improvement” as their primary reason for taking ESOL courses. Another 36% (districtwide) of the students responded that “transfer to a 4-year university/college” is their main reason for enrolling in ESOL courses.
- The percentage of students who had taken non-credit ESOL courses at a Continuing Education Center prior to enrolling in the college ESOL Program was 44% districtwide.

- About 1/3 of the students heard about the ESOL Program from the class schedule. A slightly smaller percentage of students (21% districtwide) heard about the ESOL Program from a friend.
- On average, students had been in the United States for 7 years and completed 12 years of formal education in their birth country or another country.
- Districtwide, 40% of the students indicated high school as their highest level of education attained outside the United States.
- Vietnamese (22.7%) and Spanish (22.3%) were the two most commonly spoken languages among all ESOL students.

ESOL Student Survey Results-by college

1. How did you get into this class?

| Response | SDCCD | | City | | Mesa | | Miramar | |
|--|------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. Took ESOL placement test | 254 | 55.2% | 70 | 50.7% | 109 | 55.6% | 75 | 59.5% |
| b. Completed all classes at last level | 149 | 32.4% | 46 | 33.3% | 67 | 34.2% | 36 | 28.6% |
| c. Took challenge tests | 10 | 2.2% | 5 | 3.6% | 2 | 1.0% | 3 | 2.4% |
| d. Other | 47 | 10.2% | 17 | 12.3% | 18 | 9.2% | 12 | 9.5% |
| Total | 460 | 100.0% | 138 | 100.0% | 196 | 100.0% | 126 | 100.0% |

2. Do you feel that the placement test put you in the right courses?

| Response | SDCCD | | City | | Mesa | | Miramar | |
|--------------------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. Yes | 339 | 74.2% | 101 | 73.2% | 138 | 71.1% | 100 | 80.0% |
| b. No | 71 | 15.5% | 22 | 15.9% | 31 | 16.0% | 18 | 14.4% |
| c. Did not take the test | 47 | 10.3% | 15 | 10.9% | 25 | 12.9% | 7 | 5.6% |
| Total | 457 | 100.0% | 138 | 100.0% | 194 | 100.0% | 125 | 100.0% |

3. Do you feel the new ESOL program will help you improve your English skills?

| Response | SDCCD | | City | | Mesa | | Miramar | |
|---------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. Yes | 410 | 88.7% | 122 | 88.4% | 174 | 87.4% | 114 | 91.2% |
| b. No | 13 | 2.8% | 6 | 4.3% | 7 | 3.5% | 0 | 0.0% |
| c. Don't know | 39 | 8.4% | 10 | 7.2% | 18 | 9.0% | 11 | 8.8% |
| Total | 462 | 100.0% | 138 | 100.0% | 199 | 100.0% | 125 | 100.0% |

4. Do you feel the new ESOL program will help you to be successful in college-level courses?

| Response | SDCCD | | City | | Mesa | | Miramar | |
|---------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. Yes | 373 | 80.7% | 112 | 81.2% | 150 | 75.4% | 111 | 88.8% |
| b. No | 13 | 2.8% | 5 | 3.6% | 7 | 3.5% | 1 | 0.8% |
| c. Don't know | 76 | 16.5% | 21 | 15.2% | 42 | 21.1% | 13 | 10.4% |
| Total | 462 | 100.0% | 138 | 100.0% | 199 | 100.0% | 125 | 100.0% |

5. Do you believe that new ESOL program will help you achieve your educational goal more quickly?

| Response | SDCCD | | City | | Mesa | | Miramar | |
|---------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. Yes | 314 | 69.0% | 91 | 67.4% | 122 | 62.2% | 101 | 81.5% |
| b. No | 44 | 9.7% | 10 | 7.4% | 28 | 14.3% | 6 | 4.8% |
| c. Don't know | 97 | 21.3% | 34 | 25.2% | 46 | 23.5% | 17 | 13.7% |
| Total | 455 | 100.0% | 135 | 100.0% | 196 | 100.0% | 124 | 100.0% |

6. Please rate how useful each type of class is:

a. Listening/Speaking

| Response | SDCCD | | City | | Mesa | | Miramar | |
|-----------------|------------|---------------|-----------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| Very useful | 214 | 56.8% | 64 | 64.6% | 77 | 48.1% | 73 | 61.9% |
| Useful | 120 | 31.8% | 26 | 26.3% | 58 | 36.3% | 36 | 30.5% |
| Somewhat useful | 30 | 8.0% | 6 | 6.1% | 16 | 10.0% | 8 | 6.8% |
| Not useful | 13 | 3.4% | 3 | 3.0% | 9 | 5.6% | 1 | 0.8% |
| Total | 377 | 100.0% | 99 | 100.0% | 160 | 100.0% | 118 | 100.0% |

b. Reading

| Response | SDCCD | | City | | Mesa | | Miramar | |
|-----------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| Very useful | 231 | 60.8% | 82 | 75.2% | 87 | 52.4% | 62 | 48.8% |
| Useful | 118 | 31.1% | 24 | 22.0% | 57 | 34.3% | 37 | 29.1% |
| Somewhat useful | 27 | 7.1% | 3 | 2.8% | 18 | 10.8% | 6 | 4.7% |
| Not useful | 4 | 1.1% | 0 | 0.0% | 4 | 2.4% | 0 | 0.0% |
| Total | 380 | 100.0% | 109 | 100.0% | 166 | 100.0% | 127 | 100.0% |

c. Writing

| Response | SDCCD | | City | | Mesa | | Miramar | |
|-----------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| Very useful | 319 | 76.0% | 96 | 80.7% | 133 | 71.5% | 90 | 78.3% |
| Useful | 88 | 21.0% | 18 | 15.1% | 48 | 25.8% | 22 | 19.1% |
| Somewhat useful | 10 | 2.4% | 4 | 3.4% | 4 | 2.2% | 2 | 1.7% |
| Not useful | 3 | 0.7% | 1 | 0.8% | 1 | 0.5% | 1 | 0.9% |
| Total | 420 | 100.0% | 119 | 100.0% | 186 | 100.0% | 115 | 100.0% |

7. How many hours per week, outside of class, do you study for your ESOL classes?

| Response | SDCCD | | City | | Mesa | | Miramar | |
|-----------------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. 0 | 17 | 3.7% | 6 | 4.3% | 8 | 4.1% | 3 | 2.4% |
| b. 1-10 hours | 279 | 60.5% | 86 | 62.3% | 125 | 63.5% | 68 | 54.0% |
| c. 11-20 hours | 110 | 23.9% | 31 | 22.5% | 46 | 23.4% | 33 | 26.2% |
| d. 21-30 hours | 39 | 8.5% | 9 | 6.5% | 12 | 6.1% | 18 | 14.3% |
| e. 31-40 hours | 13 | 2.8% | 4 | 2.9% | 5 | 2.5% | 4 | 3.2% |
| f. More than 40 hours | 3 | 0.7% | 2 | 1.4% | 1 | 0.5% | 0 | 0.0% |
| Total | 461 | 100.0% | 138 | 100.0% | 197 | 100.0% | 126 | 100.0% |

8. If you have a job, how many hours per week do you work?

| Response | SDCCD | | City | | Mesa | | Miramar | |
|-----------------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. 1-10 hours | 34 | 7.9% | 12 | 8.9% | 17 | 9.4% | 5 | 4.3% |
| b. 11-20 hours | 57 | 13.2% | 18 | 13.3% | 33 | 18.2% | 6 | 5.1% |
| c. 21-30 hours | 70 | 16.2% | 21 | 15.6% | 30 | 16.6% | 19 | 16.2% |
| d. 31-40 hours | 123 | 28.4% | 43 | 31.9% | 44 | 24.3% | 36 | 30.8% |
| e. More than 40 hours | 59 | 13.6% | 8 | 5.9% | 29 | 16.0% | 22 | 18.8% |
| f. Not applicable | 90 | 20.8% | 33 | 24.4% | 28 | 15.5% | 29 | 24.8% |
| Total | 433 | 100.0% | 135 | 100.0% | 181 | 100.0% | 117 | 100.0% |

9. When is the best time for you to take classes?

| Response | SDCCD | | City | | Mesa | | Miramar | |
|------------------------------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. Morning (before 12:00 noon) | 208 | 44.9% | 74 | 53.6% | 79 | 39.9% | 55 | 43.3% |
| b. Afternoon (12:00 to 5:00 pm) | 56 | 12.1% | 9 | 6.5% | 36 | 18.2% | 11 | 8.7% |
| c. Early evening (5:00 to 7:00 pm) | 93 | 20.1% | 15 | 10.9% | 50 | 25.3% | 28 | 22.0% |
| d. Late evening (after 7:00 pm) | 82 | 17.7% | 31 | 22.5% | 20 | 10.1% | 31 | 24.4% |
| e. No preference | 24 | 5.2% | 9 | 6.5% | 13 | 6.6% | 2 | 1.6% |
| Total | 463 | 100.0% | 138 | 100.0% | 198 | 100.0% | 127 | 100.0% |

10. Why are you taking ESOL classes at this college?

| Response | SDCCD | | City | | Mesa | | Miramar | |
|--|------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. Personal improvement | 173 | 37.4% | 41 | 29.7% | 73 | 36.9% | 59 | 46.8% |
| b. Get a certificate | 25 | 5.4% | 11 | 8.0% | 7 | 3.5% | 7 | 5.6% |
| c. Get an associate degree | 73 | 15.8% | 25 | 18.1% | 31 | 15.7% | 17 | 13.5% |
| d. Transfer to a 4 year university/college | 166 | 35.9% | 55 | 39.9% | 74 | 37.4% | 37 | 29.4% |
| e. Other reasons | 25 | 5.4% | 6 | 4.3% | 13 | 6.6% | 6 | 4.8% |
| Total | 462 | 100.0% | 138 | 100.0% | 198 | 100.0% | 126 | 100.0% |

11. Have you taken any ESOL Continuing Educational (non-credit) courses before enrolling in the college ESOL program?

| Response | SDCCD | | City | | Mesa | | Miramar | |
|--------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. Yes | 202 | 44.1% | 72 | 52.2% | 80 | 41.0% | 50 | 40.0% |
| b. No | 256 | 55.9% | 66 | 47.8% | 115 | 59.0% | 75 | 60.0% |
| Total | 458 | 100.0% | 138 | 100.0% | 195 | 100.0% | 125 | 100.0% |

12. How did you hear about our ESOL program?

| Response | SDCCD | | City | | Mesa | | Miramar | |
|-------------------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. From a friend | 96 | 21.0% | 32 | 23.4% | 41 | 21.0% | 23 | 18.4% |
| b. Continuing education | 69 | 15.1% | 21 | 15.3% | 27 | 13.8% | 21 | 16.8% |
| c. Fliers | 8 | 1.8% | 3 | 2.2% | 1 | 0.5% | 4 | 3.2% |
| d. Class schedule | 155 | 33.9% | 47 | 34.3% | 63 | 32.3% | 45 | 36.0% |
| e. From a counselor | 82 | 17.9% | 17 | 12.4% | 42 | 21.5% | 23 | 18.4% |
| f. Other | 47 | 10.3% | 17 | 12.4% | 21 | 10.8% | 9 | 7.2% |
| Total | 457 | 100.0% | 137 | 100.0% | 195 | 100.0% | 125 | 100.0% |

13. How many years have you been the United States?

| | SDCCD | City | Mesa | Miramar |
|---------|-------|------|------|---------|
| Average | 7 | 8 | 7 | 7 |

14. How many years did you go to school in your birth country/another country?

| | SDCCD | City | Mesa | Miramar |
|---------|-------|------|------|---------|
| Average | 12 | 11 | 13 | 13 |

15. What is the highest level of education you attained outside the United States?

| Response | SDCCD | | City | | Mesa | | Miramar | |
|------------------------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. Elementary school or less | 29 | 6.4% | 10 | 7.4% | 8 | 4.2% | 11 | 8.9% |
| b. Some high school | 48 | 10.7% | 20 | 14.7% | 18 | 9.5% | 10 | 8.1% |
| c. High school | 180 | 40.0% | 59 | 43.4% | 81 | 42.6% | 40 | 32.3% |
| d. Some college | 85 | 18.9% | 23 | 16.9% | 36 | 18.9% | 26 | 21.0% |
| e. Associate degree | 28 | 6.2% | 9 | 6.6% | 12 | 6.3% | 7 | 5.6% |
| f. Bachelor degree | 38 | 8.4% | 6 | 4.4% | 16 | 8.4% | 16 | 12.9% |
| g. Some graduate school | 10 | 2.2% | 4 | 2.9% | 4 | 2.1% | 2 | 1.6% |
| h. Graduate degree | 32 | 7.1% | 5 | 3.7% | 15 | 7.9% | 12 | 9.7% |
| Total | 450 | 100.0% | 136 | 100.0% | 190 | 100.0% | 124 | 100.0% |

16. What is your first language?

| Response | SDCCD | | City | | Mesa | | Miramar | |
|---------------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| Vietnamese | 106 | 22.7% | 22 | 15.7% | 50 | 25.1% | 34 | 26.8% |
| Spanish | 104 | 22.3% | 52 | 37.1% | 38 | 19.1% | 14 | 11.0% |
| Persian languages | 43 | 9.2% | 0 | 0.0% | 15 | 7.5% | 28 | 22.0% |
| Chinese | 34 | 7.3% | 4 | 2.9% | 16 | 8.0% | 14 | 11.0% |
| Russian | 32 | 6.9% | 11 | 7.9% | 17 | 8.5% | 4 | 3.1% |
| Somalian | 19 | 4.1% | 15 | 10.7% | 3 | 1.5% | 1 | 0.8% |
| Japanese | 18 | 3.9% | 3 | 2.1% | 10 | 5.0% | 5 | 3.9% |
| Ethiopian languages | 15 | 3.2% | 9 | 6.4% | 6 | 3.0% | 0 | 0.0% |
| Tagalog | 11 | 2.4% | 2 | 1.4% | 1 | 0.5% | 8 | 6.3% |
| Arabic | 10 | 2.1% | 3 | 2.1% | 6 | 3.0% | 1 | 0.8% |
| Korean | 10 | 2.1% | 1 | 0.7% | 4 | 2.0% | 5 | 3.9% |
| Bulgarian | 7 | 1.5% | 3 | 2.1% | 2 | 1.0% | 2 | 1.6% |
| French | 5 | 1.1% | 0 | 0.0% | 2 | 1.0% | 3 | 2.4% |
| English | 3 | 0.6% | 1 | 0.7% | 2 | 1.0% | 0 | 0.0% |
| Portuguese | 3 | 0.6% | 1 | 0.7% | 2 | 1.0% | 0 | 0.0% |
| Arabic/French | 2 | 0.4% | 1 | 0.7% | 1 | 0.5% | 0 | 0.0% |
| Burmese | 2 | 0.4% | 0 | 0.0% | 2 | 1.0% | 0 | 0.0% |
| Cambodian | 2 | 0.4% | 1 | 0.7% | 0 | 0.0% | 1 | 0.8% |
| Gujarati | 2 | 0.4% | 0 | 0.0% | 1 | 0.5% | 1 | 0.8% |
| Hmong | 2 | 0.4% | 1 | 0.7% | 1 | 0.5% | 0 | 0.0% |
| Kurdish | 2 | 0.4% | 0 | 0.0% | 2 | 1.0% | 0 | 0.0% |
| Laotian | 2 | 0.4% | 1 | 0.7% | 1 | 0.5% | 0 | 0.0% |
| Punjabi | 2 | 0.4% | 0 | 0.0% | 0 | 0.0% | 2 | 1.6% |
| Thai | 2 | 0.4% | 0 | 0.0% | 2 | 1.0% | 0 | 0.0% |
| American Sign | 1 | 0.2% | 1 | 0.7% | 0 | 0.0% | 0 | 0.0% |
| Armenian | 1 | 0.2% | 0 | 0.0% | 1 | 0.5% | 0 | 0.0% |
| Bengla | 1 | 0.2% | 0 | 0.0% | 1 | 0.5% | 0 | 0.0% |
| Bosnian/German | 1 | 0.2% | 0 | 0.0% | 1 | 0.5% | 0 | 0.0% |
| Chinese/Vietnamese | 1 | 0.2% | 1 | 0.7% | 0 | 0.0% | 0 | 0.0% |
| Chuukes/Micronesia | 1 | 0.2% | 1 | 0.7% | 0 | 0.0% | 0 | 0.0% |
| English/French | 1 | 0.2% | 0 | 0.0% | 1 | 0.5% | 0 | 0.0% |
| Fagaloa | 1 | 0.2% | 0 | 0.0% | 0 | 0.0% | 1 | 0.8% |
| Fatuma | 1 | 0.2% | 1 | 0.7% | 0 | 0.0% | 0 | 0.0% |
| Georgian | 1 | 0.2% | 0 | 0.0% | 1 | 0.5% | 0 | 0.0% |
| German | 1 | 0.2% | 0 | 0.0% | 1 | 0.5% | 0 | 0.0% |
| Hungarian | 1 | 0.2% | 0 | 0.0% | 0 | 0.0% | 1 | 0.8% |
| Kazakh | 1 | 0.2% | 0 | 0.0% | 1 | 0.5% | 0 | 0.0% |
| Lebanese | 1 | 0.2% | 0 | 0.0% | 1 | 0.5% | 0 | 0.0% |
| Polish | 1 | 0.2% | 0 | 0.0% | 1 | 0.5% | 0 | 0.0% |
| Serbian | 1 | 0.2% | 0 | 0.0% | 1 | 0.5% | 0 | 0.0% |
| Somalian/Arabic | 1 | 0.2% | 1 | 0.7% | 0 | 0.0% | 0 | 0.0% |
| Swahili | 1 | 0.2% | 1 | 0.7% | 0 | 0.0% | 0 | 0.0% |
| Tlingit | 1 | 0.2% | 1 | 0.7% | 0 | 0.0% | 0 | 0.0% |
| Turkish/Farsi | 1 | 0.2% | 0 | 0.0% | 0 | 0.0% | 1 | 0.8% |
| Ukrainian | 1 | 0.2% | 0 | 0.0% | 1 | 0.5% | 0 | 0.0% |
| Yugoslavian | 1 | 0.2% | 0 | 0.0% | 1 | 0.5% | 0 | 0.0% |
| Not reported | 6 | 1.3% | 2 | 1.4% | 3 | 1.5% | 1 | 0.8% |
| Total | 466 | 100.0% | 140 | 100.0% | 199 | 100.0% | 127 | 100.0% |

ESOL Student Survey Results-by course level

1. How did you get into this class?

| Response | Level 19 | | Level 20 | | Level 30 | | Level 40 | |
|--|-----------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. Took ESOL placement test | 59 | 76.6% | 71 | 53.4% | 78 | 55.7% | 46 | 41.8% |
| b. Completed all classes at last level | 3 | 3.9% | 47 | 35.3% | 47 | 33.6% | 52 | 47.3% |
| c. Took challenge tests | 2 | 2.6% | 3 | 2.3% | 4 | 2.9% | 1 | 0.9% |
| d. Other | 13 | 16.9% | 12 | 9.0% | 11 | 7.9% | 11 | 10.0% |
| Total | 77 | 100.0% | 133 | 100.0% | 140 | 100.0% | 110 | 100.0% |

2. Do you feel that the placement test put you in the right courses?

| Response | Level 19 | | Level 20 | | Level 30 | | Level 40 | |
|--------------------------|-----------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. Yes | 65 | 84.4% | 97 | 72.9% | 102 | 73.9% | 75 | 68.8% |
| b. No | 7 | 9.1% | 25 | 18.8% | 23 | 16.7% | 16 | 14.7% |
| c. Did not take the test | 5 | 6.5% | 11 | 8.3% | 13 | 9.4% | 18 | 16.5% |
| Total | 77 | 100.0% | 133 | 100.0% | 138 | 100.0% | 109 | 100.0% |

3. Do you feel the new ESOL program will help you improve your English skills?

| Response | Level 19 | | Level 20 | | Level 30 | | Level 40 | |
|---------------|-----------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. Yes | 74 | 93.7% | 119 | 89.5% | 124 | 89.9% | 93 | 83.0% |
| b. No | 4 | 5.1% | 5 | 3.8% | 3 | 2.2% | 1 | 0.9% |
| c. Don't know | 1 | 1.3% | 9 | 6.8% | 11 | 8.0% | 18 | 16.1% |
| Total | 79 | 100.0% | 133 | 100.0% | 138 | 100.0% | 112 | 100.0% |

4. Do you feel the new ESOL program will help you to be successful in college-level courses?

| Response | Level 19 | | Level 20 | | Level 30 | | Level 40 | |
|---------------|-----------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. Yes | 59 | 74.7% | 110 | 83.3% | 116 | 82.9% | 88 | 79.3% |
| b. No | 3 | 3.8% | 4 | 3.0% | 2 | 1.4% | 4 | 3.6% |
| c. Don't know | 17 | 21.5% | 18 | 13.6% | 22 | 15.7% | 19 | 17.1% |
| Total | 79 | 100.0% | 132 | 100.0% | 140 | 100.0% | 111 | 100.0% |

5. Do you believe that new ESOL program will help you achieve your educational goal more quickly?

| Response | Level 19 | | Level 20 | | Level 30 | | Level 40 | |
|---------------|-----------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. Yes | 54 | 69.2% | 89 | 66.9% | 100 | 73.5% | 71 | 65.7% |
| b. No | 7 | 9.0% | 15 | 11.3% | 12 | 8.8% | 10 | 9.3% |
| c. Don't know | 17 | 21.8% | 29 | 21.8% | 24 | 17.6% | 27 | 25.0% |
| Total | 78 | 100.0% | 133 | 100.0% | 136 | 100.0% | 108 | 100.0% |

6. Please rate how useful each type of class is:

a. Listening/Speaking

| Response | Level 19 | | Level 20 | | Level 30 | | Level 40 | |
|-----------------|-----------|---------------|------------|---------------|------------|---------------|-----------|---------------|
| | # | % | # | % | # | % | # | % |
| Very useful | 32 | 59.3% | 67 | 55.8% | 63 | 52.9% | 52 | 61.9% |
| Useful | 16 | 29.6% | 42 | 35.0% | 41 | 34.5% | 21 | 25.0% |
| Somewhat useful | 4 | 7.4% | 8 | 6.7% | 11 | 9.2% | 7 | 8.3% |
| Not useful | 2 | 3.7% | 3 | 2.5% | 4 | 3.4% | 4 | 4.8% |
| Total | 54 | 100.0% | 120 | 100.0% | 119 | 100.0% | 84 | 100.0% |

b. Reading

| Response | Level 19 | | Level 20 | | Level 30 | | Level 40 | |
|-----------------|-----------|---------------|------------|---------------|------------|---------------|-----------|---------------|
| | # | % | # | % | # | % | # | % |
| Very useful | 33 | 61.1% | 56 | 50.9% | 82 | 65.1% | 60 | 66.7% |
| Useful | 15 | 27.8% | 42 | 38.2% | 34 | 27.0% | 27 | 30.0% |
| Somewhat useful | 4 | 7.4% | 10 | 9.1% | 10 | 7.9% | 3 | 3.3% |
| Not useful | 2 | 3.7% | 2 | 1.8% | 0 | 0.0% | 0 | 0.0% |
| Total | 54 | 100.0% | 110 | 100.0% | 126 | 100.0% | 90 | 100.0% |

c. Writing

| Response | Level 19 | | Level 20 | | Level 30 | | Level 40 | |
|-----------------|-----------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| Very useful | 40 | 65.6% | 86 | 71.7% | 110 | 83.3% | 83 | 77.6% |
| Useful | 20 | 32.8% | 28 | 23.3% | 18 | 13.6% | 22 | 20.6% |
| Somewhat useful | 1 | 1.6% | 5 | 4.2% | 3 | 2.3% | 1 | 0.9% |
| Not useful | 0 | 0.0% | 1 | 0.8% | 1 | 0.8% | 1 | 0.9% |
| Total | 61 | 100.0% | 120 | 100.0% | 132 | 100.0% | 107 | 100.0% |

7. How many hours per week, outside of class, do you study for your ESOL classes?

| Response | Level 19 | | Level 20 | | Level 30 | | Level 40 | |
|-----------------------|-----------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. 0 | 2 | 2.6% | 8 | 6.0% | 4 | 2.9% | 3 | 2.7% |
| b. 1-10 hours | 55 | 70.5% | 65 | 48.9% | 88 | 63.3% | 71 | 64.0% |
| c. 11-20 hours | 17 | 21.8% | 32 | 24.1% | 33 | 23.7% | 28 | 25.2% |
| d. 21-30 hours | 3 | 3.8% | 20 | 15.0% | 9 | 6.5% | 7 | 6.3% |
| e. 31-40 hours | 1 | 1.3% | 7 | 5.3% | 3 | 2.2% | 2 | 1.8% |
| f. More than 40 hours | 0 | 0.0% | 1 | 0.8% | 2 | 1.4% | 0 | 0.0% |
| Total | 78 | 100.0% | 133 | 100.0% | 139 | 100.0% | 111 | 100.0% |

8. If you have a job, how many hours per week do you work?

| Response | Level 19 | | Level 20 | | Level 30 | | Level 40 | |
|-----------------------|-----------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. 1-10 hours | 6 | 7.8% | 9 | 7.3% | 13 | 10.0% | 6 | 5.8% |
| b. 11-20 hours | 5 | 6.5% | 15 | 12.2% | 15 | 11.5% | 22 | 21.4% |
| c. 21-30 hours | 13 | 16.9% | 23 | 18.7% | 23 | 17.7% | 11 | 10.7% |
| d. 31-40 hours | 24 | 31.2% | 31 | 25.2% | 38 | 29.2% | 30 | 29.1% |
| e. More than 40 hours | 13 | 16.9% | 21 | 17.1% | 15 | 11.5% | 10 | 9.7% |
| f. Not applicable | 16 | 20.8% | 24 | 19.5% | 26 | 20.0% | 24 | 23.3% |
| Total | 77 | 100.0% | 123 | 100.0% | 130 | 100.0% | 103 | 100.0% |

9. When is the best time for you to take classes?

| Response | Level 19 | | Level 20 | | Level 30 | | Level 40 | |
|------------------------------------|-----------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. Morning (before 12:00 noon) | 26 | 33.3% | 53 | 39.6% | 76 | 54.7% | 53 | 47.3% |
| b. Afternoon (12:00 to 5:00 pm) | 9 | 11.5% | 16 | 11.9% | 14 | 10.1% | 17 | 15.2% |
| c. Early evening (5:00 to 7:00 pm) | 26 | 33.3% | 30 | 22.4% | 20 | 14.4% | 17 | 15.2% |
| d. Late evening (after 7:00 pm) | 14 | 17.9% | 33 | 24.6% | 20 | 14.4% | 15 | 13.4% |
| e. No preference | 3 | 3.8% | 2 | 1.5% | 9 | 6.5% | 10 | 8.9% |
| Total | 78 | 100.0% | 134 | 100.0% | 139 | 100.0% | 112 | 100.0% |

10. Why are you taking ESOL classes at this college?

| Response | Level 19 | | Level 20 | | Level 30 | | Level 40 | |
|--|-----------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. Personal improvement | 22 | 27.8% | 68 | 50.4% | 51 | 37.0% | 32 | 29.1% |
| b. Get a certificate | 7 | 8.9% | 10 | 7.4% | 2 | 1.4% | 6 | 5.5% |
| c. Get an associate degree | 25 | 31.6% | 17 | 12.6% | 14 | 10.1% | 17 | 15.5% |
| d. Transfer to a 4 year university/college | 19 | 24.1% | 35 | 25.9% | 62 | 44.9% | 50 | 45.5% |
| e. Other reasons | 6 | 7.6% | 5 | 3.7% | 9 | 6.5% | 5 | 4.5% |
| Total | 79 | 100.0% | 135 | 100.0% | 138 | 100.0% | 110 | 100.0% |

11. Have you taken any ESOL Continuing Educational (non-credit) courses before enrolling in the college ESOL program?

| Response | Level 19 | | Level 20 | | Level 30 | | Level 40 | |
|--------------|-----------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. Yes | 37 | 47.4% | 73 | 54.5% | 57 | 41.6% | 35 | 32.1% |
| b. No | 41 | 52.6% | 61 | 45.5% | 80 | 58.4% | 74 | 67.9% |
| Total | 78 | 100.0% | 134 | 100.0% | 137 | 100.0% | 109 | 100.0% |

12. How did you hear about our ESOL program?

| Response | Level 19 | | Level 20 | | Level 30 | | Level 40 | |
|-------------------------|-----------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. From a friend | 19 | 24.1% | 37 | 28.0% | 23 | 16.7% | 17 | 15.7% |
| b. Continuing education | 17 | 21.5% | 16 | 12.1% | 20 | 14.5% | 16 | 14.8% |
| c. Fliers | 0 | 0.0% | 3 | 2.3% | 4 | 2.9% | 1 | 0.9% |
| d. Class schedule | 21 | 26.6% | 50 | 37.9% | 49 | 35.5% | 35 | 32.4% |
| e. From a counselor | 13 | 16.5% | 13 | 9.8% | 30 | 21.7% | 26 | 24.1% |
| f. Other | 9 | 11.4% | 13 | 9.8% | 12 | 8.7% | 13 | 12.0% |
| Total | 79 | 100.0% | 132 | 100.0% | 138 | 100.0% | 108 | 100.0% |

13. How many years have you been the United States?

| | Level 19 | Level 20 | Level 30 | Level 40 |
|---------|----------|----------|----------|----------|
| Average | 7 | 8 | 7 | 8 |

14. How many years did you go to school in your birth country/another country?

| | Level 19 | Level 20 | Level 30 | Level 40 |
|---------|----------|----------|----------|----------|
| Average | 13 | 13 | 12 | 12 |

15. What is the highest level of education you attained outside the United States?

| Response | Level 19 | | Level 20 | | Level 30 | | Level 40 | |
|------------------------------|-----------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| a. Elementary school or less | 3 | 3.8% | 5 | 3.8% | 12 | 8.8% | 9 | 8.5% |
| b. Some high school | 14 | 17.9% | 9 | 6.9% | 13 | 9.6% | 12 | 11.3% |
| c. High school | 34 | 43.6% | 63 | 48.5% | 41 | 30.1% | 42 | 39.6% |
| d. Some college | 11 | 14.1% | 21 | 16.2% | 33 | 24.3% | 20 | 18.9% |
| e. Associate degree | 4 | 5.1% | 5 | 3.8% | 11 | 8.1% | 8 | 7.5% |
| f. Bachelor degree | 3 | 3.8% | 15 | 11.5% | 12 | 8.8% | 8 | 7.5% |
| g. Some graduate school | 1 | 1.3% | 5 | 3.8% | 4 | 2.9% | 0 | 0.0% |
| h. Graduate degree | 8 | 10.3% | 7 | 5.4% | 10 | 7.4% | 7 | 6.6% |
| Total | 78 | 100.0% | 130 | 100.0% | 136 | 100.0% | 106 | 100.0% |

16. What is your first language?

| | Level 19 | | Level 20 | | Level 30 | | Level 40 | |
|---------------------|-----------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # | % | # | % | # | % | # | % |
| Vietnamese | 20 | 25.3% | 34 | 25.2% | 25 | 17.9% | 27 | 24.1% |
| Spanish | 17 | 21.5% | 25 | 18.5% | 32 | 22.9% | 30 | 26.8% |
| Russian | 7 | 8.9% | 10 | 7.4% | 12 | 8.6% | 3 | 2.7% |
| Arabic | 5 | 6.3% | 3 | 2.2% | 1 | 0.7% | 1 | 0.9% |
| Chinese | 5 | 6.3% | 12 | 8.9% | 11 | 7.9% | 6 | 5.4% |
| Persian languages | 5 | 6.3% | 17 | 12.6% | 13 | 9.3% | 8 | 7.1% |
| Somalian | 4 | 5.1% | 7 | 5.2% | 5 | 3.6% | 3 | 2.7% |
| Bulgarian | 3 | 3.8% | 2 | 1.5% | 2 | 1.4% | 0 | 0.0% |
| Ethiopian languages | 3 | 3.8% | 2 | 1.5% | 4 | 2.9% | 6 | 5.4% |
| Korean | 3 | 3.8% | 3 | 2.2% | 4 | 2.9% | 0 | 0.0% |
| American Sign | 1 | 1.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Armenian | 1 | 1.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Chuukes/Micronesia | 1 | 1.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hmong | 1 | 1.3% | 1 | 0.7% | 0 | 0.0% | 0 | 0.0% |
| Portuguese | 1 | 1.3% | 0 | 0.0% | 1 | 0.7% | 1 | 0.9% |
| Tagalog | 1 | 1.3% | 2 | 1.5% | 6 | 4.3% | 2 | 1.8% |
| Tlingit | 1 | 1.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Arabic/French | 0 | 0.0% | 1 | 0.7% | 1 | 0.7% | 0 | 0.0% |
| Bengla | 0 | 0.0% | 1 | 0.7% | 0 | 0.0% | 0 | 0.0% |
| Bosnian/German | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 0.9% |
| Burmese | 0 | 0.0% | 0 | 0.0% | 1 | 0.7% | 1 | 0.9% |
| Cambodian | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 1.8% |
| Chinese/Vietnamese | 0 | 0.0% | 1 | 0.7% | 0 | 0.0% | 0 | 0.0% |
| English | 0 | 0.0% | 2 | 1.5% | 1 | 0.7% | 0 | 0.0% |
| English/French | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 0.9% |
| Fagaloa | 0 | 0.0% | 0 | 0.0% | 1 | 0.7% | 0 | 0.0% |
| Fatuma | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 0.9% |
| French | 0 | 0.0% | 0 | 0.0% | 3 | 2.1% | 2 | 1.8% |
| Georgian | 0 | 0.0% | 0 | 0.0% | 1 | 0.7% | 0 | 0.0% |
| German | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 0.9% |
| Gujarati | 0 | 0.0% | 2 | 1.5% | 0 | 0.0% | 0 | 0.0% |
| Hungarian | 0 | 0.0% | 1 | 0.7% | 0 | 0.0% | 0 | 0.0% |
| Japanese | 0 | 0.0% | 3 | 2.2% | 5 | 3.6% | 10 | 8.9% |
| Kazakh | 0 | 0.0% | 1 | 0.7% | 0 | 0.0% | 0 | 0.0% |
| Kurdish | 0 | 0.0% | 1 | 0.7% | 0 | 0.0% | 1 | 0.9% |
| Laotiane | 0 | 0.0% | 0 | 0.0% | 2 | 1.4% | 0 | 0.0% |
| Lebanese | 0 | 0.0% | 1 | 0.7% | 0 | 0.0% | 0 | 0.0% |
| Polish | 0 | 0.0% | 1 | 0.7% | 0 | 0.0% | 0 | 0.0% |
| Punjabi | 0 | 0.0% | 0 | 0.0% | 2 | 1.4% | 0 | 0.0% |
| Serbian | 0 | 0.0% | 0 | 0.0% | 1 | 0.7% | 0 | 0.0% |
| Somalian/Arabic | 0 | 0.0% | 1 | 0.7% | 0 | 0.0% | 0 | 0.0% |
| Swahili | 0 | 0.0% | 0 | 0.0% | 1 | 0.7% | 0 | 0.0% |
| Thai | 0 | 0.0% | 0 | 0.0% | 1 | 0.7% | 1 | 0.9% |
| Turkish/Farsi | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 0.9% |
| Ukrainian | 0 | 0.0% | 1 | 0.7% | 0 | 0.0% | 0 | 0.0% |
| Yugoslavian | 0 | 0.0% | 0 | 0.0% | 1 | 0.7% | 0 | 0.0% |
| Not reported | 0 | 0.0% | 0 | 0.0% | 3 | 2.1% | 3 | 2.7% |
| Total | 79 | 100.0% | 135 | 100.0% | 140 | 100.0% | 112 | 100.0% |

ESOL SURVEY COMMENTS – CITY (Un-edited)

- There are some levels in the class. That is not fair to the teacher.
- I would like to say thank you to this program. It really helped improve my skills. Thank you so much.
- I'm looking forward to taking more ESOL class.
- My comment is: a very successful to improve my English. I hope to continuous my English class. I prepared how to develop my education. To improve how to communicate the people. And to get a better job. To evaluate my self-esteem.
- I'm very glad about this class ESOL 19 because I think that is very good. Also is important to mention that the teacher XXXX is an excellent teacher. She always helps us, explain and she is a sweet person. Congratulation City because you have a person like her!
- I think that ESOL program is very important to all new people how do not speak English for different countries.
- I am so lucky that XXXX was ESOL teacher because I learn very much English and her class. She always put attention to each student. I like San Diego City College and I hope that one day I get an Associate degree.
- I think ESOL program is very successful, and I hope it will help me for my goal. Of course this program is nothing without an alive person – our teacher – XXXX.
- I feel more comfortable. After I learned a new language and I understood lesson at this class. The teacher taught me about how to writing, reading and listening. I thank your help.
- My placement test was not correct. Level 20 was too difficult, and I entered ESOL-19.
- My instructor is very helpful for me. She took time to explained things that I need to know. XXXX is very nice and I am proud. Hopefully she will have a good student for next semester. I thank her.
- I just want to know why they change ESL 6 to ESOL 19? I am not happy about the change, because I already completed level 6. And now I'm in level 19. It seem like I'm still in the same class. You should know that I'm wasting a lot of time and money for this class!
- Actually I like too much this class because I think for myself. I get very interested in studying English to write and reading. My real language is Arabic. So that before this class I don't knew to writing or reading. If it is this class possible I like to study more English. This is my duty.
- The ESOL placement test is unfair.
- I could see my own improvement during the 3 months of classes. I see my self going up the stairway. Thank you to the dedication of the teachers. "But I still more help or maybe more dedication of me on grammar.
- We need ESL classes at night in the summer.

Note: Names and references to individuals have been deleted and replaced with "XXXX"

ESOL SURVEY COMMENTS – CITY (Un-edited)

- I have seen improvement on each students who take ESOL class. But the time for reading classes is too short so if you are able to arrange this I will be glade. Thank you for the oppportunity you give us to describe our feelings.
- Thank you that for all counselors that they ask all opinions.
- We need more reading, speaking & writing classes.
- My thought is about my teacher, Mrs. XXXX is wonderful, great! She is very good teacher I have ever had during my English classes. Her teaching was very technical and her method was very excellent!
- Going to City College helps me to survive.
- I appreciate the Course 31 ESOL.
- Please continue offering ESOL classes in the morning. Thank you. I think the best time for the class is 7:00 – 10:00 A.M. because this permits students have more options in their schedule.
- No comment. Because everything is fine for me.
- ESL shouldn't be a grader it should be class to help the students to go-on in the education. Some students get upset because you have to throw the same as English 51. A lot of students from second language got panic going through this class.
- I wish ESOL 40 was offered at 5:30 pm

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ESOL SURVEY COMMENTS – Mesa (Un-edited)

- I think people's who give the grade or point to students. They should do be careful because they were unfair to students. Some students they wrote very good but they still fail class. I hope people should check be careful when people give a point.
- It is a good teacher for me. I like this is ESOL 19 class and teacher.
- It is a good ESOL but depend what kind teacher taught the student. Mostly they like the morning better, please make it in morning too. Thank you.
- Only one writing test to pass the semester. Its NOT a good idea – please think about it!!
- It isn't fair that one writing test will fall you from your class.
- I think my teacher is a good teacher, Mesa College is a good school.
- It's a good class and it help me to know more about writing and grammar. I had a good teacher and I learned.
- My main comment is that the grading system used for this is very questionable. Counting just the final writing and ignoring all the in class tests during the semester turned this class into a hit or mess shot. I think we deserved better for all our effort.
- Thank you for everything
- I would like to learn more English language
- I like this class because I learned a lot the teacher was really good
- They should have a morning class
- I think that we need more writing practice than reading and listening to improve our writing and pass the writing test in the future.
- I would like to finish the ESOL as soon as possible. I think Levels 20-21-22-30-31-32-31 are taking to much time.
- English is not my native language, but I try to learn to be better. It's very necessary to get the Associate degree. The ? is still a ? way, but I never give it up. It's my wish – the knowledge of human kind is very small. We must learn.
- I think they make too many units for ESOL classes which is 12 unit because it will take two years two complete 19-40 level.
- ESOL program is very helpful program.
- Having 3 classes is too much pressure but we learn more. In my opinion I wanted to take 3 classes at the same time because a want to finish quickly.
- This program is very hard to follow the class, too much home work, that we don't have time
- Thank you
- We need ESOL classes on vacation time to move up faster (evening) please.
- The English classes helped me a lot. Now I can speak and read more well then I did before. Thank for wonderful teachers, especially thanks to XXXX!!

Note: Names and references to individuals have been deleted and replaced with "XXXX"

ESOL SURVEY COMMENTS – Mesa (Un-edited)

- The extra classes they add to E.S.L. classes don't help to us to learn English just wasting of time.
- This new ESOL program helps me a lots in my pronunciation.
- This college very prove my speaking English and listening and reading.
- Very good class, All of students love her.
- This new course helps me to improve a lot in my pronunciation, intonation and speaking, especially my speech presentation.
- I have learn a lot from this course, reading, speaking, intonation, pronunciation, and speech presentation.
- This program takes a lot of time. I already pass my other classes like as Math and phys but it takes a lot of time to pass just ESOL classes I see some people in English 51 or 56 and they can't write a essay. How can this happening?
- I like all classes and teachers. I improve my English in Mesa. I would like to continue my education in Mesa.
- I like to take ESOL because it improves my English and I want to get a better job.
- I think all the student don't have to pass all level to get on to the next level because it lost a lot of time for a student. For example, if a student pass ESOL 20 & 21, so he can't take ESOL 30 & 31 for the next semester. It's not fair.
- I think that some reading books are difficult book to the student and the teacher should read the new vocabulary in class for student.
- More time practiced and do some game in class. Let students study in groups and try to let them used a brainstorm. Thinking skills.
- I think these courses are good but you should be let us improve to other course after finish courses of speaking and listening because I pasted English 21 and 22 but I couldn't go to English 31 and 32. Thank you for your pay attention.
- I don't like your reading and listening classes. They take a lot of time. I think that the program you had before was better!
- I would like ESOL writing classes, listening and reading to but some classes instead they are separated. So student would easy to finish with less time.
- All classes are good and useful. Teachers are very good. I hope I pass all classes and be successful
- I think ESOL helps me to improve in my writing a lot. It help to improve my grammar and make sentences.
- I think that teachers must have good relationship with students. I don't agree with a rule that students can't use electronic dictionary, if we don't use dictionary, so we can't check vocabularies because some words we're not sure. Also electronic dictionary faster that we use paper dictionary, we won't waste much our times when we write assay or final exam.

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ESOL SURVEY COMMENTS – Mesa (Un-edited)

- Writing essays and sending them by mail to teacher would be great because if teachers correct them, we can improve our English skills.
- I am a new student. I really love this school, but only thing I do not like is many ESOL classes. Please open more ESOL class so that ESOL students can get into class easily.
- I think that listening/speaking class should be with headphones in order to listen directly the correct speech.
- I think that this classes had been really helpful not only for me but for others too. We have an opportunity to have more help than high school teacher. I have learned a lot in this class. This is a great idea of having ESOL classes for people like me that need more help in English.
- I wish if they combined ESOL 30, 31, 32 in one class.
- I don't think I have learned something from speaking class because I have never had chance to practice my English speaking skills in ESOL 32 class.
- ESL program is more useful for students without listening/speaking and reading classes. It's just extra work for us. And everybody point only grammar. So what do we need them?
- I think that it takes a long time to finish this ESOL program, and especially now with the new program it's too many classes to pass to another English level.
- The ESOL are good classes and should not be non-credit courses.
- Hacunamatata! And the ESOL classes should be credits for the university transfer.
- I am the mother of children and I work 40 hours sometimes more a week. I really enjoyed the class however I couldn't get time to study. The program helped me a lot and I improved my English writing.
- I have no comments about 31 & 32 courses, that I think were not necessary to me! The ESOL course must have more programming method to know every day what we done and what we must do!
- I wish that I could take placement test more than 1 time a year because when I first took placement test, I didn't do very well because I had a cold. I think I've been in not really right courses.
- I think ESOL program is useful, but all three glasses combine is to long. Honestly, I didn't this program because it take a lot of time for one level. I would prefer all three glasses in one day is better.
- I think that ESOL placement test is very easy for the students who is taking English as a second language. It is very different from taking course which is more difficult than we took the test. That's why so many people are not easy to pass them.
- ESOL courses are very useful, but they should have more classes in the summer.
- I would like the new ESOL program comes true because I want to see how is the new program works for all the ESOL student in San Diego.

Note: Names and references to individuals have been deleted and replaced with "XXXX"

ESOL SURVEY COMMENTS – Mesa (Un-edited)

- Thanks for courses.
- I would like ESOL program offered the class in afternoon much better for people who have time.
- I think all ESOL students don't need to take 31 and 32, because that will be spend more their time to take those classes.
- My biggest thing I don't like about ESOL they don't offer too many classes in summer. So, the ESOL students are stock waiting for the next semester w/c is I think unfair for the ESOL students who wants to transfer in a 4 yr college.
- I'm very happy with ESL classes in this college. It is much better and competitive than others classes in Adult Continue Education School.
- I think it is better to let students going on to upper level even they can't pass one of the classes in one level.
- I've learned a lot in English writing/grammar. I don't think listening/speaking class is helpful at all. Read of course helps a lot. I've learned some new vocabulary and improve a little grammar skill. I think new ESOL program could be help to be a successful student in the future.
- The Writing and Reading Class is very helpful; however, the listening (?) class is wasting time.
- The listening and the reading classes in last semester didn't really help me, and it was a waste of time.
- I think that there should be more extra helps for ESL students. The reason is students don't have enough time to learn during class time. Sometimes, they need more help from (?). Learning a new language isn't easy if there isn't much helps.
- In my personal case, this class didn't help me in the aspect of the sounds of the words. (pronunciation) Although my writing is a lot better.
- More explained the English Grammar
- I think ESOL program is a really useful because I took EOSL classes last semester and it really help me to improve my English.
- ESOL classes are very useful for the student, who cam from different country. All of the teacher are very good at teaching for the student, who is taking English as a second language. English Language has so many rules and regulations, so taking ESOL classes are make students get confident for English 101, and (?).
- English teacher should give students a lot of homework about writing, reading and grammar.
- I think school should offer English lab instead of making students pay more money.
- I have had a great improvement since I took this course, so I am ready to go next step.
- Thanks for my English improvement. I really appreciate all Mesa College effort in many interesting courses.

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ESOL SURVEY COMMENTS – MIRAMAR (Un-edited)

- English 19 is conversation
- This program is very good. but I need more time a week.
- 19 class needs more conversation.
- I like to have English 20 in Summer time.
- Thanks very much for all your attention!!
- I like all ESL classes. I think, they are important for me.
- I think the classes are very good, but for me are very expensive because I don't have any help. Maybe I won't take classes the next semesters because I have to pay like 400 dollars and I'm not working now, but I think this is the only problem for me.
- Taking English class (ESOL) is very good for the people from the other country like me. I'm happy to study English with three classes a course (grammar, speaking, reading)
- For someone who has 2 jobs is very hard. I agree to more help to students about Financial Aid. Thank you.
- I like this English class, because it help me improve second language in this country.
- I like this class because I learn very much words and lots of pronunciation and reading and writing. I like my teacher XXXX and thanks a lot of her. Thank you very much.
- I am so happy to be in English class because I learned many think and glad of myself and enjoyed my teacher also.
- I like the 22 class very much. Because I learn a lot of pronunciation and reading and writing from professor: XXXX. Thank you very much!
- The ESOL class is very good. I like it.
- Please continue to open these classes.
- I very like this English class. it help me a lot to improve my English to communicate.
- No comments. Continue the good work.
- I feel this class was very useful for me. I learned many new words and my listening/speaking skills much better than before.
- I'd like to take ESOL classes in the summer because I think ESOL program is helpful for people who aren't a native English.
- I hope that there are many classes in the evening. In addition, If I finish the ESOL classes, I want to receive a certificate.
- ESOL is very helpful to improve my English skills. Especially, ESOL 20. I remember when I rote my first paragraph that I had a lot mistakes. Now I know a lot different grammar and how to use them and how to make the topic sentence, support sentence and conclusion sentence. I really enjoy ESOL classes!
- I think new program is very useful and we can successful on the high level in the future.

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ESOL SURVEY COMMENTS – MIRAMAR (Un-edited)

- I think this program I mean ESOL (12 unite) is to much. If you can combine some classes or cut some (?), it is much better. Thank you.
- I am a businessman who is working for XXXX. Sometimes I have a business trip, so I can't attend the class all the time. The only reason I study ESL is to improve English level. I don't need any credit. Please consider my situation.
- I think this is a wonderful course!
- I have not taken the class Question #6 letter A. so I do not have a comments whether is going to be useful or not.
- Each subject should have 2-3 classes per week instead of 4-5 classes. For example I want to take a math class; however, it runs 4 days in a week. Then I don't have time for other subjects.
- I would like you have ESOL classes here in Miramar College in the summer.
- I wish we have some early class in the evening. For myself Math, Grammar and any other classes require a lot of thinking. I think 6:00 pm to 9:30 pm class really late my brain starts stop functioning.
- I just hope that they'll be an opening class this summer for any ESOL class especially Level 30.
- Grammar class which is (30) should not be that long.
- I am very haply with ESOL class
- The program is good but really not enough especially in speaking where we don't work in laboratory. We need more computer for grammar classes. Certain classes could work with computer and other couldn't especially classes of evening. And (?) we need to know how to work with computer.
- I'm getting improvement for ESOL classes. I really enjoyed this class. The instructor explained clearly about all lessons. I got them clearly. Generally, I felt good. Thank you for concerning.
- I have learned a lot from this class because my instructor taught every topic very clearly, full of energy and fun to study with. My instructor provided a lot of useful group exercise, which really helped me to communicate and express myself with other classmates.
- I learned more vocabulary and grammar is this class. The professor has taught this lesson very clearly.
- I would like to continue learning, but I have repeated too much. I would like to consider helping in my case.
- ESOL program is good program. This program helps us to learn English. ESOL program has a great teacher as is the XXXX. Thank you.
- Need more programs for ESOL or workshops to learn more English.
- Do anything is best for students to learn. Not too much school and also study.

Note: Names and references to individuals have been deleted and replaced with "XXXX"

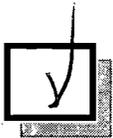


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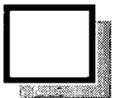


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