

Coastline Community College

English as a Second Language Institute

5-Year Review

ESL Institute Program Review Committee

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ABSTRACT

THE ENGLISH AS A SECOND LANGUAGE INSTITUTE

The Coastline ESL Institute (ESLI) is a specialized program for foreign-born and bilingual students who need to improve their skills in speaking, comprehending, reading, and writing the English language. Classes are offered at five community sites in Huntington Beach, Westminster, and Garden Grove.

The ESLI program's credit and non-credit FTES have remained relatively stable over the five-year period covered in this review, and the ESLI is currently the top producer of credit FTES in the college. However, the program could improve its cost effectiveness by increasing the ratio of credit to non-credit enrollments.

The ESLI students, faculty, and staff are very satisfied with the program. Over 90% of students surveyed reported being somewhat satisfied or very satisfied with the overall quality of the ESLI program, and 96% reported satisfaction with the quality of ESL instruction. One hundred percent of ESLI faculty and staff surveyed reported satisfaction with overall program quality, administrative support within the program, adequacy of the administrative and reporting structure within the program, and clarity and effectiveness of communication processes within the program.

Of general faculty and staff surveyed, only 58% believe that the college has been successful in transitioning students from ESL classes to regular general education or vocational courses. Of students surveyed, 51% stated that their educational goal was to earn a degree and 71% expressed an interest in academic counseling. Fifty-one percent stated that they had never spoken with a counselor at Coastline but that they would like to. The ESLI Program Review Team recommends that ESLI instructors also help students transition to regular classes by becoming better informed about non-ESL courses and programs at Coastline.

Both students and ESL faculty expressed some dissatisfaction with physical facilities and the location of sites. Few students in the program live near the Huntington Westminster Center. Instructors expressed a desire for better staff areas and more computers for their own use, and students expressed a desire for a student center or area to eat, study, and take breaks. A planned move from the Huntington Westminster Center to a new center in Westminster in 2005 will address most of these concerns.

Of ESLI students surveyed, 61% reported that they have access to the Internet at home and 62% expressed an interest in taking online ESL courses.

ESLI program goals include:

- Reducing non-credit enrollment and increasing credit enrollment
- Increasing academic counseling for students and encouraging instructors to learn more about non-ESL course offerings and programs at Coastline
- Moving the program headquarters from the Huntington Westminster Center to a new Coastline center being built in Westminster with better facilities for faculty and students.
- Offering more online ESL courses

PROGRAM REVIEW 1997-2002 English as a Second Language Institute

PROGRAM REVIEW PROCESS

Dean Shanon Christiansen appointed Linda Kuntzman, the head of Coastline's English as a Second Language Institute (ESLI), to chair the ESLI Program Review Team. Other team members included two full-time ESL Instructors, Judy Montague and Anita Preciado, one adjunct ESL Instructor, Linda Maynard, one adjunct Instructor from the Computer Information Technology department, Khen Sayasi, and two ESL students, Suong Nguyen and Rosa Mancia.

The team established general goals for the Program Review process and developed three surveys. The first was a pencil and paper survey for ESL students. This survey was appropriate for intermediate and advanced-level students, but it was determined that it would not be possible to survey beginning-level students without translators in several languages. Since this would be cumbersome and difficult to accomplish without introducing the subjective influences of the translators, the team decided to rely solely on input from intermediate and advanced-level students, many of whom had begun as beginning-level students in the program. The second was an online survey designed for faculty and staff in the ESLI program. The third was an online survey designed for college-wide administrators, staff, and faculty. Once the team had written the survey questions, Pat Arlington, co-chair of the Program Review Steering Committee, formatted the three surveys, sent them out, collected them, and tabulated the results. She also contributed reports on FTES and other data necessary for the report. The ESLI Program Review Team analyzed the data and developed preliminary conclusions, and Linda Kuntzman, with assistance from Judy Montague, wrote the report.

PROGRAM DESCRIPTION

The Coastline English as a Second Language Institute (ESLI) is a specialized program for foreign-born or bilingual students who need to improve their skills in speaking, comprehending, reading, or writing the English language. The program currently offers forty-four sections of credit and non-credit courses in sentence structure, reading and writing, listening and conversation, and citizenship for students at seven discrete levels of English proficiency, from preliterate to college level (i.e., a level comparable to English 095). Classes are offered at five community sites in Huntington Beach, Westminster, and Garden Grove.

The program headquarters is at Coastline's Huntington Westminster Center in Huntington Beach. Twenty-five day and evening sections are offered at that site. (See Appendix : ESLI Class Schedule for spring 2003.) Students at the Huntington Westminster Center may enroll in a program of six, eight, or sixteen hours of instruction per week, or, to

accelerate their rate of progress, they may enroll in a full, intensive daytime program of twenty-four to twenty-eight hours of ESL instruction per week, currently offered at seven levels. At the Garden Grove site, students may enroll in daytime classes of twelve hours per week, offered at six levels, or evening classes of six hours per week.

The Garden Grove program, located near Vietnamese, Hispanic, and Korean population centers, has grown steadily from three sections in the spring semester of 1998 to eleven sections in spring 2003, while the Huntington Westminster Center program, located in an area with no major non-native English speaker population centers, has shrunk from thirty-nine sections at nine levels in the fall of 1997 to the current twenty-five sections for students at seven levels of proficiency. In the year 2005, the program currently housed at the Huntington Westminster Center will move to a new site near the intersection of Beach Boulevard and Westminster in Westminster, a city with a 56% non-native English speaker population. The program anticipates an increase in enrollment as a result of that move.

The ESLI program began in 1980 with funding from the federal Comprehensive Employment and Training Act of 1973 (CETA). In its first semester, the program enrolled thirty students. Enrollment peaked at over 3,000 in the early 90's as the effects of the amnesty program and the influx of Vietnamese refugees converged. From 1997 to 2002, enrollment (seat count) has averaged 1,670 (673 credit/997 non-credit) per semester. During this five-year period, enrollment has remained fairly stable, fluctuating from a low of 1,438 in spring 2001 to a high of 1,909 in the fall 2002 semester. FTES generated by the ESL program during this period have averaged 242 (149.4 credit / 93.5 non-credit) fluctuating from a low of 201 in spring 2001 to a high of 296.62 for fall 2002. (See Appendix : Enrollment and FTES data.) Currently, the ESL program is the top generator of credit FTES at Coastline College.

In the ESLI program, credit and non-credit sections are combined. This means that in most ESLI classes there are both credit and non-credit students in the same classroom, receiving the same instruction. Most courses in the program are offered for credit, and non-credit options for all courses in the program are available to provide access to higher education to those students who cannot afford to pay for credit classes, especially those who are non-residents and who would, therefore, be required to pay \$141 per unit in tuition. Title II grant requirements provide another strong incentive for offering non-credit courses. This year alone, the ESLI is earning \$150,176.00 from two Title II (Adult Education and Family Literacy Act) grants administered by the California Department of Education: the EL Civics Grant and the Section 231 Grant. Although non-credit courses are less cost effective than credit classes, grant funding is used to offset some of the instructional costs of offering the non-credit option.

STAFFING AND ADMINISTRATION: Program Functions and Services

The ESLI faculty include four full-time ESL instructors, Linda Kuntzman, Lorraine Krampe,

Judy Montague, and Anita Preciado, one full-time instructor shared with the Spanish Department, Patricia Candelaria, and forty-four adjunct ESL instructors. In a typical semester, the ESLI program offers 6,462 hours of instruction (359 LHE). Of that total, 5,454 hours (303 LHE) are taught by adjunct instructors and 1,008 hours (56 LHE) are taught by full-time faculty. So approximately 16% of instruction is done by full-time faculty and 84% by adjunct instructors.

All full-time instructors in the ESLI program perform program-related duties. Dr. Linda Kuntzman, the department head has eleven LHE of reassigned time (73% release) to run the program, a job that entails many responsibilities, including the following:

- supervising the teaching staff (48 instructors at 5 sites) on a daily basis
- participating in the hiring process of all ESL adjunct instructors
- scheduling approximately 44 ESL sections per semester (consulting 48 instructors on scheduling preferences for each semester, making assignments, preparing LHE reports, processing all instructor and classroom changes)
- writing all grant applications for the program
- writing quarterly progress reports for the ESLI program's grants
- managing grant budgets
- marketing the ESLI program (arranging for radio and newspaper ads in Vietnamese, Spanish, and Korean and coordinating the distribution of fliers in the neighborhoods)
- arranging for substitutes, as needed, when instructors are absent
- serving as liaison with the Vietnamese Community of Orange County and other collaborating agencies
- answering correspondence and phone inquiries addressed to the program regarding the ESL academic program
- collecting, evaluating, and offering feedback on diagnostic tests and syllabi (required every semester during the first month of instruction) from all ESLI instructors
- evaluating instructors, observing their classes, meeting with all instructors regularly to discuss instructional issues, and meeting with students who express concerns about instruction
- planning and conducting ESLI discipline meetings each semester
- writing and revising course outlines
- working collaboratively with other schools on behalf of the ESLI program (working with OCC and GWC to coordinate ESL programs and assessment, coordinating student teaching experiences for students at CSUF and other schools, etc.)
- supervising ESLI office staff
- coordinating or participating in special projects involving ESL instruction

Lorraine Krampe has four LHE of reassigned time (funded by the ESLI grants) to perform many program-related duties, including the following:

- coordinating special grant-related activities such as field trips, health fairs, and workshops for students
- coordinating curriculum development for grant-related lessons

- training instructors to teach grant-related lessons and to maintain compliance with the grants (e.g., by maintaining individual portfolios on all non-credit students)
- scheduling regular text displays (small book fairs) and presentations by publishers for ESLI instructors every semester
- developing and piloting new online ESL courses

Judy Montague, who teaches a full course load, also has many program-related duties, including the following:

- recommending and ordering texts for all ESLI courses (researching latest materials from publishers, matching texts to courses and course outlines, meeting with instructors to make recommendations and discuss instructors' choices)
- coordinating computer labs (scheduling, training instructors, and researching new software for three computer labs)
- planning and conducting teacher training sessions and workshops

Anita Preciado, who also teaches a full course load, is responsible for planning special events, including the following:

- the ESLI Winter Holiday Party (featuring an international fashion show and other entertainment)
- Global Diversity Day (an event sponsored by the college Staff Diversity Committee featuring displays, entertainment, and food from many countries)
- the Annual ESLI Award Ceremony (an event that honors all daytime ESLI students from the Huntington Westminster, Garden Grove, and Brookhurst & Hazard sites.)

All of the full-time ESLI instructors assist the program's 44 adjunct instructors on a regular basis in accessing instructional materials, staff development activities and publications, and other resources as needed.

Because the full-time instructors in the ESLI program carry a heavy load of program-related responsibilities, the program would benefit greatly from the addition of at least one additional full-time instructor to share the load. A full-time instructor to work together with Lorraine Krampe in developing and implementing new online ESL courses would be especially beneficial to the program and the college.

The ESLI office staff includes three permanent employees, assisted by two hourly employees who are partially funded by grants or work study contracts. The permanent employees are Tiffany Tran Puentes, a full-time Instructional Associate responsible for overseeing the daytime functions of the ESLI office, Celicia Ha Tran, a half-time Instructional Aide who assists Tiffany, and Kim Nguyen, a half-time Instructional Associate who oversees the operation of the ESLI office in the evenings, four days a week. The hourly employees are Instructional Aides.

The office staff performs the following functions in the ESLI office at the program's headquarters, the Huntington Westminster Center:

- serve as receptionists for the ESLI: answer the telephones, respond to the needs

- and requests of visitors and current and prospective ESLI students, provide information about the ESLI program and other Coastline programs and courses
- assess, orient, and register all new ESLI students (The ESLI is an open-entry program, so the following process is conducted for large groups at the beginning of each semester at all five ESLI sites, then repeated throughout the semester as each new student arrives:
 - a. administer, score, and interpret standardized ESL tests. Assign student to appropriate course(s) in a seven-level system
 - b. assist student in completing registration and fee waiver forms
 - c. determine and document student's residency status
 - d. document visa status as needed
 - e. determine and accept payment of student's fees
- assist instructors and students in adding new students and making student class changes; maintain regular contact with instructors to determine appropriateness of level changes; secure instructors' permission to add new students
- maintain positive attendance and student performance records:
 - a. collect monthly attendance reports from instructors
 - b. monitor, document, and prepare student attendance records **for all ESLI classes at all five sites on a monthly basis** / submit final attendance reports for all ESLI classes.
 - c. input student, course, and program data as requested by supervisor, update and **generate new rosters for all classes at all five sites on a monthly basis**
 - d. conduct daily head counts at the Huntington Westminster Center.
- provide student services as needed for off-site classes: assist instructors at five off-site locations in orientation, assessment, and registration of new students
- conduct standardized pre and post tests required by grants for all non-credit students on a quarterly basis, score tests, and maintain records as needed to maintain compliance with grants
- assist students in ESLI computer labs under the supervision of instructors
- translate and interpret for instructors, staff, and students as necessary

Tiffany Tran Puentes, the person responsible for overseeing the functions of the daytime ESLI office staff, sets the tone for the ESLI office with her quiet, pleasant manner. Students and prospective students are listened to and treated with respect and consideration. The ESLI office maintains a non-threatening, welcoming atmosphere for all current and prospective ESLI students.

The Dean in charge of the ESLI program, Dr. Shanon Christiansen, has provided excellent administrative support for the program. He has established a cooperative, harmonious atmosphere at the Huntington Westminster center that inspires enthusiastic teamwork. His consistent policy in working on cooperative projects and solving problems is a model of participatory governance: everyone involved is respected and listened to, and all participants work together to make decisions. Because of his leadership, morale is high at the Huntington Westminster Center, and employees are happy and productive. He

has also taken the initiative to meet individually with members of over fifty community agencies and organizations on behalf of the ESLI program and other programs at Coastline. (See Appendix: Shanon L. Christiansen's Communities and Organizations Contact List.) These contacts are very valuable to the ESLI program, especially as a way of seeking new ways to recruit students, securing scholarships and grants, and establishing collaborative projects.

The Vice President of Instruction, Dr. Barbara Hollowell, has also provided excellent administrative support to the ESLI program. She is fair to all instructional programs, but the ESLI, with its unique challenges, has often required her assistance as an articulate and persuasive spokesman for the legitimate needs of the program. She has supported, among other things, the program's need for permanent office staff and full-time instructors. The program could not have succeeded without this support.

QUANTITATIVE FINDINGS

COURSE ELEMENTS

The Coastline ESLI program generated 170.12 credit FTES during the fall 2002 semester. This made the ESLI program the top producer of credit FTES in the college. (See Appendix: Department Credit FTES.) This represents 10.2% of credit FTES generated by the college for that semester. For fall 2002, the program also generated 126.50 non-credit FTES. This represents 38% of Coastline's non-credit FTES total. From fall 1997 to fall 2002, ESLI enrollment (seat count) has averaged 1,670 (673 credit and 997 non-credit). However, of the average 242 FTES generated by the program each semester during this five-year period, an average 149.4 were generated by credit students, but only 93.5 by non-credit students, whose FTES are based on positive attendance.

The Coastline ESL Institute offers combined credit and non-credit classes, so each class generates both credit and non-credit FTES. The average attrition rate for the ESLI's credit program for the five-year period of this review has been 8%. The attrition rate for the program's non-credit students has averaged 14%. The college-wide attrition rate has averaged 6.8%. The program's non-credit FTES are lower than one would expect, given the larger non-credit student enrollment, because of high attrition, or what appears to be high attrition. For example, comparing positive attendance data from the ESLI non-credit program to two other Coastline non-credit programs, the Emeritus and Special Education programs for fall 2002 reveals that while both Emeritus and Special Education classes generated 75% of possible FTES (meaning the number of FTES that would be generated if every student enrolled attended the maximum number of hours), ESL students generated only 45% of possible FTES:

- Emeritus generated 169.718 FTES out of a possible 227.297 FTES (or 75% of possible FTES).
- ESL generated 126.497 FTES out of a possible 280.618 FTES (or 45% of possible FTES).
- Special Education generated 32.668 FTES out of a possible 43.665 (or 75% of possible FTES).

(See Appendix: Non-Credit Positive Attendance for Emeritus, ESL, and SPED Classes for data on other semesters.)

However, it must be noted that ESLI non-credit students are accepted up to the ninth week of classes as part of an open-entry, open-exit policy designed to increase access to higher education for a mobile population including many who work or are seeking employment. Many non-credit students, in other words, are not in the program for the full semester. Attrition figures for the program's non-credit students may appear to be high in comparison with other programs, in part, because of this open-entry policy. There is also, however, some actual attrition which needs to be studied. It may be partially attributable to the special circumstances of the program's non-credit students. The inconvenient location of the Huntington Westminster Center combined with the difficulties of a lower-income population in securing transportation, for example, combine to yield a higher attrition rate for evening students at the Huntington Westminster Center. Still, non-credit attrition is a serious concern because of its negative impact on the program's cost effectiveness. The program will need to study this issue carefully to determine to what extent non-credit attrition is preventable and what can be done to prevent it.

The issue of cost effectiveness has triggered a reexamination of the ESLI non-credit program. Considering the finances and goals of the college as a whole, and recognizing that the college needs to meet its credit FTES target each year and also that non-credit FTES generally meet or exceed cap and that they are reimbursed by the state at about half the rate of credit FTES, the ESL Program Review Team, at the urging of the Vice President of Instruction, has been exploring ways to reduce non-credit FTES and increase credit FTES, primarily to make the program more cost effective. Proposals include the following:

- Phase out some classes that enroll only or primarily non-credit students.
- Encourage only non-resident students to enroll in non-credit sections (although both resident and non-resident students are allowed to exercise this option).
- Offer new courses at sites where long-term students have completed the maximum four semesters of AD courses so that these students do not have to shift to the non-credit option in order to continue to study English

Two important considerations in proposing limits on non-credit enrollment, however, are, first, the role or mission of the non-credit program, which is to provide access to higher education to those in the community who can least afford it and those who would otherwise have to pay non-resident tuition, and, second, that the ESL program's ability to generate grant funding will decrease as its non-credit enrollment decreases. The funding level for the ESLI's two Title II projects described above (\$150,000.00 for 02/03) is based primarily on the number of "benchmarks" the ESLI program's students earn. A benchmark is one student's pre-post gain of five points on the CASAS test, a standardized test prescribed by the California Department of Education. Obviously, the more non-credit students a program enrolls, the more benchmarks (and the more money) it is able to generate.

The purpose of the ESLI program's Title II grants is to promote literacy and to encourage students to become productive, contributing members of the community who are able to access community resources such as employment agencies, civic volunteer opportunities, and health services. Grant funding is currently used by the program to support staff development activities for instructors, to pay instructors to conduct workshops, field trips, and special activities for students related to the goals of the grant, to design and

implement grant-related curricula (all necessary to generate benchmarks), to provide staff support for the testing and other requirements of the grant, and to pay for instructional supplies to support these projects. Funding can also be used to pay for instruction in non-credit ESL classes. If Coastline's ESL program receives grant funding for 03/04, the plan is to use a large portion of next year's funding to offset part of the college's cost of paying instructors to teach non-credit ESL classes. This use of funds will help the college but will compromise the program's ability to meet the goals of the grant, and thus to qualify for future grant funding. Although state-wide budget cuts for community colleges have necessitated this emergency use of grant funds, once the budget crisis has passed, the ESLI Program Review team feels that it is important to meet with administrators to propose returning as quickly as possible to a use of funds that will maximize the program's capacity to continue to generate grant funding and to provide the special civics curriculum that is at the heart of the purpose of the grant.

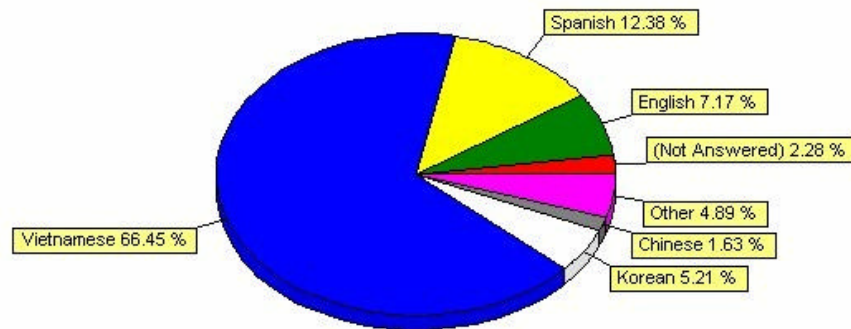
Average class size for the ESLI program has to be calculated, of course, by total enrollment divided by the number of combined classes offered each semester (not the number of sections, since each combined class includes two or more sections (taught in one classroom by one teacher at a time). The following chart (derived from two charts in the Appendix: ESL Program Non-credit Classes Six and a Half-Year summary of Enrollments and FTES and ESL Program Credit and Non-credit Six and a Half-Year Summary of Enrollments and FTES) clarifies the class size issue:

SEMESTER:	F97	S98	F98	S99	F99	S00	F00	S01	F01	S02	F02
# OF COMBINED CLASSES:	54	51	51	50	47	47	47	47	46	46	47
TOTAL ENRLMT. AT CENSUS	1817	1611	1651	1754	1817	1544	1611	1438	1643	1580	1909
TOTAL ENRLMT AT END:	1546	1420	1358	1426	1619	1333	1408	1300	1557	1407	1771
AVERAGE ENRLMT. AT CENSUS	33.6	31.5	32.3	35	38.6	32.8	34.2	30.5	35.7	34.3	40.6
AVERAGE ENRLMT. AT END	28.6	27.8	26.6	28.52	34.4	28.3	29.9	27.6	33.8	30.5	37.6

For the five-year period of this review, the average class size at census is 34.5 students per class. The average class size at the end of the semester is 30.32 students. As the chart above indicates, the number of classes offered per semester has been reduced from 54 to 47 between fall 1997 and fall 2002 while total enrollment has grown from 1,817 to 1,909 students. Average class size at the end of the semester has fluctuated from a low of 26.6 to a high of 37.6, but it has been above 30 for the past three semesters.

STUDENTS

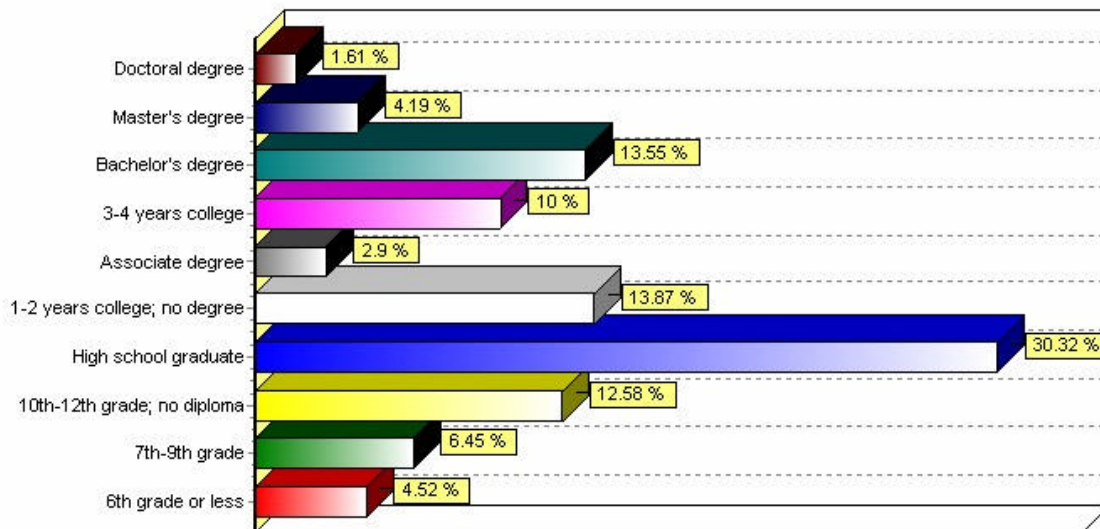
From fall 1997 to fall 2002, on average, approximately 65% of ESLI students have been enrolled in daytime classes and 35% in evening classes. Approximately 60% are female, 40% male. In an average semester, approximately 65% of the program's students are Asian, 20% Hispanic, the remaining 15% Middle Eastern and European. Of the 328 students surveyed for this review, 69.82% were Vietnamese, 4.88% Korean, 4.27% other Asian, 12.20% Hispanic, 3.05% white, and 1.83% "other." Primary languages as reported by these students were Vietnamese (66.45%), Spanish (12.38%), English (7.17%), Korean (5.21%) and Chinese (1.63%).



Statistics from the 2000 census, reported by the U.S. Census Bureau (<http://quickfacts.census.gov>) indicate that in the year 2000 13.6% of the population of Orange County were Asian and 30.8% were of Hispanic/Latino origin. And in a 2001 report, Environmental Scan Trends – Students, Jerry Rudmann of the Coastline Research office, states that Hispanics represent the largest minority group in Costa Mesa, Garden Grove, Huntington Beach, Newport Beach, and Stanton. Of course, many in these minority groups are not non-native English speakers, but this data does suggest that the ESLI program is disproportionately Vietnamese in comparison with ethnic distribution in

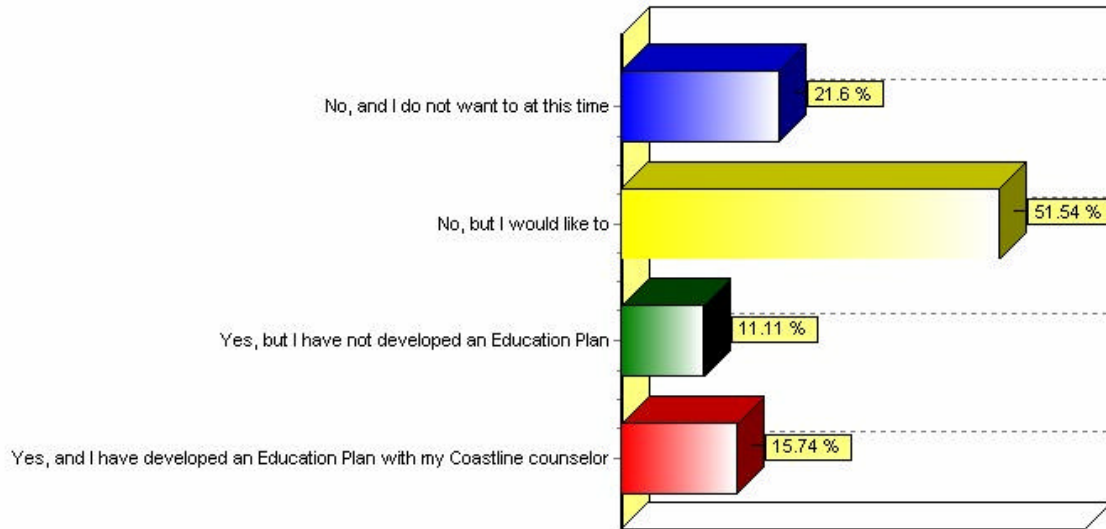
the community. The ESLI Program Review Team recommends that the program's outreach efforts among the Spanish-speaking community in the Coast District be increased. The ESLI program advertises through Spanish radio stations and newspapers every semester and through fliers in Spanish and English, and these efforts could be increased. In addition, contacts with Hispanic organizations and agencies might help the program to reach out more effectively to this large segment of the district's population.

The average age of students in the program is 37. Most of the students in the ESLI were well educated when they came to this country. When asked, "What is the highest level of education that you completed in your home country?" of 310 who responded, 30.32% reported that they had graduated from high school and an additional 46% reported that they had attended college:



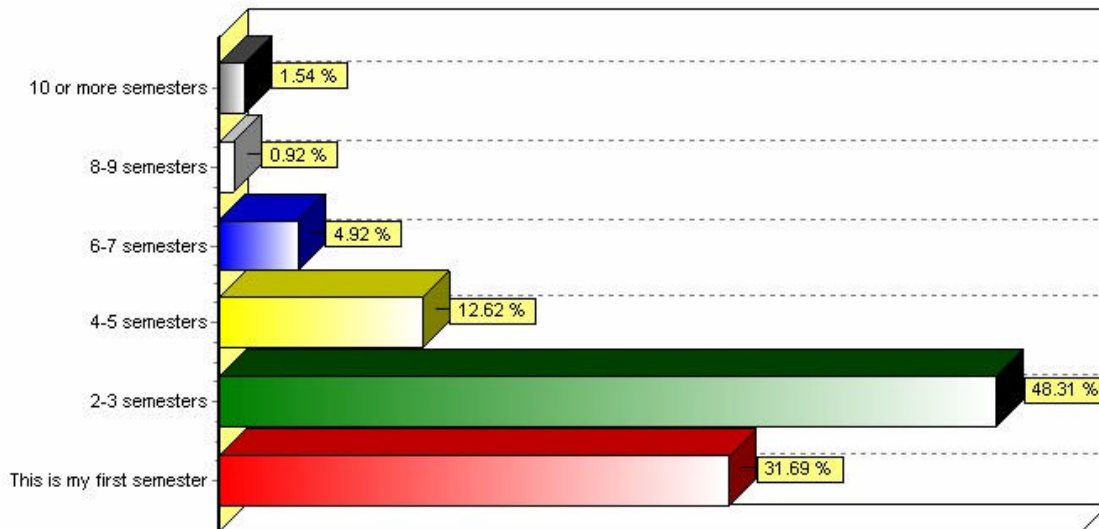
When asked about their educational goals, 51% stated that their goal was a college degree: 17.87% want to earn an A.A. degree at Coastline, 16.3% want to earn an A.A. degree at another college, and 16.93% plan to transfer to a four-year college.

Of general faculty and staff surveyed, only 58% believe that the college has been successful in transitioning students from ESL classes to regular general education or vocational courses. Students hoping to earn degrees would benefit from the assistance of counselors, and the college would benefit by offering these students information about opportunities at Coastline. Of students surveyed, 71% expressed interest in academic counseling. However, when asked, "Have you ever spoken with a counselor at Coastline?" only 26.85% responded that they had and, more importantly, 51.54% responded "No, but I would like to."



Clearly, there is a need for additional counseling support for ESLI students at this time. This year, the Office of Student Services plans to provide an additional counselor for ESLI students. From past experience, members of the ESLI Program Review Team have learned that counselors who reach out to ESLI students by accepting unscheduled visits during well-posted office hours, by visiting ESLI classes to offer orientations to college programs and services, and by initiating contacts with students through surveys and classroom visits can be very successful in encouraging students to continue their education at Coastline. Instructors in the ESLI program are also effective in informing students about non-ESL programs and courses at Coastline when they themselves are well informed. The Program Review Team recommends that staff development activities and educational materials on non-ESL programs and opportunities at Coastline be made available to ESLI instructors so that they can be more effective in educating their students about these opportunities.

Of students surveyed for this review, 31.69 were in their first semester in the ESLI program, 48.31% had been in the program 2 or 3 semesters, 12.62% were in their fourth or fifth semester, and the remaining 7.38% had been in the program six semesters or more.



Most students do not progress through all of the levels of the ESLI program. When they enter the program, they are assessed through standardized tests and multiple measures, including questionnaires and informal interviews, then placed in appropriate levels. The average student, irrespective of level, stays in the ESLI program for two or three semesters. Many who leave before reaching the advanced level do so because they have learned about opportunities for degrees or certificates at other schools. Others attempt to take non-ESL courses before they have the language skills necessary for success. Others leave because they need to seek employment or have other family responsibilities.

Students who not only complete advanced ESLI classes but also reach the highest level of achievement in the program, as measured by a standardized test and an essay evaluated by ESLI and English Department faculty, are awarded the ESLI program's Certificate of English Proficiency. These students are recognized at Coastline's graduation ceremony. Generally, only five or six students per year achieve this award.

COSTS

The ESLI program's budget for adjunct instructors is usually about \$300,000 per semester. The yearly cost for 4.5 full-time instructors is about \$330,000. The program generally spends an additional \$6,000 per year for hourly Instructional Aides for the office. Grant funds cover about half of the cost of these hourly workers. Yearly salaries for the program's three permanent classified positions total approximately \$72,000. The program also spends about \$20,000 in grant funds on instructional supplies and \$12,000 in grant funds on marketing per year. In addition, the grants pay instructors to develop grant-related curricula, conduct staff development workshops, and coordinate special

activities and workshops for students. The amount spent on these activities varies from year to year, depending on the amount of the grant awards. Grant funding is currently being used, to a limited extent, to offset costs for adjunct instructors and reassigned time for full-time instructors.

Total FTES generated by the ESLI for fall 2002 were 296.62. We used roughly half of yearly costs not covered by grants to calculate college costs per semester for adjunct instructors (\$300,000), full-time instructors (\$165,000), permanent classified employees (\$35,677) and hourly employees (\$1,500) to yield an approximate semester cost total of **\$502,177.** For that semester, the program's **cost per FTES, not counting costs covered by the program's grants, was about \$1,693.**

Because the program performs Student Services functions for all ESLI students, including standardized testing, registration, processing of fee waivers, and attendance record keeping in addition to its functions as an integrated seven-level academic program it incurs some costs that other programs do not have to carry. (Student services costs are not part of the cost effectiveness equation for most programs, so it could be argued that the cost of office workers should not be part of the equation for the ESLI.) But because the program performs functions that are necessary for the college and necessary in order for the college to live up to its mission of "offering accessible, flexible, student-centered education," these extra costs have consistently been supported by the college.

QUALITATIVE FINDINGS

NEED

Average class size in the ESLI program over the past five years has been 34.5, and FTES have been stable. Both indicate that there is a need for the program.

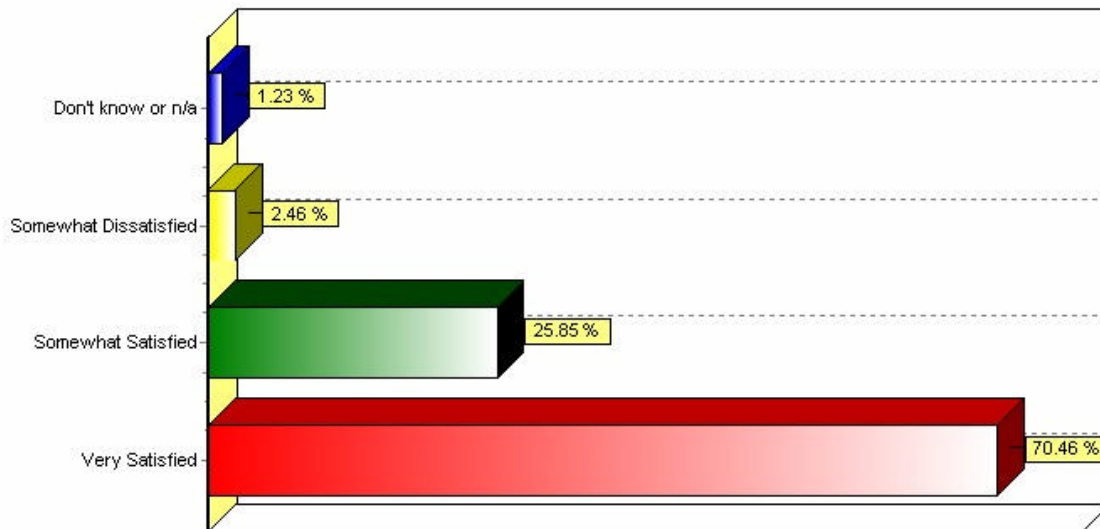
Surveys distributed to general faculty and staff at Coastline were completed by 64 respondents. (See Appendix: ESL General Faculty and Staff Survey.) Of this group, 84.61% indicated that the ESLI program is important to the future of Coastline. Only 6.15% stated that it is not important. Asked to predict future need for the program, 52.31% predicted that the need for the program would increase and 27.69% predicted that the need would stay about the same.

Demographic statistics for Orange County suggest that there is a definite need for ESL programs. The 2000 census shows that 41.4% of the population of Orange County speak a language other than English at home (<http://quickfacts.census.gov>) and that 56.6% of the population of Westminster and 59.2% of the population of Garden Grove speak a language other than English at home (<http://factfinder.census.gov>).

SATISFACTION

Of the 325 students who responded to the Program Review survey, 96.31% reported

satisfaction with the quality of instruction in the ESLI program. Of those, 70.46% were “very satisfied.”



Also, 90.74% of students surveyed expressed satisfaction with the overall program, and 91.31 said they were satisfied with their own success in the ESLI program.

Students also expressed an interest in additional courses including pronunciation / accent reduction (92.15%), Idiom and vocabulary (89.42%), and TOEFL test preparation (69.71%). These are courses the program has offered during the intersession, but these results suggest that it may be worthwhile to offer them during the fall or spring semesters.

Average class size for this period has been 34.5 at the beginning of the semester and 33.3 at the end.

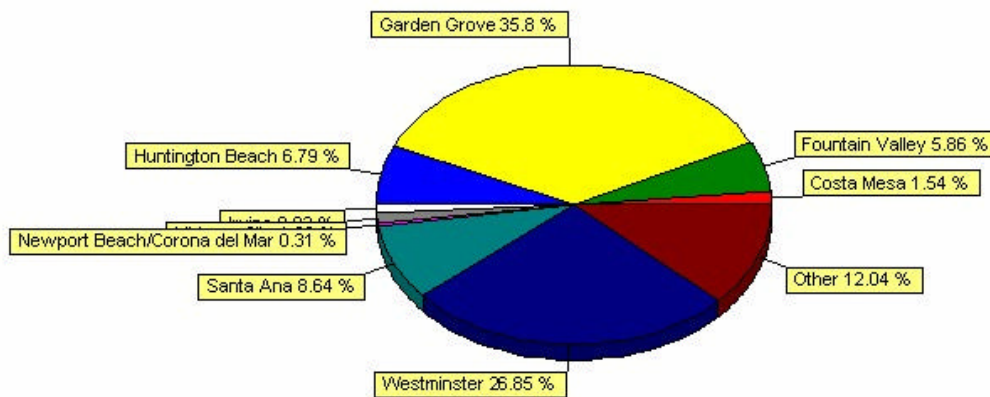
PARTNERSHIPS

The ESLI works collaboratively with a variety of agencies, schools, and organizations in the community. In the partnership between the ESLI and the Vietnamese Community of Orange County (VNCOC), a social service agency, Coastline provides ESL classes at a storefront site in Little Saigon at Brookhurst and Hazard in Westminster two doors down from the VNCOC office, and the VNCOC provides recruiting services, one free classroom, and assistance with health fairs and other events. Oak View School also provides a free classroom for an evening ESLI class that primarily serves migrant workers. CSUF shares classroom space at the Garden Grove Center with Coastline ESLI classes. Catholic Charities has worked with the ESLI on several cooperative projects, including an online course. Several churches in the district assist with recruiting by distributing ESLI fliers

with their Sunday morning bulletins. And the ESLI offers a special ESL class for students at the Westview Center in Westminster for students with developmental disabilities. Westview, in turn, recruits and supervises the students and provides a free classroom.

FACILITIES and EQUIPMENT

Students expressed some dissatisfaction with the location of the Huntington Westminster Center. Most ESLI students live in Garden Grove (35.8%) or Westminster (26.85%). Only 6.79% of students surveyed live in Huntington Beach, and of those very few live near the Huntington Westminster site.



When asked if a new center at Beach and Westminster in the city of Westminster would be more convenient than the one where they are attending classes, 54.27% said yes.

About 32% of students surveyed expressed dissatisfaction with or no knowledge of “areas at school to eat, study, and take breaks,” and many, in their written comments, expressed a desire to have a place to sit and eat. This is not surprising since many at the Huntington Westminster Center, for example, attend classes from 8:00 a.m. to 2:30 p.m. The new site at Beach and Westminster will have a student center. The new Coastline learning center near the intersection of Beach and Westminster which will be completed in 2005 is a very positive and exciting development for the ESLI. For several years, the ESLI has requested a move from the current Huntington Westminster site to a location closer to non-native English speaker populations. The new center will make that move possible. The Dean responsible for the ESLI program, Dr. Shanon Christiansen, spent many hours listening patiently and respectfully to the (often conflicting) requests of staff, ESLI faculty, administrators, and faculty from other disciplines who planned to use the new building once it was completed. Faculty solicited input from students. He brought all parties together many times to discuss differences and gradually reach a consensus. The resulting final specifications of the new building appear to satisfy all constituencies.

Eighty-one percent of students surveyed expressed an interest in purchasing textbooks at the site where they attend classes, and 43.13% said they were interested in having child care on site.

ESLI faculty expressed some dissatisfaction with office facilities and asked for more access to computers for their own use.

STAFF / ADMINISTRATIVE SUPPORT

Of students surveyed, 87% were satisfied with the assessment process the office staff uses to place students in appropriate levels. And 93.1% of ESLI teachers were satisfied with the “adequacy of the ESL assessment process for appropriate placement.”

One hundred percent (100%) of ESLI faculty and staff surveyed (29 respondents) reported satisfaction with overall program quality, administrative support within the program, adequacy of the administrative and reporting structure within the program, and clarity and effectiveness of communication processes within the program. Also, 100% were satisfied with the “extent to which ESL faculty and staff have input to the schedule development process.” And 93% were satisfied with their opportunities to recommend purchases for the ESLI program. At every discipline meeting, ESLI instructors receive a “yellow questionnaire” that offers them an opportunity to request purchases for the program, request teaching assignments, and suggest improvements in the ESLI program. (See Appendix: Yellow Questionnaire)

PROFESSIONAL DEVELOPMENT

ESLI workshops are held about once a month. Publishers’ representatives also hold small book fairs at the Huntington Westminster Center as an opportunity to present the latest materials. Judy Montague meets with instructors individually to help them select textbooks for their classes that conform to the course outlines but fit each teacher’s style. ESLI Instructors reported 89.6% satisfaction with “opportunities to participate in course development (including textbook selection)”. Of ESLI instructors surveyed, 68.96% expressed satisfaction with opportunities to attend ESL-related conferences.

TECHNOLOGY

ESLI classes share two computer labs at the Huntington Westminster Center and one or two each semester at the Garden Grove Center. At the Huntington Westminster Center, one lab is available full-time to ESLI day and evening classes, and at the Garden Grove Center, six daytime ESLI classes currently share the commons. Judy Montague is responsible for coordinating lab schedules. At both sites there are afternoon computer lab classes available to all students. Of the 17 classrooms the program uses at five sites, eight are equipped with LCD projectors. (Most ESLI instructors have been trained to use these projectors with laptops, but almost all have requested additional training.) The ESLI Program Review Team recommends that technology workshops available to all faculty and posted monthly in the college Training Calendars be promoted more enticingly by ESLI full-time faculty.

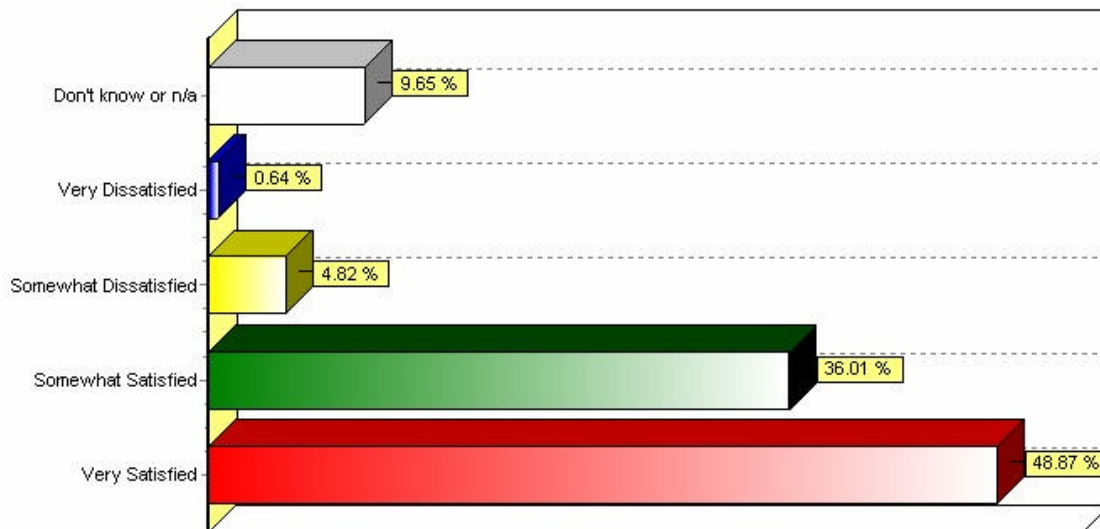
All ESLI faculty have laptops provided by the college. Adjunct instructors at the Huntington Westminster Center have three computers available in the ESLI office and three more in other buildings at the center. They are also free to use the computer lab when it is not occupied by classes. Instructors at the Garden Grove Center may use computers in the commons for their own purposes. But instructors at the Brookhurst and Hazard site have no computer and no copier. Theft has been a problem at that site, and security issues have yet to be resolved. Twenty-four percent of ESLI instructors expressed dissatisfaction with access the program provides to computers for their own purposes (including e-mail, Internet research, and word processing). At the planned new center, this situation will improve.

Of ESLI students surveyed, 61% reported that they have access to the Internet at home, and 62% expressed an interest in taking online ESL courses. The program has offered two online courses as pilot projects and plans to develop and offer additional courses over the next few years. The ESLI Program Review team recommends that efforts to develop and offer online courses become a major priority for the program.

CULTURAL DIVERSITY

Naturally, the students of the ESLI are from various countries and cultures. Of students surveyed, 85% expressed satisfaction with the respect shown by faculty and staff for students of different cultures.

Question: Please rate your level of satisfaction with the following: respect shown by faculty and staff for students from different cultures:



CONCLUSIONS

- Overall, students, faculty, and staff are very satisfied with the ESLI program
- The ESLI program is currently the top FTE producer in the college.
- Additional counseling support is needed to assist ESLI students in transitioning to non-ESL courses and programs at Coastline.
- Increasing the ratio of credit to non-credit ESLI courses will improve the program's cost effectiveness.
- Ethnic representation in the program does not match community demographics. The program needs to improve outreach to the Hispanic community in particular, but also to other underrepresented groups.
- A planned new Coastline center in Westminster will make the program more accessible to non-native English speaker populations in the district.
- Students have expressed an interest in having a place to eat and study, and faculty have expressed an interest in having better office facilities. The new center in Westminster will provide both.
- Because ESLI students are interested in taking online courses, developing and implementing online courses should be a priority
- An additional full-time ESLI instructor is needed to share the load of program-related duties currently borne by the program's full-time instructors, including the development and implementation of online courses.

RECOMMENDATIONS

The ESLI Program Review Team recommends that the ESLI program:

- explore ways to reduce non-credit enrollment while increasing credit enrollment
- request additional counseling support for ESLI students and offer staff development opportunities for ESLI instructors to learn more about non-ESL classes to improve efforts to transition ESLI students to non-ESL courses and programs
- develop new online ESL courses
- improve outreach to Hispanic students and other underrepresented ethnic groups

FIVE-YEAR GOALS

- Move the program's headquarters to the proposed new Coastline Westminster Center.
- Increase the ratio of credit to non-credit enrollments in ESLI courses
- Increase counseling support for ESLI students
- Add one full-time instructor to the ESLI faculty
- Develop and offer online courses

ESL PROGRAM (Credit)

Six and a Half-Year Summary of Enrollments and FTES

PROGRAM AND COLLEGE DATA	1996-97		1997-98		1998-99		1999-00		2000-01		2001-02		2002-03
	FALL 962	SPRING 963	FALL 972	SPRING 973	FALL 982	SPRING 983	FALL 992	SPRING 993	FALL 002	SPRING 003	FALL 012	SPRING 013	FALL* 022
FTES													
Program	193.11	166.50	160.23	160.71	157.90	152.03	146.32	133.71	179.85	120.75	130.03	131.86	170.12
College	1535.12	1473.89	1628.05	1568.21	1608.48	1591.14	1636.13	1618.98	1698.32	1673.35	1648.45	1711.51	1669.52
Program as % of College	12.6%	11.3%	9.8%	10.2%	9.8%	9.6%	8.9%	8.3%	10.6%	7.2%	7.9%	7.7%	10.2%
Program Sections													
Total Sections Scheduled	42	44	81	105	89	107	106	101	108	105	107	106	114
Sections Cancelled	1	1	1	1	2	3	2	0	1	4	2	0	4
Sections (adjusted for concurrent/canc./Work Exp.)	41	43	45	48	45	46	44	46	45	44	44	45	44
Avg. Enroll. All Classes	20	16	16	16	16	16	16	14	17	13	12	12	16
Seat Count at Census													
Program	809	709	725	770	731	714	692	655	781	579	529	526	702
College	14,955	14,210	15,989	17,045	17,860	17,585	17,816	17,444	17,491	16,858	15,687	16,213	15,995
Program as % of College	5.4%	5.0%	4.5%	4.5%	4.1%	4.1%	3.9%	3.8%	4.5%	3.4%	3.4%	3.2%	4.4%
Seat Count at Semester End													
Program	778	564	663	699	648	662	631	616	681	527	528	452	659
College	12,377	12,063	13,076	14,052	14,803	14,684	14,699	14,334	14,336	14,582	13,355	13,405	13,220
Program as % of College	6.3%	4.7%	5.1%	5.0%	4.4%	4.5%	4.3%	4.3%	4.8%	3.6%	4.0%	3.4%	5.0%
Attrition (Cens. to End Seats)													
Program	3.8%	20.5%	8.6%	9.2%	11.4%	7.3%	8.8%	6.0%	12.8%	9.0%	0.2%	14.1%	6.1%
College	17.2%	15.1%	18.2%	17.6%	17.1%	16.5%	17.5%	17.8%	18.0%	13.5%	14.9%	17.3%	17.3%

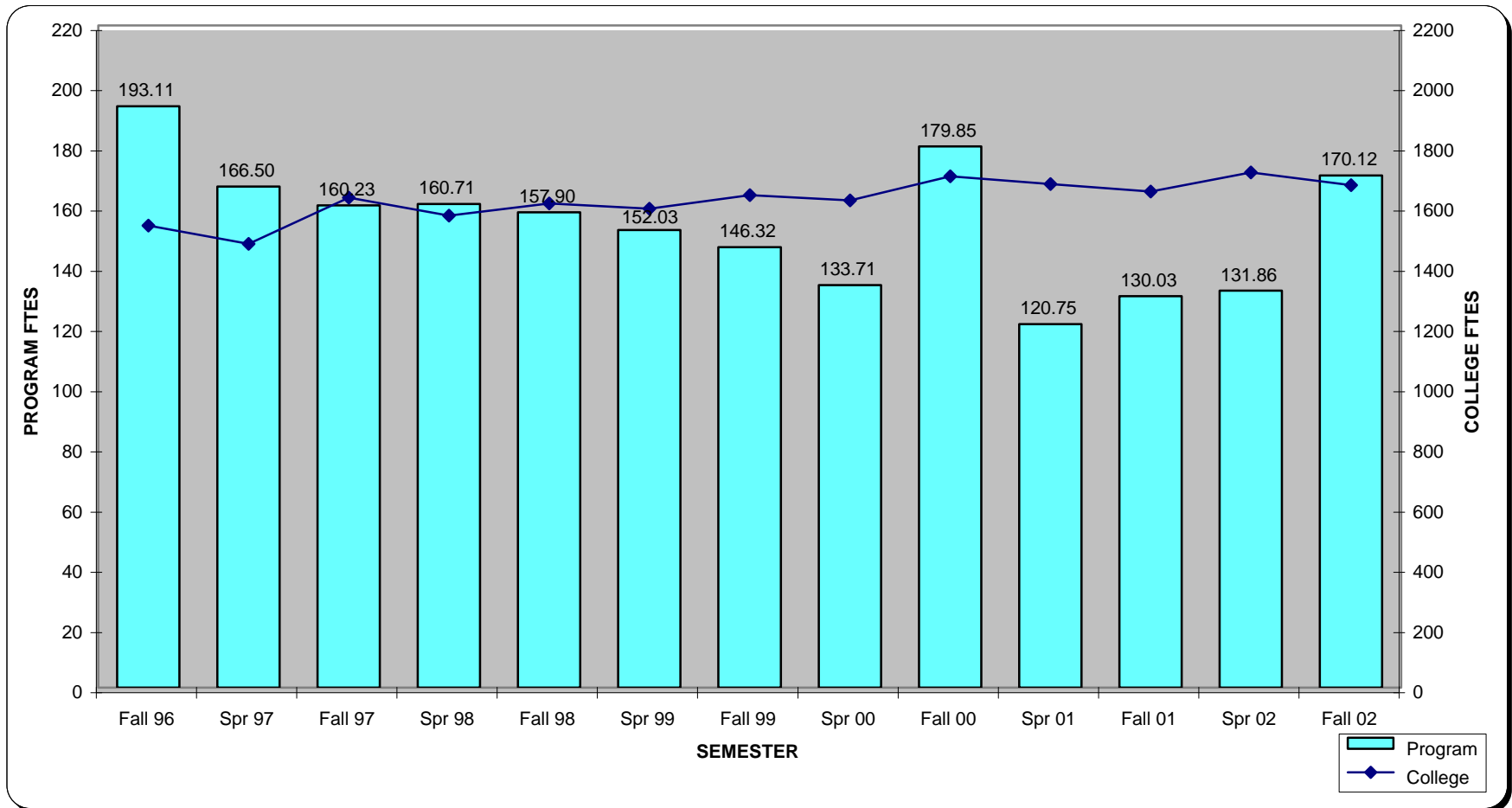
Differential Fee for Bachelor's Degree In Effect: Spring 1993-Spring 1995

Source: ADATERM reports

*Fall 2002 data as of February 24, 2003

ESL PROGRAM (Credit) Six and a Half-Year Summary of FTES

FTES	Fall 96	Spr 97	Fall 97	Spr 98	Fall 98	Spr 99	Fall 99	Spr 00	Fall 00	Spr 01	Fall 01	Spr 02	Fall 02
Program	193.11	166.50	160.23	160.71	157.90	152.03	146.32	133.71	179.85	120.75	130.03	131.86	170.12
College	1535.12	1473.89	1628.05	1568.21	1608.48	1591.14	1636.13	1618.98	1698.32	1673.35	1648.45	1711.51	1669.52
% of College	12.6%	11.3%	9.8%	10.2%	9.8%	9.6%	8.9%	8.3%	10.6%	7.2%	7.9%	7.7%	10.2%



ESL PROGRAM (Non-credit classes)

Six and a Half-Year Summary of Enrollments and FTES

PROGRAM AND COLLEGE DATA	1996-97		1997-98		1998-99		1999-00		2000-01		2001-02		2002-03
	FALL 962	SPRING 963	FALL 972	SPRING 973	FALL 982	SPRING 983	FALL 992	SPRING 993	FALL 002	SPRING 003	FALL 012	SPRING 013	FALL* 022
FTES													
Program	126.74	116.04	97.20	81.66	90.812	95.84	98.72	83.02	70.35	81.09	106.77	96.54	126.50
College	267.43	269.08	251.21	244.53	251.72	248.86	282.58	256.41	222.85	216.09	266.63	309.85	327.14
Program as % of College	47.4%	43.1%	38.7%	33.4%	36.1%	38.5%	34.9%	32.4%	31.6%	37.5%	40.0%	31.2%	38.7%
Program Sections													
Total Sections Scheduled	52	53	54	51	51	50	47	47	47	47	46	46	47
Sections Cancelled	0	1	0	1	3	2	2	0	1	2	1	0	2
Sections (adjusted for concurrent/canc.)	51	51	53	49	47	47	45	46	46	44	45	46	45
Avg. Enroll. All Classes	25	26	20	17	19	22	25	19	18	19	25	23	27
Seat Count at Census													
Program	1,261	1,329	1,092	841	920	1,040	1,125	889	830	859	1,114	1,054	1,207
College	4,597	4,887	4,395	3,880	4,279	4,333	5,027	4,599	4,197	3,872	5,255	5,258	5,948
Program as % of College	27.4%	27.2%	24.8%	21.7%	21.5%	24.0%	22.4%	19.3%	19.8%	22.2%	21.2%	20.0%	20.3%
Seat Count at Semester End													
Program	1,052	1,081	883	721	710	764	988	717	727	773	1,029	955	1,112
College	4,209	4,467	4,100	3,606	3,841	3,828	4,693	4,125	3,940	3,982	5,234	4,952	5,328
Program as % of College	25.0%	24.2%	21.5%	20.0%	18.5%	20.0%	21.1%	17.4%	18.5%	19.4%	19.7%	19.3%	20.9%
Attrition (Cens. to End Seats)													
Program	16.6%	18.7%	19.1%	14.3%	22.8%	26.5%	12.2%	19.3%	12.4%	10.0%	7.6%	9.4%	7.9%
College	8.4%	8.6%	6.7%	7.1%	10.2%	11.7%	6.6%	10.3%	6.1%	0.0%	0.4%	5.8%	10.4%

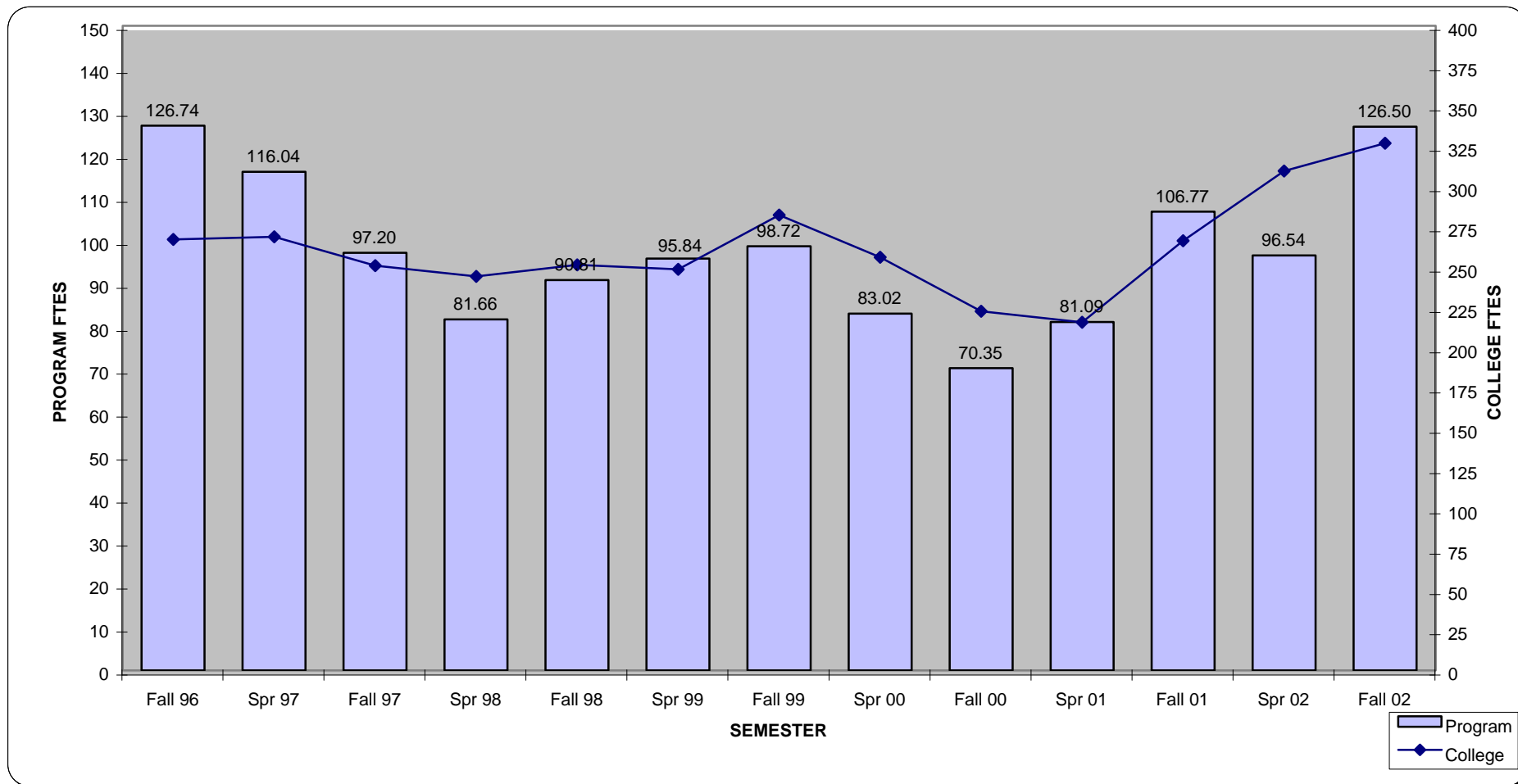
*Fall 2002 FTES and enrollments as of Feb. 25, 2003

Source: ADATERM and PAUDIT reports

(FTES figures include ESL "extract": FTES non-residents)

ESL PROGRAM (Non-credit classes) Six and a Half-Year Summary of FTES

FTES	Fall 96	Spr 97	Fall 97	Spr 98	Fall 98	Spr 99	Fall 99	Spr 00	Fall 00	Spr 01	Fall 01	Spr 02	Fall 02
Program	126.74	116.04	97.20	81.66	90.81	95.84	98.72	83.02	70.35	81.09	106.77	96.54	126.50
College	267.43	269.08	251.21	244.53	251.72	248.86	282.58	256.41	222.85	216.09	266.63	309.85	327.14
% of College	47.4%	43.1%	38.7%	33.4%	36.1%	38.5%	34.9%	32.4%	31.6%	37.5%	40.0%	31.2%	38.7%



*Fall 2002 FTES and enrollments as of Feb. 25, 2003

ESL PROGRAM (Credit and Non-Credit)

Six and a Half-Year Summary of Enrollments and FTES

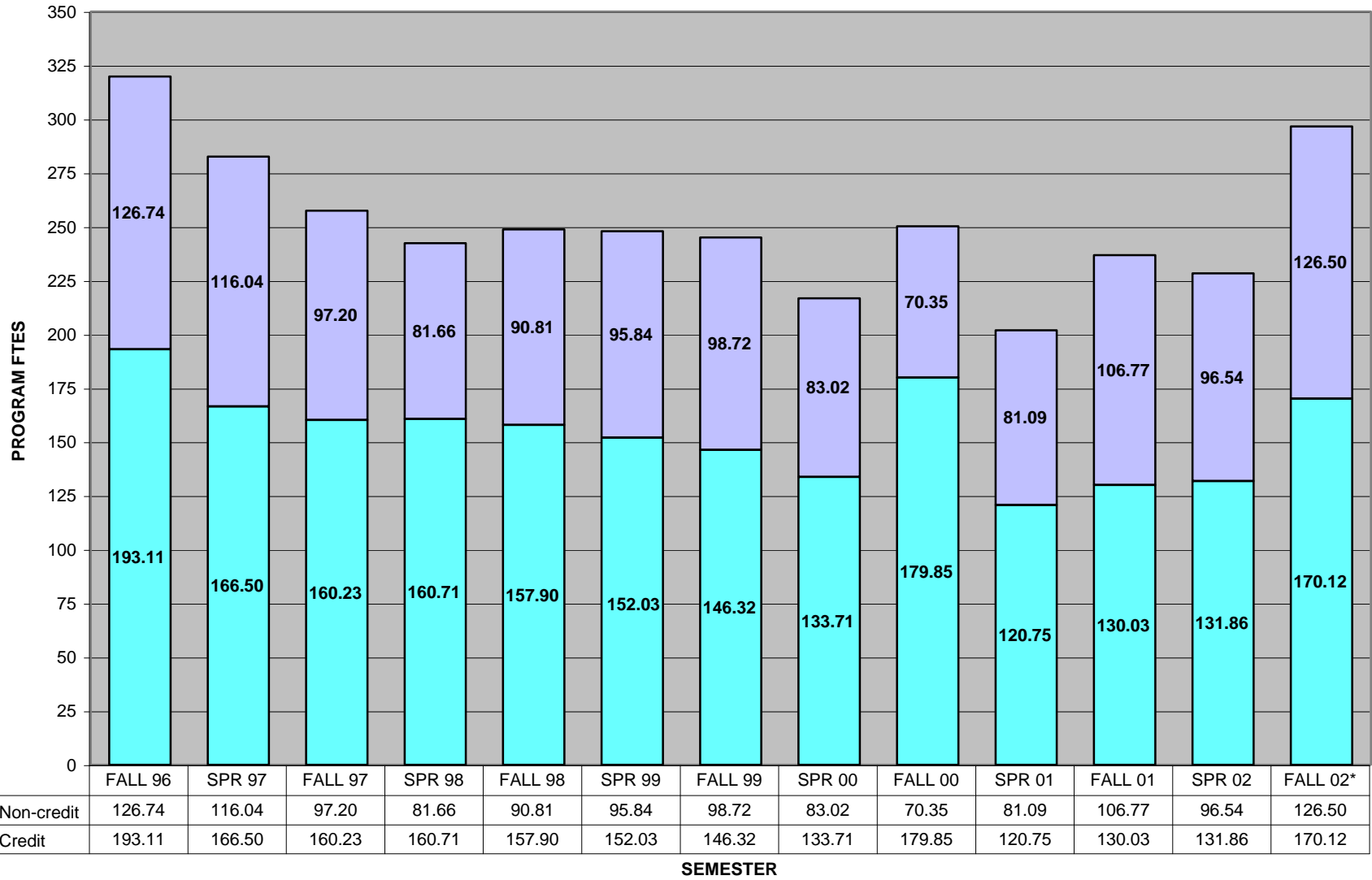
PROGRAM AND COLLEGE DATA	1996-97		1997-98		1998-99		1999-00		2000-01		2001-02		2002-03
	FALL 96 962	SPR 97 963	FALL 97 972	SPR 98 973	FALL 98 982	SPR 99 983	FALL 99 992	SPR 00 993	FALL 00 002	SPR 01 003	FALL 01 012	SPR 02 013	FALL 02* 022
FTES													
Credit	193.11	166.50	160.23	160.71	157.90	152.03	146.32	133.71	179.85	120.75	130.03	131.86	170.12
Non-credit	126.74	116.04	97.20	81.66	90.81	95.84	98.72	83.02	70.35	81.09	106.77	96.54	126.50
All ESL	319.85	282.54	257.43	242.37	248.71	247.87	245.04	216.73	250.20	201.84	236.80	228.40	296.62
Program Sections													
Total Sections Scheduled	94	97	135	156	140	157	153	148	155	152	153	152	161
Sections Cancelled	1	2	1	2	5	5	4	0	2	6	3	0	6
Sections (adjusted for concurrent/canc./Work Exp.)	54	52	56	51	47	47	46	47	47	45	49	47	50
Avg. Enroll. All Classes	38	39	32	32	35	37	40	33	34	32	34	34	38
Seat Count at Census													
Credit	809	709	725	770	731	714	692	655	781	579	529	526	702
Non-credit	1,261	1,329	1,092	841	920	1,040	1,125	889	830	859	1,114	1,054	1,207
All ESL	2,070	2,038	1,817	1,611	1,651	1,754	1,817	1,544	1,611	1,438	1,643	1,580	1,909
Seat Count at Semester End													
Credit	778	564	663	699	648	662	631	616	681	527	528	452	659
Non-credit	1,052	1,081	883	721	710	764	988	717	727	773	1,029	955	1,112
All ESL	1,830	1,645	1,546	1,420	1,358	1,426	1,619	1,333	1,408	1,300	1,557	1,407	1,771
Percentage of Total ESL FTES													
Credit	60.4%	58.9%	62.2%	66.3%	63.5%	61.3%	59.7%	61.7%	71.9%	59.8%	54.9%	57.7%	57.4%
Non-credit	39.6%	41.1%	37.8%	33.7%	36.5%	38.7%	40.3%	38.3%	28.1%	40.2%	45.1%	42.3%	42.6%

Differential Fee for Bachelor's Degree In Effect: Spring 1993-Spring 1995

Source: ADATERM reports

*Fall 2002 data as of February 24, 2003

ESL Credit and Non-Credit FTES



*Fall 2002 data as of February 24, 2003

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Count and Percent

ESL Program Review--Faculty Survey

	Count	Percent
Please indicate the category that best describes your position?	Respondents: 29	
Full-time faculty	3	10.34 %
Adjunct faculty	24	82.76 %
Instructional aide	1	3.45 %
Other	1	3.45 %
Total Responses	29	100 %

Which of the following sites is your primary teaching or work location?	Respondents: 29	
Coastline Garden Grove Center	8	27.59 %
Coastline Huntington Westminster Center	16	55.17 %
Brookhurst and Hazard, Westminster	5	17.24 %
Total Responses	29	100 %

Table 1 Satisfaction Levels - Overall ESL course content and levels	Respondents: 29	
Very Satisfied	26	89.66 %
Somewhat Satisfied	2	6.90 %
Don't know or n/a	1	3.45 %
Total Responses	29	100 %

Table 1 Satisfaction Levels - Scheduling of classes (time of day)	Respondents: 29	
Very Satisfied	22	75.86 %
Somewhat Satisfied	7	24.14 %
Total Responses	29	100 %

Table 1 Satisfaction Levels - Geographic location of ESL teaching sites	Respondents: 29	
Very Satisfied	12	41.38 %
Somewhat Satisfied	12	41.38 %
Somewhat Dissatisfied	3	10.34 %
Very Dissatisfied	2	6.90 %
Total Responses	29	100 %

Table 1 Satisfaction Levels - Adequacy of classrooms (lighting, comfort, cleanliness. etc.)	Respondents: 29	
Very Satisfied	10	34.48 %
Somewhat Satisfied	13	44.83 %
Somewhat Dissatisfied	6	20.69 %
Total Responses	29	100 %

Table 1 Satisfaction Levels - Adequacy of ESL office and other staff areas	Respondents: 29	
Very Satisfied	14	48.28 %
Somewhat Satisfied	10	34.48 %
Somewhat Dissatisfied	5	17.24 %
Total Responses	29	100 %

Count and Percent

ESL Program Review--Faculty Survey

	Count	Percent
Table 1 Satisfaction Levels - Quality of audio-visual and other general instructional equipment		
	Respondents: 29	
Very Satisfied	14	48.28 %
Somewhat Satisfied	11	37.93 %
Somewhat Dissatisfied	4	13.79 %
Total Responses	29	100 %

Table 1 Satisfaction Levels - Quality of computers and software in ESL computer lab		
	Respondents: 28	
Very Satisfied	12	42.86 %
Somewhat Satisfied	6	21.43 %
Somewhat Dissatisfied	2	7.14 %
Don't know or n/a	8	28.57 %
Total Responses	28	100 %

Table 1 Satisfaction Levels - Access to computers appropriate for your needs (e-mail, Internet research, word processing, etc.)		
	Respondents: 29	
Very Satisfied	11	37.93 %
Somewhat Satisfied	5	17.24 %
Somewhat Dissatisfied	5	17.24 %
Very Dissatisfied	2	6.90 %
Don't know or n/a	6	20.69 %
Total Responses	29	100 %

Table 1 Satisfaction Levels - Availability of duplicating/Xeroxing services for preparation of class materials		
	Respondents: 29	
Very Satisfied	19	65.52 %
Somewhat Satisfied	7	24.14 %
Somewhat Dissatisfied	1	3.45 %
Very Dissatisfied	2	6.90 %
Total Responses	29	100 %

Table 1 Satisfaction Levels - Extent to which the program provides access to training in the use of technology to enhance teaching and learning		
	Respondents: 29	
Very Satisfied	12	41.38 %
Somewhat Satisfied	11	37.93 %
Somewhat Dissatisfied	2	6.90 %
Very Dissatisfied	1	3.45 %
Don't know or n/a	3	10.34 %
Total Responses	29	100 %

Count and Percent

ESL Program Review--Faculty Survey

	Count	Percent
Table 1 Satisfaction Levels - Adequacy of ESL assessment process (for appropriate student placement)		
Respondents: 29		
Very Satisfied	16	55.17 %
Somewhat Satisfied	11	37.93 %
Somewhat Dissatisfied	1	3.45 %
Don't know or n/a	1	3.45 %
Total Responses	29	100 %

	Count	Percent
Table 1 Satisfaction Levels - Convenience of ESL class registration process		
Respondents: 29		
Very Satisfied	17	58.62 %
Somewhat Satisfied	11	37.93 %
Somewhat Dissatisfied	1	3.45 %
Total Responses	29	100 %

	Count	Percent
Table 1 Satisfaction Levels - Adequacy of staffing levels in the ESL computer lab		
Respondents: 29		
Very Satisfied	7	24.14 %
Somewhat Satisfied	9	31.03 %
Somewhat Dissatisfied	2	6.90 %
Don't know or n/a	11	37.93 %
Total Responses	29	100 %

	Count	Percent
Table 1 Satisfaction Levels - Responsiveness of the ESL Program and faculty to the needs of culturally diverse and non-traditional students		
Respondents: 29		
Very Satisfied	24	82.76 %
Somewhat Satisfied	4	13.79 %
Don't know or n/a	1	3.45 %
Total Responses	29	100 %

	Count	Percent
Table 1 Satisfaction Levels - Opportunities for you to participate in course development (including textbook selection)		
Respondents: 29		
Very Satisfied	20	68.97 %
Somewhat Satisfied	6	20.69 %
Somewhat Dissatisfied	1	3.45 %
Don't know or n/a	2	6.90 %
Total Responses	29	100 %

	Count	Percent
Table 1 Satisfaction Levels - Opportunities for you to recommend purchases for the ESL Program (Including tapes, software, equipment, and other instructional materials and supplies)		
Respondents: 29		
Very Satisfied	22	75.86 %
Somewhat Satisfied	5	17.24 %
Don't know or n/a	2	6.90 %
Total Responses	29	100 %

Count and Percent

ESL Program Review--Faculty Survey

	Count	Percent
Table 1 Satisfaction Levels - Extent of support for the program and classes from administrators and departments outside of the ESL Program		
Respondents: 29		
Very Satisfied	15	51.72 %
Somewhat Satisfied	7	24.14 %
Don't know or n/a	7	24.14 %
Total Responses	29	100 %

Table 1 Satisfaction Levels - Extent of administrative support within the ESL Program (headquarters: Room 8 at HW Center)		
Respondents: 29		
Very Satisfied	26	89.66 %
Somewhat Satisfied	3	10.34 %
Total Responses	29	100 %

Table 1 Satisfaction Levels - Extent of staff support within the ESL Program (staff in Room 7 at HW Center)		
Respondents: 29		
Very Satisfied	26	89.66 %
Somewhat Satisfied	3	10.34 %
Total Responses	29	100 %

Table 1 Satisfaction Levels - Clarity and effectiveness of communication processes within the ESL Program		
Respondents: 29		
Very Satisfied	21	72.41 %
Somewhat Satisfied	8	27.59 %
Total Responses	29	100 %

Table 1 Satisfaction Levels - Adequacy of the administrative and reporting structure within the ESL Program		
Respondents: 29		
Very Satisfied	22	75.86 %
Somewhat Satisfied	7	24.14 %
Total Responses	29	100 %

Table 1 Satisfaction Levels - Extent to which ESL faculty and staff have input to the schedule development process (instructors' assignments)		
Respondents: 29		
Very Satisfied	24	82.76 %
Somewhat Satisfied	5	17.24 %
Total Responses	29	100 %

Table 1 Satisfaction Levels - Opportunities to attend ESL-related conferences		
Respondents: 29		
Very Satisfied	9	31.03 %
Somewhat Satisfied	11	37.93 %
Somewhat Dissatisfied	2	6.90 %
Very Dissatisfied	1	3.45 %
Don't know or n/a	6	20.69 %
Total Responses	29	100 %

Count and Percent

ESL Program Review--Faculty Survey

	Count	Percent
Table 1 Satisfaction Levels - Availability of ESL-related staff development opportunities		
Respondents: 29		
Very Satisfied	15	51.72 %
Somewhat Satisfied	8	27.59 %
Somewhat Dissatisfied	3	10.34 %
Don't know or n/a	3	10.34 %
Total Responses	29	100 %

Table 1 Satisfaction Levels - Overall ESL Program quality		
Respondents: 29		
Very Satisfied	24	82.76 %
Somewhat Satisfied	5	17.24 %
Total Responses	29	100 %

Table 3 Impact of Grant Projects - CASAS testing and special lessons have taken too much time away from the regular curriculum.		
Respondents: 29		
Strongly Agree	2	6.90 %
Agree	4	13.79 %
Disagree	14	48.28 %
Strongly Disagree	3	10.34 %
Don't know	6	20.69 %
Total Responses	29	100 %

Table 3 Impact of Grant Projects - Students have benefitted from special health, employment, and civics lessons.		
Respondents: 29		
Strongly Agree	10	34.48 %
Agree	16	55.17 %
Don't know	3	10.34 %
Total Responses	29	100 %

Table 3 Impact of Grant Projects - Students have benefitted from grant-support events, including the health fair, Internet workshops, and field trips to the job fair and Nixon Library.		
Respondents: 29		
Strongly Agree	10	34.48 %
Agree	13	44.83 %
Disagree	1	3.45 %
Don't know	5	17.24 %
Total Responses	29	100 %

Table 3 Impact of Grant Projects - The grants have had a positive impact by providing funds for office staff, equipment, and instructional supplies.		
Respondents: 29		
Strongly Agree	16	55.17 %
Agree	11	37.93 %
Don't know	2	6.90 %
Total Responses	29	100 %

Count and Percent

ESL Program Review--Faculty Survey

	Count	Percent
Are you interested in having a greater role in the planning and implementation of future grant projects?	Respondents: 29	
Yes	7	24.14 %
No	12	41.38 %
Undecided	10	34.48 %
Total Responses	29	100 %

In your opinion, should Coastline's ESL Program continue to seek additional funding through grant projects?	Respondents: 29	
Yes	24	82.76 %
Undecided	5	17.24 %
Total Responses	29	100 %

Table 4 Extent that ESL Program Prepares Students in: - Reading	Respondents: 27	
Very well prepared	22	81.48 %
Somewhat prepared	4	14.81 %
Don't know or n/a	1	3.70 %
Total Responses	27	100 %

Table 4 Extent that ESL Program Prepares Students in: - Writing	Respondents: 27	
Very well prepared	19	70.37 %
Somewhat prepared	7	25.93 %
Don't know or n/a	1	3.70 %
Total Responses	27	100 %

Table 4 Extent that ESL Program Prepares Students in: - Listening Comprehension	Respondents: 27	
Very well prepared	21	77.78 %
Somewhat prepared	6	22.22 %
Total Responses	27	100 %

Table 4 Extent that ESL Program Prepares Students in: - Conversation	Respondents: 27	
Very well prepared	20	74.07 %
Somewhat prepared	7	25.93 %
Total Responses	27	100 %

Table 4 Extent that ESL Program Prepares Students in: - Pronunciation (accent reduction)	Respondents: 27	
Very well prepared	12	44.44 %
Somewhat prepared	14	51.85 %
Don't know or n/a	1	3.70 %
Total Responses	27	100 %

Count and Percent

ESL Program Review--Faculty Survey

	Count	Percent
Table 4 Extent that ESL Program Prepares Students in: - Grammar		
	Respondents: 27	
Very well prepared	24	88.89 %
Somewhat prepared	3	11.11 %
Total Responses	27	100 %

	Count	Percent
Table 4 Extent that ESL Program Prepares Students in: - Vocabulary/Idioms		
	Respondents: 27	
Very well prepared	18	66.67 %
Somewhat prepared	8	29.63 %
Don't know or n/a	1	3.70 %
Total Responses	27	100 %

	Count	Percent
Table 4 Extent that ESL Program Prepares Students in: - Computer Literacy		
	Respondents: 27	
Very well prepared	11	40.74 %
Somewhat prepared	6	22.22 %
Not prepared	2	7.41 %
Don't know or n/a	8	29.63 %
Total Responses	27	100 %

	Count	Percent
Table 4 Extent that ESL Program Prepares Students in: - Critical Thinking		
	Respondents: 27	
Very well prepared	14	51.85 %
Somewhat prepared	10	37.04 %
Not prepared	1	3.70 %
Don't know or n/a	2	7.41 %
Total Responses	27	100 %

	Count	Percent
Table 4 Extent that ESL Program Prepares Students in: - Life Skills (e.g., health, safety, job search)		
	Respondents: 27	
Very well prepared	15	55.56 %
Somewhat prepared	12	44.44 %
Total Responses	27	100 %

Count and Percent

ESL Program Review--Faculty Survey

	Count	Percent
In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)		
	Respondents: 29	
CCC General Faculty Meeting	26	89.66 %
Discipline-related workshops	18	62.07 %
Technology-related workshops	17	58.62 %
Other workshops	12	41.38 %
Professional conferences	13	44.83 %
Graduate classes/program	2	6.90 %
Other classes	8	27.59 %
Professional training	9	31.03 %
Discipline-related reading	16	55.17 %
Technology-related reading	12	41.38 %
None of the above	1	3.45 %
Other	1	3.45 %

Total Responses 135 100 %

How familiar are you with the ESL Program's assessment and registration process?		
	Respondents: 28	
Very familiar	8	28.57 %
Somewhat familiar	17	60.71 %
Not familiar	3	10.71 %

Total Responses 28 100 %

Table 5 Effectiveness of Program in Preparing Students in: - Understanding of academic standards related to test-taking and homework preparation		
	Respondents: 27	
Very well prepared	14	51.85 %
Somewhat prepared	9	33.33 %
Don't know or n/a	4	14.81 %

Total Responses 27 100 %

Table 5 Effectiveness of Program in Preparing Students in: - Understanding of employers' expectations		
	Respondents: 27	
Very well prepared	6	22.22 %
Somewhat prepared	20	74.07 %
Don't know or n/a	1	3.70 %

Total Responses 27 100 %

Table 5 Effectiveness of Program in Preparing Students in: - Increasing cross-cultural awareness		
	Respondents: 27	
Very well prepared	17	62.96 %
Somewhat prepared	9	33.33 %
Don't know or n/a	1	3.70 %

Total Responses 27 100 %

Count and Percent

ESL Program Review--Faculty Survey

	Count	Percent
Please indicate the extent to which you believe Coastline College has been successful in preparing students to transition from ESL classes to other college courses:		
	Respondents: 29	
Very successful	15	51.72 %
Somewhat successful	9	31.03 %
Don't know	5	17.24 %
Total Responses	29	100 %

Listing of "other" Responses by Question

ESL Program Review--Faculty Survey

Question: Please indicate the category that best describes your position?

Instructional Associate

Question: In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)

Online ESL workshops, activities

Text and Paragraph Responses by Question

ESL Program Review--Faculty Survey

Question: If you marked "Somewhat Dissatisfied" or "Very Dissatisfied" to any of the above items, please explain your concerns.

The facilities at Brookhurst and Hazard could be greatly improved. The VCR is difficult to use, and the classroom is not always in the best condition. There are no facilities there for xeroxing materials.

I'd like to see more opportunities for ESL faculty to attend workshops/seminars related to the learning and teaching of ESL.

It would be nice to have a xerox machine at B&H, and cleaner rooms(carpet)and restrooms(with soap,toilet paper, and paper towels)

The Huntington/Westminster Center is no longer a convenient or attractive site for the students we hope to serve.

Traveling to HWC is an inconvenience for me when I work at BH. I don't use the computer lab or copying services at HWC for this reason. Our classrooms at BH have old stretched out carpet and uncomfortable metal folding chairs. One or more fluorescent lights are often burned out for several weeks at a time. I believe the rooms are unsanitary and need thorough scrubbing and painting.

Larger classes (25+) are hard to manage in the computer lab. Many of the computers don't work properly, have glitches, are older, etc. It would also be helpful to have an aide in the lab to better meet the needs of students. I have had to "go it alone" in the past. Many ESL students don't have computers at home, and are unfamiliar with simple processes. One on one instruction is often needed which leaves others waiting for help. I would use the computer lab more often if these improvements were available.

Because of its location, the HWC remains outside the area where the CCC ESL program could most successfully serve its student population.

Classrooms at Brookhurst and Hazard are frequently very dirty - trash cans not emptied very often, etc.

no copying available at B&H

No email or computer access available for Instructors at any site

NO training on use of technology in the classroom

Students are not always tested before being assigned to a class

THE ESL OFFICE IS VERY SMALL AND CROWDED. THE STAFF DOESN'T HAVE ADEQUATE SPACE TO WORK OR ADEQUATE STORAGE SPACE FOR SUPPLIES AND EQUIPMENT.

Very limited [to inadequate] funding for attending any staff development/conferences.

The Huntington Westminster Center is in a very bad location -- too far from the populations the program serves.

Text and Paragraph Responses by Question

ESL Program Review--Faculty Survey

Question: Are there any other ways in which ESL grant projects have had an impact (positive or negative)? Please explain.

If the classes meet less than 8 hours per week, most of the class time is taken up with the civics or CASAS lessons. There is little time to work on the books that the students purchase.

I am a fairly new hiree with Coastline Community College. It is difficult for me to comment at this time.

The grant projects have allowed us to expand the knowledge and experience of our students beyond the confines of textbooks.

The lessons developed for CASAS competencies were very effective in targeting health issues. It may be helpful for teachers to receive pretest and posttest results for their classes.

THESE ESL GRANTS MADE IT POSSIBLE TO PROVIDE ENGLISH LANGUAGE EDUCATION TO NON RESIDENTS FREE OF CHARGE. THESE IMMIGRANTS ARE POOR AND IN IMMEDIATE NEED OF AN EDUCATION SO THAT THEY CAN MAKE A BETTER LIFE FOR THEMSELVES IN THE UNITED STATES. WITHOUT THIS GRANT MONEY THESE STUDENTS WILL NOT HAVE THIS OPPORTUNITY.

The instruction in health last semester appeared to have an impact overall on the students in respect to their knowledge about the American health care system. The knowledge seemed to have the effect to empower them. In addition, on an individual basis, many more students than usual in a semester approached me and volunteered that they had made doctor appointments.

Outside of classroom instruction, the health fair was well-received by students at all levels. The need for well-written visual material that is simple to understand is evident, as well as knowledgeable representatives of each health organization.

Some of us adjunct have been able to earn a little more.

Text and Paragraph Responses by Question

ESL Program Review--Faculty Survey

Question: In your opinion, what should the ESL PROGRAM do to better assist ESL students in transitioning to regular general education and vocational courses?

Sorry, can't answer at this time.

Not familiar with the specifics of the higher levels of ESL, however I know there is great commitment for student success.

The ESL Program does a fine job.

Explore ways to provide access to technology to off-site classes

Offer Toefl preparation,as well as workshops on study skills, computer research skills, library skills,

Would it be feasible for ESL students to have a trial visit to a general ed. or voc. ed class? Such a visit could be followed up by a student-generated report or questionnaire. This could help the students evaluate their own preparedness, as well as provide teachers/couselors with some information with which to guide the student.

For general education, the ESL Program in collaboration with the English department could develop a bridge/transition program that would focus on writing classes necessary to prepare ESL students.

CREATE A SUPPORT CLASS FOR THOSE STUDENTS WHO HAVE GONE ONTO REGULAR COLLEGE CLASSES.

In my opinion, I think that ideally a group of ESL instructors should get together with a group of humanities instructors, a group of science instructors, a group of similarly linked vocational instructors, in separate groups and discuss in general the goals of their coursework as well as problems that they have encountered with ESL students. Through discussion of strengths and weaknesses of culturally diverse students, some plan could be developed to shore up the weaknesses.

One possible outcome of such meetings would possibly be the development of ESL transition classes which focus on preparing students to enter regular classes in the humanities with focussed vocabulary work, practice with types of assignments, and test taking. The same type of courses could be developed in the sciences and for vocational programs of similar course content.

Although many students learn about transitioning on their own, or from their friends, all would benefit from more awareness of our on-site counseling services. At least we teachers should be informed of the services available, how and when our students can make appointments, and to what end. With guidance from Nancy, for example, we can show our students how the ESL classes at Coastline fit into the overall academic plan.

It's hard for me to say since I haven't had any experience with the advanced levels in recent years.

Text and Paragraph Responses by Question

ESL Program Review--Faculty Survey

Question: In your opinion, what should the COLLEGE do to better assist ESL students in transitioning to regular general education and vocational courses?

Sorry, can't answer at this time.

The college does a fine job.

Continue the enlightened, student-centered approach and emphasis evident in ESL Department policies and the outstanding support from ESL administrators to making this objective a reality.

Offer general ed and vocational courses for ESL students. This way they are expanding their knowledge of English in a particular subject area, and able to study with others at their level. These would be "bridge" courses from ESL to regular college level courses. Examples of courses: General Math, Psychology, History, Sociology, Accounting, General Science, Computers, etc.

The college should provide staff development using the Fluency Grant as a model.

SAME

Encourage counselors to visit all ESL at the beginning of each semester, publicize and do on-site orientations, and be more visible when ESL students are here at the HW Center.

A "single" campus with all the support services in one campus might be more efficient. Some of the off-site students [Garden Grove campus students excluded] don't really have the opportunity to experience "campus life".

In addition to the above-mentioned ideas, I think students should be clearly informed of future outcomes of completing coursework in certain areas of study, i.e. the kinds of jobs available in certain areas. Also, expectations in different types of classes could be discussed in some kind of orientation before registration and enrollment and the first day of a class. Students would have a reality-based idea of what and why in pursuing their education.

If the budget allowed for more input from Nancy, we teachers would be able to help the students more, in this regard. We are, after all, on the front lines, so to speak, since we meet with the students almost every day.

Maybe a guest speaker from the administration could visit us once a semester or so, and talk to the students about the hows, whys and wherefores of transitioning.

Perhaps this issue needs to have a higher priority among the college staff, in regards to the ESL students in particular, if only because of the high LHE that our program brings to Coastline.

Again, I don't have sufficient experience with students at this level to know.

More Coastline orientation sessions for ESL classes by counselors.

Text and Paragraph Responses by Question

ESL Program Review--Faculty Survey

Question: In your opinion, how could the Coastline ESL program improve services provided for students?

Can't answer.

Relocate the Huntington/Westminster site to a more central location.

BH could use a computer and pronunciation mini lab with head phones.

Increase access to off-site classes

Offer tutoring/office hours for instructors so students could drop in and get one on one help.
(30 min, 2 times per week)

Have an educational counselor available evenings, maybe 6 to 7 pm

HAVE A COUNSELING OFFICE OPEN DURING ALL INSTRUCTIONAL HOURS.

The new campus set to open in 2005 will, hopefully, be the one-stop campus that might facilitate most if not all of ESL students' needs.

In my opinion, a meeting place for students would be ideal. Two things students have to do are eat and study; therefore, a cafe and a study area, if not an actual library would be places for students to gather.

The students seem to want what all ESL students want, a place to meet and eat, and talk with each other, and even, if possible, with "Americans." Our classroom parties are very popular, partly because they satisfy this need, even if the only Americans present are usually their teachers. They love to hold conversations with us, informally, with the intention, I believe, of improving their use of English.

I would also like to see a reference room, or library, provided for the students, to which we teachers could donate books, magazines, newspapers, videos, old calendars, maps, etc.

Another suggestion I have is to give the students regular opportunities to comment, anonymously, on the quality of our program. Who knows it better than they?

1) Do as much CASAS testing as possible outside of class. That is, when there are only half or fewer in a class who actually need to take the test, they should be taken out of class so the others can have a lesson that benefits them instead.

2) Maybe provide pronunciation classes more regularly.

Move from the Huntington Westminster Center to a more convenient location.

In need of a library/study center, student lounge/center, small bookstore

Text and Paragraph Responses by Question

ESL Program Review--Faculty Survey

Question: In your opinion, how could the Coastline ESL program improve services provided for teachers?

Can't answer.

Teachers need to be provided with office space or space to store materials.

Services for Teachers are adequately provided but minimally at off sites like B/H.

The services provided currently are extremely helpful and provide critical support for faculty. Keep it up!

I THINK YOU DO A FAIRLY GOOD JOB ALREADY

In my opinion, teachers also need to spend time together. It is a morale booster to discuss classes together. A faculty lounge with a computer, a telephone, and the availability of food to purchase would be nice.

A resource center of reading materials and student materials would be ideal.

We are all looking forward to the new campus we have been hearing about, on Monroe. Hopefully, there will be more space for us to meet, talk together about our work, etc, and eat. We are a very congenial group, with a wonderful ambience established by our leader, Linda, and by Judy, Lorraine, Anita, etc. The space we have now is usually adequate, but a little more space would be welcome.

Stop giving us piles and piles of useless paper in the packets at the start of each semester. This is horribly wasteful of both resources and our time. Not only do we get piles of forms we never use, but we get all of it in quadruplicate. It's ridiculous.

Text and Paragraph Responses by Question

ESL Program Review--Faculty Survey

Question: Are there any courses or course outlines within this program that you feel need to be modified, updated, or deleted? If so, which ones?

Can't answer.

none

NO

The courses are fine, but I would like to see more opportunities for the students to give us anonymous feedback on the teaching they're receiving, for example, in a locked Comments Box on campus, or on regular evaluation forms.

This would be an option most students would hesitate to use, considering their culture, especially if they had any negative thoughts to share with us. Yet I believe that they need an outlet for these thoughts, and, even more important, we need to get their feedback, especially if it's negative. Who knows of the quality of our teaching better than the students?

When I, as a teacher, am told by my students that they consider another teacher "boring," for example, I realize that they have finally lost patience, and have come "to the last straw," so to speak, or they would never speak out to me about that problem. Yet I feel stymied, and frustrated on their behalf: What can I do about it? Perhaps the students need to be more empowered.

I don't know enough about others' classes, but I think the emphasis on grammar in the daytime program is very effective.

No, the current courses seem to meet the needs of our students.

Text and Paragraph Responses by Question

ESL Program Review--Faculty Survey

Question: Do you have any other comments or suggestions related to the ESL Program?

No.

The director and contract faculty members have created a supportive, professional environment for instructors. The priority within the program is student success.

I have been happy working all these years for Coastline and have been treated well and paid on time without aggravation.

You do an outstanding job of creating a quality program for the ESL community of students. A significant amount of credit for this achievement goes to the professionalism, dedication and commitment on the part of the Linda Kuntzman and the outstanding staff in the ESL Office.

Thank you for the countless ways in which you make it possible for us (adjunct faculty members) to provide a quality program to our students.

WE NEED MORE CLASSES ADDED TO NEXT YEARS PROGRAM SO THAT WE CAN SERVICE MORE STUDENTS.

I think I've said enough!

It's a great place to work and performs vital services for students. Linda Kuntzman is an amazingly effective administrator and should be cloned.

Brookhurst and Hazard, room C-11, is unacceptably dirty and unhealthy. I know of a teacher with asythma who became worse as she taught in this room.

My apologies for the tardy submission of this survey. My day job, where I receive e-mail, was on spring break so I didn't receive this in time to reply by the deadline.

Bar Graphs

ESL Program Review--Faculty Survey

Table 1 Satisfaction Levels - Overall ESL course content and levels

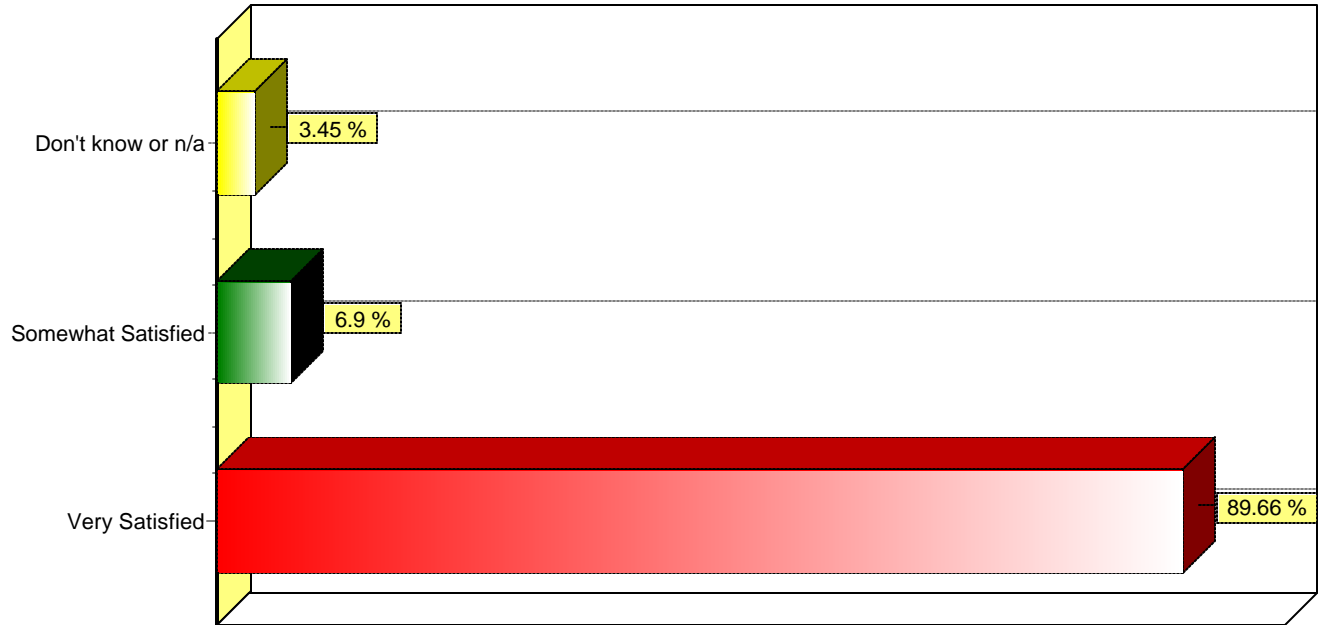
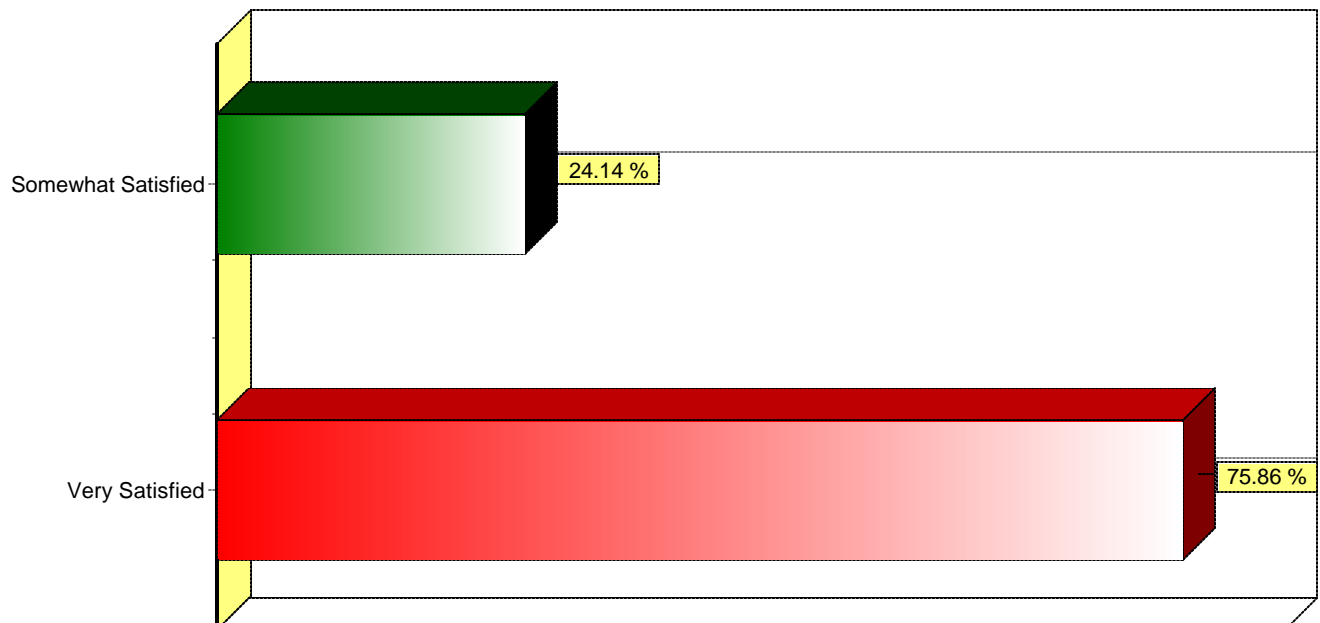


Table 1 Satisfaction Levels - Scheduling of classes (time of day)



Bar Graphs

ESL Program Review--Faculty Survey

Table 1 Satisfaction Levels - Geographic location of ESL teaching sites

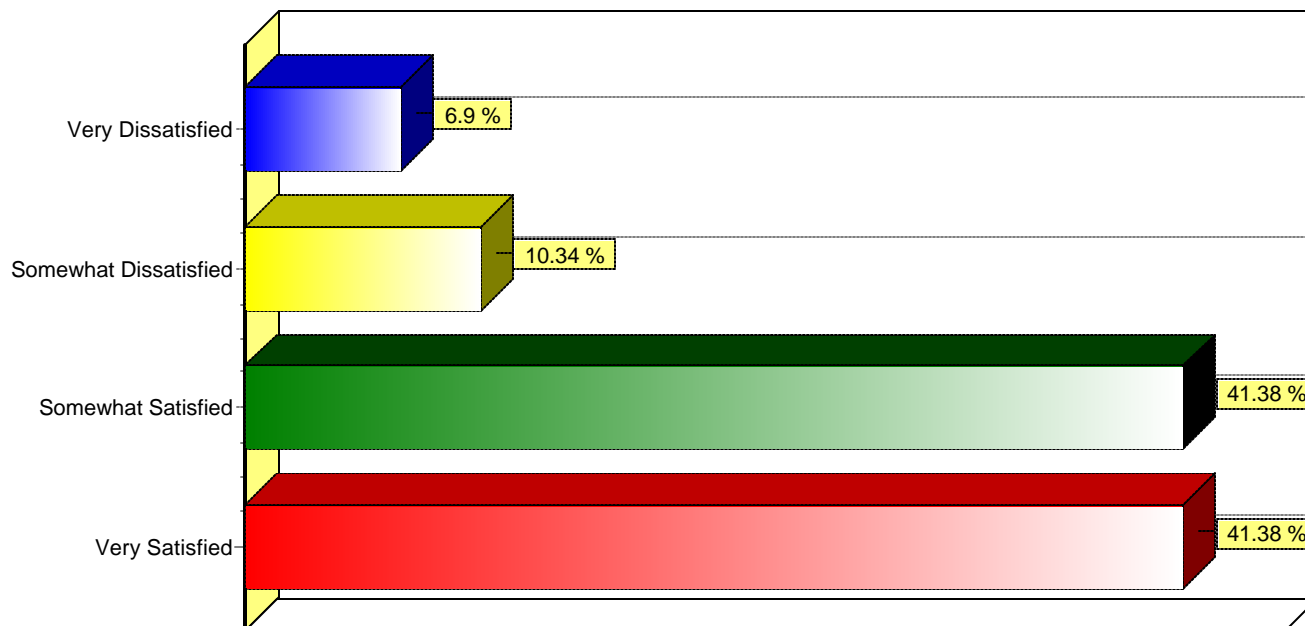
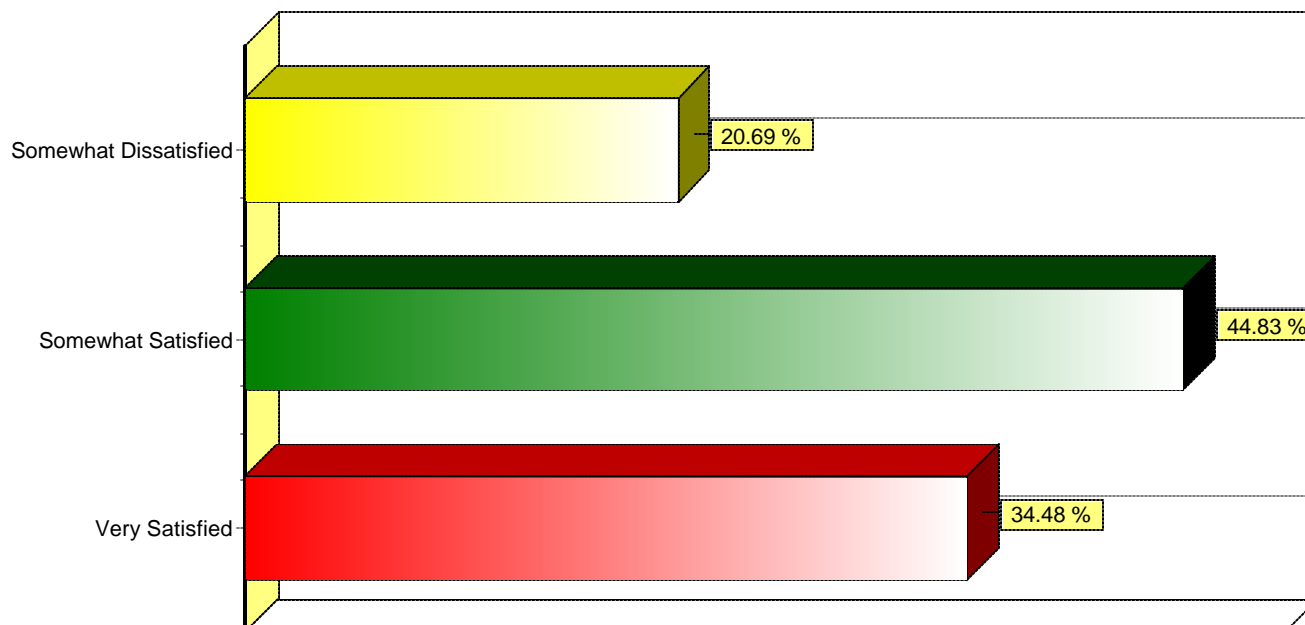


Table 1 Satisfaction Levels - Adequacy of classrooms (lighting, comfort, cleanliness. etc.)



Bar Graphs

ESL Program Review--Faculty Survey

Table 1 Satisfaction Levels - Adequacy of ESL office and other staff areas

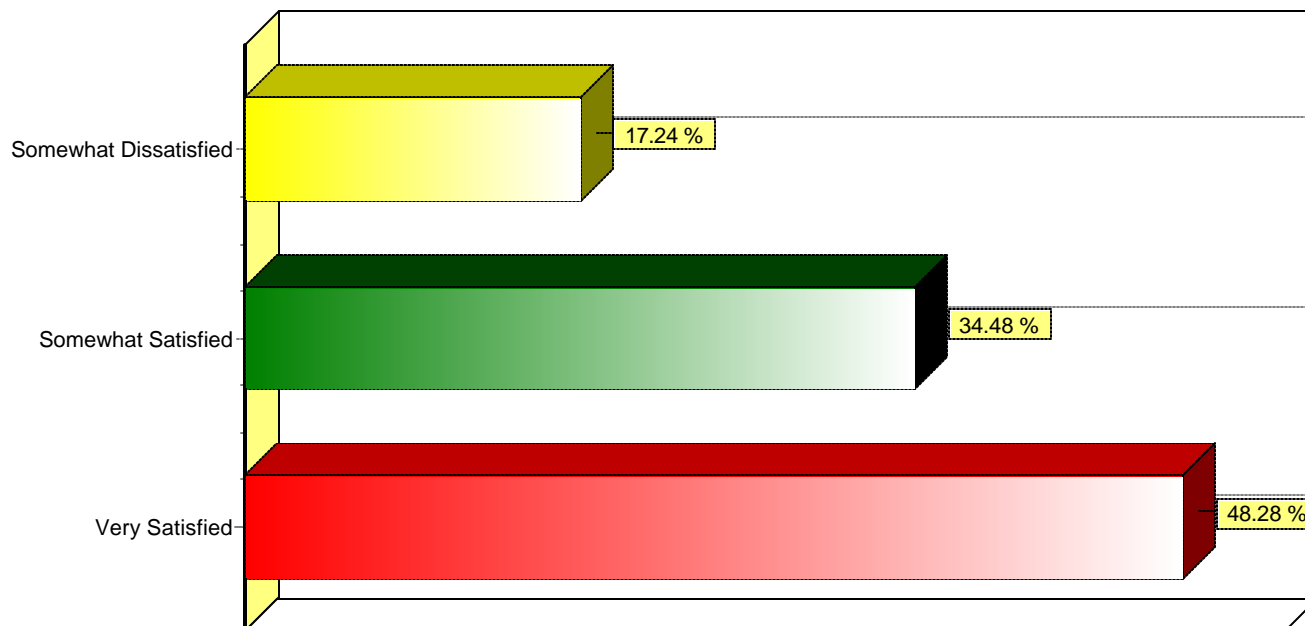
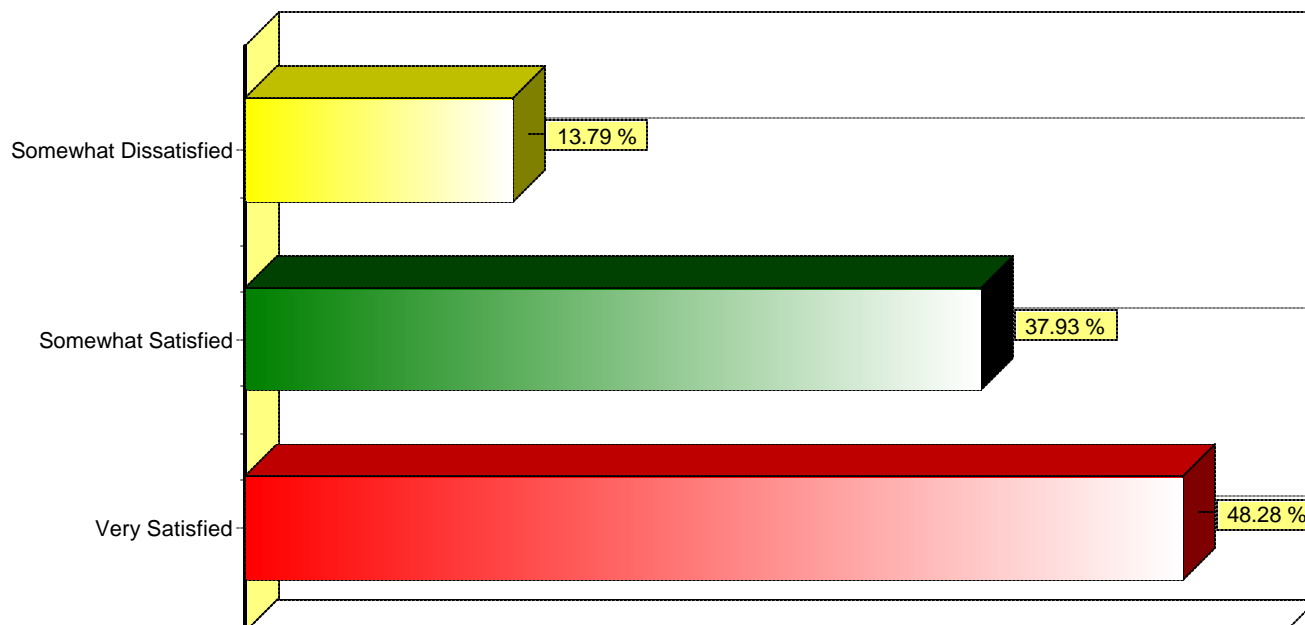


Table 1 Satisfaction Levels - Quality of audio-visual and other general instructional equipment



Bar Graphs

ESL Program Review--Faculty Survey

Table 1 Satisfaction Levels - Quality of computers and software in ESL computer lab

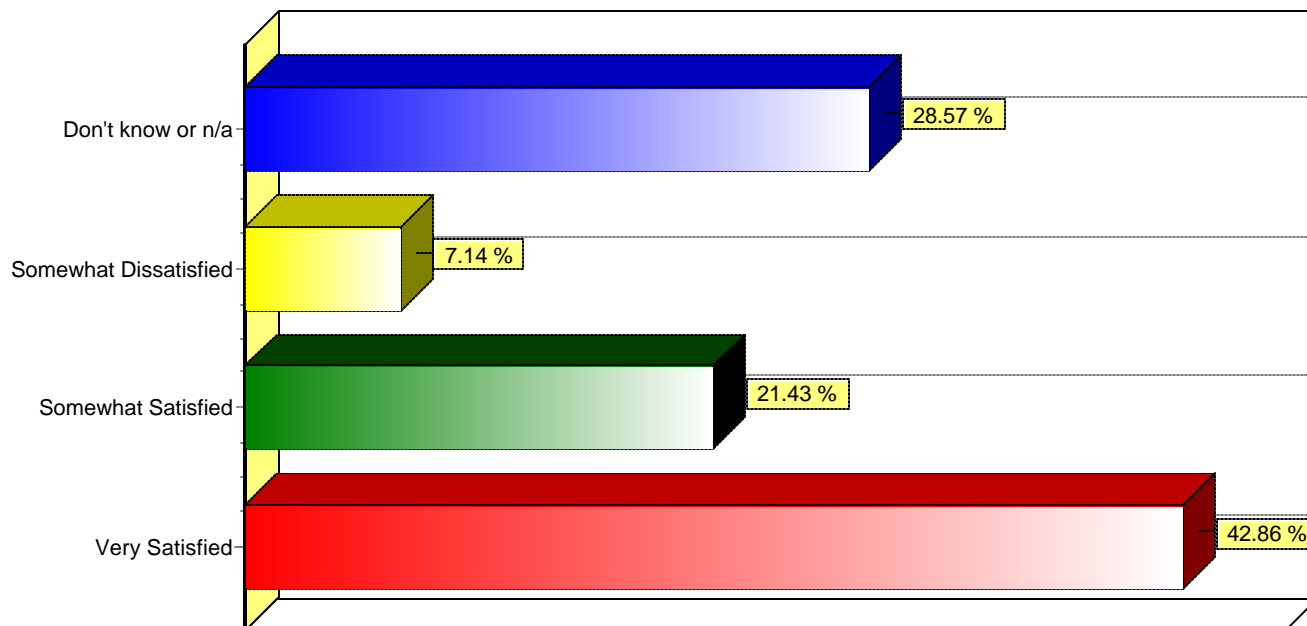
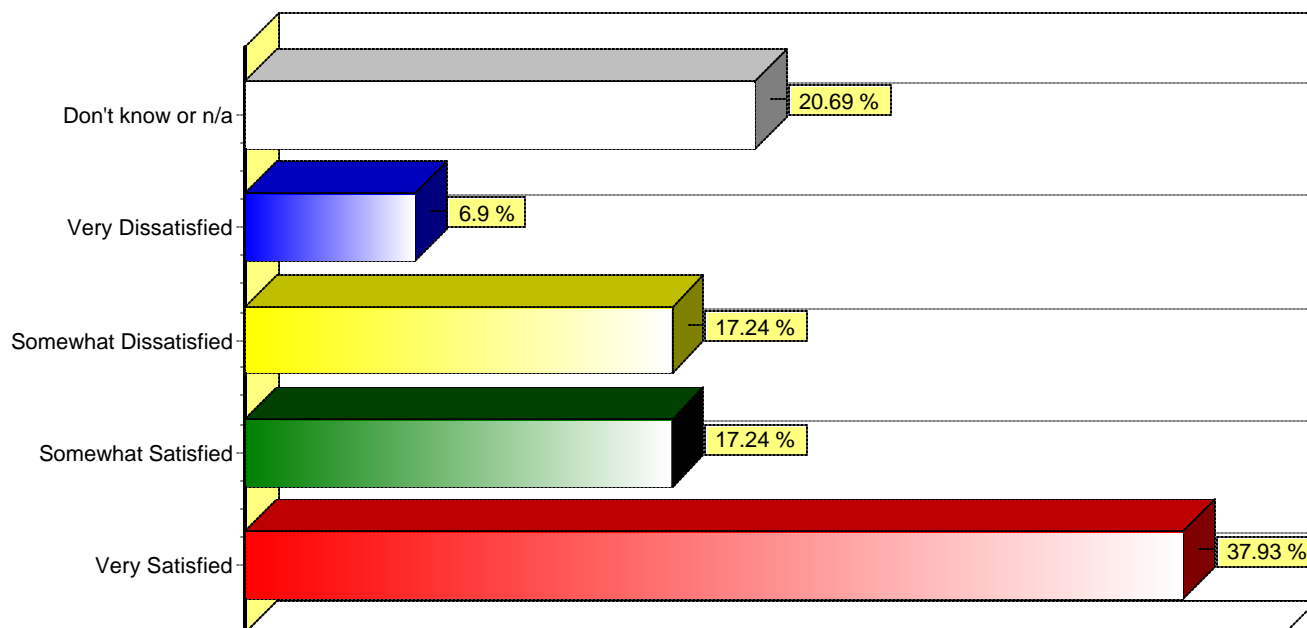


Table 1 Satisfaction Levels - Access to computers appropriate for your needs (e-mail, Internet research, word processing, etc.)



Bar Graphs

ESL Program Review--Faculty Survey

Table 1 Satisfaction Levels - Availability of duplicating/Xeroxing services for preparation of class materials

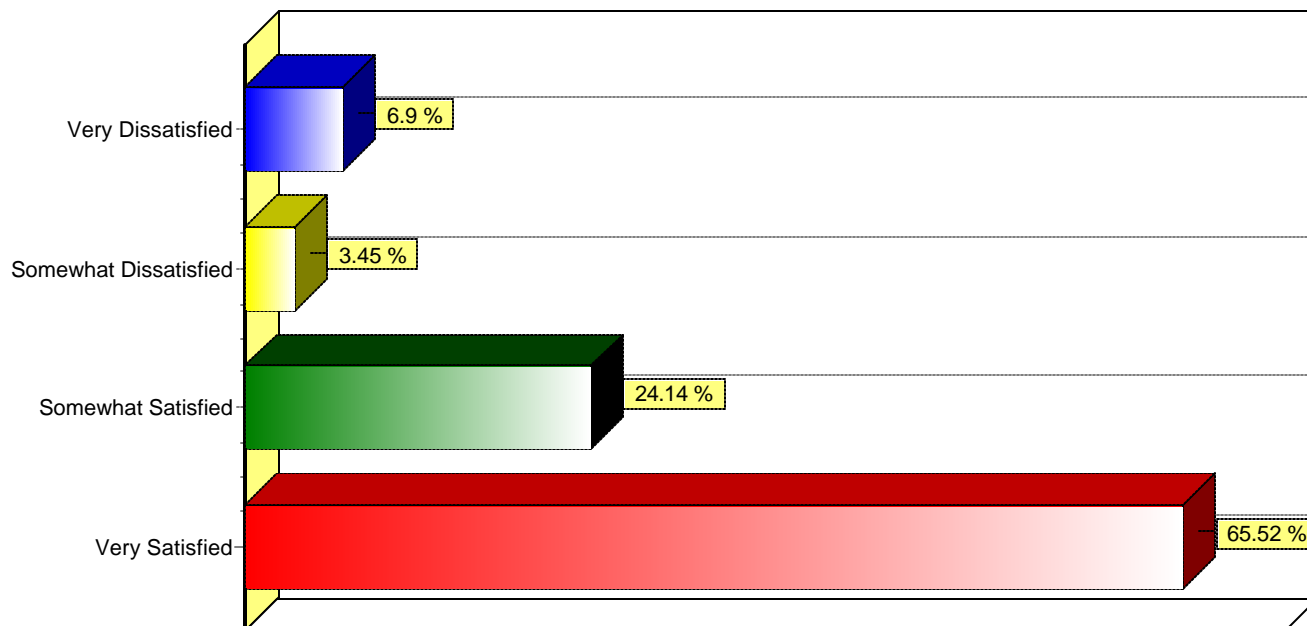
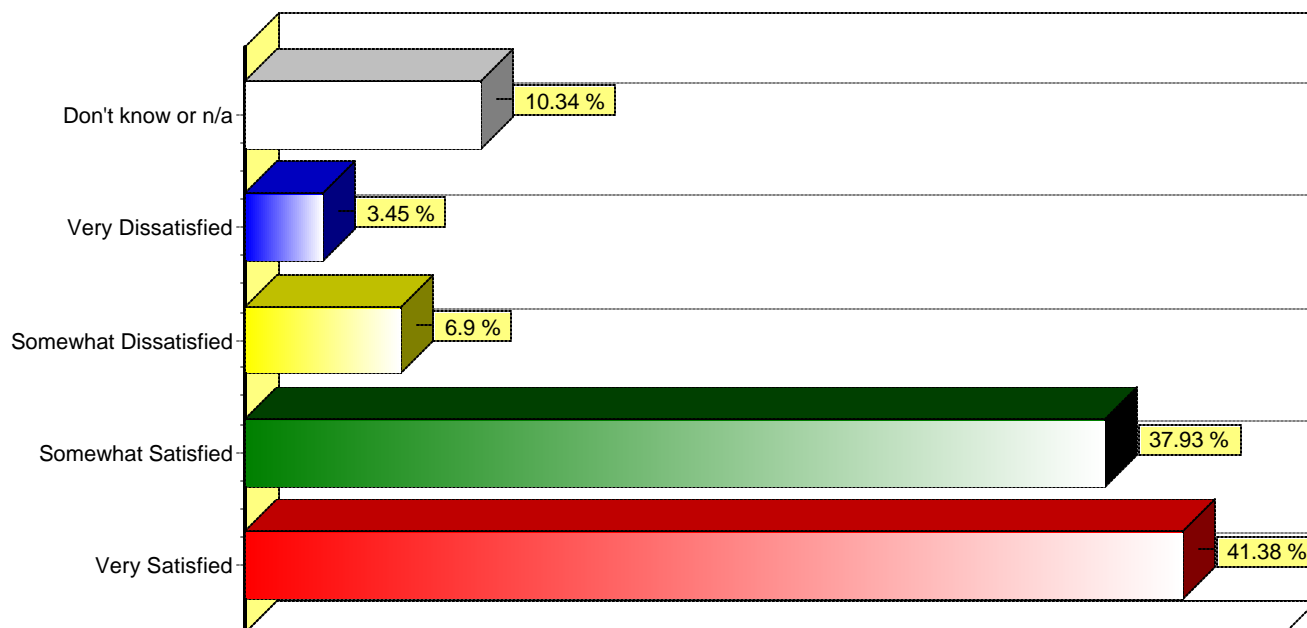


Table 1 Satisfaction Levels - Extent to which the program provides access to training in the use of technology to enhance teaching and learning



Bar Graphs

ESL Program Review--Faculty Survey

Table 1 Satisfaction Levels - Adequacy of ESL assessment process (for appropriate student placement)

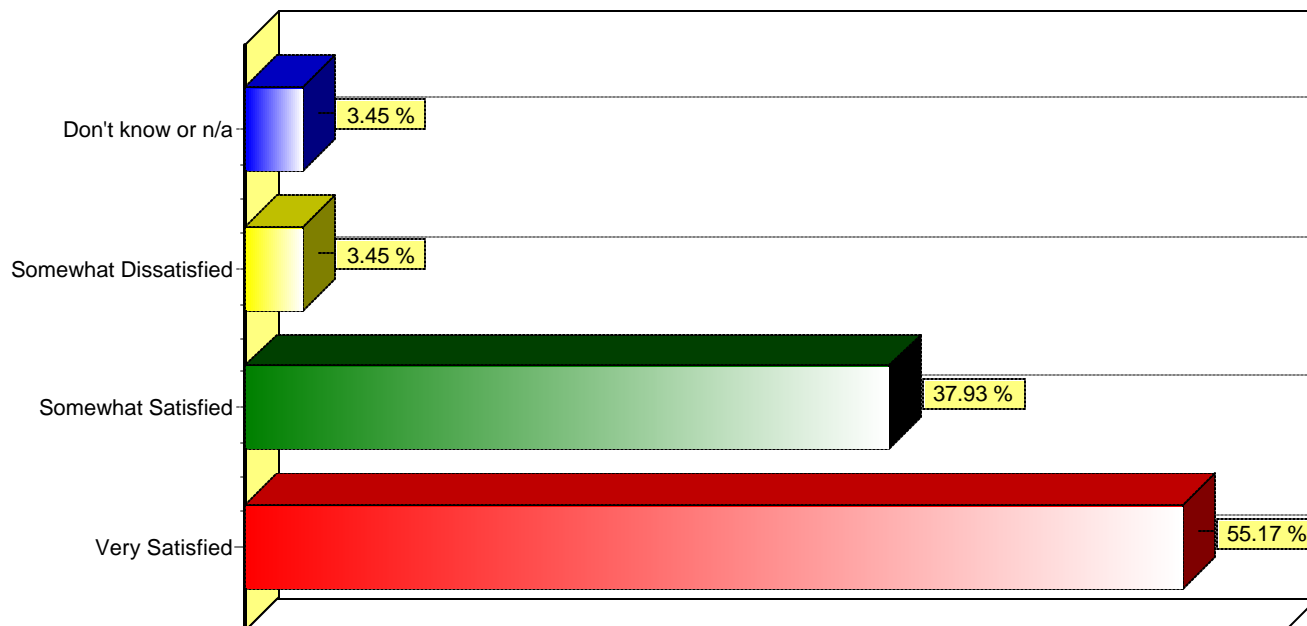
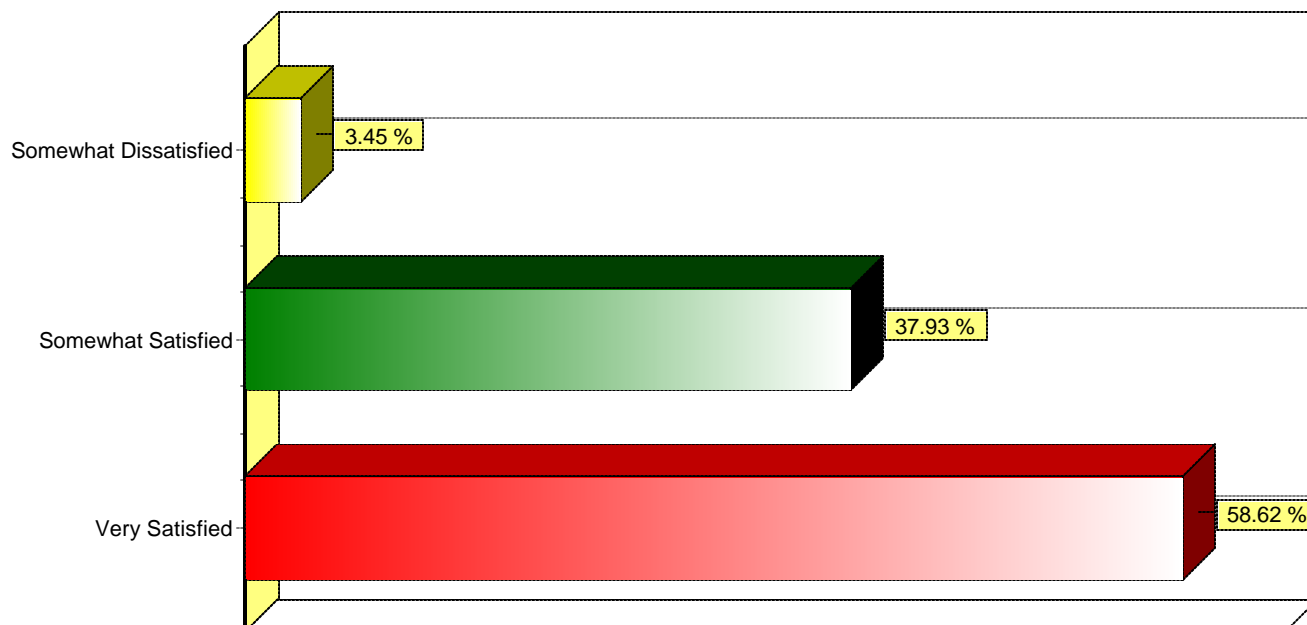


Table 1 Satisfaction Levels - Convenience of ESL class registration process



Bar Graphs

ESL Program Review--Faculty Survey

Table 1 Satisfaction Levels - Adequacy of staffing levels in the ESL computer lab

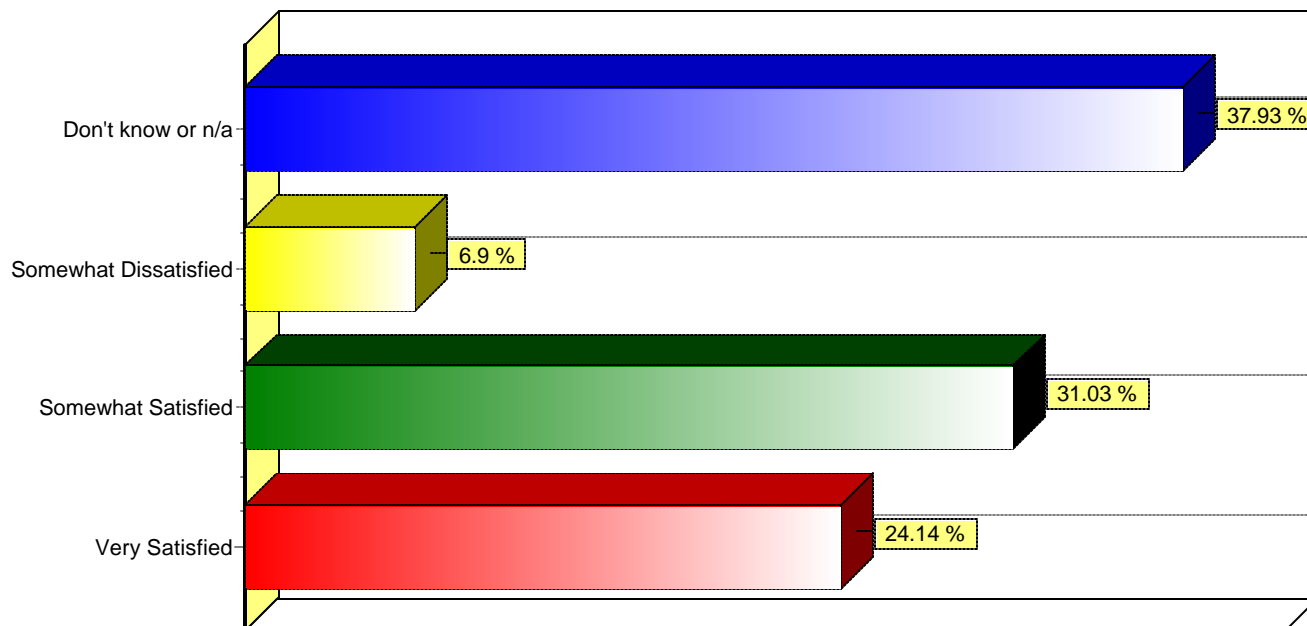
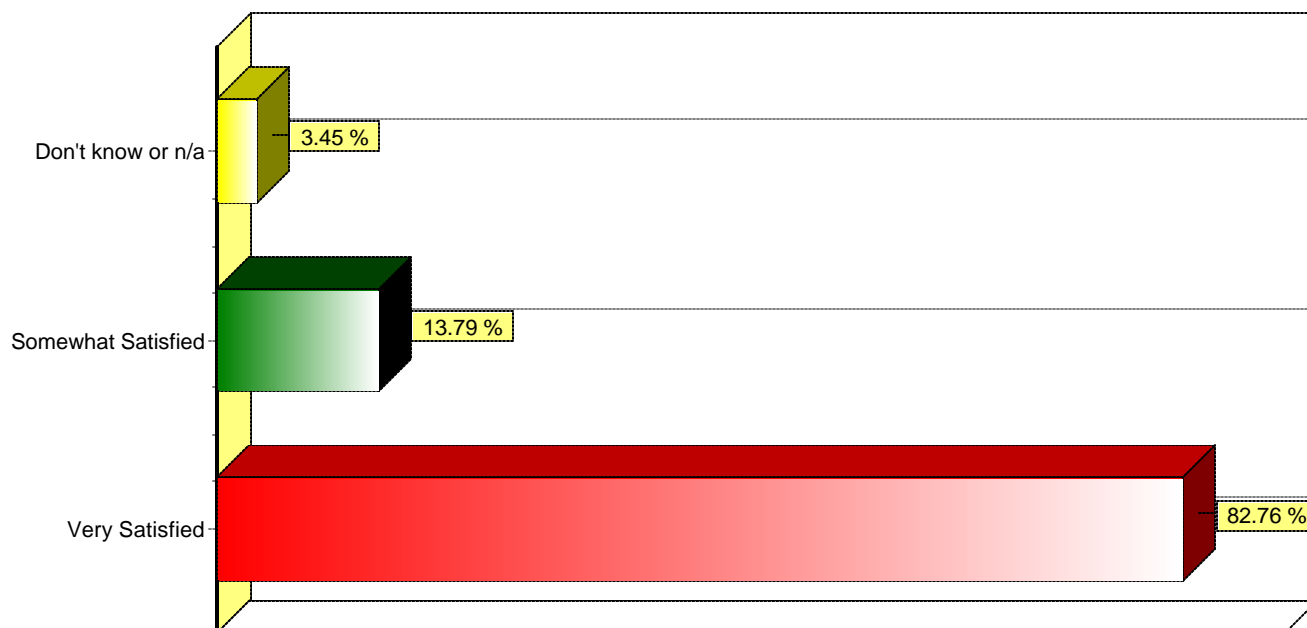


Table 1 Satisfaction Levels - Responsiveness of the ESL Program and faculty to the needs of culturally diverse and non-traditional students



Bar Graphs

ESL Program Review--Faculty Survey

Table 1 Satisfaction Levels - Opportunities for you to participate in course development (including textbook selection)

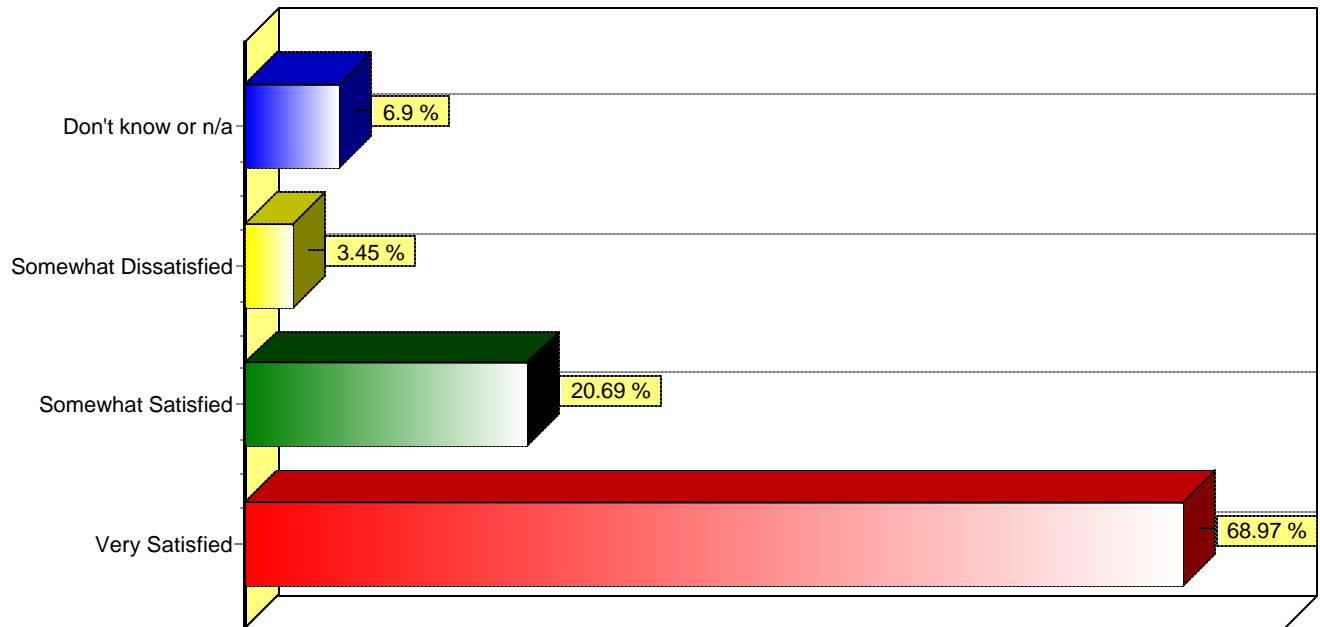
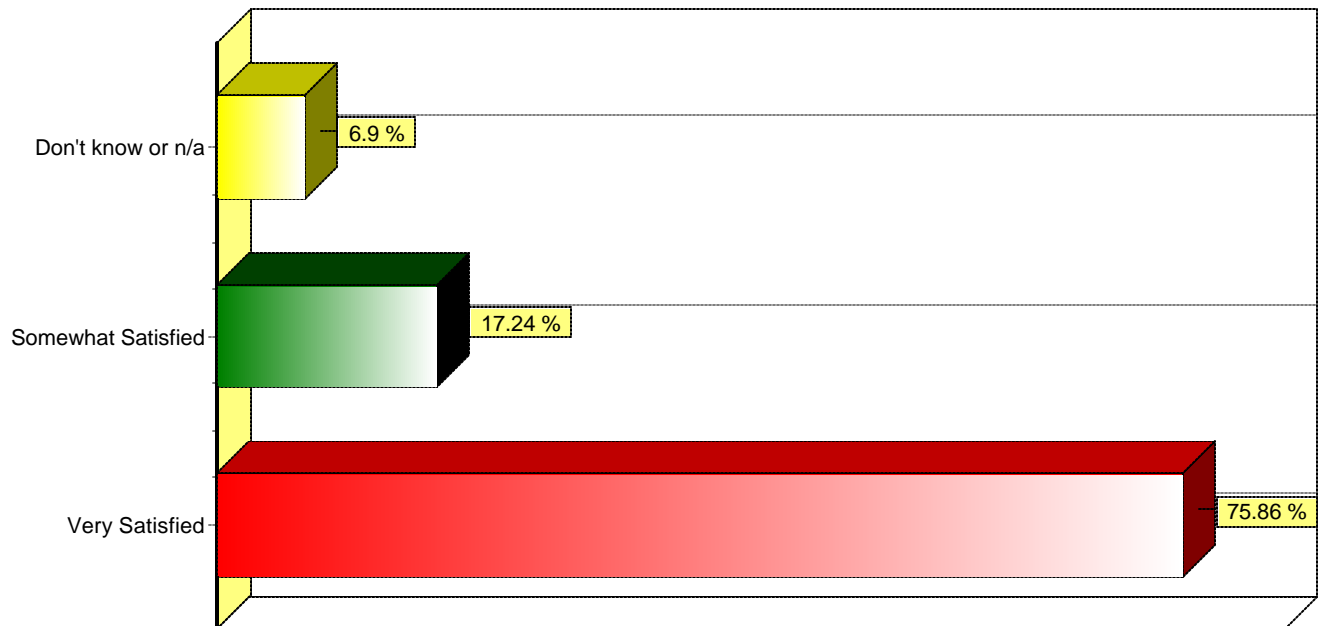


Table 1 Satisfaction Levels - Opportunities for you to recommend purchases for the ESL Program (Including tapes, software, equipment, and other instructional materials and supplies)



Bar Graphs

ESL Program Review--Faculty Survey

Table 1 Satisfaction Levels - Extent of support for the program and classes from administrators and departments outside of the ESL Program

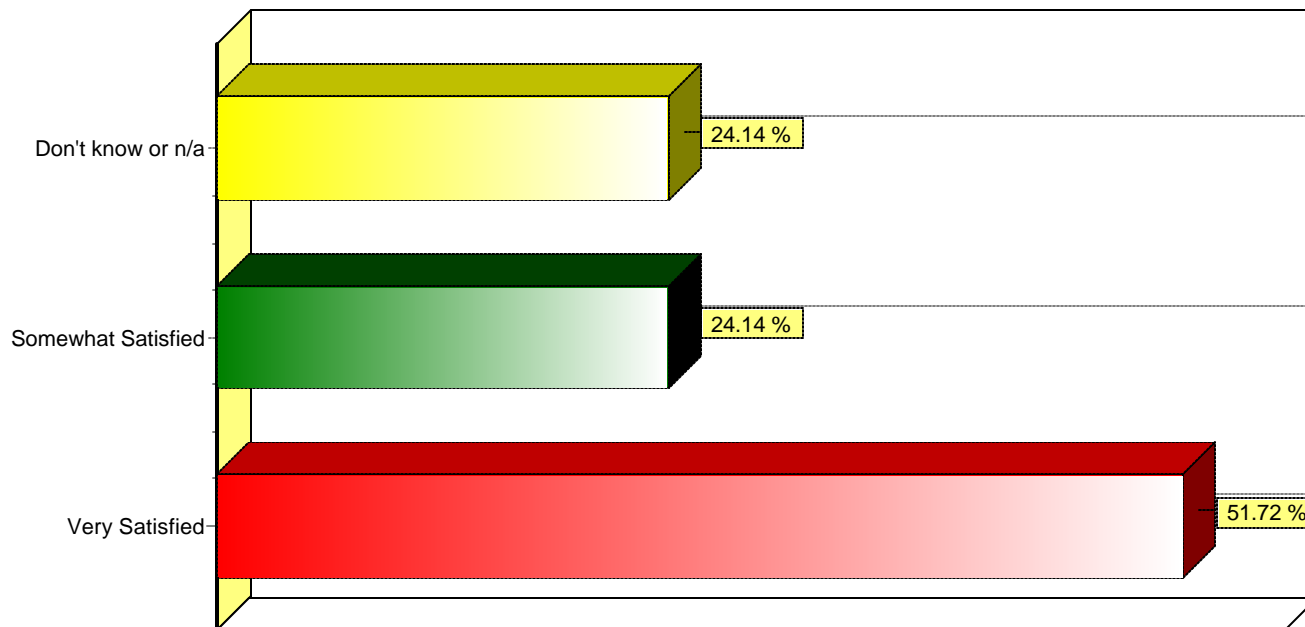
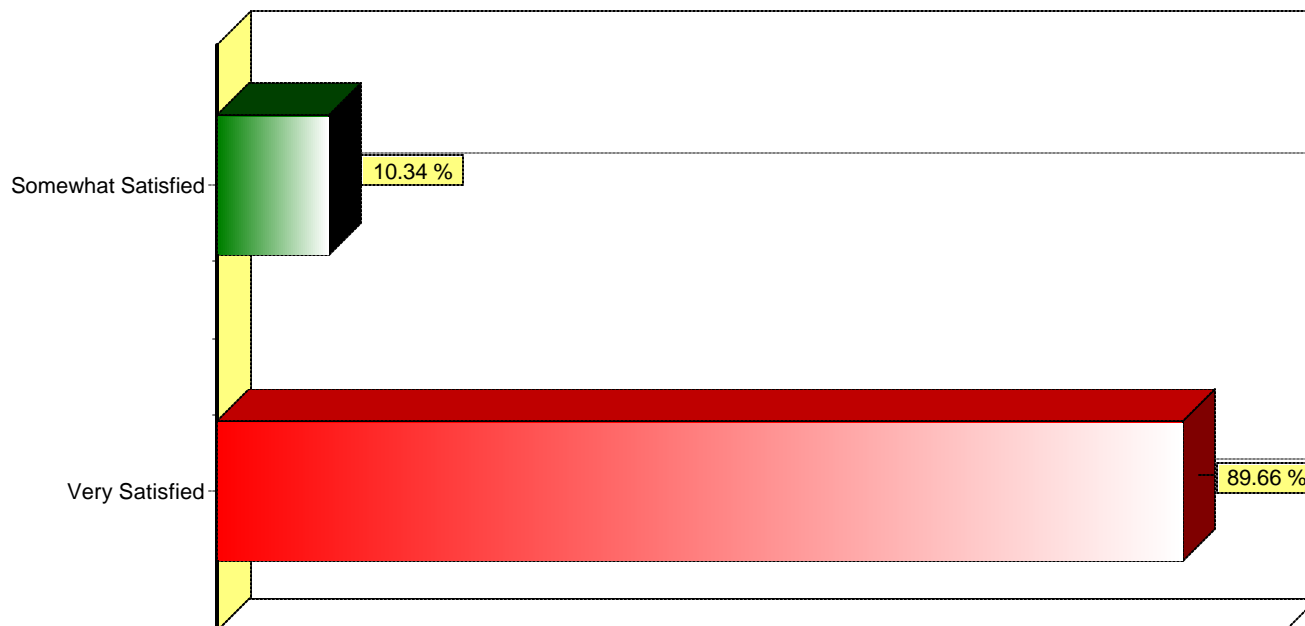


Table 1 Satisfaction Levels - Extent of administrative support within the ESL Program (headquarters: Room 8 at HW Center)



Bar Graphs

ESL Program Review--Faculty Survey

Table 1 Satisfaction Levels - Extent of staff support within the ESL Program (staff in Room 7 at HW Center)

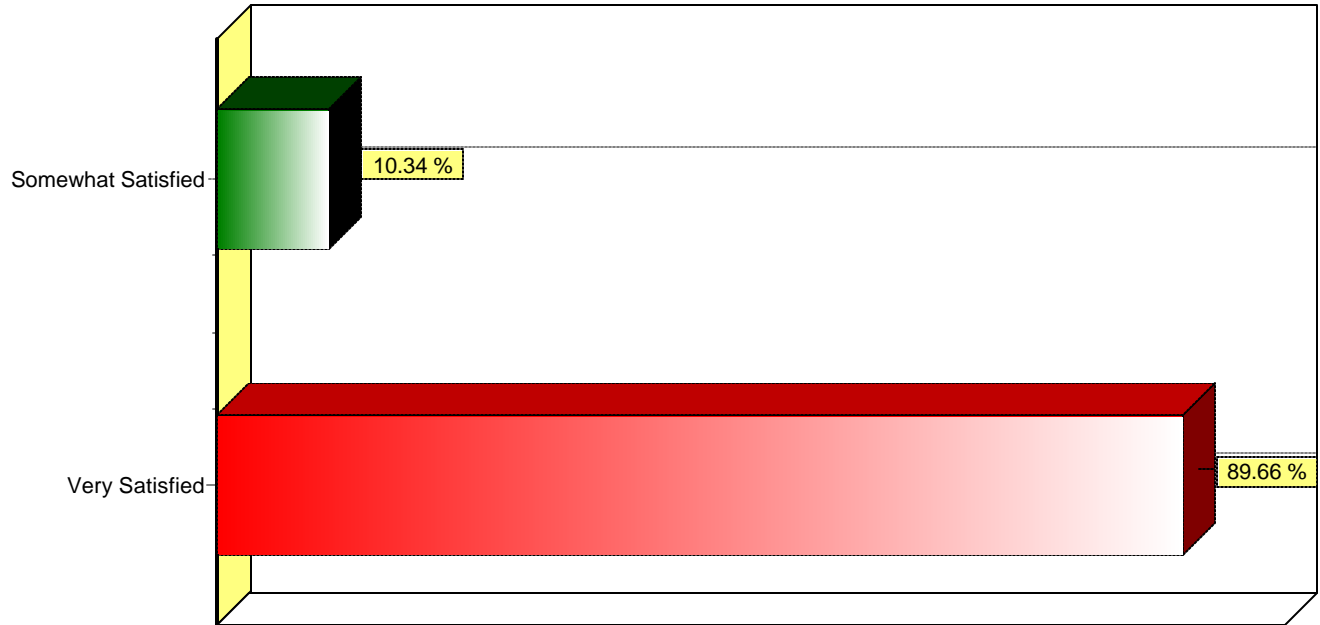
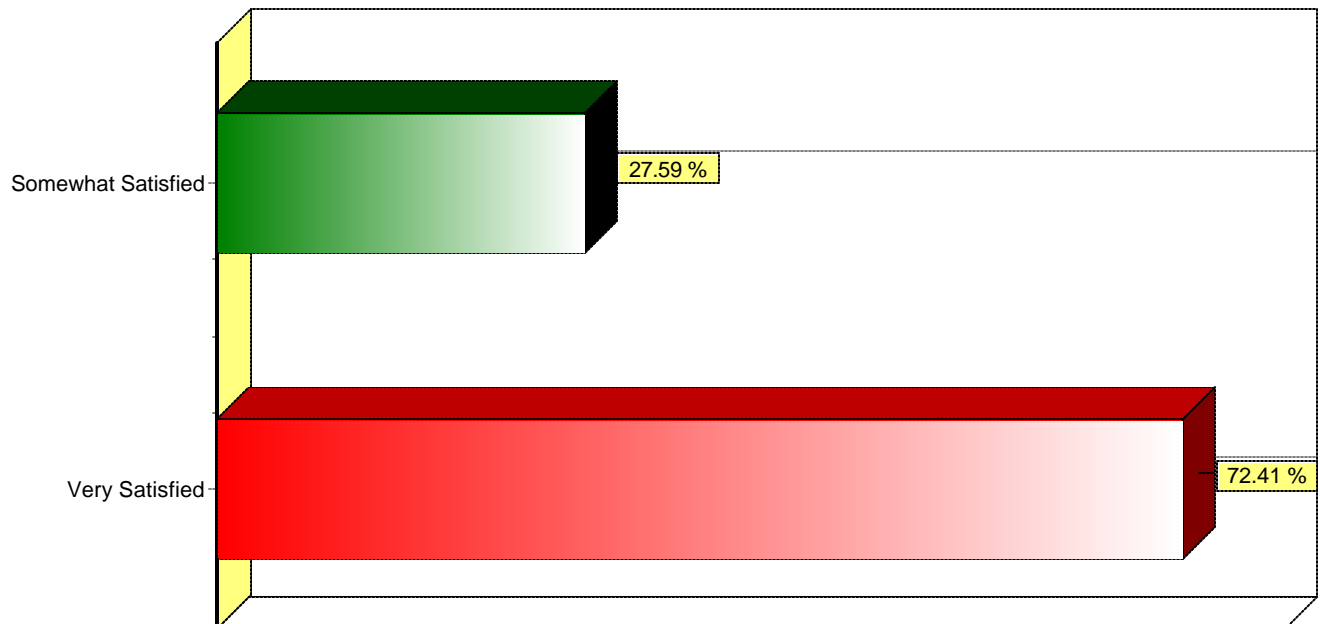


Table 1 Satisfaction Levels - Clarity and effectiveness of communication processes within the ESL Program



Bar Graphs

ESL Program Review--Faculty Survey

Table 1 Satisfaction Levels - Adequacy of the administrative and reporting structure within the ESL Program

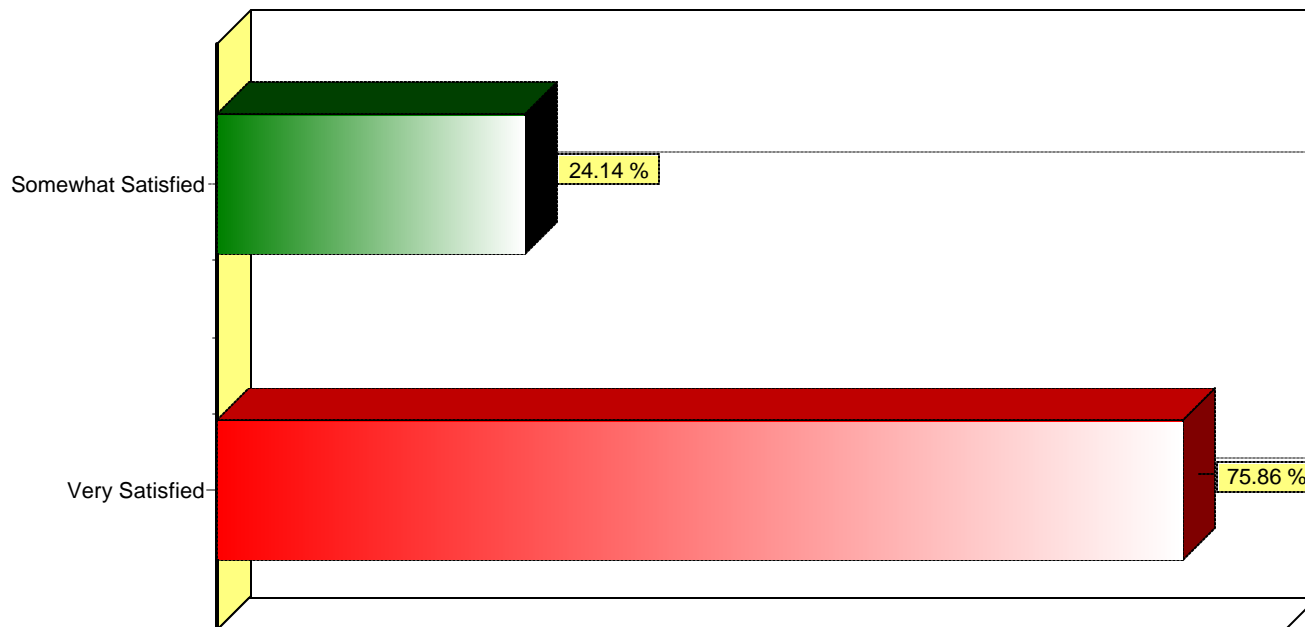
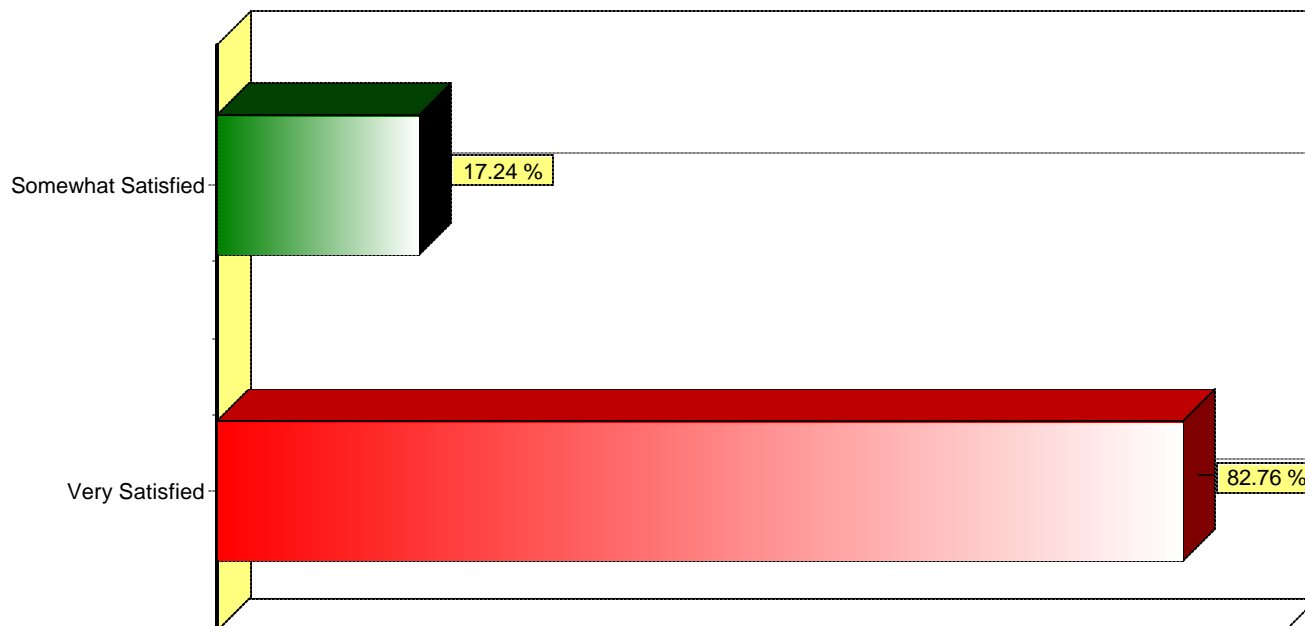


Table 1 Satisfaction Levels - Extent to which ESL faculty and staff have input to the schedule development process (instructors' assignments)



Bar Graphs

ESL Program Review--Faculty Survey

Table 1 Satisfaction Levels - Opportunities to attend ESL-related conferences

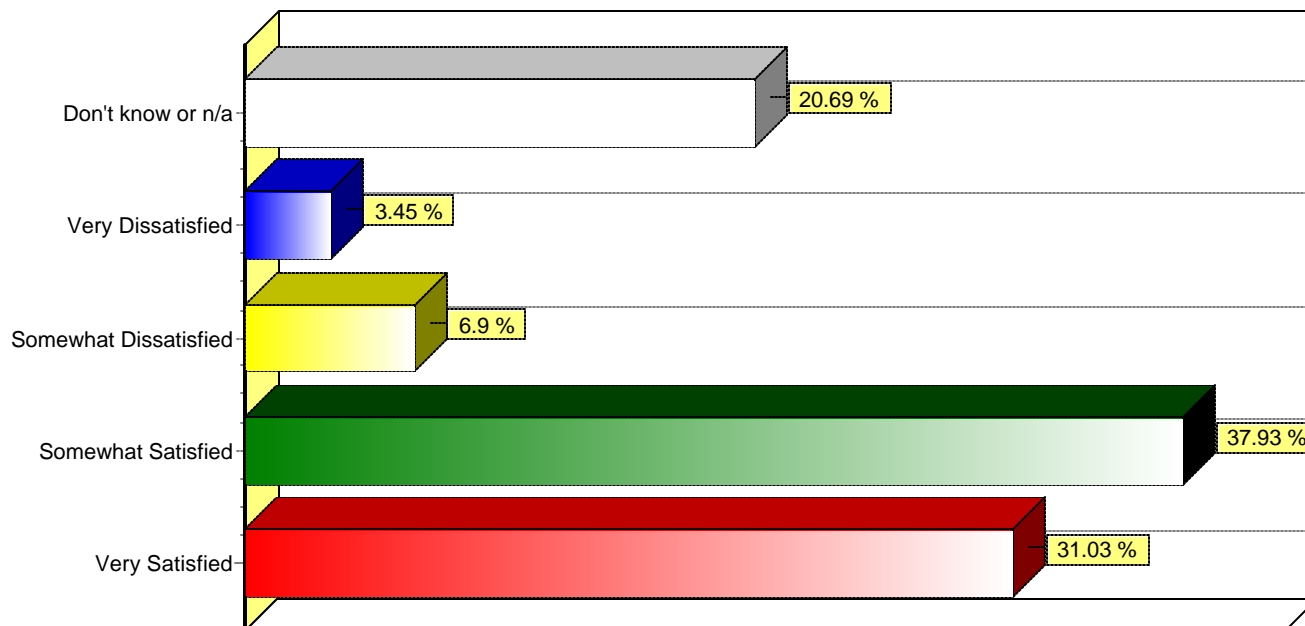
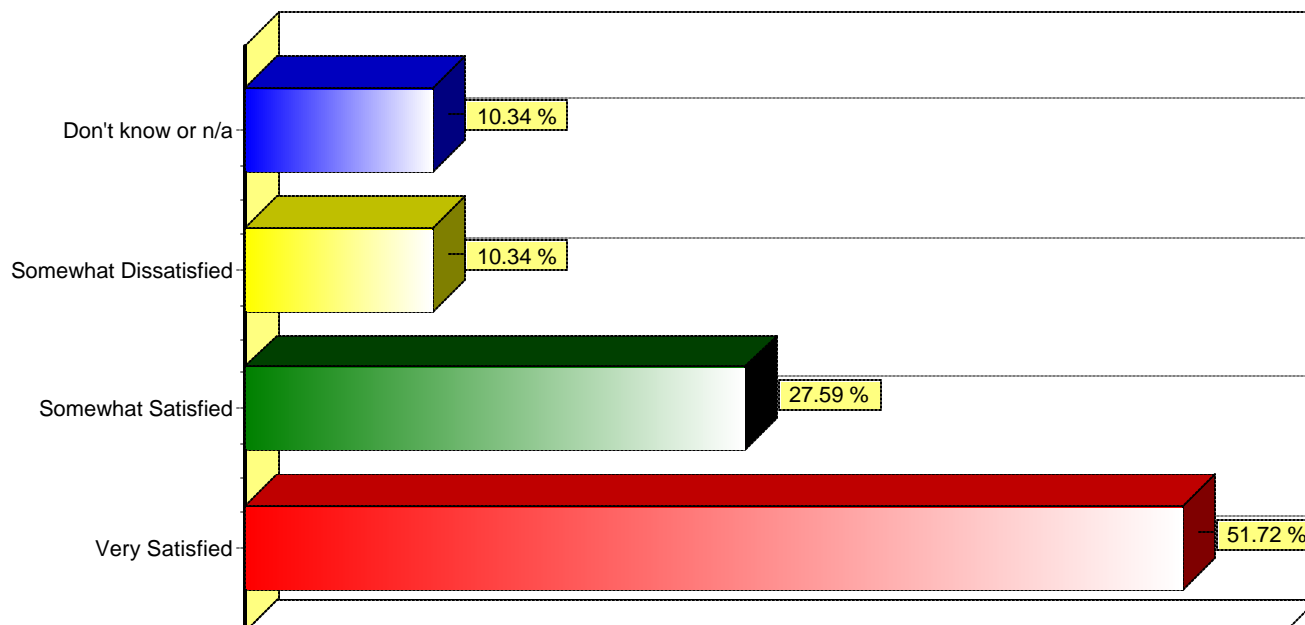


Table 1 Satisfaction Levels - Availability of ESL-related staff development opportunities



Bar Graphs

ESL Program Review--Faculty Survey

Table 1 Satisfaction Levels - Overall ESL Program quality

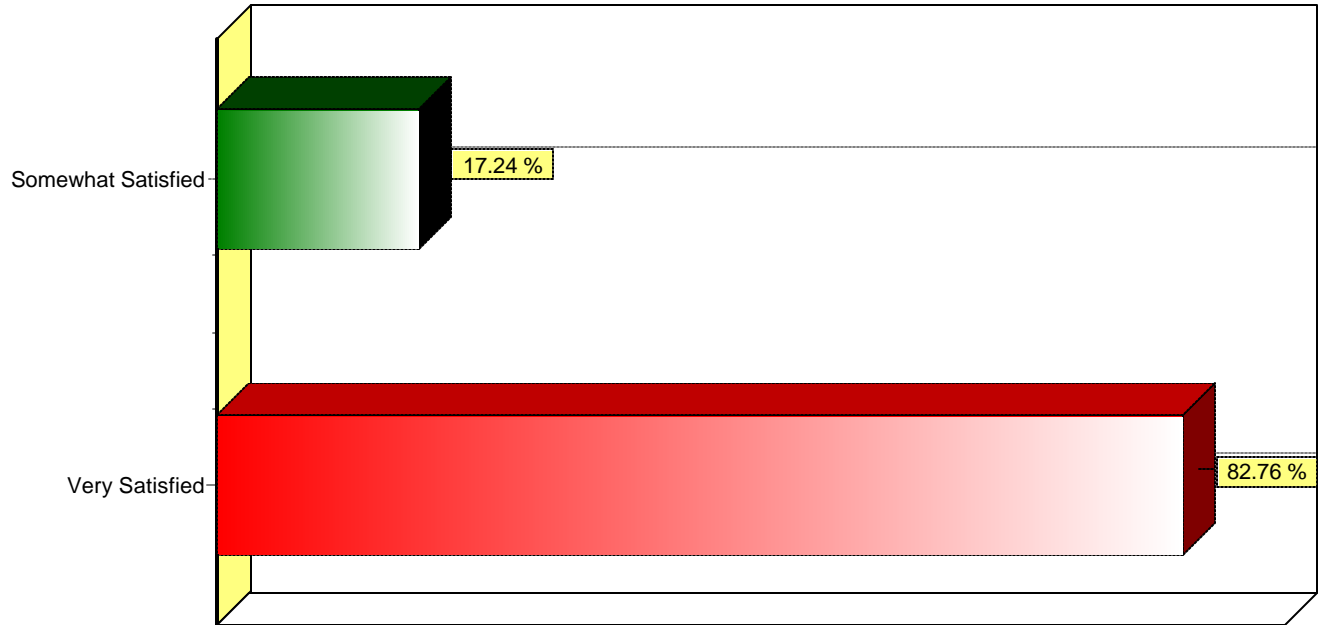
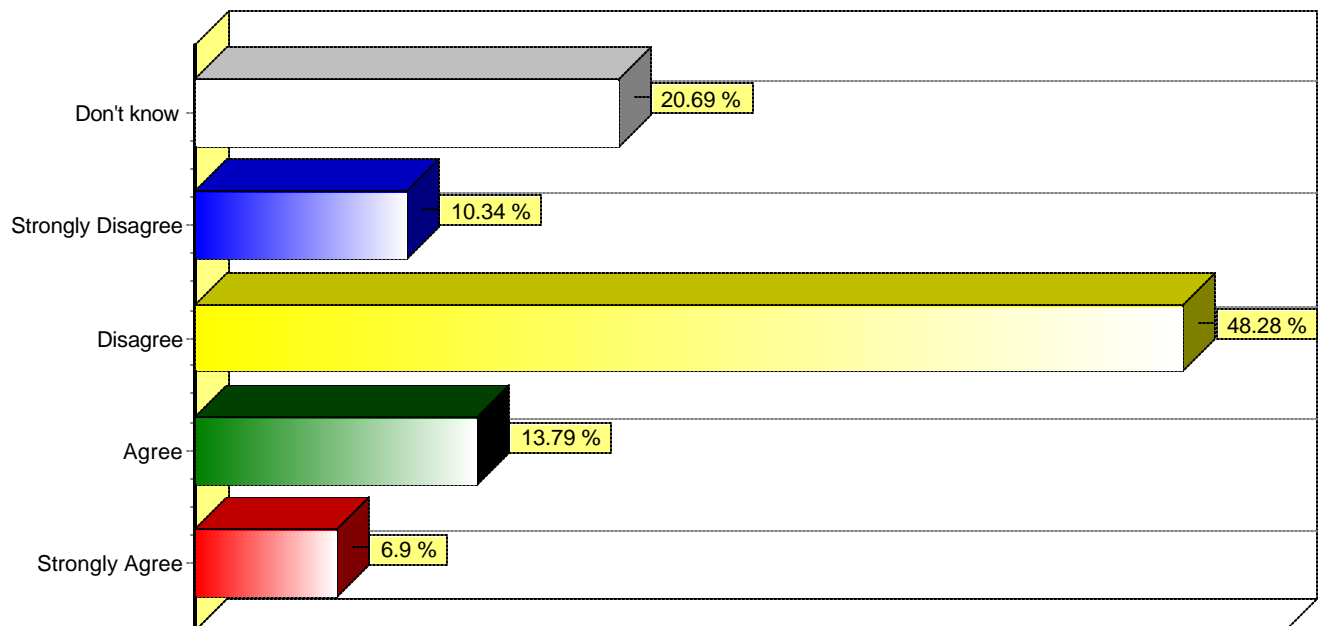


Table 3 Impact of Grant Projects - CASAS testing and special lessons have taken too much time away from the regular curriculum.



Bar Graphs

ESL Program Review--Faculty Survey

Table 3 Impact of Grant Projects - Students have benefitted from special health, employment, and civics lessons.

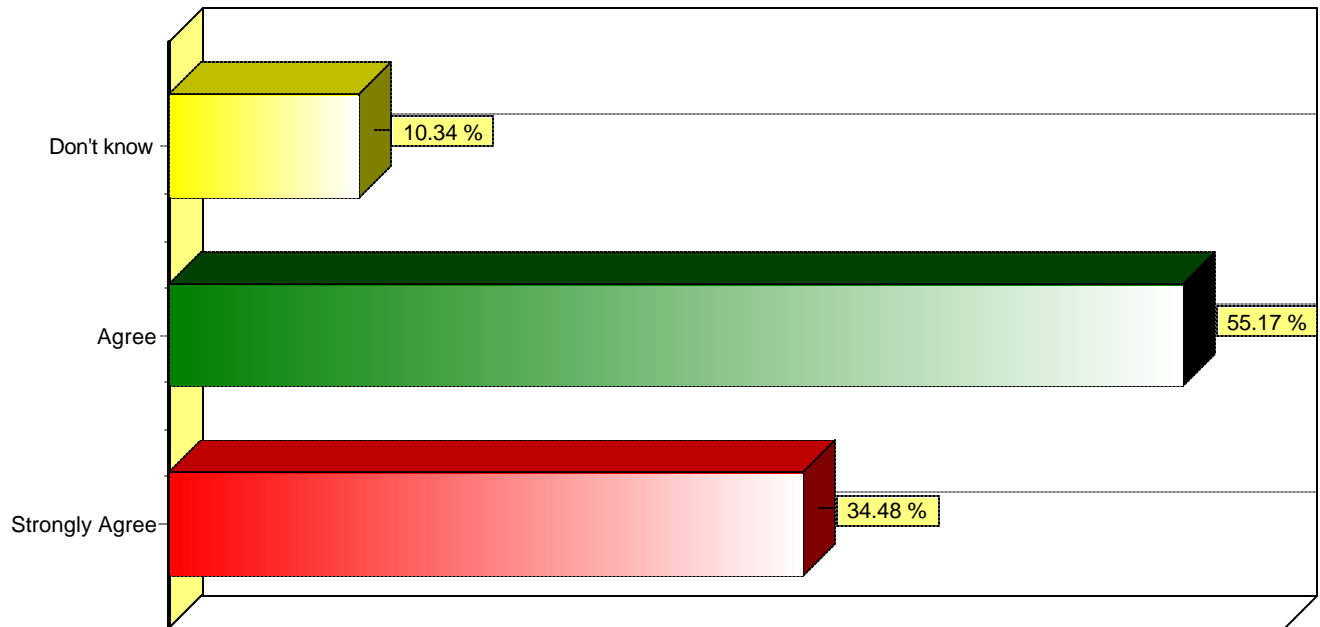
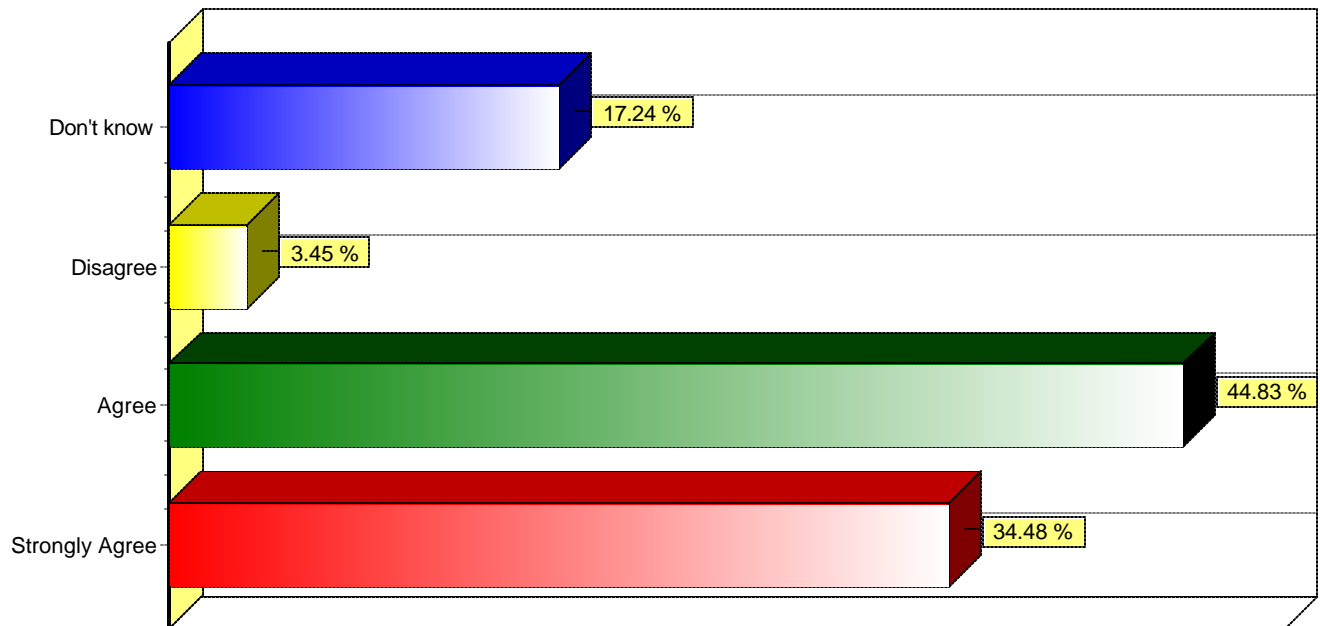


Table 3 Impact of Grant Projects - Students have benefitted from grant-support events, including the health fair, Internet workshops, and field trips to the job fair and Nixon Library.



Bar Graphs

ESL Program Review--Faculty Survey

Table 3 Impact of Grant Projects - The grants have had a positive impact by providing funds for office staff, equipment, and instructional supplies.

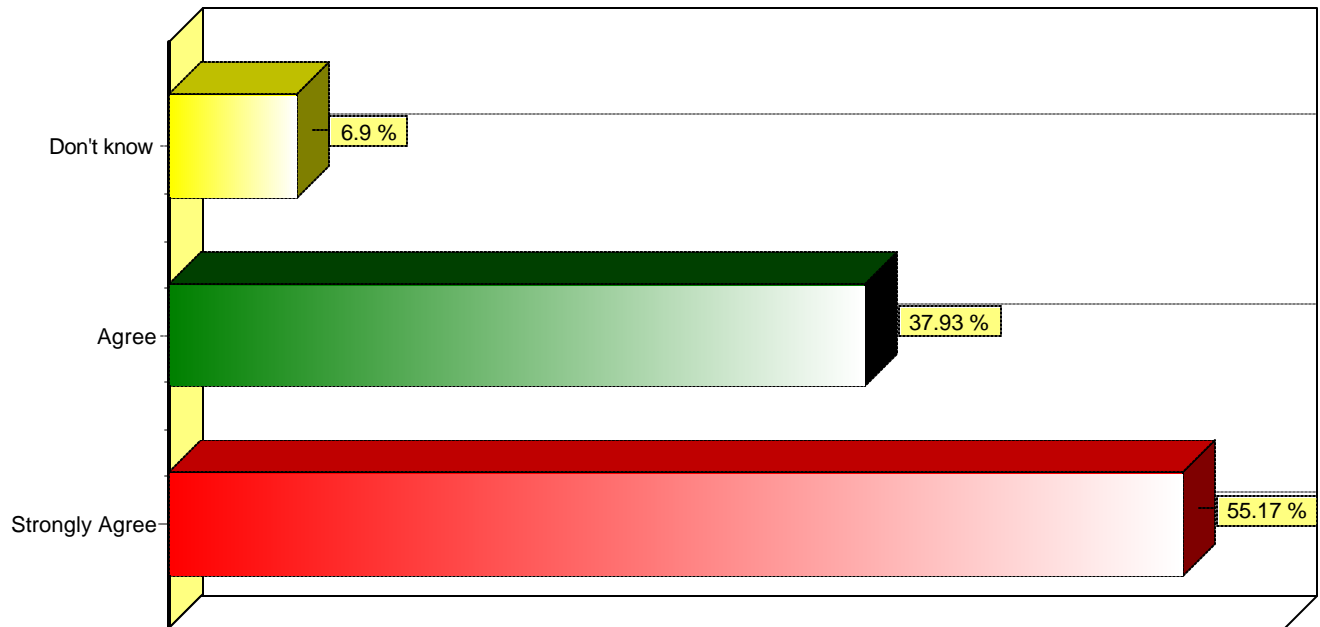
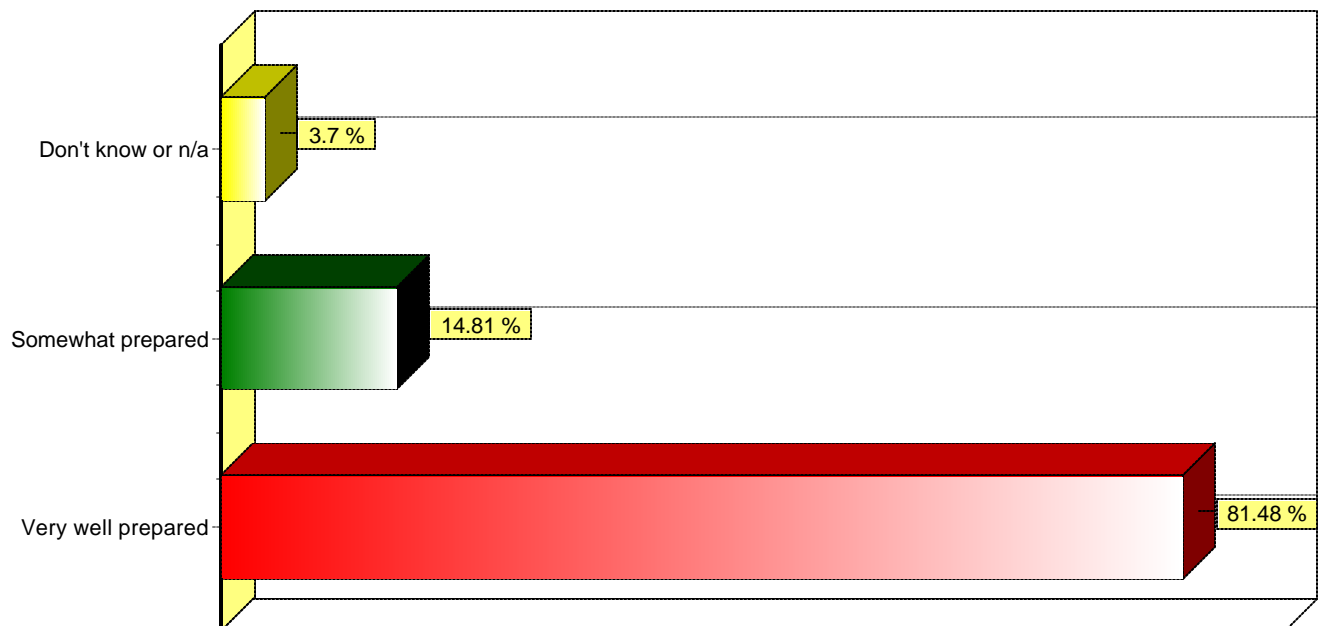


Table 4 Extent that ESL Program Prepares Students in: - Reading



Bar Graphs

ESL Program Review--Faculty Survey

Table 4 Extent that ESL Program Prepares Students in: - Writing

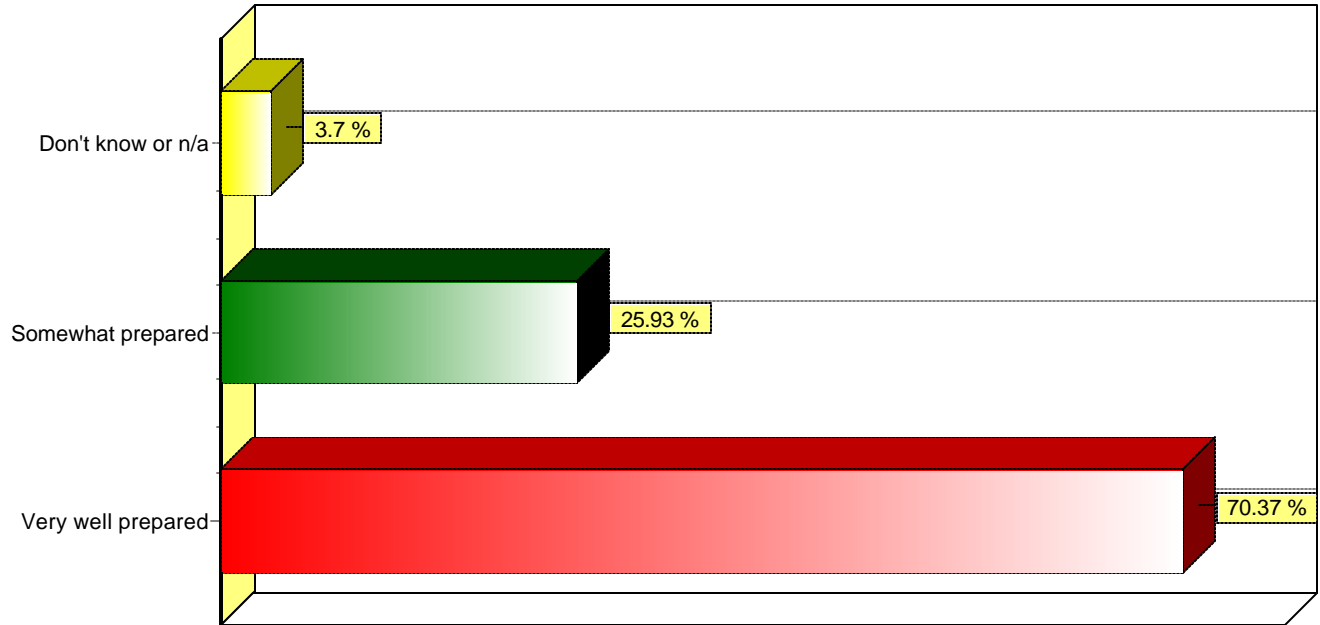
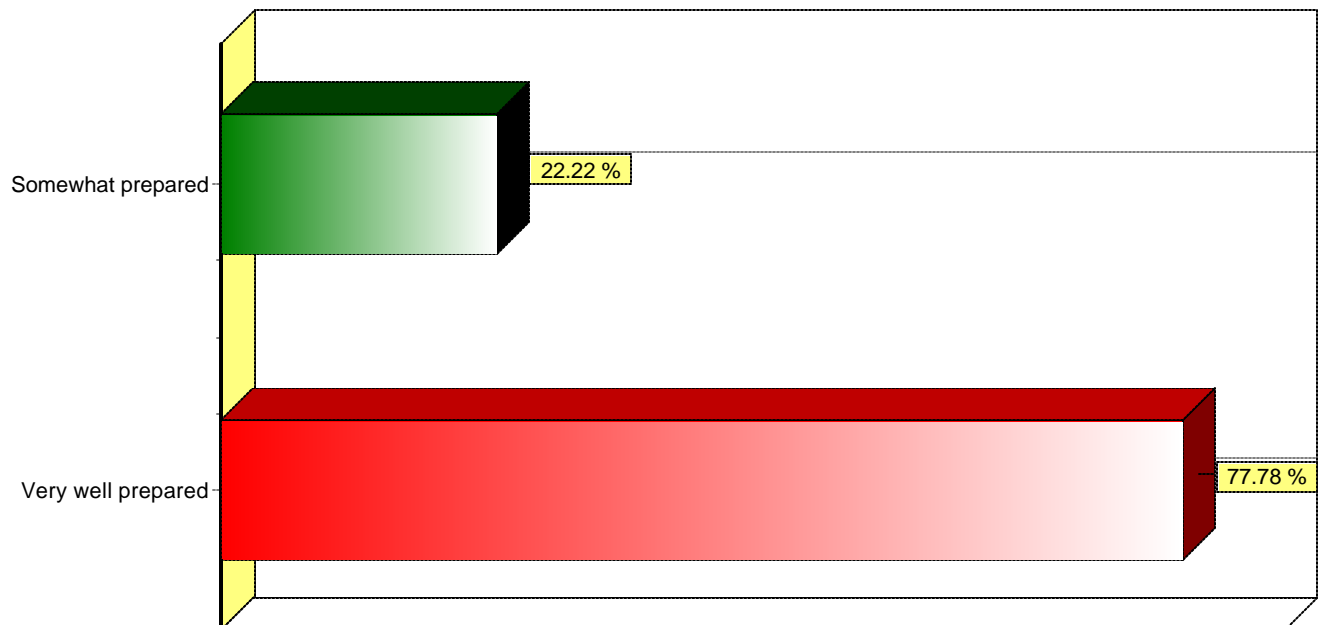


Table 4 Extent that ESL Program Prepares Students in: - Listening Comprehension



Bar Graphs

ESL Program Review--Faculty Survey

Table 4 Extent that ESL Program Prepares Students in: - Conversation

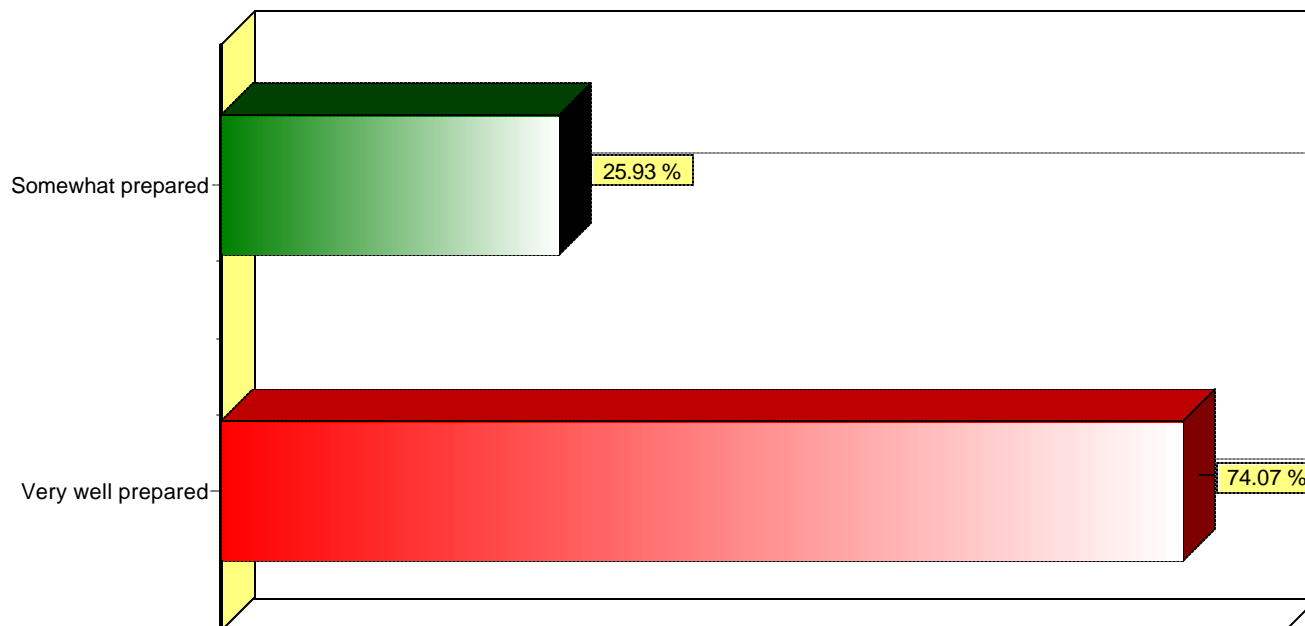
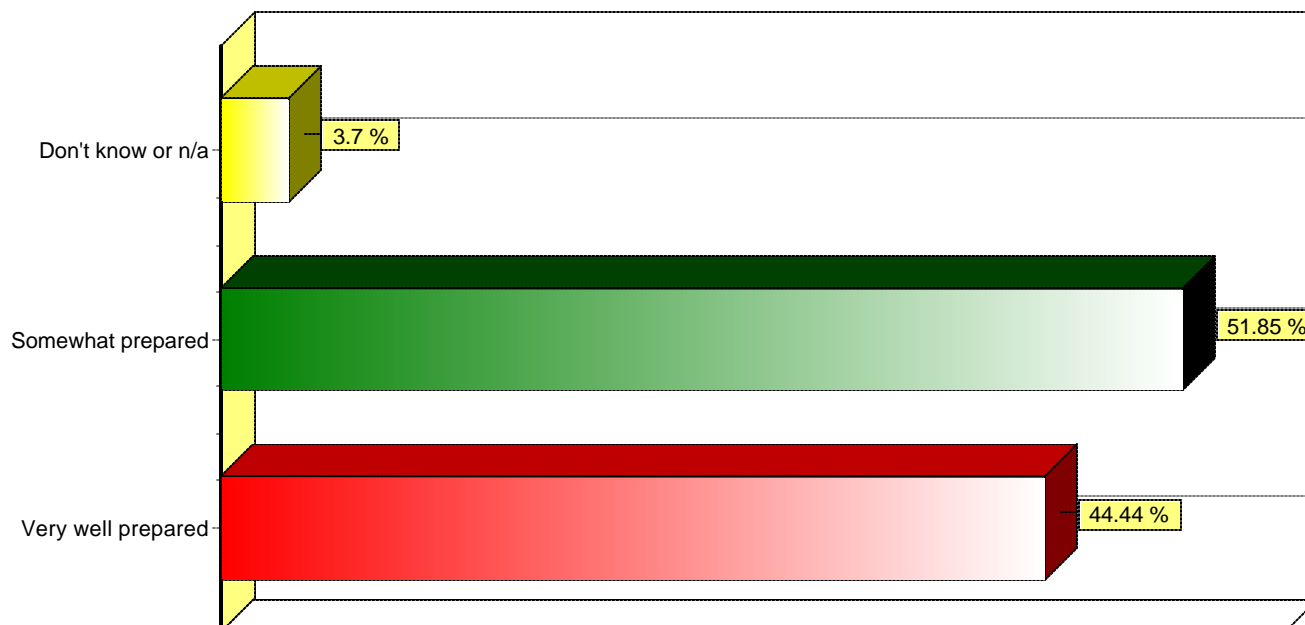


Table 4 Extent that ESL Program Prepares Students in: - Pronunciation (accent reduction)



Bar Graphs

ESL Program Review--Faculty Survey

Table 4 Extent that ESL Program Prepares Students in: - Grammar

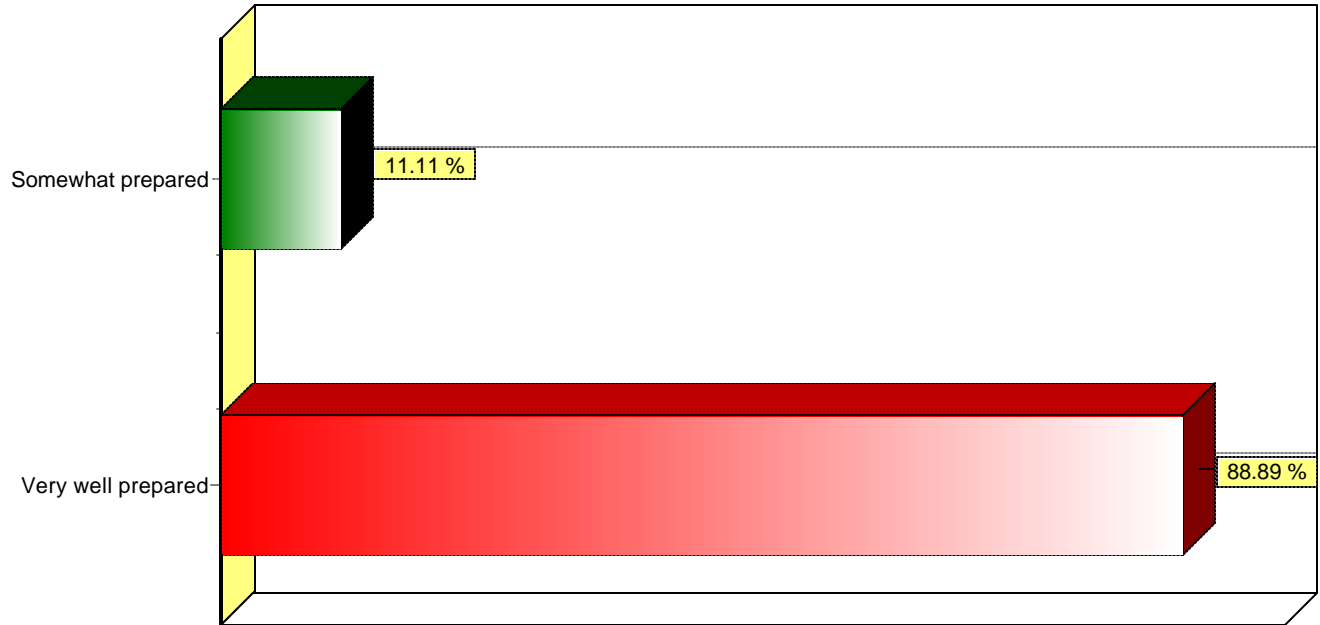
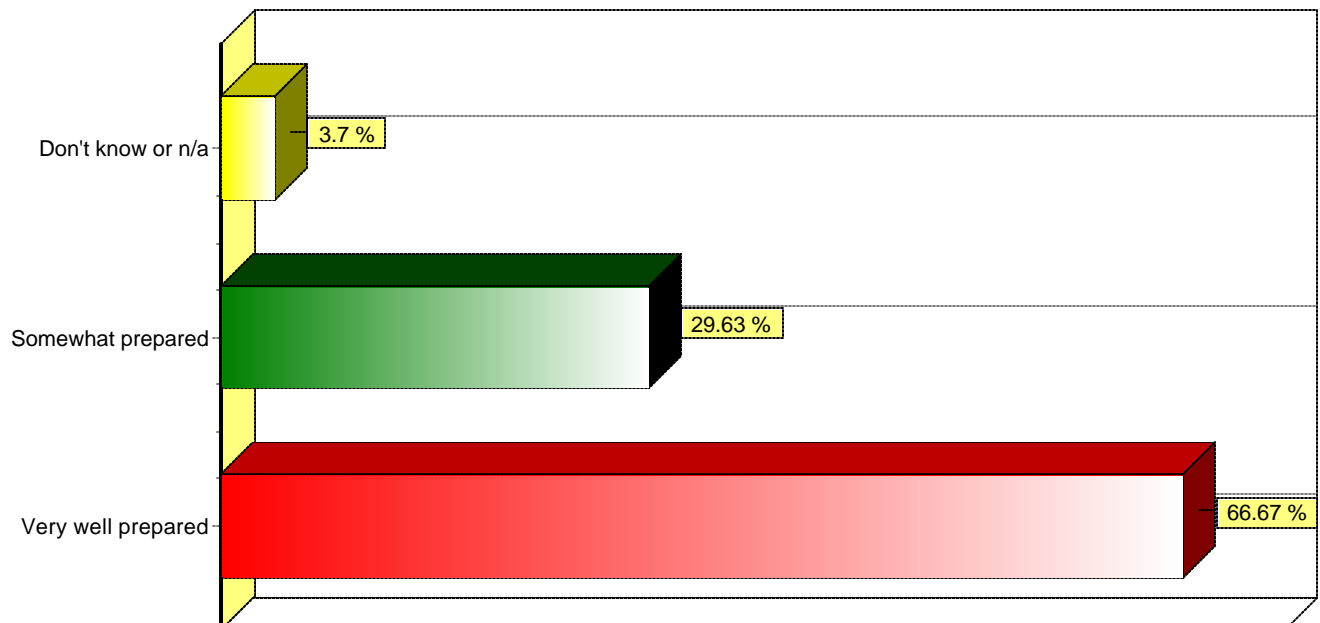


Table 4 Extent that ESL Program Prepares Students in: - Vocabulary/Idioms



Bar Graphs

ESL Program Review--Faculty Survey

Table 4 Extent that ESL Program Prepares Students in: - Computer Literacy

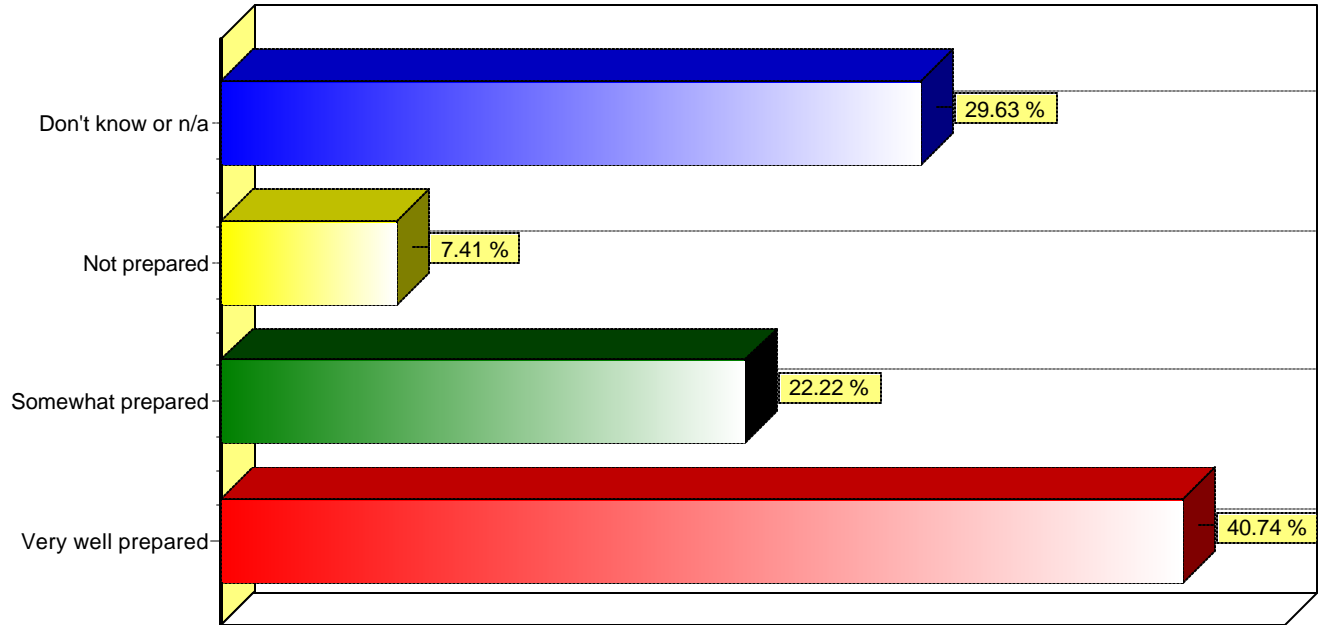
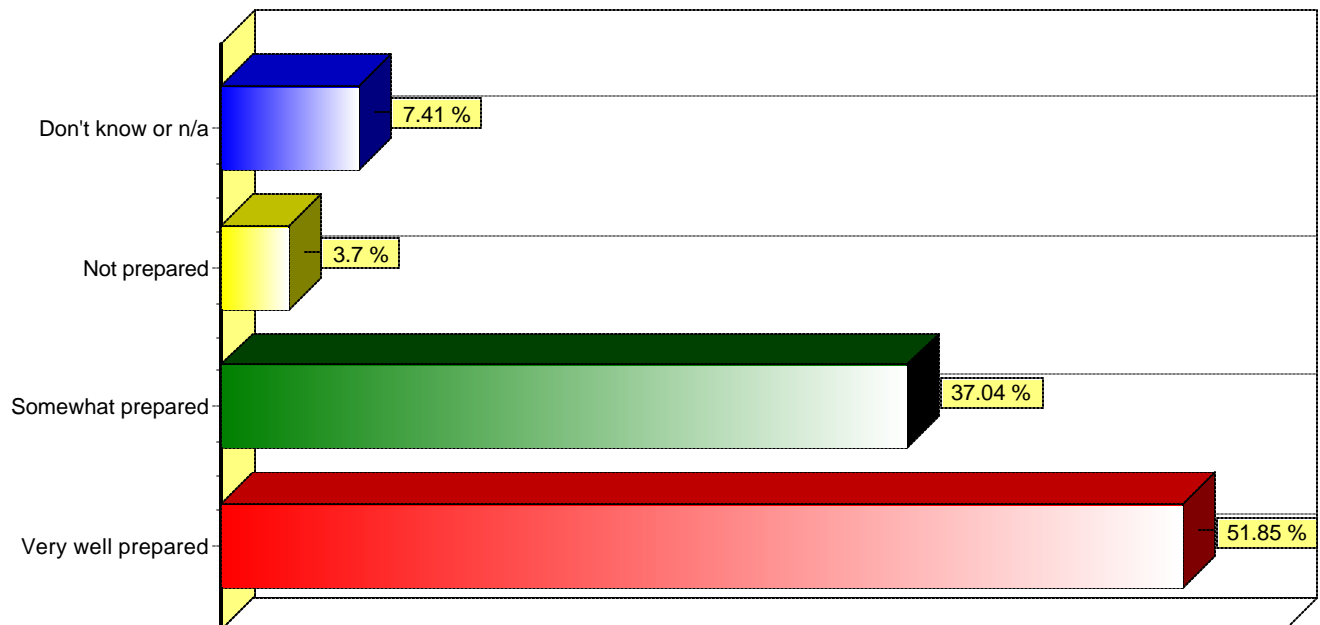


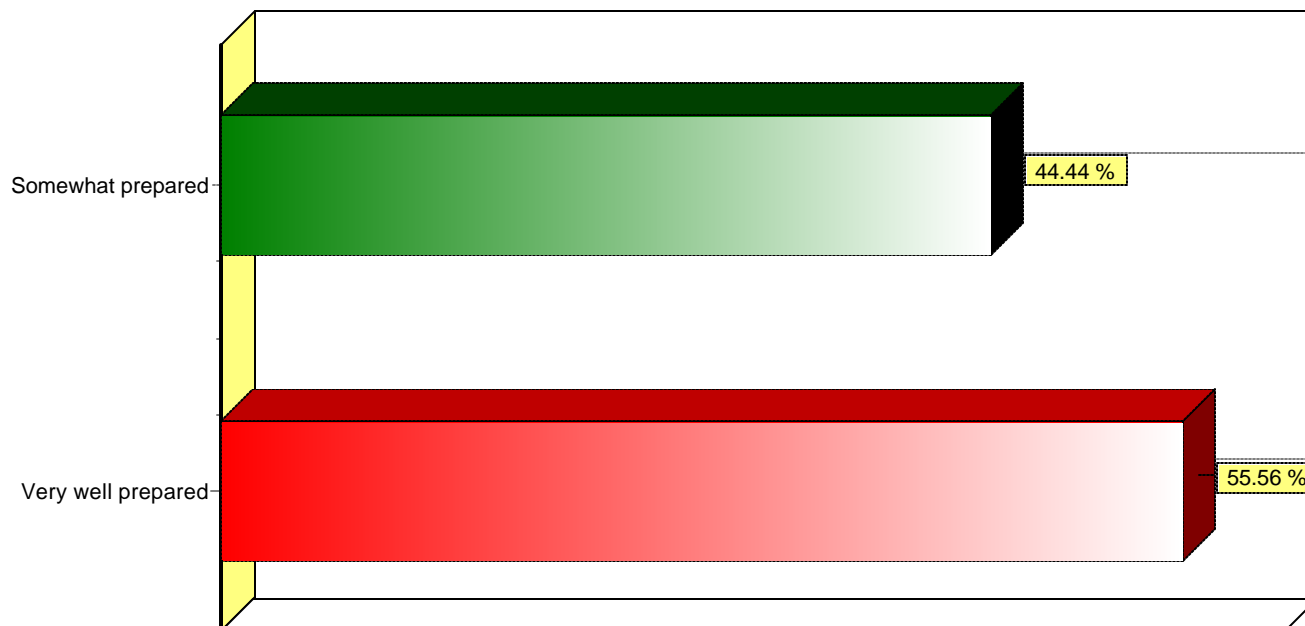
Table 4 Extent that ESL Program Prepares Students in: - Critical Thinking



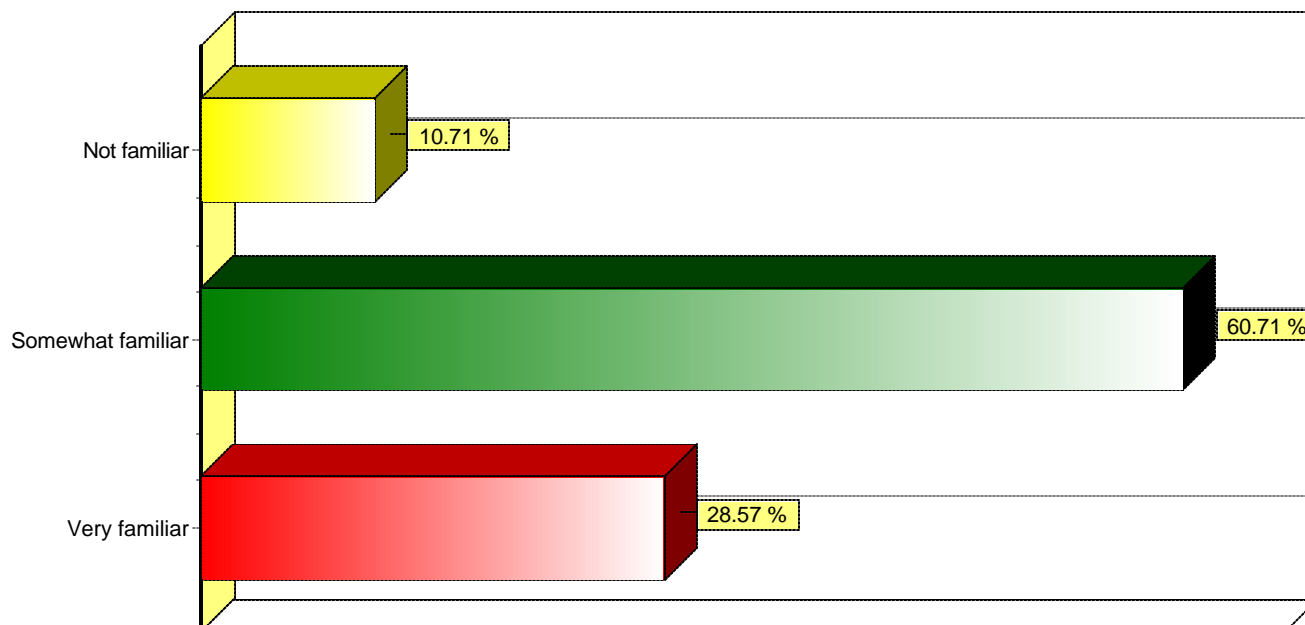
Bar Graphs

ESL Program Review--Faculty Survey

Table 4 Extent that ESL Program Prepares Students in: - Life Skills (e.g., health, safety, job search)



How familiar are you with the ESL Program's assessment and registration process?



Bar Graphs

ESL Program Review--Faculty Survey

Table 5 Effectiveness of Program in Preparing Students in: - Understanding of academic standards related to test-taking and homework preparation

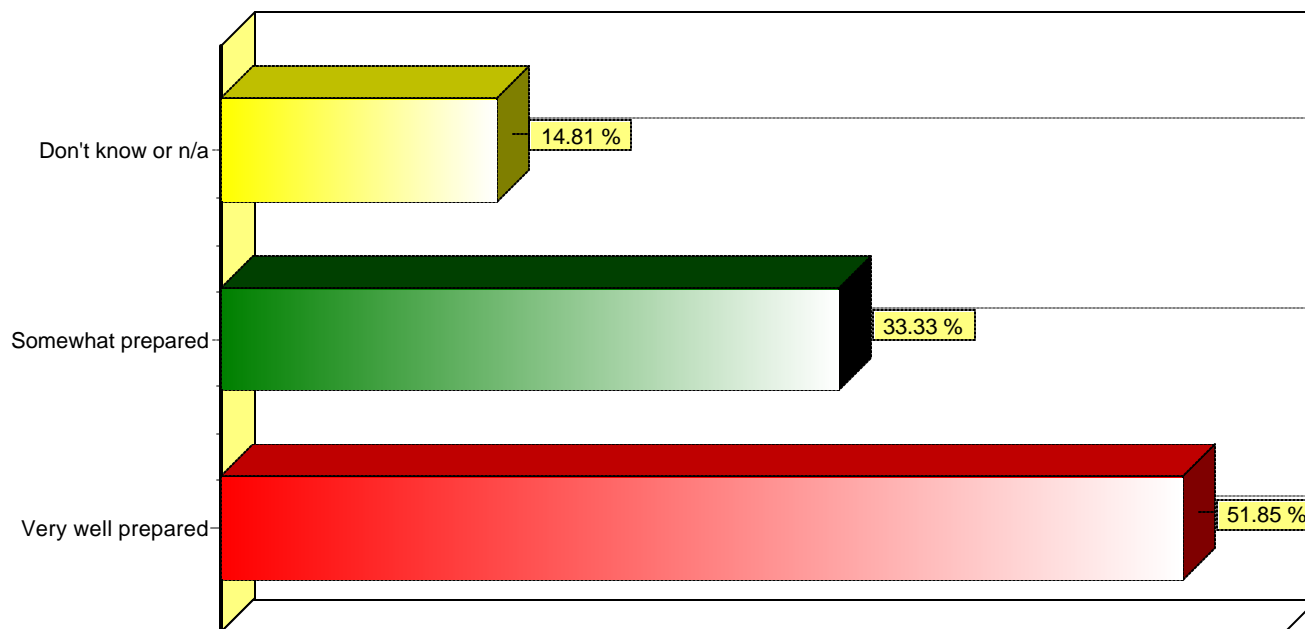
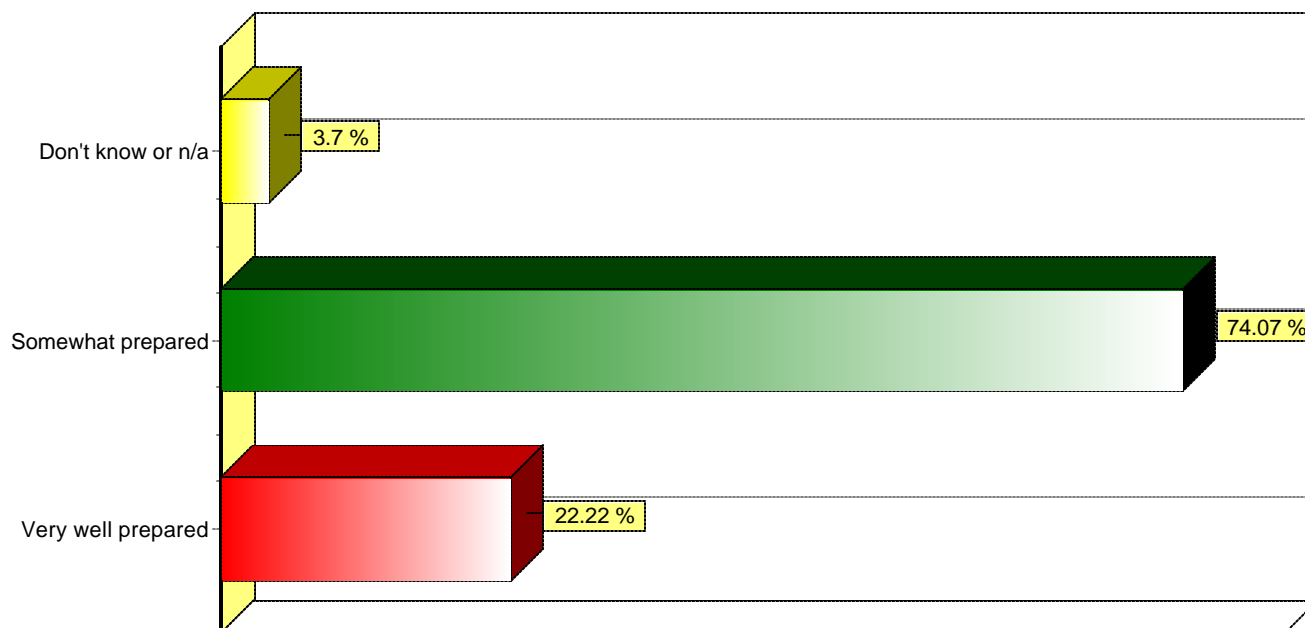


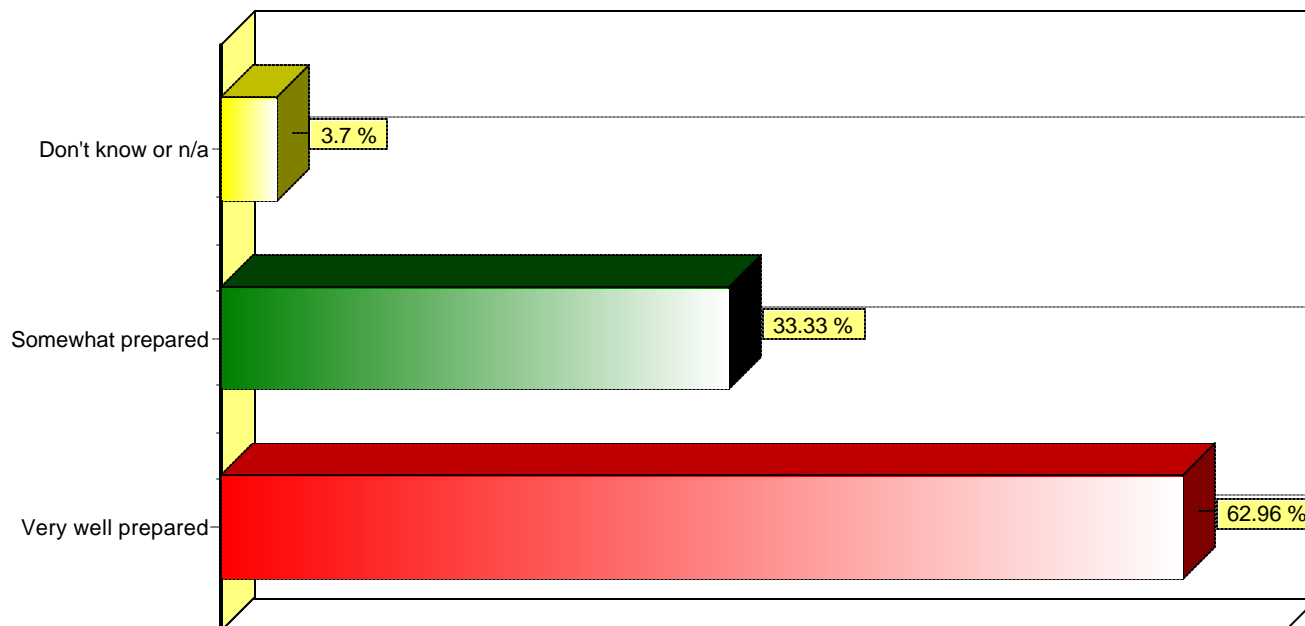
Table 5 Effectiveness of Program in Preparing Students in: - Understanding of employers' expectations



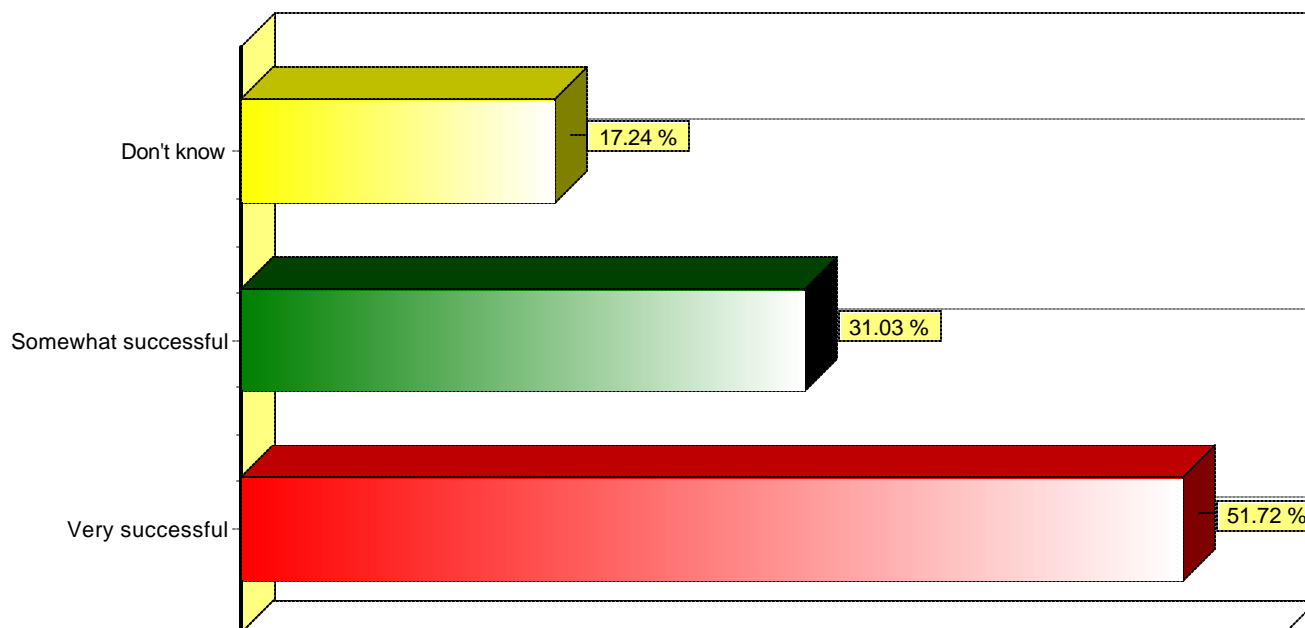
Bar Graphs

ESL Program Review--Faculty Survey

Table 5 Effectiveness of Program in Preparing Students in: - Increasing cross-cultural awareness



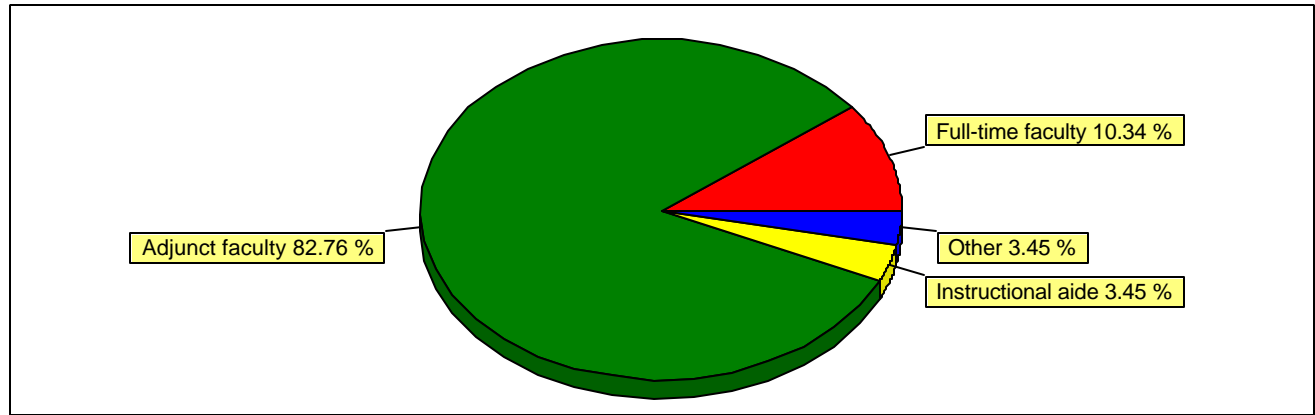
Please indicate the extent to which you believe Coastline College has been successful in preparing students to transition from ESL classes to other college courses:



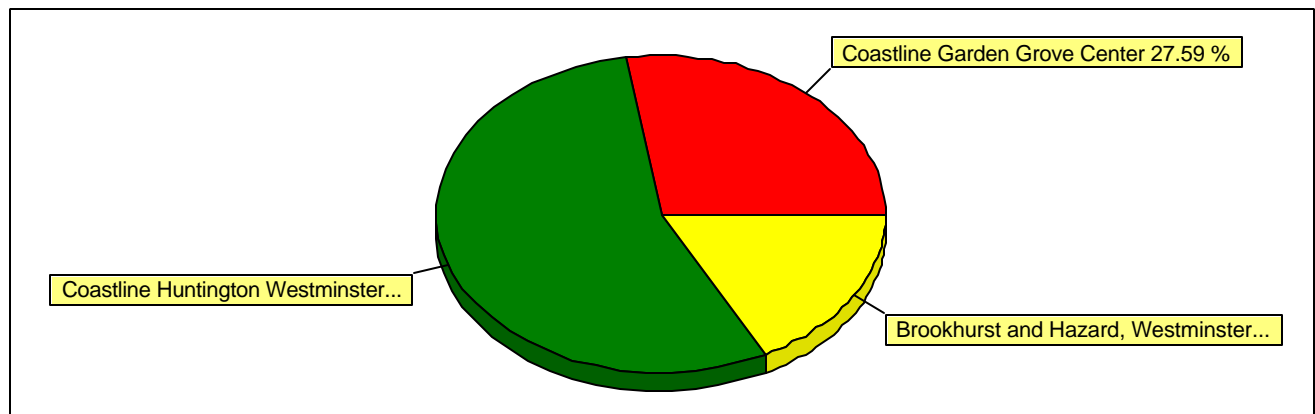
Pie Charts

ESL Program Review--Faculty Survey

Please indicate the category that best describes your position?



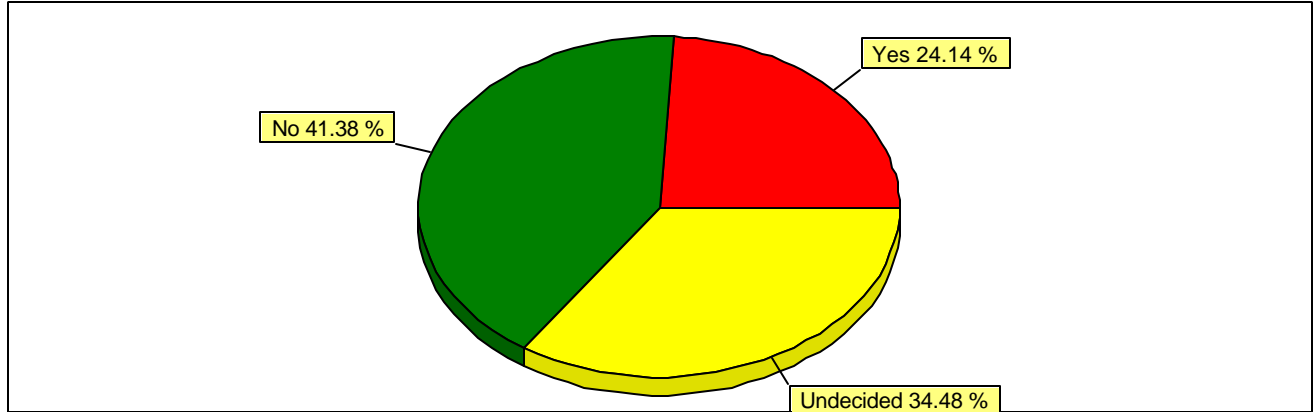
Which of the following sites is your primary teaching or work location?



Pie Charts

ESL Program Review--Faculty Survey

Are you interested in having a greater role in the planning and implementation of future grant projects?



In your opinion, should Coastline's ESL Program continue to seek additional funding through grant projects?

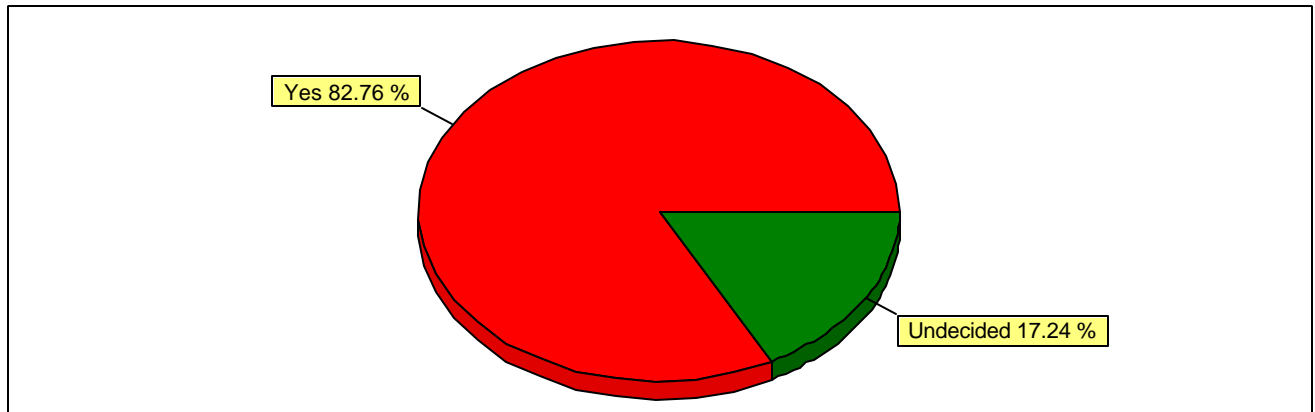


Table of Contents

ESL General Faculty Staff

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Academic Preparedness of Non-Native English Sp	24

Count and Percent

ESL General Faculty and Staff Survey

	Count	Percent
Please indicate the category that best describes your work group:	Respondents: 65	
Faculty	21	32.31 %
Counselor	5	7.69 %
Classified	24	36.92 %
Classified AND Faculty	3	4.62 %
Manager	10	15.38 %
Other	2	3.08 %
Total Responses	65	100 %

How familiar are you with the programs and services provided by the ESL Program?	Respondents: 65	
Very familiar	17	26.15 %
Somewhat familiar	35	53.85 %
Not familiar	13	20.00 %
Total Responses	65	100 %

Where do you usually get your information about the Coastline ESL Program?	Respondents: 65	
Class schedule	21	32.31 %
College catalog	2	3.08 %
Web site	3	4.62 %
Counselor or staff member outside of the ESL Program	1	1.54 %
Staff or faculty within the ESL Program	27	41.54 %
n/a	11	16.92 %
Total Responses	65	100 %

Approximately how many times in the past two semesters have you contacted the ESL Program (faculty or staff) regarding ESL students, registration, classes, or other program services and operations?	Respondents: 65	
Never	24	36.92 %
1-2 times	16	24.62 %
3-4 times	8	12.31 %
5-10 times	7	10.77 %
11-20 times	6	9.23 %
More than 20 times	4	6.15 %
Total Responses	65	100 %

During the past two semesters, how many students have you referred to the ESL Program?	Respondents: 65	
0	32	49.23 %
1-3	13	20.00 %
4-6	2	3.08 %
More than 6	18	27.69 %
Total Responses	65	100 %

Count and Percent

ESL General Faculty and Staff Survey

	Count	Percent
Please indicate the number of locations at which you believe Coastline is currently offering ESL classes:		
	Respondents: 65	
1 site	10	15.38 %
2-3 sites	20	30.77 %
4-5 sites	29	44.62 %
6-7 sites	3	4.62 %
8-9 sites	3	4.62 %
<hr/>		
Total Responses	65	100 %

	Count	Percent
If a student asked you how to enroll in an ESL class, which of the following would you be most likely to do?		
	Respondents: 65	
Refer student to the Admissions Office	10	15.38 %
Refer student to the ESL Program	47	72.31 %
Give student a registration form	1	1.54 %
Suggest placement testing	3	4.62 %
Don't know	2	3.08 %
Other	2	3.08 %
<hr/>		
Total Responses	65	100 %

	Count	Percent
Please indicate the extent to which you believe Coastline College has been successful in transitioning students from ESL classes to regular general education or vocational courses:		
	Respondents: 65	
Very successful	14	21.54 %
Somewhat successful	24	36.92 %
Not particularly successful	7	10.77 %
Don't know	20	30.77 %
<hr/>		
Total Responses	65	100 %

	Count	Percent
Do you believe that Coastline should:		
	Respondents: 65	
Increase ESL services/programs	20	30.77 %
Decrease ESL services/programs	6	9.23 %
Keep at about the same level	22	33.85 %
Don't know	17	26.15 %
<hr/>		
Total Responses	65	100 %

	Count	Percent
How important do you believe the ESL Program is to the future of Coastline College?		
	Respondents: 65	
Very important	36	55.38 %
Somewhat important	19	29.23 %
Not important	4	6.15 %
Don't know	6	9.23 %
<hr/>		
Total Responses	65	100 %

Count and Percent

ESL General Faculty and Staff Survey

	Count	Percent
Based on changing community demographics, what do you anticipate that the need for ESL classes will be like five years from now?	Respondents: 65	
Need will increase	34	52.31 %
Need will decrease	7	10.77 %
Need will stay about the same	18	27.69 %
Don't know	6	9.23 %
Total Responses	65	100 %

	Count	Percent
How many classes do you usually teach each semester at Coastline?	Respondents: 65	
None	42	64.62 %
1 class	5	7.69 %
2 classes	7	10.77 %
3 classes	4	6.15 %
4 classes	3	4.62 %
5 or more classes	4	6.15 %
Total Responses	65	100 %

	Count	Percent
How do you evaluate a student's readiness for your class?	Respondents: 23	
Writing sample or essay test	5	21.74 %
Objective test	2	8.70 %
N/A: I do not evaluate readiness	12	52.17 %
Other	4	17.39 %
Total Responses	23	100 %

	Count	Percent
In your opinion, what level of reading proficiency is necessary in order to be successful in your class?	Respondents: 23	
7th to 9th grade reading proficiency	2	8.70 %
10th to 12th grade reading proficiency	16	69.57 %
Above 12th grade reading proficiency	4	17.39 %
Other	1	4.35 %
Total Responses	23	100 %

	Count	Percent
Would you be interested in staff development activities related to addressing the needs of non-native English speakers in your classes?	Respondents: 23	
Yes	12	52.17 %
No	7	30.43 %
Undecided	4	17.39 %
Total Responses	23	100 %

	Count	Percent
In your classes, do you determine which non-native English speakers have taken ESL classes at Coastline?	Respondents: 23	
Almost always	5	21.74 %
Sometimes	5	21.74 %
Seldom	3	13.04 %
Almost never	10	43.48 %
Total Responses	23	100 %

Count and Percent

ESL General Faculty and Staff Survey

	Count	Percent
How would you rate the overall level of academic preparedness of students who have completed Coastline's ESL Program?		
	Respondents: 23	
Very well prepared	9	39.13 %
Somewhat prepared	7	30.43 %
Somewhat unprepared	2	8.70 %
Don't know or n/a	5	21.74 %
<hr/>		
Total Responses	23	100 %

In your opinion, what percentage of all students in your classes need additional ESL instruction?		
	Respondents: 23	
None	1	4.35 %
1-10%	13	56.52 %
11-20%	4	17.39 %
21-30%	3	13.04 %
31-50%	1	4.35 %
Over 50%	1	4.35 %
<hr/>		
Total Responses	23	100 %

Academic Preparedness of Non-Native English Speakers in General (ESL General Faculty and Staff Survey)

	Count	Percent
Ability to handle required reading	Respondents: 23	
Very well prepared	3	13.04 %
Somewhat prepared	12	52.17 %
Somewhat unprepared	5	21.74 %
Not prepared	2	8.70 %
Don't know or n/a	1	4.35 %
Total Responses	23	100 %
Ability to handle written assignments	Respondents: 23	
Very well prepared	2	8.70 %
Somewhat prepared	14	60.87 %
Somewhat unprepared	3	13.04 %
Not prepared	4	17.39 %
Total Responses	23	100 %
Ability to participate effectively in class discussions	Respondents: 23	
Very well prepared	2	8.70 %
Somewhat prepared	9	39.13 %
Somewhat unprepared	8	34.78 %
Not prepared	2	8.70 %
Don't know or n/a	2	8.70 %
Total Responses	23	100 %
Prerequisite knowledge in the discipline	Respondents: 23	
Very well prepared	2	8.70 %
Somewhat prepared	8	34.78 %
Somewhat unprepared	9	39.13 %
Not prepared	3	13.04 %
Don't know or n/a	1	4.35 %
Total Responses	23	100 %
Ability to apply critical thinking skills	Respondents: 23	
Very well prepared	4	17.39 %
Somewhat prepared	9	39.13 %
Somewhat unprepared	5	21.74 %
Not prepared	4	17.39 %
Don't know or n/a	1	4.35 %
Total Responses	23	100 %
Understanding of academic standards related to test-taking and homework preparation	Respondents: 23	
Very well prepared	4	17.39 %
Somewhat prepared	8	34.78 %
Somewhat unprepared	6	26.09 %
Not prepared	4	17.39 %
Don't know or n/a	1	4.35 %
Total Responses	23	100 %

Listing of "other" Responses by Question

ESL General Faculty and Staff Survey

Question: Please indicate the category that best describes your work group:

hourly
Manager and Adjunct

Question: If a student asked you how to enroll in an ESL class, which of the following would you be most likely to do?

Get the student to contact the ESLI Office Staff, if their English language skills are poor. Otherwise I'd probably refer them to the admissions and registration department.
send to an 099 class

Question: How do you evaluate a student's readiness for your class?

Classroom interaction
tell them requirements of class let them decide if they fit
counseling session
completion of ESL level 3

Text and Paragraph Responses by Question

ESL General Faculty and Staff Survey

Question: In your opinion, what should the ESL PROGRAM do to better assist students in transitioning to regular general education and vocational classes?

Just teach them to speak English

Continue reinforcing the value of continuing courses in the general academic area, out of ESL

I think they do a fine job though it is hard to compete with campus based programs like OCC and GWC.

Better knowledge of the basic classes they transfer to, such as English 100.

I don't feel qualified to answer this question. Maybe we should offer two "tracks" for students. One to focus instruction on practical language for work (perhaps even targeting specific industries). The second would focus on language skills necessary for success in college, academic success skills, reading, writing, test taking, etc. For this track, we might consider an ESL version of Counseling 105. Or, how about a STAR program or another form of "learning community" specifically designed for these students?

Support vocational vocabulary building.

Connect on a one-to-one basis with the adjunct/evening-only faculty who teach vocational classes but work full-time in their fields.

Provide orientation to college programs and services at completion of ESL curriculum, including financial aid, EOPS, Tutoring, Success Center, DSPS, ACCESS and other programs.

Provide detailed information within the classroom. Perhaps have a counselor visit the class on the last day of class and give them information and an opportunity to sign up then. That way, they are more likely to go forward with their education because of the convenience and the information.

The ESL and English Departments need to collaborate to make transitioning from ESL to mainstream English more accessible. Currently, there is no mechanism for a student to automatically transition from ESL to English.

With the current budget situation, I am not sure the funds are available to do more than you are currently doing. I believe counseling the students is going to be critical as well as providing guidance from faculty on options for classes after they complete ESL or prior to their last semester.

Make certain they understand basic English words such as "required," "shared" and "same address." Make certain they understand the Western concept of completing tests on your own, not communicating during exams, and doing your own work.

Offer different tracks of instruction depending on goal, e.g., transfer, vocational, daily living. Target the transfer students for recruitment into a cohort group that would take g.e. classes together. Work with an English faculty member who has ESL experience to get students through English 100, perhaps in a 32-week version (??).

Move up to better facilities because sometimes business and college classes, like humans, can EXCEL when placed in the right environment. In fact, one can say, success is proportional to one's environmental location, in spite of genes and social upbringing. I would think this is even more true with learning another language in another culture. Could it be said that a language is the core of its' society?

Don't know.

Text and Paragraph Responses by Question

ESL General Faculty and Staff Survey

Question: In your opinion, what should the ESL PROGRAM do to better assist students in transitioning to regular general education and vocational classes?

Integrate vocational or discipline specific content into the activities of ESL program

Have a bilingual counselor make classroom visits. Have students take a "field trip" to visit portions of "regular" classes for a "feel" of what to expect.

(1) Let instructors know who, in their classes, is or has been an ESL student. Provide a follow-up form for us to fill out. Similar perhaps to the EOPS forms we currently receive. I wouldn't mind doing that.

(3) Provide instructors with a handout of behavior, characteristics or situations that would help us identify which students might benefit from the ESL program.

(2) Provide instructors with forms that can be completed to refer a student to the ESL program.

sharpen their comprehension skills

Don't know what you currently do

no comment

Teach them how to pronounce words. Teach them how to write complete sentences. Require that they talk in English to their friends while in class just like how a French teacher would require French to be spoken during class time.

Consider instituting ESL across the curriculum in a few select subject areas (somewhat like the former writing across the curriculum) to determine if the extra assignments, interaction & support increase students' scores. Following a trial period (2-3 semesters), survey the students for their feedback and select a few new subject areas for a second trial period.

Provide more orientation as to the prerequisite skills that are required for students to take general ed or certificate courses. This might encourage more non-native English speakers to stay in ESL until they are more proficient in English.

I think that the program is doing what it can. Students need to learn the fundamentals first off before that transition can be made. It is just like a child entering into first grade, they learn the fundamentals of how to speak, write, and read. Without this, and without learning those skills successfully they will not progress on to the next grade level. And if they do somehow, they are just cheating themselves and will struggle later on down the line.

articulate courses with ESL courses offered at other community colleges or at the very least with GWC and OCC. Offer more bridge classes such as English 098 and Counseling 105 and Basic Skills.

I don't work with students in my capacity. (ISD Marketing)

Don't Know

I think the
esl program does all it can.

be able to speak more fluently or carry out a good conversation to participate in class discussions

Text and Paragraph Responses by Question

ESL General Faculty and Staff Survey

Question: In your opinion, what should the ESL PROGRAM do to better assist students in transitioning to regular general education and vocational classes?

First, I want to see a counselor at least 18 hours a week helping students in the ESL program. We need to have the ESL courses in our schedules. It not only helps students, it also advertises our ESL program. Establish prerequisites for ESL courses, and enforce them.

Offer more in class evening courses, in several sites.

Encourage ESL students taking classes that will help them in communication and critical thinking skills, especially speaking skills.

No ideas. The problem is that many students who really NEED ESL have not taken our classes and do not want to.

Nothing. I think ESL is doing a great job. The student must actively pursue the transition; all of the assistance is there for the asking.

Text and Paragraph Responses by Question

ESL General Faculty and Staff Survey

Question: In your opinion, what should the COLLEGE do to better assist students in transitioning to regular general education and vocational classes?

Students need a sense of "community" including a place to come to and share their needs and friends. Included in this would be an opportunity for exchange of ideas, more information on classes, options throughout the community and in high schools, adult ed, and ROP programs.

Be more responsive to non native students in the Admissions area. Take time to listen to the student's question before turning them away or automatically referring to ESL. I think the college as a whole (other than Area 4) does not do a good job in dealing with non native speakers of English, and the staff needs to better listen and try to assist.

have tutoring for more hours, online tutoring.

Hold focus groups and find out what these students (customers) want, what courses and services they need. Have someone research the literature on this subject to see what may help us. Hire more bi- and tri-lingual faculty and staff. If necessary, extend services (such as tutoring) beyond ESL courses and into the "regular" general ed classes to provide these students with extra help in order to succeed. Consider a mentor program for these students. Find out how many have VCRs, computers, and web access to see if it's worth providing distance learning or hybrid courses for their convenience.

Provide orientation to college programs and services at completion of ESL curriculum, including financial aid, EOPS, Tutoring, Success Center, DSPS, ACCESS and other programs.

Set up automatic counseling appointments, or group counseling sessions.

Coastline should offer an accent reduction class

Provide more information and assistance in registering.

There needs to be a high level ESL course where upon completion, the ESL student is eligible to enroll in English 099. Also, the ESL placement examination should have the ability to recommend that the student be placed at English 099.

Same as above

Make certain they understand the Western concept of completing tests on your own, not communicating during exams, and doing your own work.

Facilitate registration patiently so that ESL students register the regular way--not by being sent directly to ESL dept. Then they would get more entrenched in the college as a whole. Instead, I think that the students may be viewed as too time-consuming to deal with and are quickly sent away.

What does a student in another culture want when studying in another culture? To find one's own place and purpose. That's inherent in most human beings. Multi-culture Counseling from real life counselors who have done what ESL students want. Bi-lingual real life counselors' advising from real life experience and by example.

Ask the research office to conduct a flow study to determine the extent to which degree oriented students are successfully transitioning from ESL to gen ed and/or vocation classes. Positive findings would be useful in promoting the importance of the program for both the college and the community.

Prescriptive and diagnostic assessment while entering Coastline through the application

Text and Paragraph Responses by Question

ESL General Faculty and Staff Survey

Question: In your opinion, what should the COLLEGE do to better assist students in transitioning to regular general education and vocational classes?

process. Students could be referred to ESL program before taking other classes.

provide access to counseling

Don't know what you currently do

no comment

Require a certain reading level to take ANY class at Coastline.

Students need ongoing counseling and communication via the counseling department and/or the internet, especially if a language barrier exists. Assess the number of students dropping and/or transferring to other institutions and the reason(s) for doing so. Survey students to determine how Coastline can improve the transitioning/articulation process and inquire if there are other vocational classes which could be added to the curriculum to meet the community needs.

The counselors can help by encouraging non-native English speakers to take the ESL assessment test if the counselors suspect the student needs ESL instruction. If they feel the students have adequate speaking, listening, reading and writing skills, then encourage students to take the English Placement Test and a grammar and or writing course at the beginning of their general ed program.

Bilingual counselors should be hired to assist students in understanding options.

Obviously if there is money for the program, then that would always help.... I don't think that cutting funds and staff benefits a program in any way....if this is the case.

Provide counselors to work directly with the ESL students. Coastline's non credit matriculation counselor position has not been filled since vacated in Summer 02. Research vocational certificates in which an ESL students could be successful. Develop more Basic Skills courses at each ESL site and coordinate movement from Advanced ESL to these classes as well as Counseling 100,105, English 098 and a transition Speech course.

more ESL classes

same as above

Easier said than done, but CCC needs to do more to foster a connection with these students to the other college programs. For example, presentations from vocational programs to entice--career info, salary hopes. The excellent care by the ESL program/site engenders a strong affiliation, the College connection must seem weaker by comparison.

Offer more listening, speaking and pronunciation skills. My students have good writing skills which they learnt from ESL.

We need to offer orientation courses, where students can get the information below.

- 1.Certificates we offer, and units needed for the certificate.
- 2.General Education courses for an A.A. degree
- 3.General education courses that transfer
- 4.Help student to develop their endivegal education plan.
- 5.Help students to use transfer Center
- 6.Answer students questions about our college.
- 6.Help students to use Career Center.

Text and Paragraph Responses by Question

ESL General Faculty and Staff Survey

Question: In your opinion, what should the COLLEGE do to better assist students in transitioning to regular general education and vocational classes?

7.Help students to use library

Provide bilingual counseling services to guide ESL students in developing Educational Planning, career exploration, cultural adjustments, and life management skills.

I don't know.

Not sure. Perhaps enhanced counseling services at HWST CTR might be a good idea.

Text and Paragraph Responses by Question

ESL General Faculty and Staff Survey

Question: Do you have any other comments or suggestions related to the ESL Program?

Have received many complaints that the ESL telephone goes unanswered (17409). Also, the 891-5687 number.

The titles and number designations of the ESL classes are absurd. The declaration is in the affirmative as to what a good job with extensive levels of instruction. However, the titles and descriptions give to the course and course levels should be easy to read and understand by all people interested. Instead it is designed to confuse, confound, and obscure the issue. It is obtuse and terrible. Unit designations and titles were an issue with the Matriculation site visit, and some of these issue continue. Why do students end up with "0" units for the same class that someone else may get 4.0 units? Just the residency cannot be valid (or legal) justification. Access -- that's untrue.

The staff and faculty in the ESI program are great. They work hard to make the students successful. We need to praise this program more and to make faculty in other departments aware of what services can be provided to students in regular classes who experience difficulties because they are non native speakers of English.

FYI - I'm a classified staff member and I very rarely ever interact with students. If I do, then I refer them to someone who can help them.

Just look at the changing demographics. These students are our future. We should get better at identifying and satisfying their needs. Let's make Coastline the first choice among students in this market segment.

Their hearts and hands are working hard and definitely in the "right place" but the college at large needs to connect with them better. The questions are: who will make that happen, and how will it come about.

I really enjoy working with the ESL instructors and I love the students! It's fun to watch them "bloom" as they gain confidence in their English speaking abilities-

None

Keep up all the good work this program does. You have a great and hard-working staff.

More bi-lingual guest speakers from a myriad of occupations.

Continue to encourage non-ESL employees to attend special ESL functions for an increased awareness of the program and of all the work-behind-the-scenes put out by the ESL faculty.

none.

Let people know what you do

no comment

Let the students BUY their book instead of photocopying the book EVERYDAY. Not only will this save the college money but it will teach them that not all services will be spoonfed!

Include a story in the Senate newsletter and/or brochure to inform colleagues of the ESL program and ways staff can better relate to those students struggling with language barriers and other areas of concern on a professional and personal basis.

No....

none

Text and Paragraph Responses by Question

ESL General Faculty and Staff Survey

Question: Do you have any other comments or suggestions related to the ESL Program?

No

What is the average course size in ESL. It is my perception that many of the courses are very small and are not an efficient use of college resources.

Most of the classes I teach are at a distance, so it is difficult to establish if the students need ESL assistance until the first written assignments come in. If they seem to need help, I refer them and do my best to help them register in the right sections.

Submit articles each month to @Coastline in order to inform college peers about the program.

I think the ESL Program is doing an excellent job, especially in comparison with the program at Golden West College.

No

Yes, We have very dedicated teachers that teach in our ESL program. They treat our students with such respect and are so caring.

Invite counselors to ESL classes to make presentations about student support services and the various academic/programs offered by the college, and encourage them to utilize these services.

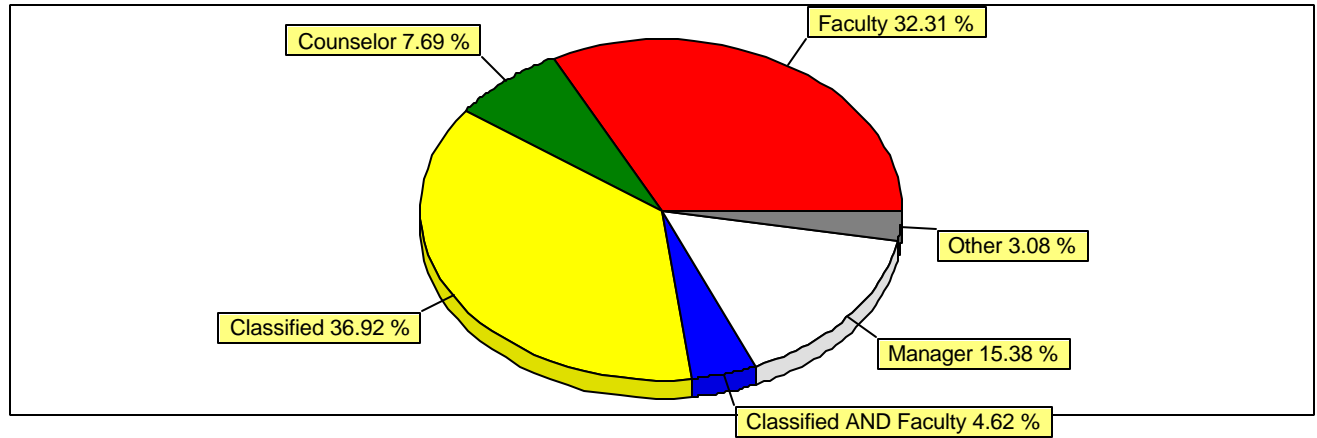
You are doing a good job! I just wish more students would take our ESL classes.

They are an amazingly wonderful group of people!

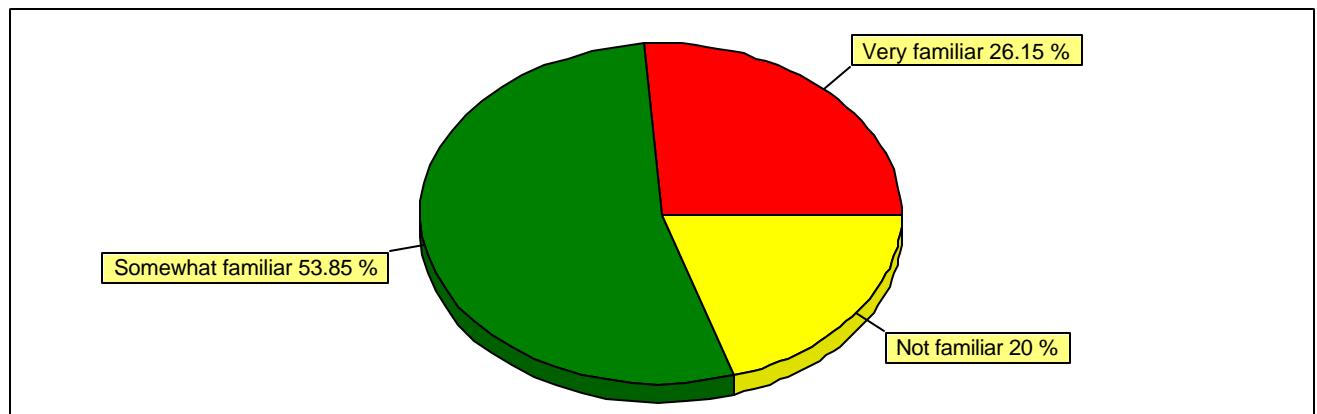
Pie Charts

ESL General Faculty and Staff Survey

Please indicate the category that best describes your work group:



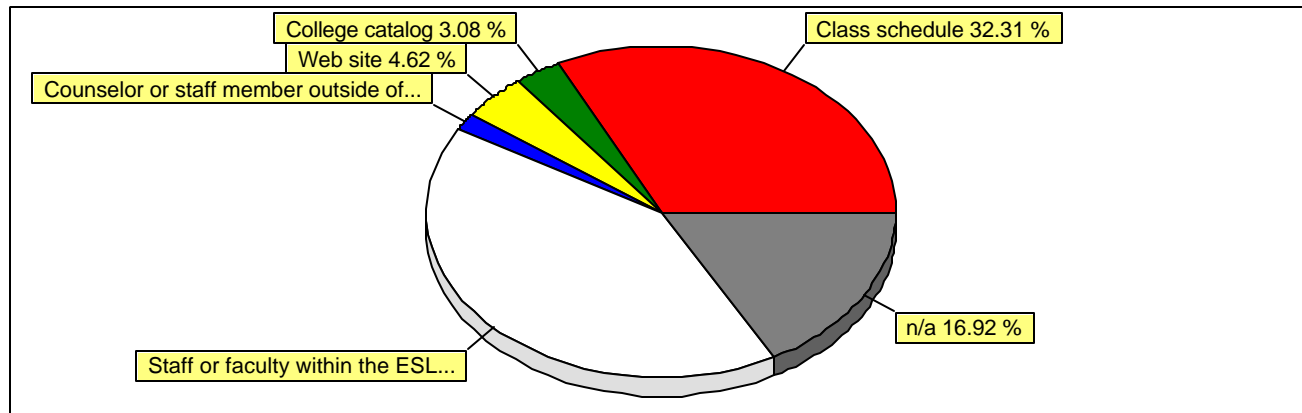
How familiar are you with the programs and services provided by the ESL Program?



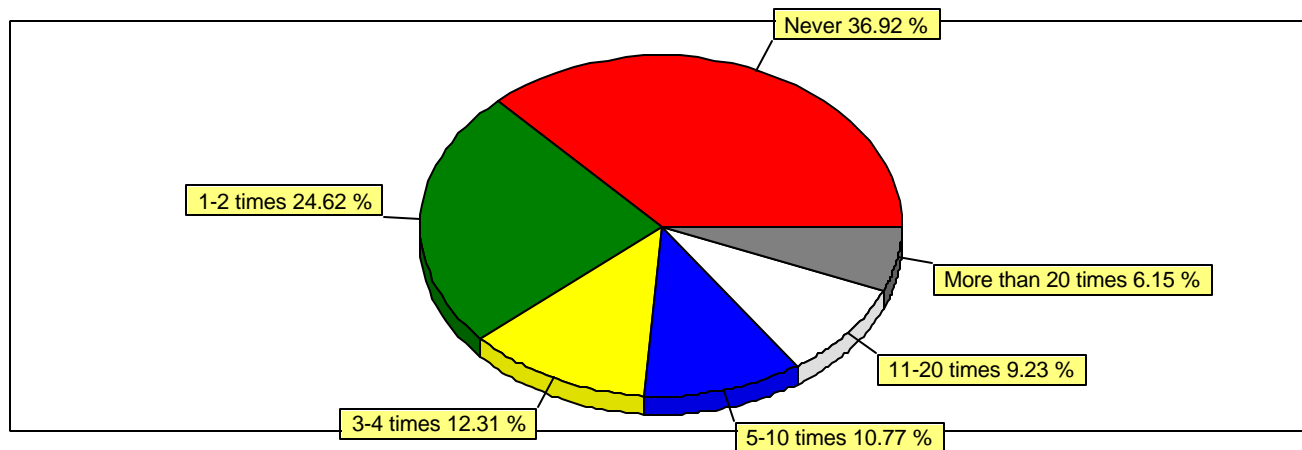
Pie Charts

ESL General Faculty and Staff Survey

Where do you usually get your information about the Coastline ESL Program?



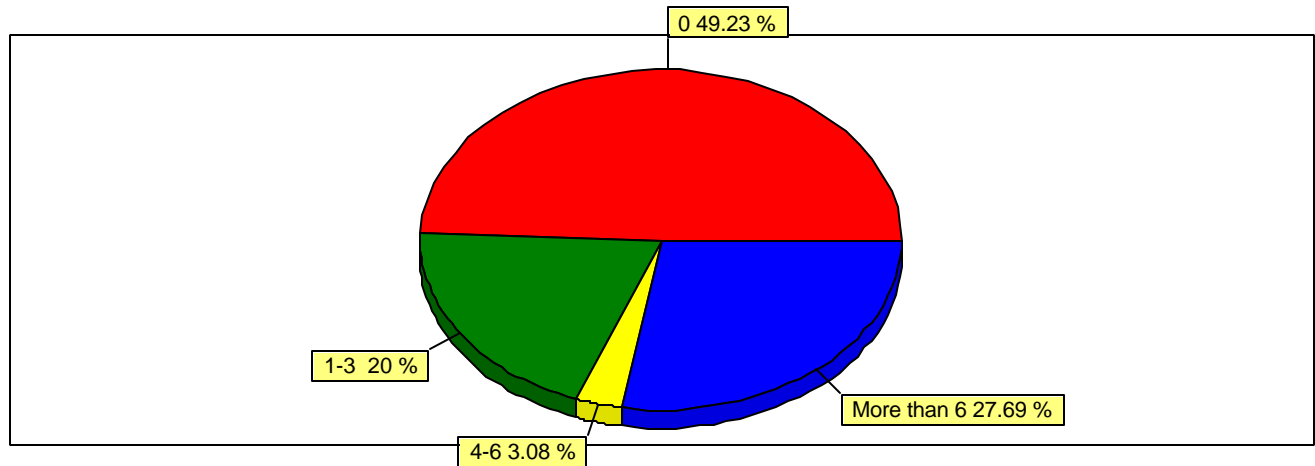
Approximately how many times in the past two semesters have you contacted the ESL Program (faculty or staff) regarding ESL students, registration, classes, or other program services and operations?



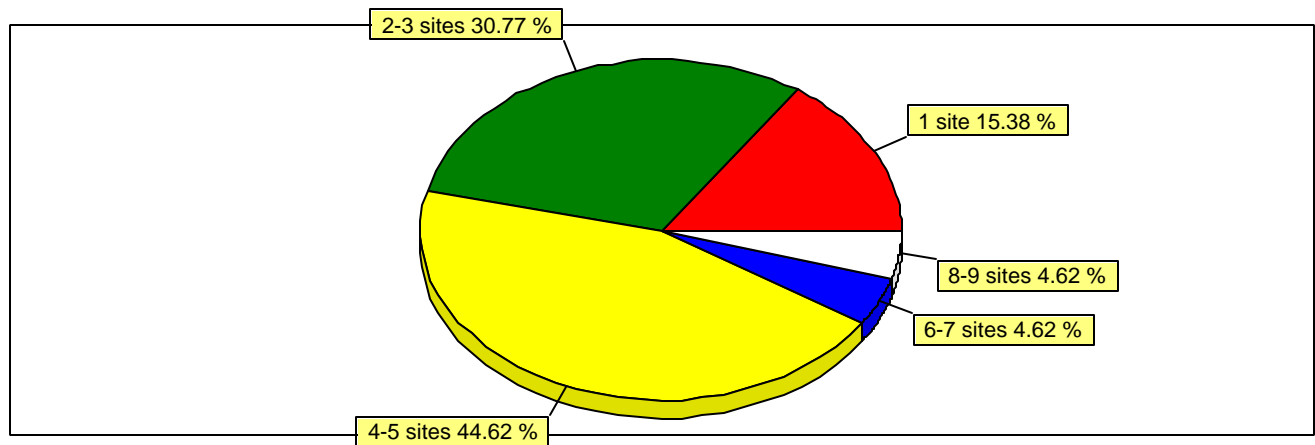
Pie Charts

ESL General Faculty and Staff Survey

During the past two semesters, how many students have you referred to the ESL Program?



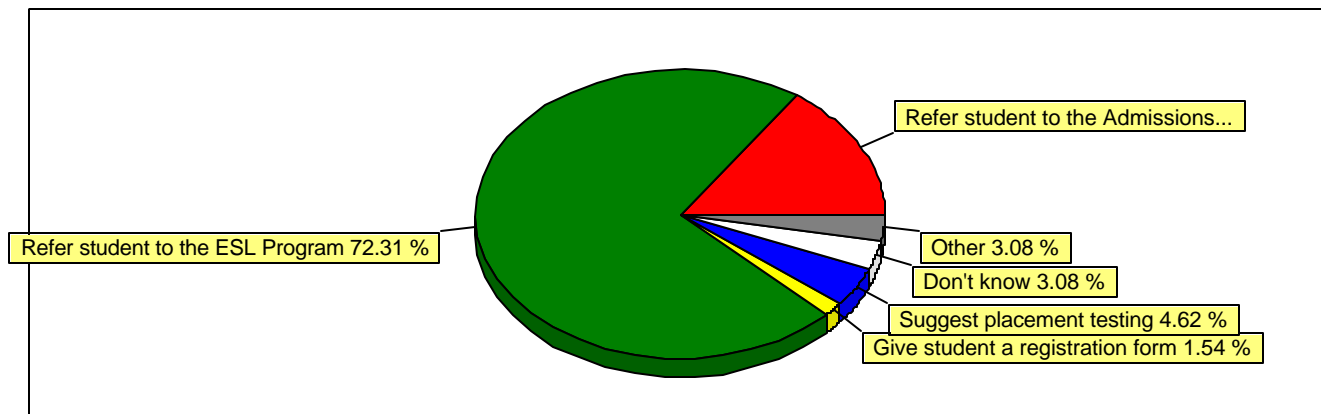
Please indicate the number of locations at which you believe Coastline is currently offering ESL classes:



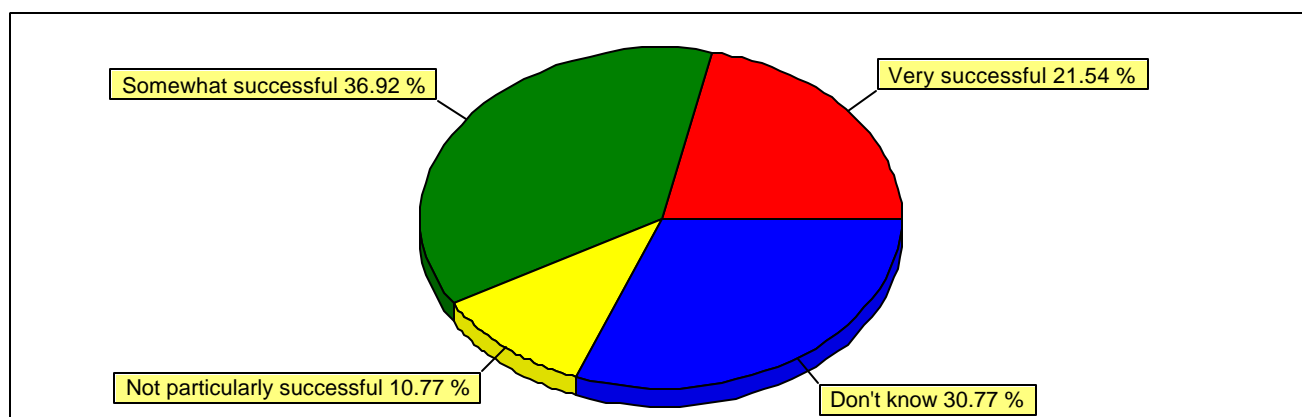
Pie Charts

ESL General Faculty and Staff Survey

If a student asked you how to enroll in an ESL class, which of the following would you be most likely to do?



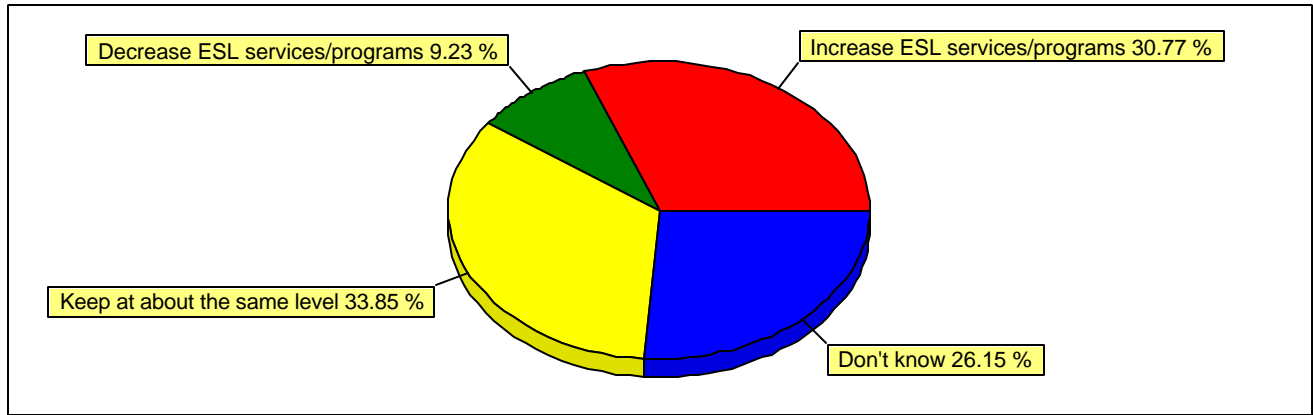
Please indicate the extent to which you believe Coastline College has been successful in transitioning students from ESL classes to regular general education or vocational courses:



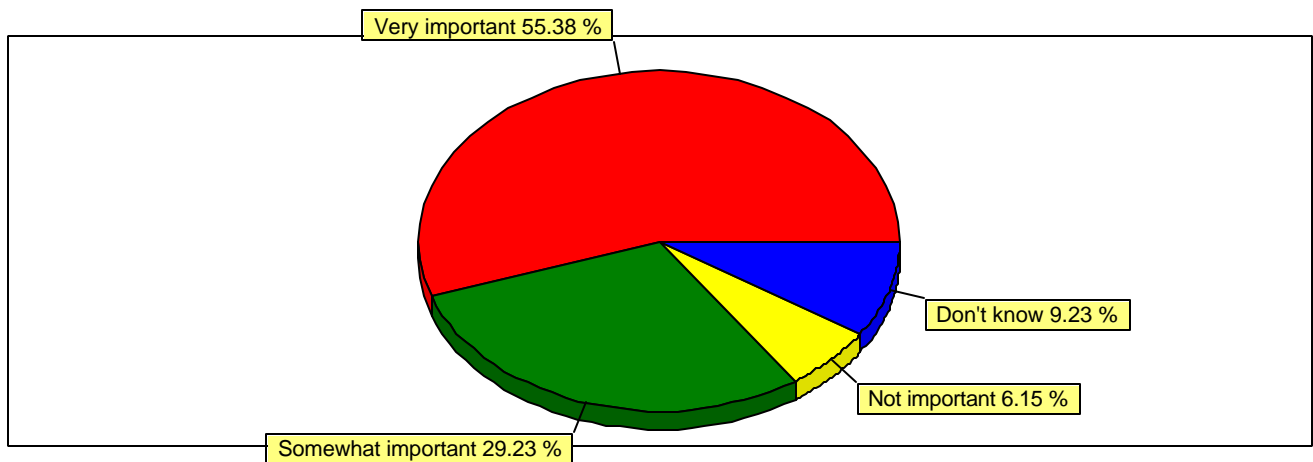
Pie Charts

ESL General Faculty and Staff Survey

Do you believe that Coastline should:



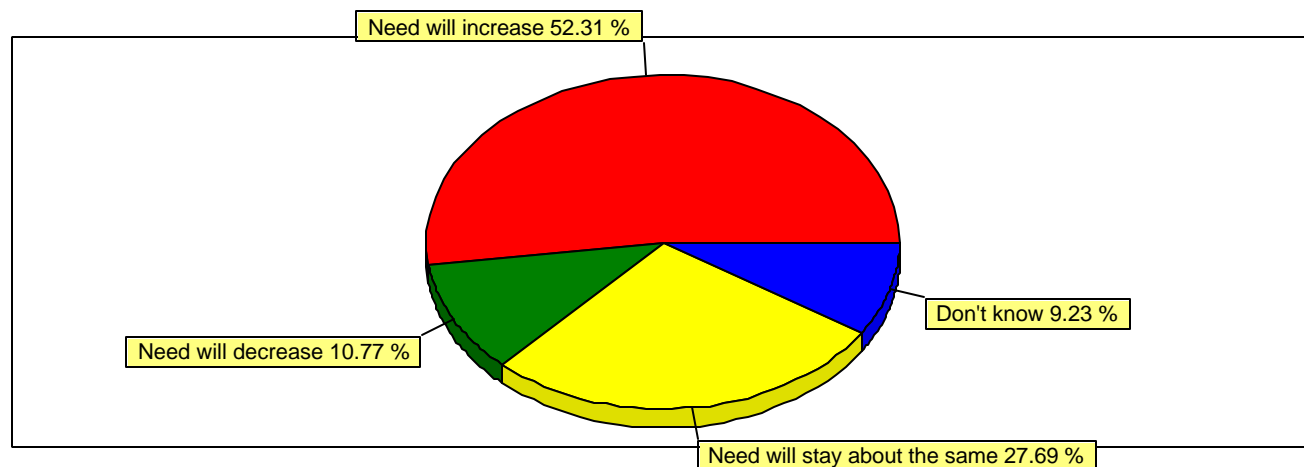
How important do you believe the ESL Program is to the future of Coastline College?



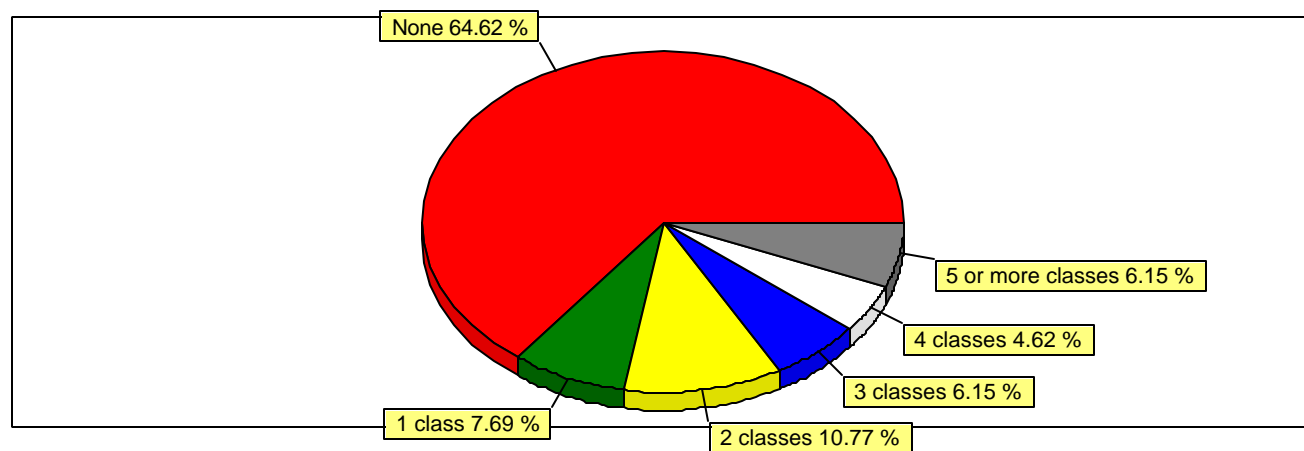
Pie Charts

ESL General Faculty and Staff Survey

Based on changing community demographics, what do you anticipate that the need for ESL classes will be like five years from now?



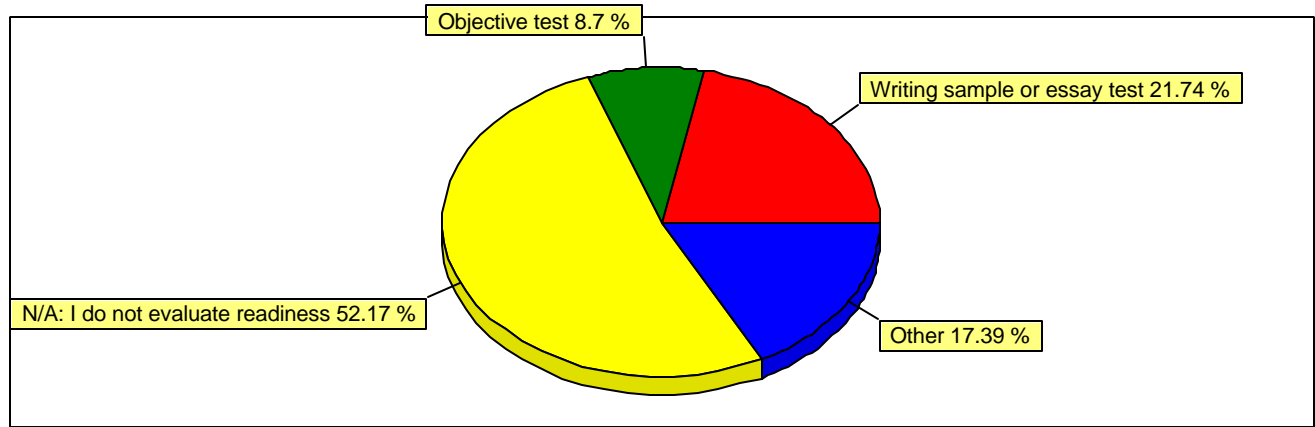
How many classes do you usually teach each semester at Coastline?



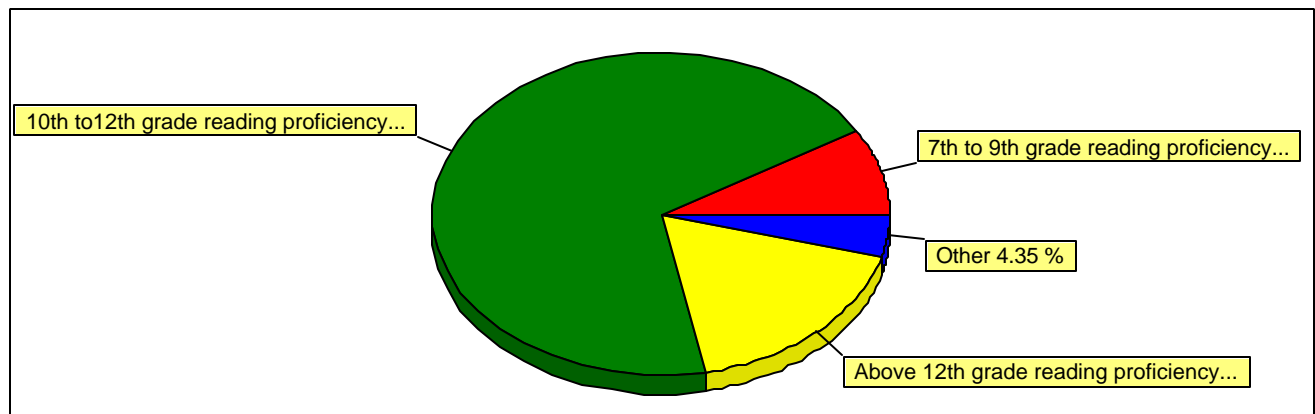
Pie Charts

ESL General Faculty and Staff Survey

How do you evaluate a student's readiness for your class?



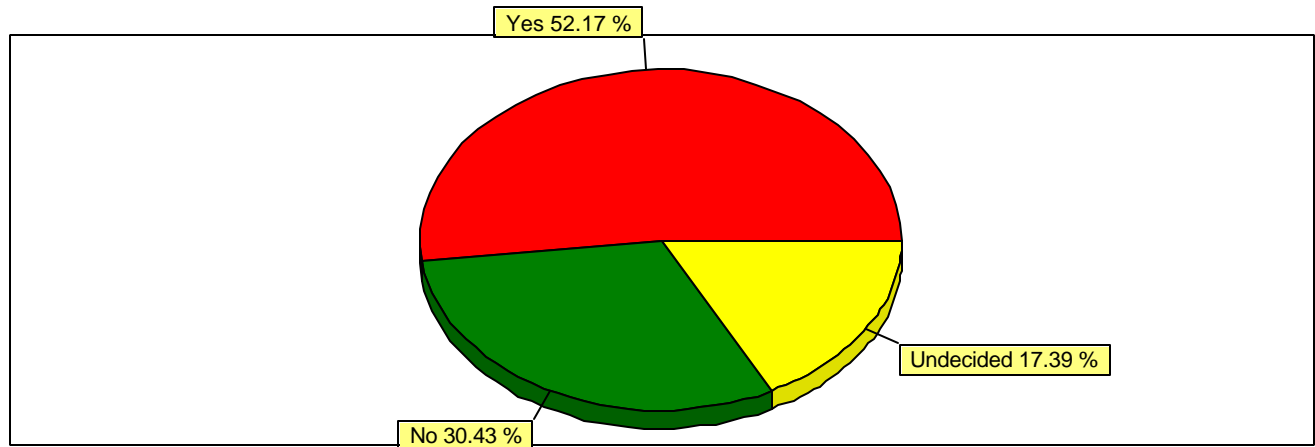
In your opinion, what level of reading proficiency is necessary in order to be successful in your class?



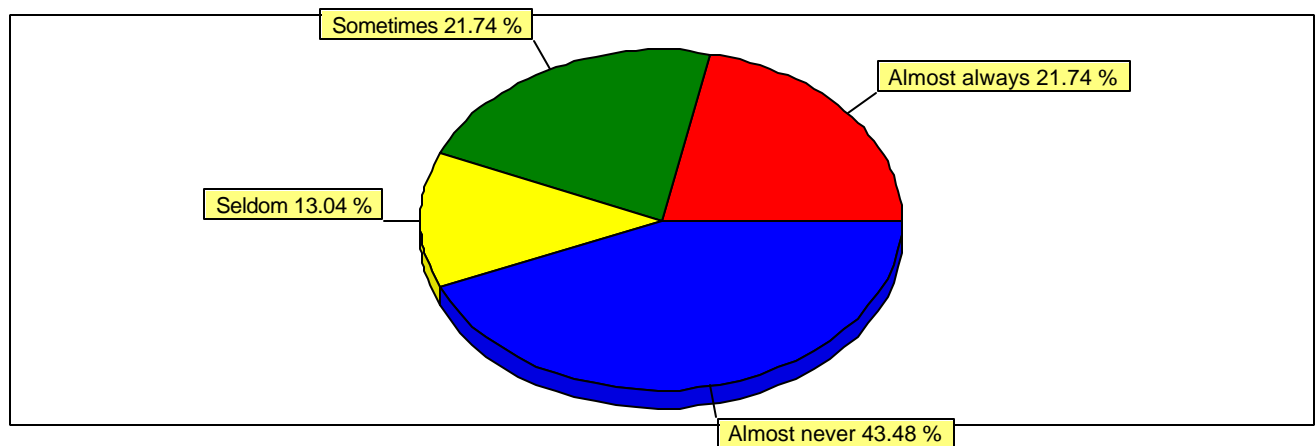
Pie Charts

ESL General Faculty and Staff Survey

Would you be interested in staff development activities related to addressing the needs of non-native English speakers in your classes?



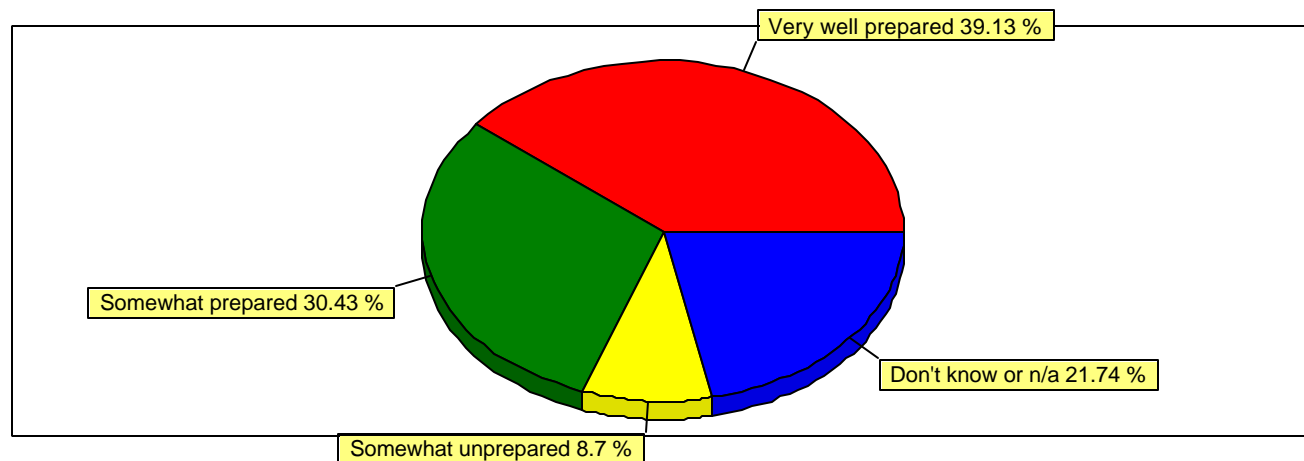
In your classes, do you determine which non-native English speakers have taken ESL classes at Coastline?



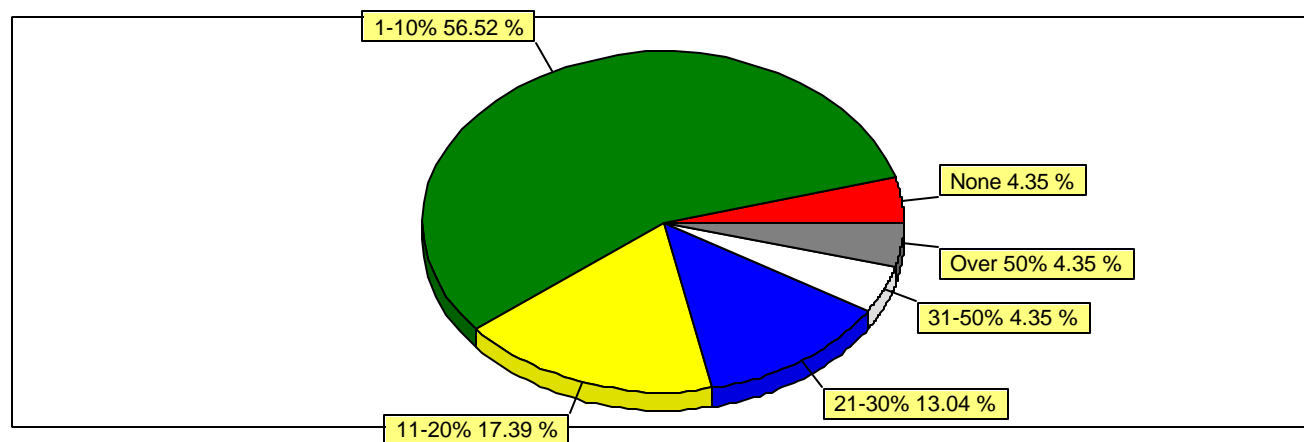
Pie Charts

ESL General Faculty and Staff Survey

How would you rate the overall level of academic preparedness of students who have completed Coastline's ESL Program?

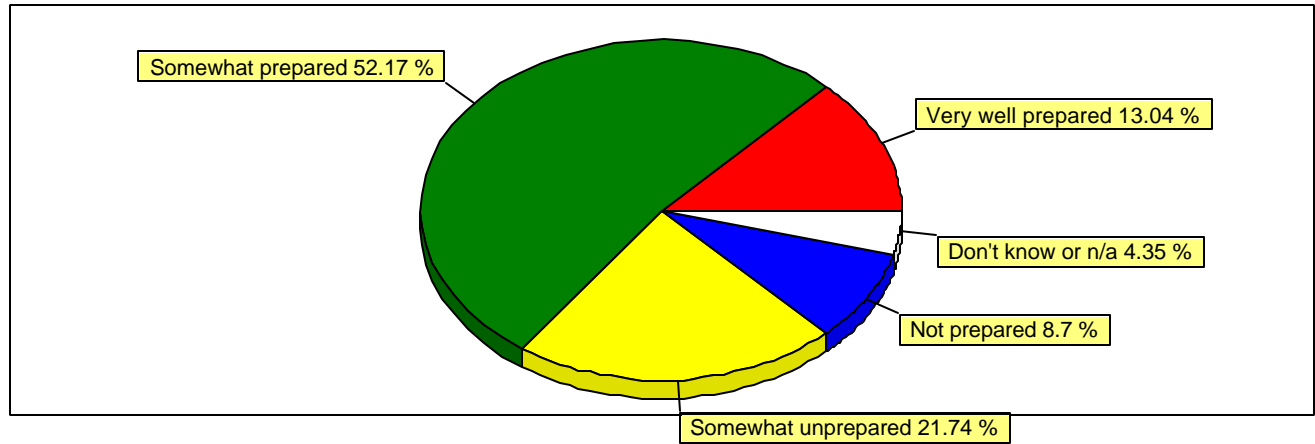


In your opinion, what percentage of all students in your classes need additional ESL instruction?

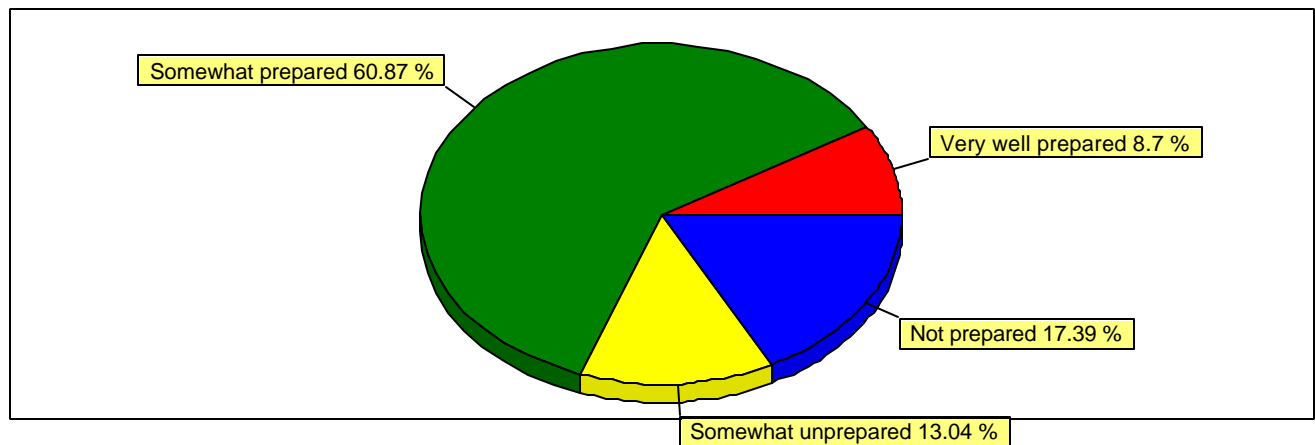


Academic Preparedness of Non-Native English Speakers in General (ESL General Faculty and Staff Survey)

Ability to handle required reading

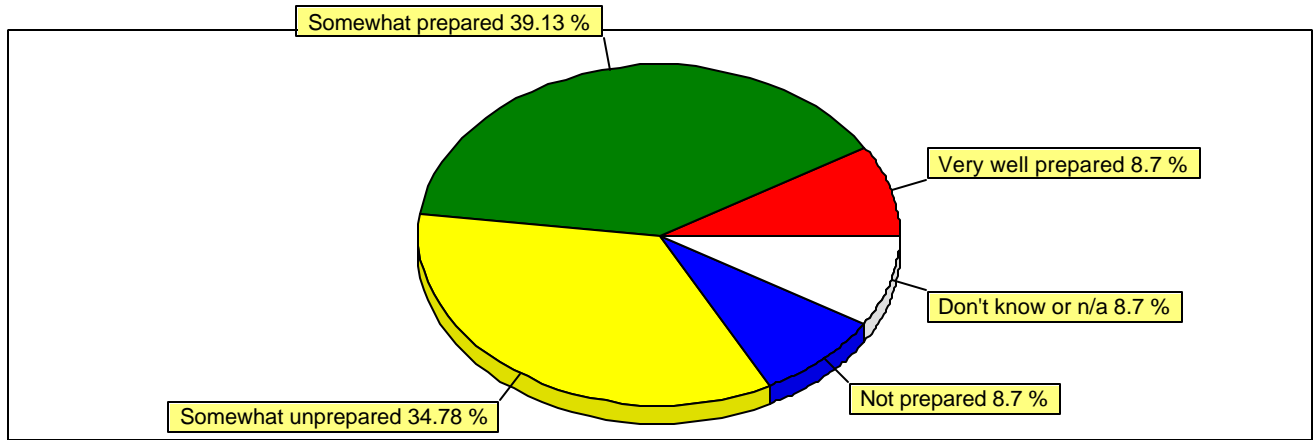


Ability to handle written assignments

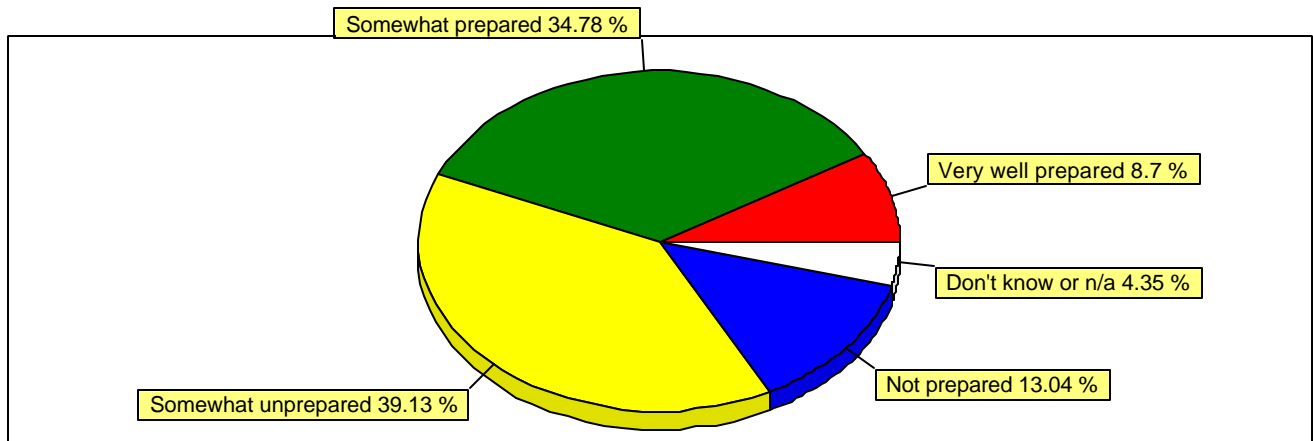


Academic Preparedness of Non-Native English Speakers in General (ESL General Faculty and Staff Survey)

Ability to participate effectively in class discussions

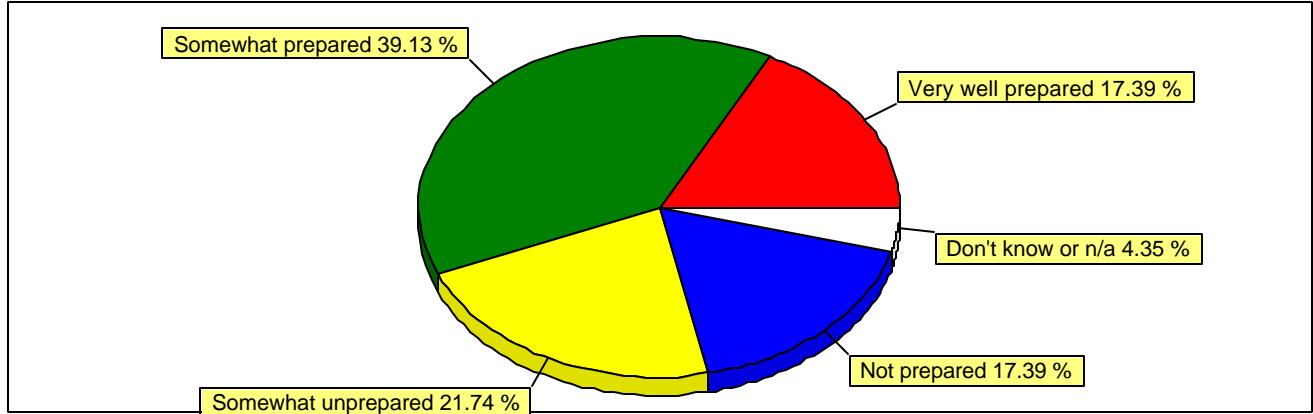


Prerequisite knowledge in the discipline



Academic Preparedness of Non-Native English Speakers in General (ESL General Faculty and Staff Survey)

Ability to apply critical thinking skills



Understanding of academic standards related to test-taking and homework preparation

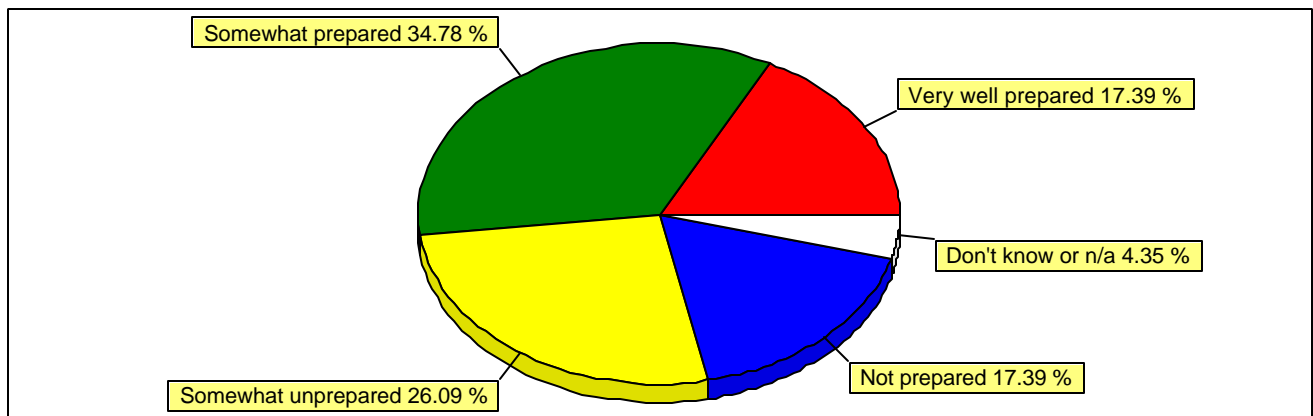


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ESL Student

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Count and Percent

ESL Program Review--Student Survey

	Count	Percent
a. Quality of ESL instruction		
Respondents: 325		
Very Satisfied	229	70.46 %
Somewhat Satisfied	84	25.85 %
Somewhat Dissatisfied	8	2.46 %
Don't know or n/a	4	1.23 %
Total Responses	325	100 %
b. Number of levels of ESL classes		
Respondents: 316		
Very Satisfied	149	47.15 %
Somewhat Satisfied	136	43.04 %
Somewhat Dissatisfied	12	3.80 %
Very Dissatisfied	4	1.27 %
Don't know or n/a	15	4.75 %
Total Responses	316	100 %
c. Scheduling of classes (time and day)		
Respondents: 315		
Very Satisfied	213	67.62 %
Somewhat Satisfied	80	25.40 %
Somewhat Dissatisfied	15	4.76 %
Very Dissatisfied	1	0.32 %
Don't know or n/a	6	1.90 %
Total Responses	315	100 %
d. Variety or types of ESL classes		
Respondents: 303		
Very Satisfied	139	45.87 %
Somewhat Satisfied	119	39.27 %
Somewhat Dissatisfied	25	8.25 %
Don't know or n/a	20	6.60 %
Total Responses	303	100 %
e. Class size (number of students in your classes)		
Respondents: 322		
Very Satisfied	159	49.38 %
Somewhat Satisfied	128	39.75 %
Somewhat Dissatisfied	23	7.14 %
Very Dissatisfied	7	2.17 %
Don't know or n/a	5	1.55 %
Total Responses	322	100 %
f. Location of ESL classes		
Respondents: 316		
Very Satisfied	201	63.61 %
Somewhat Satisfied	75	23.73 %
Somewhat Dissatisfied	22	6.96 %
Very Dissatisfied	12	3.80 %
Don't know or n/a	6	1.90 %
Total Responses	316	100 %

Count and Percent

ESL Program Review--Student Survey

	Count	Percent
g. Classroom furniture and comfort		
	Respondents: 325	
Very Satisfied	182	56.00 %
Somewhat Satisfied	105	32.31 %
Somewhat Dissatisfied	27	8.31 %
Very Dissatisfied	7	2.15 %
Don't know or n/a	4	1.23 %
Total Responses	325	100 %
h. Cleanliness of facility (classrooms, bathrooms, etc.)		
	Respondents: 324	
Very Satisfied	192	59.26 %
Somewhat Satisfied	105	32.41 %
Somewhat Dissatisfied	19	5.86 %
Very Dissatisfied	4	1.23 %
Don't know or n/a	4	1.23 %
Total Responses	324	100 %
i. Quality of computers and software in the ESL computer lab		
	Respondents: 314	
Very Satisfied	108	34.39 %
Somewhat Satisfied	77	24.52 %
Somewhat Dissatisfied	15	4.78 %
Very Dissatisfied	4	1.27 %
Don't know or n/a	110	35.03 %
Total Responses	314	100 %
j. Number of instructors and aides in the ESL computer lab		
	Respondents: 307	
Very Satisfied	91	29.64 %
Somewhat Satisfied	80	26.06 %
Somewhat Dissatisfied	19	6.19 %
Very Dissatisfied	5	1.63 %
Don't know or n/a	112	36.48 %
Total Responses	307	100 %
k. Convenience of ESL assessment process (testing to enter ESL classes)		
	Respondents: 312	
Very Satisfied	157	50.32 %
Somewhat Satisfied	118	37.82 %
Somewhat Dissatisfied	17	5.45 %
Very Dissatisfied	4	1.28 %
Don't know or n/a	16	5.13 %
Total Responses	312	100 %
l. Convenience of ESL class registration process		
	Respondents: 313	
Very Satisfied	191	61.02 %
Somewhat Satisfied	94	30.03 %
Somewhat Dissatisfied	16	5.11 %
Very Dissatisfied	3	0.96 %
Don't know or n/a	9	2.88 %
Total Responses	313	100 %

Count and Percent

ESL Program Review--Student Survey

	Count	Percent
m. Availability of counseling services (counselors available when you need them)	Respondents: 316	
Very Satisfied	89	28.16 %
Somewhat Satisfied	86	27.22 %
Somewhat Dissatisfied	25	7.91 %
Very Dissatisfied	4	1.27 %
Don't know or n/a	112	35.44 %
Total Responses	316	100 %
n. Quality of counseling services	Respondents: 305	
Very Satisfied	76	24.92 %
Somewhat Satisfied	82	26.89 %
Somewhat Dissatisfied	16	5.25 %
Very Dissatisfied	6	1.97 %
Don't know or n/a	125	40.98 %
Total Responses	305	100 %
o. Convenience of getting textbooks	Respondents: 315	
Very Satisfied	110	34.92 %
Somewhat Satisfied	115	36.51 %
Somewhat Dissatisfied	47	14.92 %
Very Dissatisfied	28	8.89 %
Don't know or n/a	15	4.76 %
Total Responses	315	100 %
p. Areas at school to eat, study, and take breaks	Respondents: 318	
Very Satisfied	92	28.93 %
Somewhat Satisfied	124	38.99 %
Somewhat Dissatisfied	46	14.47 %
Very Dissatisfied	25	7.86 %
Don't know or n/a	31	9.75 %
Total Responses	318	100 %
q. Availability and quality of student health services	Respondents: 306	
Very Satisfied	57	18.63 %
Somewhat Satisfied	61	19.93 %
Somewhat Dissatisfied	20	6.54 %
Very Dissatisfied	3	0.98 %
Don't know or n/a	165	53.92 %
Total Responses	306	100 %
r. Availability of ESL office staff to assist students	Respondents: 319	
Very Satisfied	148	46.39 %
Somewhat Satisfied	113	35.42 %
Somewhat Dissatisfied	23	7.21 %
Very Dissatisfied	1	0.31 %
Don't know or n/a	34	10.66 %
Total Responses	319	100 %

Count and Percent

ESL Program Review--Student Survey

	Count	Percent
s. Respect shown by faculty and staff for students from different cultures		
Respondents: 311		
Very Satisfied	152	48.87 %
Somewhat Satisfied	112	36.01 %
Somewhat Dissatisfied	15	4.82 %
Very Dissatisfied	2	0.64 %
Don't know or n/a	30	9.65 %
Total Responses	311	100 %

t. Overall quality of the ESL program		
Respondents: 313		
Very Satisfied	142	45.37 %
Somewhat Satisfied	142	45.37 %
Somewhat Dissatisfied	10	3.19 %
Very Dissatisfied	2	0.64 %
Don't know or n/a	17	5.43 %
Total Responses	313	100 %

u. Your own success in the ESL Program		
Respondents: 322		
Very Satisfied	139	43.17 %
Somewhat Satisfied	155	48.14 %
Somewhat Dissatisfied	15	4.66 %
Very Dissatisfied	1	0.31 %
Don't know or n/a	12	3.73 %
Total Responses	322	100 %

2. How many semesters of ESL classes have you taken at Coastline?		
Respondents: 325		
This is my first semester	103	31.69 %
2-3 semesters	157	48.31 %
4-5 semesters	41	12.62 %
6-7 semesters	16	4.92 %
8-9 semesters	3	0.92 %
10 or more semesters	5	1.54 %
Total Responses	325	100 %

3. Do you understand how you move through the different ESL classes and levels?		
Respondents: 323		
Yes	233	72.14 %
Somewhat	67	20.74 %
No	23	7.12 %
Total Responses	323	100 %

4. What is your opinion of the amount of time your class currently spends in the computer lab?		
Respondents: 316		
Too much time	5	1.58 %
Just about right amount of time	95	30.06 %
Not enough time	78	24.68 %
Don't know or n/a	138	43.67 %
Total Responses	316	100 %

Count and Percent

ESL Program Review--Student Survey

	Count	Percent
5. How helpful have your lessons in the ESL computer lab been?	Respondents: 314	
Very helpful	117	37.26 %
Somewhat helpful	63	20.06 %
Not helpful	5	1.59 %
Don't know or n/a	129	41.08 %
Total Responses	314	100 %

	Count	Percent
6. Where do you presently attend ESL classes? (Mark all that apply.)	Respondents: 325	
Coastline Garden Grove Center (Euclid and Garden Grove Boulevard)	149	45.85 %
Coastline Huntington/Westminster Center (McFadden and Bolsa Chica)	153	47.08 %
Brookhurst/Hazard, Westminster	32	9.85 %
Oak View School, Huntington Beach	4	1.23 %
Other	6	1.85 %
Total Responses	344	100 %

	Count	Percent
7. Are you currently taking any Coastline courses other than ESL? (Mark all that apply.)	Respondents: 315	
Basic Skills	37	11.75 %
Vocational courses	8	2.54 %
General Education courses (e.g., math, history, etc.)	21	6.67 %
No, only taking ESL classes	236	74.92 %
Other	13	4.13 %
Total Responses	315	100 %

	Count	Percent
8. Have you ever spoken with a counselor at Coastline?	Respondents: 324	
Yes, and I have developed an Education Plan with my Coastline counselor	51	15.74 %
Yes, but I have not developed an Education Plan	36	11.11 %
No, but I would like to	167	51.54 %
No, and I do not want to at this time	70	21.60 %
Total Responses	324	100 %

	Count	Percent
9. What are your educational goals? (Mark all that apply.)	Respondents: 319	
Personal interest/growth	112	35.11 %
Prepare for citizenship	31	9.72 %
Job preparation or advancement	108	33.86 %
Earn a vocational certificate	40	12.54 %
A.A. degree at Coastline	57	17.87 %
Degree at another two-year college	52	16.30 %
Transfer to a four-year college	54	16.93 %
Other	33	10.34 %
Total Responses	487	100 %

Count and Percent

ESL Program Review--Student Survey

	Count	Percent
10. Which school do you consider your main school?	Respondents: 299	
Coastline Community College	221	73.91 %
Golden West College	21	7.02 %
Orange Coast College	13	4.35 %
Other community college	8	2.68 %
California State University	7	2.34 %
University of California	11	3.68 %
Private college or university	2	0.67 %
Other	16	5.35 %
Total Responses	299	100 %
11. Have you ever attended ESL classes at another school or college?	Respondents: 323	
Yes	133	41.18 %
No	190	58.82 %
Total Responses	323	100 %
12. If you have attended ESL classes at another school or college, how does Coastline's ESL Program compare?	Respondents: 290	
Coastline's program is better	113	38.97 %
Programs are about the same	41	14.14 %
Coastline's program is not as good	6	2.07 %
Don't know or n/a	130	44.83 %
Total Responses	290	100 %
13. What kind of classes, if any, do you want to take when you finish the ESL Program? (Mark all that apply.)	Respondents: 316	
Not going to take any other classes	22	6.96 %
Basic Skills (English/Math)	93	29.43 %
Vocational (job training)	85	26.90 %
General Education classes (e.g., math, history, etc.)	68	21.52 %
Don't know	57	18.04 %
Other	31	9.81 %
Total Responses	356	100 %
14. If you are planning to take other courses after ESL, what college do you plan to attend?	Respondents: 295	
Coastline College	137	46.44 %
Golden West College	40	13.56 %
Orange Coast College	24	8.14 %
Santa Ana College	12	4.07 %
Irvine Valley College	1	0.34 %
Saddleback College	1	0.34 %
Other community college	2	0.68 %
Cal State University	5	1.69 %
University of California	7	2.37 %
Private college or university	3	1.02 %
Don't know or n/a	57	19.32 %
Other	6	2.03 %
Total Responses	295	100 %

Count and Percent

ESL Program Review--Student Survey

	Count	Percent
15. If you are planning to take other courses after ESL, why did you choose the college you plan to attend? (Mark all that apply.)	Respondents: 292	
Types of courses offered	83	28.42 %
Time/day of classes	91	31.16 %
Good instructors	105	35.96 %
Ease of registration	35	11.99 %
Convenient location	107	36.64 %
Cost	50	17.12 %
Nice campus	24	8.22 %
Counseling in native language	35	11.99 %
Other	25	8.56 %
Total Responses	555	100 %

16. What is the highest level of education that you completed in your home country?	Respondents: 310	
6th grade or less	14	4.52 %
7th-9th grade	20	6.45 %
10th-12th grade; no diploma	39	12.58 %
High school graduate	94	30.32 %
1-2 years college; no degree	43	13.87 %
Associate degree	9	2.90 %
3-4 years college	31	10.00 %
Bachelor's degree	42	13.55 %
Master's degree	13	4.19 %
Doctoral degree	5	1.61 %
Total Responses	310	100 %

17. How many hours per week do you currently work?	Respondents: 314	
Less than 10 hours	22	7.01 %
10-20 hours	46	14.65 %
21-30 hours	26	8.28 %
31-40 hours	54	17.20 %
41-50 hours	27	8.60 %
51-60 hours	8	2.55 %
Over 60 hours per week	6	1.91 %
Don't work/ n/a	125	39.81 %
Total Responses	314	100 %

18. What is the main language you speak at work?	Respondents: 317	
English	134	42.27 %
Another language (not English)	75	23.66 %
Don't work; not applicable	108	34.07 %
Total Responses	317	100 %

19. Which best describes your vocational goal?	Respondents: 311	
Stay in same job	60	19.29 %
Same field; different job	41	13.18 %
Enter new field	86	27.65 %
Don't know or not applicable	124	39.87 %
Total Responses	311	100 %

Count and Percent

ESL Program Review--Student Survey

	Count	Percent
a. Vocational Counseling (job training counseling)	Respondents: 275	
Very Interested	103	37.45 %
Somewhat Interested	99	36.00 %
Not so Interested	29	10.55 %
No Interest	44	16.00 %
Total Responses	275	100 %
b. Academic Counseling (for students who want to earn a college degree)	Respondents: 264	
Very Interested	84	31.82 %
Somewhat Interested	105	39.77 %
Not so Interested	20	7.58 %
No Interest	55	20.83 %
Total Responses	264	100 %
c. Tutorial Services	Respondents: 250	
Very Interested	83	33.20 %
Somewhat Interested	96	38.40 %
Not so Interested	23	9.20 %
No Interest	48	19.20 %
Total Responses	250	100 %
d. Counselor who speaks my native language	Respondents: 283	
Very Interested	137	48.41 %
Somewhat Interested	80	28.27 %
Not so Interested	26	9.19 %
No Interest	40	14.13 %
Total Responses	283	100 %
e. Vocational ESL Classes	Respondents: 274	
Very Interested	119	43.43 %
Somewhat Interested	109	39.78 %
Not so Interested	23	8.39 %
No Interest	23	8.39 %
Total Responses	274	100 %
f. Job Placement Services	Respondents: 267	
Very Interested	102	38.20 %
Somewhat Interested	90	33.71 %
Not so Interested	29	10.86 %
No Interest	46	17.23 %
Total Responses	267	100 %

Count and Percent

ESL Program Review--Student Survey

	Count	Percent
g. Child care	Respondents: 262	
Very Interested	54	20.61 %
Somewhat Interested	59	22.52 %
Not so Interested	31	11.83 %
No Interest	118	45.04 %
Total Responses	262	100 %

h. Textbooks for purchase at the location where you take ESL classes	Respondents: 284	
Very Interested	142	50.00 %
Somewhat Interested	88	30.99 %
Not so Interested	30	10.56 %
No Interest	24	8.45 %
Total Responses	284	100 %

i. Textbooks for purchase at the College Center in Fountain Valley	Respondents: 287	
Very Interested	74	25.78 %
Somewhat Interested	88	30.66 %
Not so Interested	48	16.72 %
No Interest	77	26.83 %
Total Responses	287	100 %

a. Morning ESL classes during the week (8 a.m. to noon)	Respondents: 298	
Strongly Prefer	149	50.00 %
Prefer	91	30.54 %
Dislike	30	10.07 %
Strongly Dislike	28	9.40 %
Total Responses	298	100 %

b. Very early morning classes (6-8 a.m.)	Respondents: 264	
Strongly Prefer	19	7.20 %
Prefer	21	7.95 %
Dislike	119	45.08 %
Strongly Dislike	105	39.77 %
Total Responses	264	100 %

c. Afternoon classes during the week	Respondents: 248	
Strongly Prefer	38	15.32 %
Prefer	82	33.06 %
Dislike	89	35.89 %
Strongly Dislike	39	15.73 %
Total Responses	248	100 %

Count and Percent

ESL Program Review--Student Survey

	Count	Percent
d. Evening classes during the week	Respondents: 276	
Strongly Prefer	90	32.61 %
Prefer	103	37.32 %
Dislike	54	19.57 %
Strongly Dislike	29	10.51 %
Total Responses	276	100 %
e. Saturday ESL classes	Respondents: 273	
Strongly Prefer	47	17.22 %
Prefer	45	16.48 %
Dislike	97	35.53 %
Strongly Dislike	84	30.77 %
Total Responses	273	100 %
f. Sunday ESL classes	Respondents: 261	
Strongly Prefer	27	10.34 %
Prefer	25	9.58 %
Dislike	99	37.93 %
Strongly Dislike	110	42.15 %
Total Responses	261	100 %
g. Classes meeting 1-2 times per week	Respondents: 271	
Strongly Prefer	39	14.39 %
Prefer	76	28.04 %
Dislike	105	38.75 %
Strongly Dislike	51	18.82 %
Total Responses	271	100 %
h. Classes meeting 3-4 times per week	Respondents: 272	
Strongly Prefer	76	27.94 %
Prefer	76	27.94 %
Dislike	82	30.15 %
Strongly Dislike	38	13.97 %
Total Responses	272	100 %
i. Classes meeting 5 times per week	Respondents: 277	
Strongly Prefer	58	20.94 %
Prefer	55	19.86 %
Dislike	94	33.94 %
Strongly Dislike	70	25.27 %
Total Responses	277	100 %
a. Pronunciation or accent reduction classes	Respondents: 293	
Very interested	198	67.58 %
Somewhat interested	72	24.57 %
Not interested	7	2.39 %
Don't know or n/a	16	5.46 %
Total Responses	293	100 %

Count and Percent

ESL Program Review--Student Survey

	Count	Percent
b. TOEFL test preparation classes	Respondents: 274	
Very interested	92	33.58 %
Somewhat interested	99	36.13 %
Not interested	20	7.30 %
Don't know or n/a	63	22.99 %
Total Responses	274	100 %
c. Idiom and vocabulary classes	Respondents: 293	
Very interested	170	58.02 %
Somewhat interested	92	31.40 %
Not interested	9	3.07 %
Don't know or n/a	22	7.51 %
Total Responses	293	100 %
d. Citizenship classes (to prepare for the citizenship examination)	Respondents: 277	
Very interested	68	24.55 %
Somewhat interested	75	27.08 %
Not interested	52	18.77 %
Don't know or n/a	82	29.60 %
Total Responses	277	100 %
e. Computer-assisted instruction (with your class in the lab)	Respondents: 279	
Very interested	99	35.48 %
Somewhat interested	95	34.05 %
Not interested	22	7.89 %
Don't know or n/a	63	22.58 %
Total Responses	279	100 %
f. Individualized computer-assisted instruction (in the computer lab)	Respondents: 271	
Very interested	75	27.68 %
Somewhat interested	98	36.16 %
Not interested	32	11.81 %
Don't know or n/a	66	24.35 %
Total Responses	271	100 %
g. Online ESL courses (using the Internet at home)	Respondents: 280	
Very interested	92	32.86 %
Somewhat interested	82	29.29 %
Not interested	49	17.50 %
Don't know or n/a	57	20.36 %
Total Responses	280	100 %

Count and Percent

ESL Program Review--Student Survey

	Count	Percent
h. ESL television courses (to study at home)	Respondents: 282	
Very interested	74	26.24 %
Somewhat interested	92	32.62 %
Not interested	57	20.21 %
Don't know or n/a	59	20.92 %
Total Responses	282	100 %

25. How did you hear about Coastline College's ESL Program?	Respondents: 292	
Class schedule	68	23.29 %
Newspaper	21	7.19 %
Radio ad	24	8.22 %
Television ad	5	1.71 %
Brochure or flier	19	6.51 %
Friend or relative	136	46.58 %
Counselor	6	2.05 %
Instructor	3	1.03 %
Employer referral	1	0.34 %
Other	9	3.08 %
Total Responses	292	100 %

26. How do you usually get to class?	Respondents: 313	
Drive self	228	72.84 %
Ride with someone else	36	11.50 %
Bus	18	5.75 %
Bicycle	11	3.51 %
Walk	14	4.47 %
Other	6	1.92 %
Total Responses	313	100 %

27. In which city do you live?	Respondents: 324	
Costa Mesa	5	1.54 %
Fountain Valley	19	5.86 %
Garden Grove	116	35.80 %
Huntington Beach	22	6.79 %
Irvine	3	0.93 %
Midway City	4	1.23 %
Newport Beach/Corona del Mar	1	0.31 %
Santa Ana	28	8.64 %
Westminster	87	26.85 %
Other	39	12.04 %
Total Responses	324	100 %

Count and Percent

ESL Program Review--Student Survey

	Count	Percent
28. In which city do you work?	Respondents: 313	
Costa Mesa	14	4.47 %
Fountain Valley	12	3.83 %
Garden Grove	36	11.50 %
Huntington Beach	20	6.39 %
Irvine	12	3.83 %
Midway City	1	0.32 %
Newport Beach/Corona del Mar	2	0.64 %
Santa Ana	16	5.11 %
Seal Beach	1	0.32 %
Westminster	29	9.27 %
I don't work	133	42.49 %
Other	37	11.82 %
Total Responses	313	100 %
30. If we moved one of our centers from McFadden and Bolsa Chica to a building at Beach and Westminster (in Westminster), how would this new location compare to the one where you are attending classes now?	Respondents: 293	
The new center would be more convenient (closer to my home or transportation route)	159	54.27 %
The new center would be less convenient	65	22.18 %
The new center would be just as convenient (about the same)	69	23.55 %
Total Responses	293	100 %
31. Do you have a computer at home?	Respondents: 312	
Yes	236	75.64 %
No	76	24.36 %
Total Responses	312	100 %
32. Do you have access to the Internet at home?	Respondents: 309	
Yes	191	61.81 %
No	118	38.19 %
Total Responses	309	100 %

Language and Ethnicity: Count and Percent

ESL Program Review--Student Survey

	Count	Percent
23. What is your primary language (the language you are most comfortable speaking, reading, or writing)?	Respondents: 307	

(Not Answered)	7	2.28 %
English	22	7.17 %
Spanish	38	12.38 %
Vietnamese	204	66.45 %
Korean	16	5.21 %
Chinese	5	1.63 %
Other	15	4.89 %

Total Responses	307	100 %
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24. What is your ethnicity?

Respondents: 328

(Not Answered)	12	3.66 %
White	10	3.05 %
American Indian/Native Alaskan	1	0.30 %
Vietnamese	229	69.82 %
Korean	16	4.88 %
Other Asian	14	4.27 %
Hispanic	40	12.20 %
Other	6	1.83 %

Total Responses	328	100 %
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Listing of "other" Responses by Question

ESL Program Review--Student Survey

Question: 6. Where do you presently attend ESL classes? (Mark all that apply.)

Victoria
Coastline: Newhop and Warner
Golden West College.
West Valley (Los)

Question: 7. Are you currently taking any Coastline courses other than ESL? (Mark all that apply.)

Computer, math.
ESL computer lab.
CEBT
Citizenship
Accounting
Computer A+

Question: 9. What are your educational goals? (Mark all that apply.)

Undecide
Undecide
Graduated from USC
Improve my English skills
university
Prepare for further education
Master's degree
Tradition of United State
Improve my English.
Only learning English ESL.
ESL

Question: 10. Which school do you consider your main school?

Not decide yet.
USC

Question: 13. What kind of classes, if any, do you want to take when you finish the ESL Program? (Mark all that apply.)

Fine Art
Business; Administration
Social Service.
Improve English for myself.
MBA
Transfer program.
college
Real Estate
Job training
Nursing program

Question: 14. If you are planning to take other courses after ESL, what college do you plan to attend?

Cypress College (near my home)
Interior designing college

Question: 15. If you are planning to take other courses after ESL, why did you choose the college you plan to attend? (Mark all that apply.)

Closer than others
My teacher very good.
My registration was late.
Better counseling.
get a B.A. degree

Question: 23. What is your primary language (the language you are most comfortable speaking, reading, or writing)?

French
Portuguese
Russian
Portuguese
Farsi
Hindi
Polish
Thai
Russia
Japanese
Sinhala
Tagalog

Question: 24. What is your ethnicity?

Algerian
Filipino

Question: 25. How did you hear about Coastline College's ESL Program?

Internet
Go around
Internet
My uncle's family.
By walking
Golden West

Question: 26. How do you usually get to class?

My father get me to class.
Ride with my husband.

Question: 27. In which city do you live?

Anaheim
Anaheim
Anaheim
Anaheim
Tustin
Stanton
Orange
Stanton
Cypress.
Anaheim
Orange
Stanton
Stanton
Anaheim
Tustin
Buena Park
Mission Viejo
Long Beach
Anaheim
Buena Park.
Buena Park
Stanton
Anaheim
Anaheim
Orange
Orange
Anaheim

Question: 28. In which city do you work?

San Pedro
Anaheim
Foothill Ranch
Cerritos City
Laguna Beach
Stanton
Gardena, Normandy
Lynwood
Anaheim
Downey
Anaheim
Sante Fe Springs
Diferent cras [sic]
La Habra
Tustin
Anaheim
Buena Park
Long Beach
Anaheim
Fullerton

Zip Codes

ESL Program Review--Student Survey

Question: 29. What is the zip code where you work?

92708

92683

92683

92708

92683

92704

92683

92260

92843

92708

82644

90731

92714

92683

92840

92843

92840

92648

92708

92708

92708

92649

92549

92708

92708

92840

92708

92841

Zip Codes

ESL Program Review--Student Survey

Question: 29. What is the zip code where you work?

92708

92683

92683

92642

92804

92642

92623

92840

92840

92711

62983

92683

91708

92610

92840

92806

92840

92683

92610

92705

92840

92844

92683

92704

92708

92647

Zip Codes

ESL Program Review--Student Survey

Question: 29. What is the zip code where you work?

92683

92708

92711

92? 8

92582

92683

92647

92656

92641

92711

92840

92683

92840

92642

92683

92714

92711

92642

92642

92643

92683

92683

92649

92655

92841

92683

90680

Zip Codes

ESL Program Review--Student Survey

Question: 29. What is the zip code where you work?

92649

92683

92849

92843

90247

92708

90262

92683

92628

90609

92708

92628

92647

92841

92649

92708

92683

92804

92803

92683

92683

92683

92683

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92628

92683

Zip Codes

ESL Program Review--Student Survey

Question: 29. What is the zip code where you work?

90803

92840

92649

92843

92649

92649

92683

92708

92801

92840

926 3

92714

92714

92612

92708

92647

92840

92840

92844

92708

92843

92649

92683

92844

92840

92683

92840

92708

90626

92647

92658

92655

Zip Codes

ESL Program Review--Student Survey

Question: 29. What is the zip code where you work?

92683

92706

92618

92618

90631

92840

92683

92843

92704

92704

92683

92840

92614

92683

92708

92708

92649

92626

92844

92711

92714

92647

92780

92711

92844

92802

92641

90621

92863

92703

Zip Codes

ESL Program Review--Student Survey

Question: 29. What is the zip code where you work?

90809

92843

92844

92683

11094

92841

92831

33333

3333

90806

92844

92610

Text and Paragraph Responses

ESL Program Review--Student Survey

Question: 33. What is the biggest difference, if any, that taking classes in Coastline's ESL Program has made in your life?

I feel more confident because I got a lot of knowledge.

I think the biggest difference that taking classes in Coastline's ESL program is pronunciation or accent reduction classes.

I can communicate with American people.

Train my second language.

I had been taking classes in Coastline's ESL Program.

I feel more confidence when I speak English.

I feel confident than usual when I speak English.

ESL classes is very helpful for me. They have helped me. Can take care our my family. I can get the job easier.

Good English

ESL classes help me improve my English to prepare for my future career.

I understand more how to read and listen to the radio, comfortable in my life.

Has providing my English language.

My language is improving.

My English language is better.

It's OK.

Since I've attended Coastline's ESL Program, I can hear and understand what people here say.

Since I've attended at Coastline's ESL Program, I can speak and understand with foreign people.

Feel confident

It made understand better.

I'm very happy in ESL Program at Coastline Community because it helped me. Easy to get a job, understand American said and had more open my life in the United States.

When I'm studying English at Coastline Community College, I feel better. I can understand even though I don't speak very well.

I am getting much better in reading and writing and listening.

I can speak, write, listen English.

I very interesting to take the class ESL in the morning.

Here I study English with people doesn't know speak my language and I learn with American Teachers.

ESL classes help me very much.

I feel convenient and undertand after I take ESL program in for my life.

Text and Paragraph Responses

ESL Program Review--Student Survey

Question: 33. What is the biggest difference, if any, that taking classes in Coastline's ESL Program has made in your life?

I feel a bit better which mean I improved the grammar.

Beeter person.

I can speak and write English better than before.

I would like to speak and write English. I understand some more.

It's okay. Bookstore is too far. Dissatisfied: Ended of semester but has not finished the books.

It made me better.

I can learn more English.

Improved for work

Help me a lot of work.

Coastline's ESL Program has made in my life so to talk with neighbor easier and understand while to watch T.V.

It helps me to speak English fluently.

The biggest difference that taking classes in Coastline's ESL Program has made to improve my English language.

I can read, write and speak English.

Need more various classes.

I like Coastline's ESL Program. I learn more about English and have good association with teachers and firends. I feel better.

I can understand what native English speak, helps me to find a job.

My English is getting better, but almost I teach myself.

It's the best way to improve my English and achieve my goals.

I was very satisfied with stuing on computer.

I feel less shy to speak in public.

Can talk or read, hear with everybody for a little bit.

To improve English better.

My English is improved a lot.

Important to learn English for my new career.

I can communicate a little bit with others.

Strongly helpful.

I am very happy when I received the certificate on the last day of every semester.

When I arrived here was on "0." Now I am go understanding more and more each day.

Now I understand a little more the language.

Text and Paragraph Responses

ESL Program Review--Student Survey

Question: 33. What is the biggest difference, if any, that taking classes in Coastline's ESL Program has made in your life?

It improve my skill to study English and I had some improvement. Now I am confident when I speak English to another people.

My English has improved a lot since I took ESL classes here.

My English speaking and writing are improved. I have more confident in public speaking than before.

I am studying to get my high school diploma and this ESL classes are helping me a lot to do my assignments better.

My listening has got better.

It's very best to study in Coastline's ESL Program.

I knew how to use grammar.

I feel more comfortable my grammar is better.

I feel more comfortable to speak English.

ESL courses give me a possibility to speak English better, to understand native speakers easier and to feel more comfortable being in the USA.

My grammar is better.

My life is much better because now I can speak English, understand people, and now I feel myself much more comfortable and happy.

Talking ESL classes in Coastline gives me more development in English, esp. in reading and writing.

It's helping me to improve my English.

It assists to have "enough" English to understand what Americans says (in TV, on streets, on telephone) and to prepare to register in a Cal State Univ. afterwards.

Improve my English.

When I came here I was able to speak English a little, and now I can speak English much better.

Understand English more and have the ability to have better relationship with other people.

I'm glad because I am growing in my English.

I feel very comfortable because this college is ship (I think it best one think) and I like the distribution of the class. Now I can read, speak, and understand better the English.

I can improve my English and understand more when I talk to many different people.

Better job. Help to my kids with his homework. Speak with my kid's teacher in the conference.

Now I can speak, write, read and understand English a lot. It has made a great change in my life.

ESL Program has made my life feel self confident, and grammar is help me understand how to use it. Now, I can feel my English more improve, talk better with my American

Text and Paragraph Responses

ESL Program Review--Student Survey

Question: 33. What is the biggest difference, if any, that taking classes in Coastline's ESL Program has made in your life?

iends.

Now I can speak and communicate with others.

Taking ESL classes helped me to improve my abilities of speaking and writing correctly in English.

After I take ESL, I know more grammar. I feel more confident with talking with people. I feel much more confident to stay in America and other countries.

Now I feel happy because I can read papers, understand what people say. I can use English every where in the world.

Now I speak English better. And I hope a good job in my life, too.

Now I can speak English better and understand people talk to me.

When I came here I don't know to speak any English. Now I can understand and answer a little. I hope I will be better later.

Now I can speak more English. I can understand grammar better. I can write English better.

I can understand what people is speaking better than before.

Now I know how to talk, write and hear a little bit.

Now I still can't speak English fluently.

I like English better. I learned English and culture of the United States.

I can begin to speak and listen English.

I can speak English since I have been here.

Now, my pronunciation is better.

Now I can understand people better.

My grammar, reading, writing skill is better, but I can't speak English very well.

Now I am not comfortable when I speak English to people. I can't speak and listen to English better. I can read and write better.

Now, I can understand, read, write better.

More confident when I speak English. My writing and reading and listening getting better.

It makes my English better.

My writing is better.

I think that taking ESL classes has helped me to cope with life in California. I can go shopping by myself. I can go to the doctor and do everything easy because I'm not afraid to talk to the people.

Now I feel happy because of I can understand and speak English.

Now my communication is better than 3 months ago.

I understand more English. I can write better.

Text and Paragraph Responses

ESL Program Review--Student Survey

Question: 33. What is the biggest difference, if any, that taking classes in Coastline's ESL Program has made in your life?

My hearing is better now.

Very big difference. Before I can't speak a word, but I can speak English right now when I go to public places.

I enable me to communicate with everybody well and can take good opportunities in my life. By that I can improve my life in future.

To speak to the American people.

I can understand better.

The ESL Program of the Coastline College is very interesting and helpful to people being not good yet in their English. ESL class help me to improve my English speaking ability for adapting easily to the American life.

It is very helpful for me to build up my English grammar, listening and writing.

The biggest difference is the Coastline's ESL Program has a lot of teachers and school fee cheaper than other school.

Improve my English grammar/reading skill. I feel more confident to speak in the public.

Improve my English grammar.

After I take this class, I feel free to talk with my friends. And of course, I understand what are they talking about better than before I take this class.

I getting better my speaking English. I can communication another people in my work and anywhere. I get promotion in my job. I get more money.

Coastline's ESL Program has made my life easy more.

I need to improve my English and speak English well.

After 30 years, I am happy to come back the class.

When I am talking classes in Coastline's ESL Program, it has made I have to understand with the people, and practice homework.

The biggest difference when I'm taking classes in Coastline ESL is I confident when I'm speaking English.

Now I learn little pronunciation and more vocabulary and grammar.

Spoken more instead

I'm more sure for speak and understand the English and superate personal.

Get better job.

The different is I speak English (a little).

Since I went to ESL class on last semester, the biggest difference in my English is grammar.

Learn more English grammar.

Make me more confident in English.

Text and Paragraph Responses

ESL Program Review--Student Survey

Question: 33. What is the biggest difference, if any, that taking classes in Coastline's ESL Program has made in your life?

When I am taking classes in Coastline's ESL Program I practice English day by day.

I know many friends from another countries and different ethnics, so I think it is very interesting. Also I do learn a new thing everyday. I was adviced for my friends that C.C.C. has one of best ESL programs for hispanic people.

My experience in this clase is to see my progress in everything much better than before.

I can communicate in English much better.

It will improve my English a lot.

Conversation.

My English is better.

My English is in progress.

Didn't make a big difference yet. I wanted to finish ESL classes and want to study another subjects.

Help me to communicate with people.

It help me to takl to people.

It have me talk to people.

I understand when an America and other talking to me by English language. I can talk to them what I want, I can read all document by English.

Listen and talk with people. Get a better job. Get more money.

Help me to communicate with people.

The biggest difference is taking classes in Coastilne's ESL Program that has made me to communicate to everyone.

I can communicate with American people easily.

I feel to have confidence in communication in speaking and listening English.

I will have news friend Americain.

It's very difference if I taking English classes in Coastline's ESL Program it easy for me to looking for job.

I undertand a little. I can answer "yes"/"no". I feel better.

I think English ESL Program, it help me in life.

ESL classes helps me to improve my English skill.

After I finish ESL classes, I have good jobs.

Good

The biggest difference the one I have is my confidence about how much English I had learned.

No have different.

Text and Paragraph Responses

ESL Program Review--Student Survey

Question: 33. What is the biggest difference, if any, that taking classes in Coastline's ESL Program has made in your life?

Yes, we have better communication whit the people speak inglesh.

ESL Program has made is very good for student.

It helps me improve in the proper way and writing the English language.

Taking classes in Coastline's ESL program has made me impved my English about grammar, pronounciation and vocabulary.

After I learn ESL Program in Coastline's I know a lot about grammar.

Writing and communication have been improved.

I know much vocabulary and I use grammar exactly.

I want to learn ESL class because I think English very important for me and for my life when I apply a new job. I can speak English very well when someone understand me and I can hear someone talk to me. I wish in my future speak English like American.

Help my English more improvement and help me a lot in communicate with others and other training class.

I want to learn English because I want to talk very very good inglesh.

My dream come true because I am to speak very good English.

Still no difference

I want there're a lot of speaking hours more than in Coastline's ESL Program.

After two semester at Coastline's ESL Program I understand grammer and I can speak with my teacher. Thanks.

The Coastline's ESL Program help me a lot.

Writting and communication have been improved.

The biggest difference is that now I have more communication with the people.

Achieve my dream

Now I understand more in English.

I have good teachers.

I learn more English. The teachers teach very well.

I don't have any that taking classes Coastline's ESL in my life.

I prefer conversation class.

Grammar, vocabular, TV

Text and Paragraph Responses

ESL Program Review--Student Survey

Question: 34. If you marked "Somewhat Dissatisfied" or "Very Dissatisfied" to any of the items on the first page, please explain your concerns.

I need more computer time.

No lab computer in class

I am very satisfied of my level and schedule of ESL classes.

h. The restroom is not good. u. I'm a old man and my remembrance was less.

I had very dissatisfied.

I want to have listening and speaking classes near by my location.

The Coastline Communit College @ Garden Grove.

1. Very hard to get a textbook. 2. Not enough for area break time.

There is not a good place for breaktime.

Somewhat dissatisfied because it's inconvenience. Very dissatisfied because it's convenience.

I see there is nowhere to break or to eat. And the place to register so far from my home.

I think that ESL classes should be scheduled from Monday to Friday.

Right now I'm studying in Avance A at Coastline Garden Grove. Almost student in class don't like the teacher because she teach too boring. She was not experience to teach student.

For the ESL's Program, it doesn't have much level in Coastline's ESL program and it doesn't have class for Listening and Speaking's class which can make us to improve our English.

I need more computer time.

I don't like eat out side with those chairs and tables. We need place to eatting inside the building.

The books have not been finished when the semester ended.

The bus location is too far to the school. We don't like to eat outside. We need a cafeteria.

They don't have to bus to shool. And shool don't have table to eat.

Doesn't have place for to eat outside.

I don't like to eat out side.

Somewhat dissatisfied we need cateteria. We need bookstor.

Remotely location and the bus doesn't come. Don't like eat outside - Inside is better than. The textbooks isn't changed that I take it a lot of times in different level and class.

I need more computer time. I need more time to study ESL.

I need more computer time. I need more studying about conversation.

The restrooms need to be clean. I need more computer time. I don't want a ticket parking.

I need more time to study ESL.

Text and Paragraph Responses

ESL Program Review--Student Survey

Question: 34. If you marked "Somewhat Dissatisfied" or "Very Dissatisfied" to any of the items on the first page, please explain your concerns.

I need more computer time (one hour per week not enough!)

More ESL programs are better.

Number of levels of ESL classes are not enough to become fluent in English. ESL Program is boring.

I have never seen staff assisting students. The location of the higher levels of ESL classes are so far for my home.

Book stores should be available at every location of Coastline Community College.

I am somewhat dissatisfied for the location of ESL Level 4.

The class is too big.

Sometime I was dissatisfied, change teacher, we buy textbooks very far from here.

Location: Is far away from my home. Convenience of getting book: I want to buy my books at the place I study. Areas at school: We don't have place to eat.

We don't have a nice place to eat (tables and chairs) or a cafeteria.

Because some classes are limited about teachers and students.

I want to buy my textbooks in my campus. I want a new building at Westminster to open as soon as possible.

Conversation classes are boring. They don't help me much to improve my speaking, but listening is a little bit better.

Because it's uncomfortable and I dislike. [re: areas at school to eat, study, take breaks]

I think that List/Conv. [illegible] to be much better. Sometimes students lost time because we don't learn nothing in this class. Congratulations to Grammar Teachers.

I'm dissatisfied about the Counseling Services, sometimes when the students need to talk with somebody, don't have a good service; maybe should be two more counselor.

Is a lot of number students for each class.

I mark "somewhat dissatisfied" because I didn't have time for computer. I have no opinion, I may like it, if I have time.

Lab class included a lot of old computers.

p. It's not comfortable to eat. m. I have never meet. n. I have never meet. g. I have never used.

I'd like to have a better area to take breaks.

One class is too many people

I think there are many students in one class. And it's better to sell our textbooks in the same place where we are studying.

I always drive to school more than 20 minute. I think location is so far from my house.

It's so far from my house to school. I want to buy books where I study.

Text and Paragraph Responses

ESL Program Review--Student Survey

Question: 34. If you marked "Somewhat Dissatisfied" or "Very Dissatisfied" to any of the items on the first page, please explain your concerns.

The listening test to enter ESL class doesn't clear. The bookstore is too far from my house. The furniture in Room 10 is not comfortable.

School have to move to convenient place. Times at school to eat should have enough time. ESL computer lab needs more instructors.

Classroom furniture is not comfortable (Room 10). Bookstore is too far.

I want to buy my books with the same place I study.

The class size is okay, but some classes that I take have a lot of people.

I want to buy my books where is my study. I don't like to eat in the classroom. I want we should have areas to eat and take breaks.

I haven't been successful here because I have just been learning here for a week.

I prefer small class. (I mean number of students.)

Very dissatisfied that is about slang. For me, I hate slang because I can never remember slang.

Because my English a little bit better than I before I come to this school to study.

After taking my course, I don't know how to do. I like to know the way how to achieve my goals relating my English language skill.

Parking problem, take long time to look for parking.

Parking boock

The registration was so far and it took a lot of time and I think we don't have a counseling services but I'm not sure.

When started some levels English class that should be test before choose all students.

c. More classes; e. small class; p. cafeteria; r. need more office staff; u. need to learn more English

The ESL Program help me in my work and in my life.

Need more type of ESL classes. Need more level of ESL classes.

I think, in general view, that the ESL Program in C.C.C. is very good. Only I want to know something else about counseling that I can access here in Bolsa/McFadden and that I could buy my textbooks here, too. These two points I'm dissatisfied.

This means I would like to take ESL classe from this center.

The location is very far from my home. I can't find any food or drinking in the campus. The water standing are very old.

The scheduling of classes is very convenient for me. The quality of ESL of instruction is clear and good with us.

It help me study English easy.

Convenience of textbooks.

Bathroom very far from classroom. Areas at school to take break (not have).

Text and Paragraph Responses

ESL Program Review--Student Survey

Question: 34. If you marked "Somewhat Dissatisfied" or "Very Dissatisfied" to any of the items on the first page, please explain your concerns.

Need more cleanline for bathroom. So far with my home and lost more time.

The scheduling of class is very convenient for me.

It's very far to get textbooks in Coastline College. It is better to sell textbooks in place.

o. Convenience of getting textbooks is somewhat dissatisfied because I have not car to go buying the textbooks.

p. Area is not good for taking a break.

It's very interesting when I taking English class.

It's everything when I talking English class.

It means that I don't want it.

Testing to enter ESL classes location has far aways from my addres. Not convience of getting textbook.

We should have a bookstore in this center.

No coffee or hot drinks/any sandwichs

I dissatisfied number of students class because here are too much students in my lcass. I want less numberless than.

Not covenience to buy textbook.

Too many students. Too far to buy a textbook.

The school is too far. I want to buy books where I study.

The bookstore is too far.

The classes are usually big. It is hard to buy text book. I want to buy text books where I am studying.

Bookstore in Fountain Valley too far.

Book tore in Fountain Valley too far.

Book tore in Fountain Valley

The teacher should teach many grammar, vocabulary. Pronunciation for students don't spent time about their problem.

Text and Paragraph Responses

ESL Program Review--Student Survey

Question: 35. Do you have suggestions for how ESL classes should be scheduled (location, times, days, number of hours per day)?

Now, I am satisfied but I want to some regular English classes at Garden Grove and Euclid streets.

Please open more classes on Saturday or Sunday.

Scheduling of classes ESL are very good.

I have suggestions.

Full-time classes for students who don't work. Classes at several different location.

Schedule is very good for time and day. Location is very convenient.

Should be scheduled keep to going.

Currently schedule is good.

I need more time to study in the computer.

I want more times for ESL 5 days a week.

Need new location at Beach and Westminster.

I have classes 4 days a week.

I think Monday to Friday is better than Monday-Thursday.

I need change time class about 9:00-3:30.

Yes. I want take class Friday, too.

I have classes four days a week.

I have five day a week. Everything is OK.

I need to study 5 days a week. I need study about conversation.

I want to study ESL in the morning every week.

The class should be on time.

I think so same thing right now.

I have one suggestion is more times for computer lab.

I need more computer time.

I suggest the ESL classes in Bolsa Chica have the same times, days and schedule like Garden Grove Center.

At Garden Grove Center for all ESL classes level. From 9 or 9:30 a.m. For two or three day per week class attend.

You should have the same ESL class at every center of yours. I would like to attend the ESL class at Huntington Center which is from 8:00 a.m. to 2:00 p.m. There isn't the same class at G.G. Center

Higher levels of ESL at Coastline Garden Grove Center. Classes on Fridays.

I think it's better to come to school on Friday and increase the amount of hours studying pronunciation and writing.

Text and Paragraph Responses

ESL Program Review--Student Survey

Question: 35. Do you have suggestions for how ESL classes should be scheduled (location, times, days, number of hours per day)?

I need more speaking ESL classes (speaking and listening).

Location on Level 4. I would like to have in Garden Grove Center.

Class should be 8:30 a.m. - 11 a.m. 8:00 to noon is too long.

No, I don't. I think everyone has their own preference. I can't suggest for others. I came here because this is the place and schedule that works for me.

More labs.

I suggest ESL classes at Huntington Westminster 8:30 am - 11:30 because we have another class at Garden Grove Center. Now the ESL class meet from 8:00 am to 12:15 pm, after that I don't have time for lunch.

It's OK. I am agree.

More practice in lab computer and more hours open of the lab computer.

I prefer two day class in the morning, the same at night: Monday-Wednesday 8-12 or Tuesday-Thursday 8-12

Less students at the class.

Location should be move to a new place. Some classes are very smell.

No. ESL classes would be wonderful for me. I don't think it is need to change.

4 days a wekk is perfect. Should start at 9:00 a.m. Location is perfect for me.

I want to study at Coastline College two hours a day, five days week.

I want the time begin class at 8:30 a.m. And I want to have more time for lunch.

These are good.

I'm satisfied about the location, times a day. But five days a wekk prefer to four days.

They should be have more than 4 times a week scheduled.

I would like location of school in Westminster City because most people in this school are from Westminster City.

I'd to take classes on Friday too.

I would like to start at 8:30 a.m.

No, I don't. It's rather good.

I prefer to take listening and conversation early in the morning between 8 to 10.

Location and times.

6-8 a.m. 7-9 p.m.

It's better to move ESL classes to Westminster City because it should be more convenient for many people of Vietnamese origin to attend the ESL classes.

Please do not close Coastline College's ESL class.

Coastline Community College in Garden Grove is best place for me, because I am living

Text and Paragraph Responses

ESL Program Review--Student Survey

Question: 35. Do you have suggestions for how ESL classes should be scheduled (location, times, days, number of hours per day)?

Garden Grove.

Refer might night class because most people busy during day time.

Garden Grove Center

I would like to take the class four days.

It'll be better if we have a Saturday class, whole day is fine or very early class from 6-8 a.m. everyday!

The scheduled is good for me, times and days. The location is far away for me. I have been living in Fountain Valley.

3 hours a day is good for me.

Garden Grove Center, from 10 a.m. to 5 p.m., 3 hrs/day, Monday through Friday.

The school too small.

I think is OK. No changes, except, it could be better if we have 3 class per week.

The location should be at Fountain Valley.

I don't have any suggestions for these ELS classes. This is very convenient for us.

Brookhurst-Hazard. 5:00 p.m.-7:30 p.m. Monday-Thursday (4 days)

I think classes should be scheduled to 2 or 3 days per week, 3 hours per day.

I think classes should be schedule two days per week.

I think English class is very interested from Monday to Thursday.

I taken ESL classes because I think it good time for me.

I think English class is very intersted form Monday. Tuesday.

2 times a week. 3 hours a day.

That's good. No have suggestions.

4 day a week. 3 hrs. per class.

I think 3 hours par day is OK.

The program needs to improve on diction.

I like location, times, days, number of hours per day of Coastline.

I sperfect the way it's.

Saturday 4 hours/lab

I think classes should have the days of class more.

Euclid Center, I hope there are some classes on 6-8 a.m.

I want to have a class on Friday.

I think the days for week is all right but the hours I think we need one or two more hours for day.

Text and Paragraph Responses

ESL Program Review--Student Survey

Question: 35. Do you have suggestions for how ESL classes should be scheduled (location, times, days, number of hours per day)?

I prefer conversatin class.

It's OK.

It's good.

It's good

3 hours/a day

O.K.

Text and Paragraph Responses

ESL Program Review--Student Survey

Question: 36. Do you have any other comments or recommendations?

I would like to have a little store.

Teach more communicate and spending.

No, anything.

Need to move to a new place.

I love my communication who lead me to the class so that I can learn more English and find a job.

Yes, I will have recommendation.

More hard to learn ESL: pronoun, speaking, writing.

Open more ESL class level, strongly for listening and speaking class. Change the program how to make student having active in class not boring seated or keeping silence.

I need more speaking and listening. All the books of levels repeat same lesson so I recommend to change new lessons or the books.

I wish the center help me a job because I'm not a job to work for my living. In order I have a good opportunity to continue in my studying.

We need little store downstair.

Very good.

1. Teacher for grammar class. 2. Teacher for another classes.

Buy book at school I attend. May I have class on Friday.

I like any teacher every day.

I take anything. I want take classes every day.

Very good.

We like 1 teacher for grammar class. Two teachers for different classes.

We need a small store.

I would like to do many tests in the English class.

We need more conversation classes.

Conversation class.

I need more communication class.

We need more teacher as Mrs. Marcella Sakert. She is an outstanding teacher.

Thank you for helping me to achieve my goals.

You should have more time opening computer lab room so that we can use computer whenever we need. I suggest that is can be used all the day. You should have more ESL program on computer.

Much more variety of courses at Coastline College (Garden Grove).

I think Coastline's ESL Program should offer some classes which are for pronunciation and higher level ESL classes so that the ESL student won't get trouble when they move up

Text and Paragraph Responses

ESL Program Review--Student Survey

Question: 36. Do you have any other comments or recommendations?

English classes.

I will like to take a small course to get a decent job. I mean like a year course so I don't have to go to Lincoln Center.

Should have extra high classes.

I would like to go to see a movie or to go to a trip with my teachers and friends.

I have other comments: I want this school have writing and conversation ESL class in Garden Grove Center.

I'm very satisfied with my being in ESL Programm of the CCC.

Thank you for everything that you do for us.

Students need computer class in diferents Programs. Word - Excel - Base date, etc.
Internet

I have a recommendations for the course Listening and Conversation. I think should be with less students per class; I think this class have to be more personaze.

I like this school.

High level is very good. Teachers are very demanding.

Thanks, ESL.

I think this program is very good but it's very long program almost 2 years. I would like study English only one year but very intensive. My opinion the principal bussines of this college is to sell books.

In general, studying at CCC is excellent.

You should have a vocabulary class.

I want to evaluate teachers, give feedback on teacher.

For practicing the speaking skills, I want to practice more about reading and some lessons to study by heart because reading is the second skill in speaking English. Writing must be the last skill. We don't have enough reading time.

I want to evaluate teachers.

I want study less than twenty students.

I want to buy books at school in which I take.

I want to buy books at school I take. I spent too much time to buy book at the book store.

I think that each English class should have about 15-20 students.

I want the ESL Program to get feedback from students on teachers and use it when they decide who rehire.

I would like to recommend no sharing of the same type of lesson -- for example, grammar, conversations, between two teachers. Just one teacher should teach in during a day.

I only wish and hope my teach doesn't give me a lot of slang or not. Thank you.

Please opens the classe early 6-8 a.m. for easy to people go to work.

Text and Paragraph Responses

ESL Program Review--Student Survey

Question: 36. Do you have any other comments or recommendations?

I think we need a computer lab with better machines.

My suggestions is if we can a skills lab in our college.

Can student borrow "Pronunciation and Conversation" software. If he cannot come to the school lab.

If you have the conversation classes in evening, I think many students like it.

I would like to take many more courses of ESL.

I would like to learn computer class in Coastline's ESL program, but doesn't has computer classes in Coastline Garden Grove Center.

Offer more higher or advance level and also basic writing.

Reading, writing.

I can faind ESL class in Fountain Valley City. For me is difficulted come to class in Coastline Community College in Garden Grove. I don't have driver licence. I come on bike. I'd really like to Coastline Community College. This is wonderfull college and nice classroom. Thanks for teaching a new language. I'd like speak English very well. Thank you.

Need more parking place.

This location don't have enough parking for students. [Garden Grove]

Explain better how follow the nivel cursus. I don't know exactly how many nivels are or how are conformade. Note. You do a excellent job for all us.

Improve pronunuation classes.

I appreciate your ESL Program very much.

No, I don't have other comments when I taking English class.

No, I don't have other comments. When I talking English.

I prefer to have 5 days ESL classes in a week with 2 days in ESL lab and 3 days in ESL courses.

I suggest all of the students go to the classroom must turn phone off and respect the teachers.

In my opinion, I think, for the ESL class more interesting home there we should watch video tape, and some game to help us study English better. And we should have a rule that don't speak other language in classroom.

Libreria here. Top buy books here. Restaurant. Cafeteria. More parkin.

Is possible then you put parking near to school.

I want to increase my spoken English. How can I increase? How to know the speaking English.

I want to evaluate teachers; give feedback on teachers.

In the lab computer we need more time.

Please put a coffee machine because it is cold in class. The A.C. is too cold.

Text and Paragraph Responses

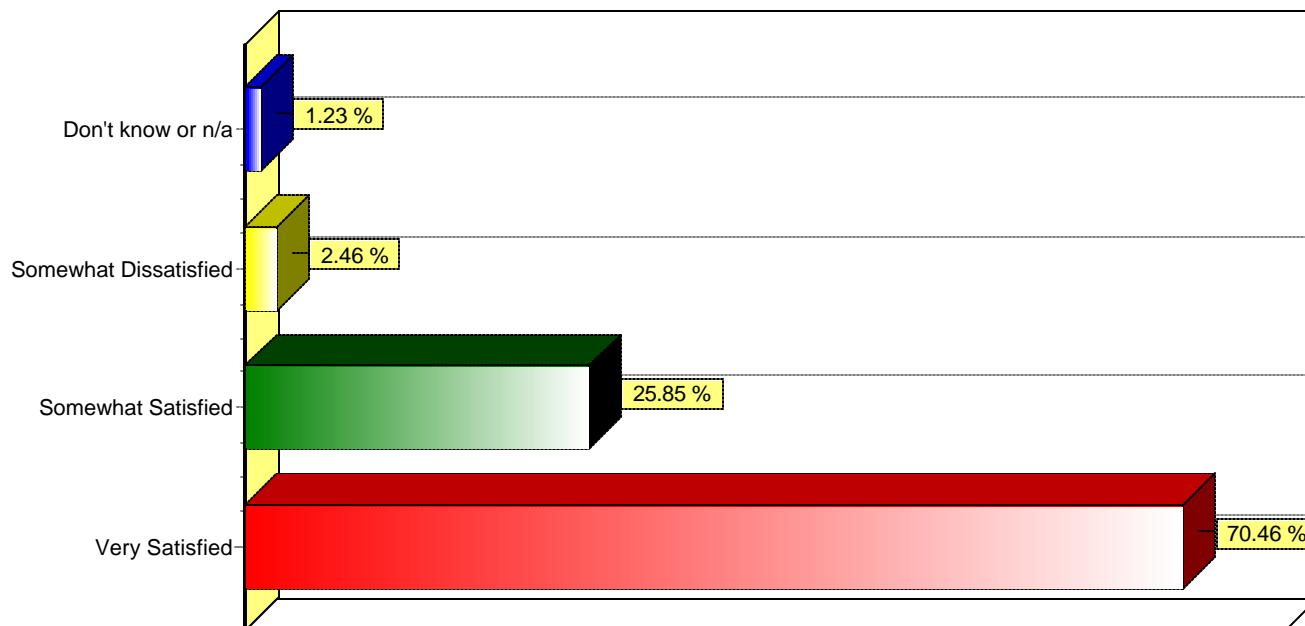
ESL Program Review--Student Survey

Question: 36. Do you have any other comments or recommendations?

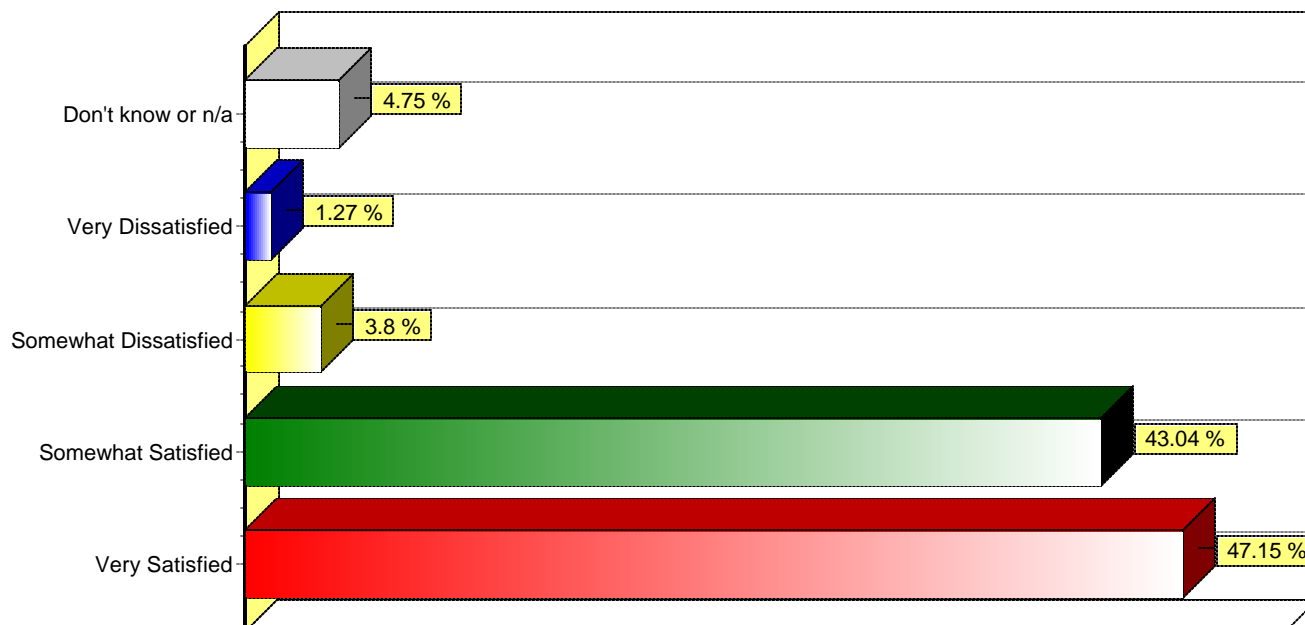
Bar Graphs

ESL Program Review--Student Survey

a. Quality of ESL instruction



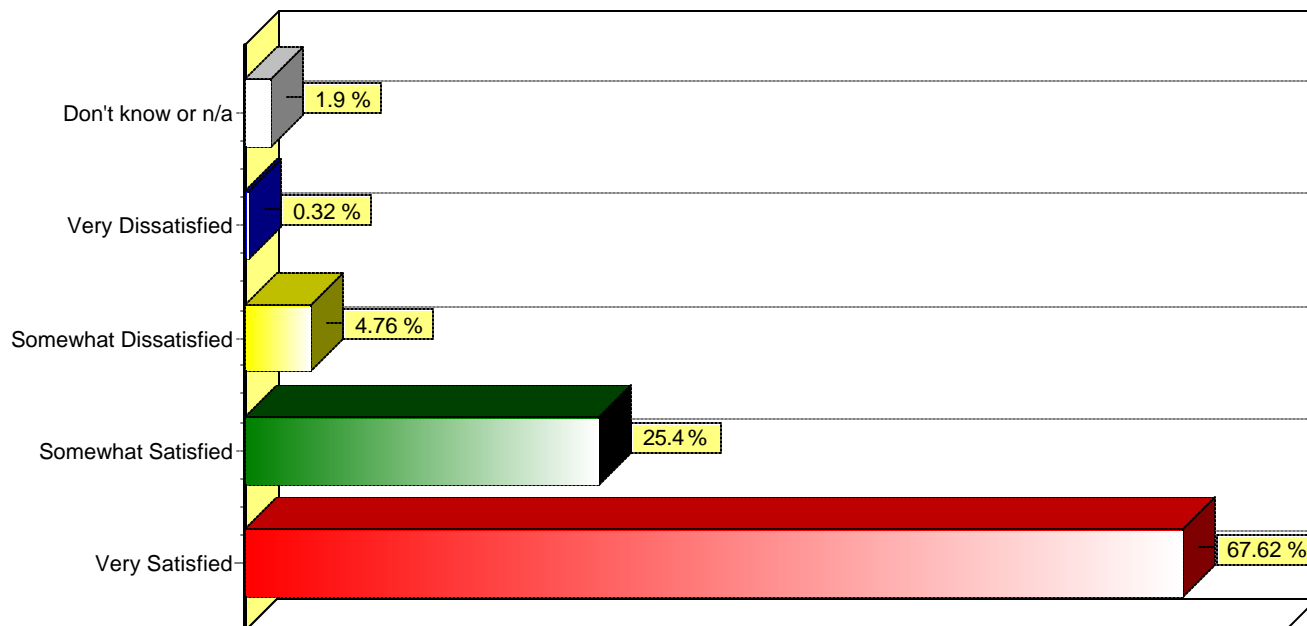
b. Number of levels of ESL classes



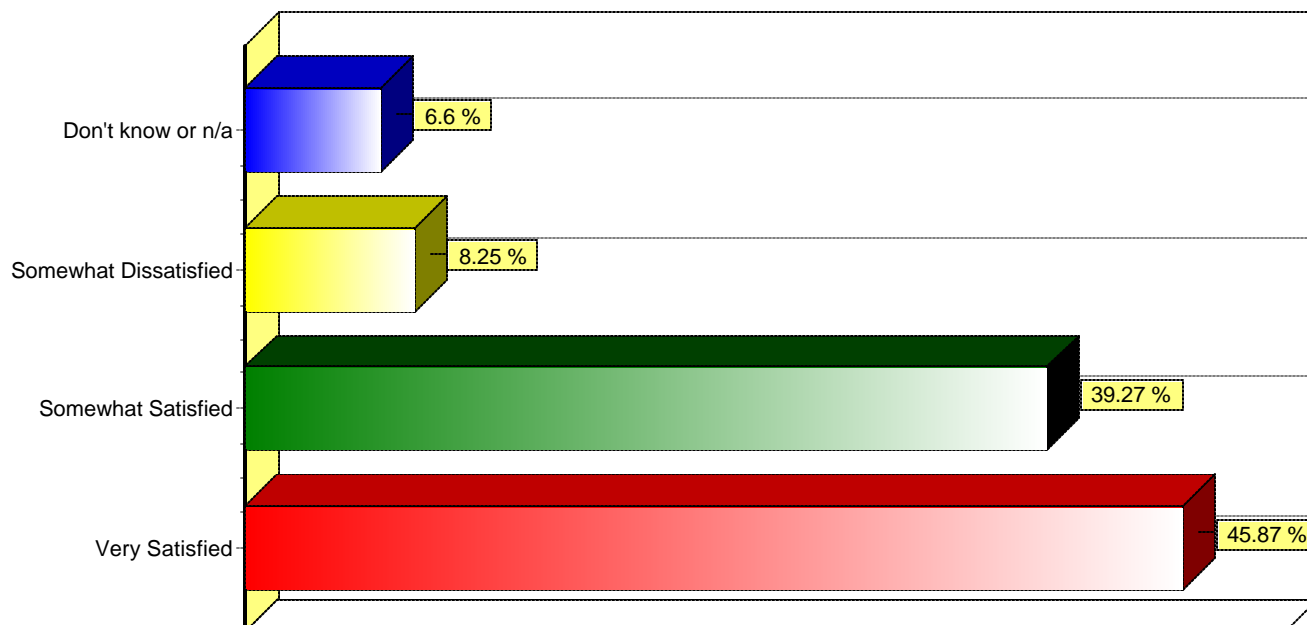
Bar Graphs

ESL Program Review--Student Survey

c. Scheduling of classes (time and day)



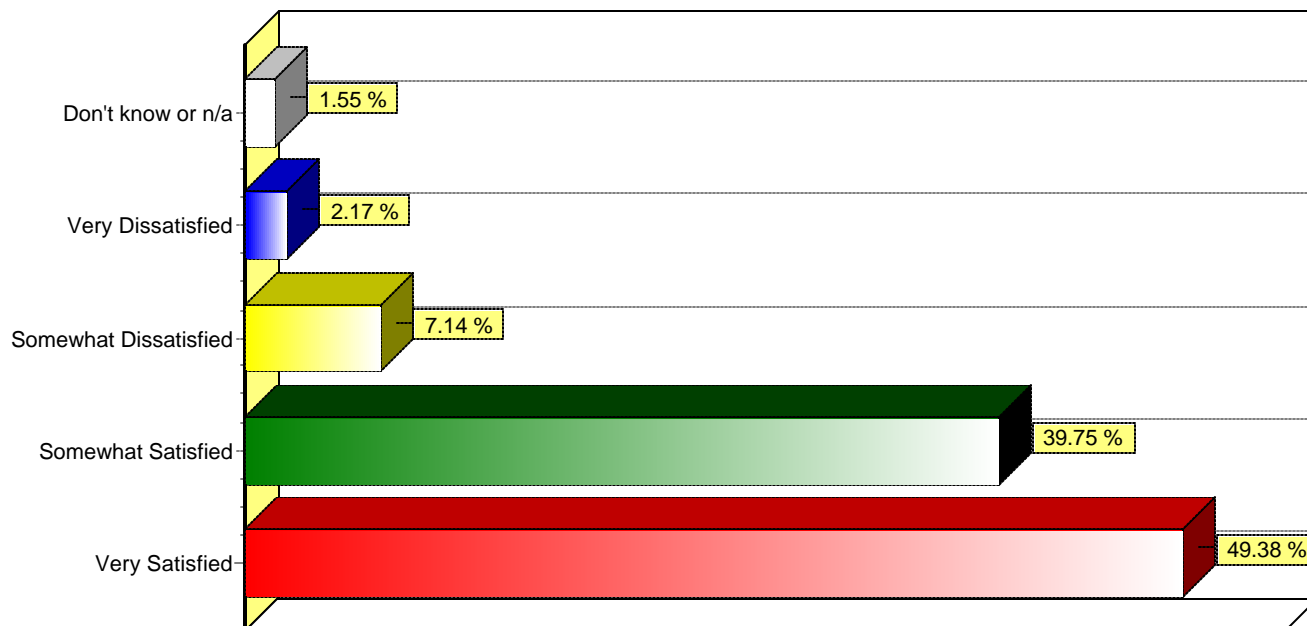
d. Variety or types of ESL classes



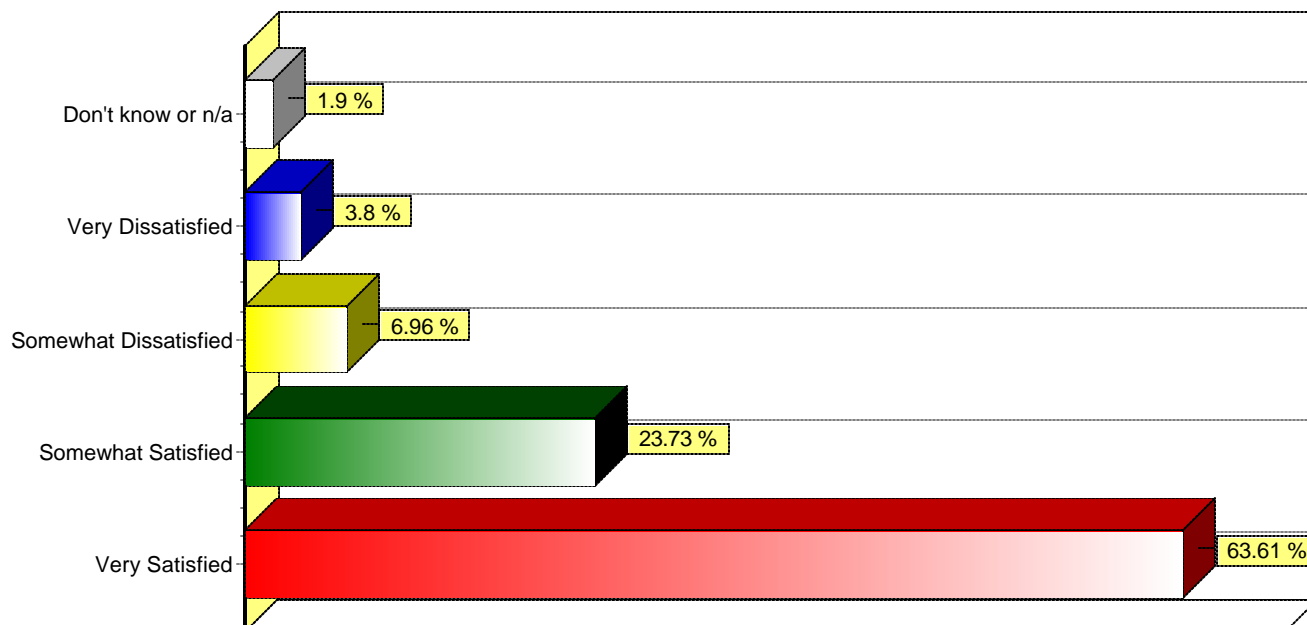
Bar Graphs

ESL Program Review--Student Survey

e. Class size (number of students in your classes)



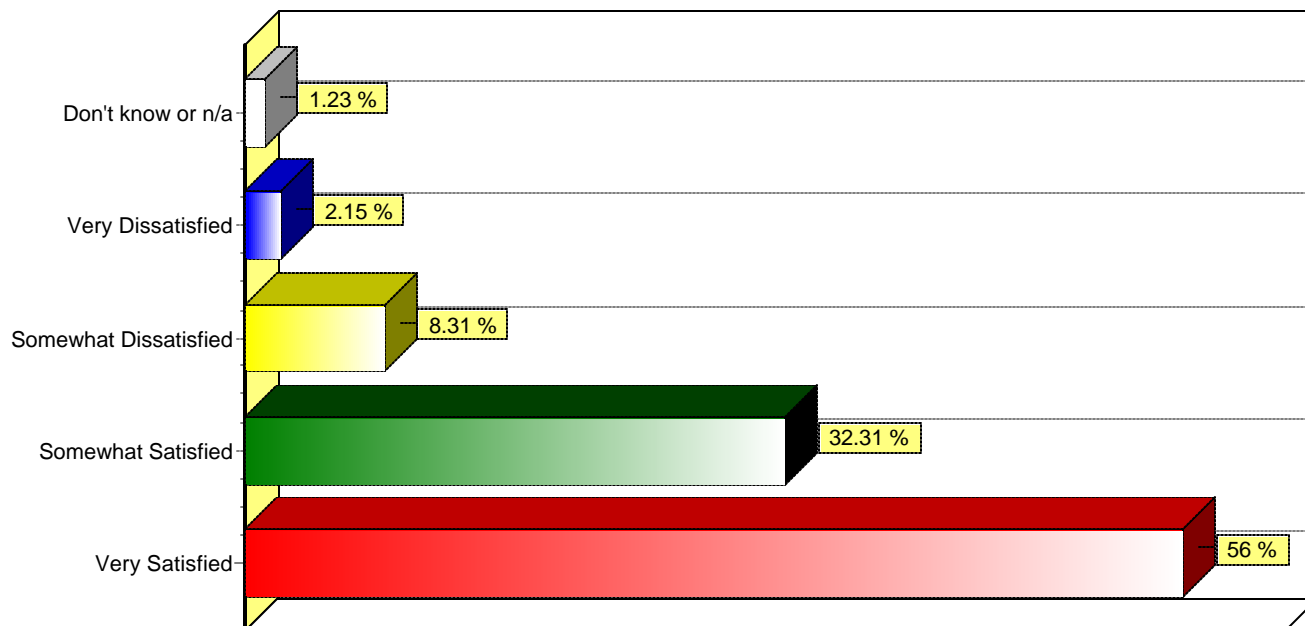
f. Location of ESL classes



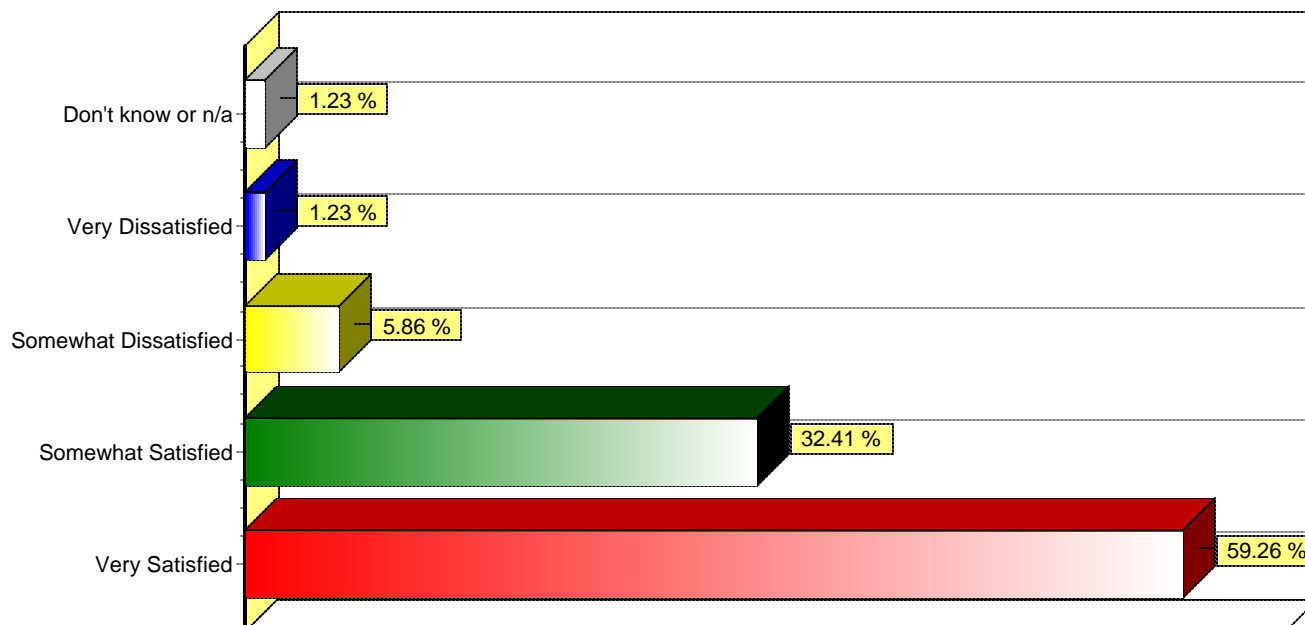
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ESL Program Review--Student Survey

g. Classroom furniture and comfort



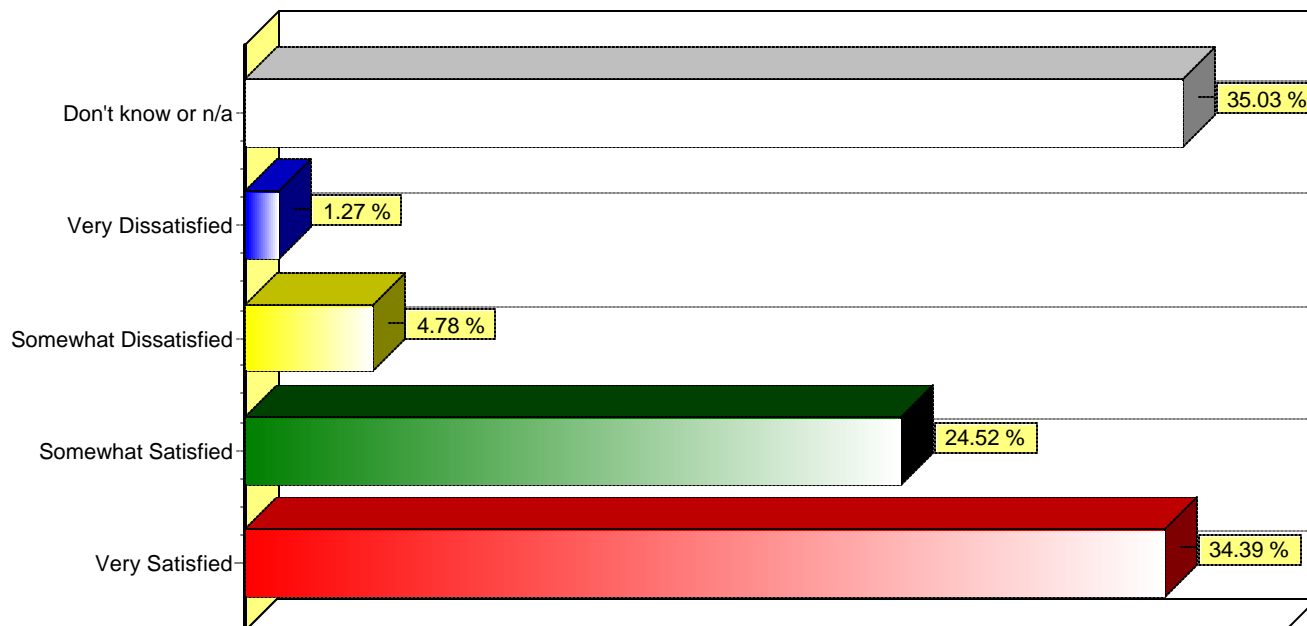
h. Cleanliness of facility (classrooms, bathrooms, etc.)



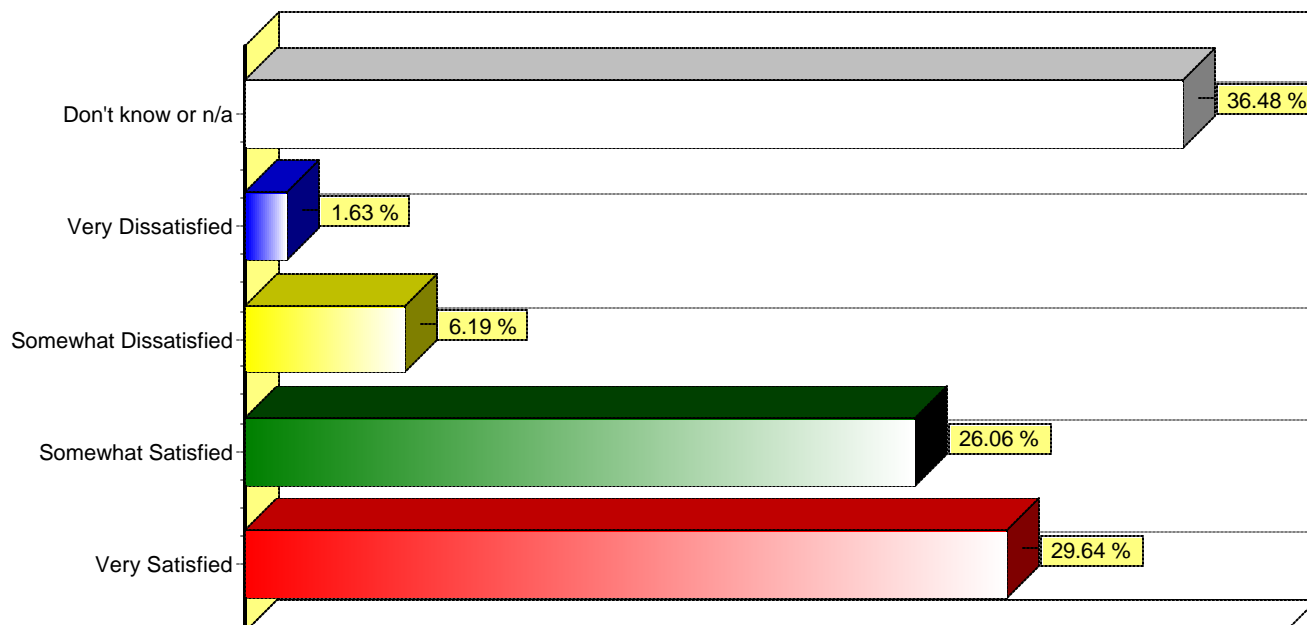
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ESL Program Review--Student Survey

i. Quality of computers and software in the ESL computer lab



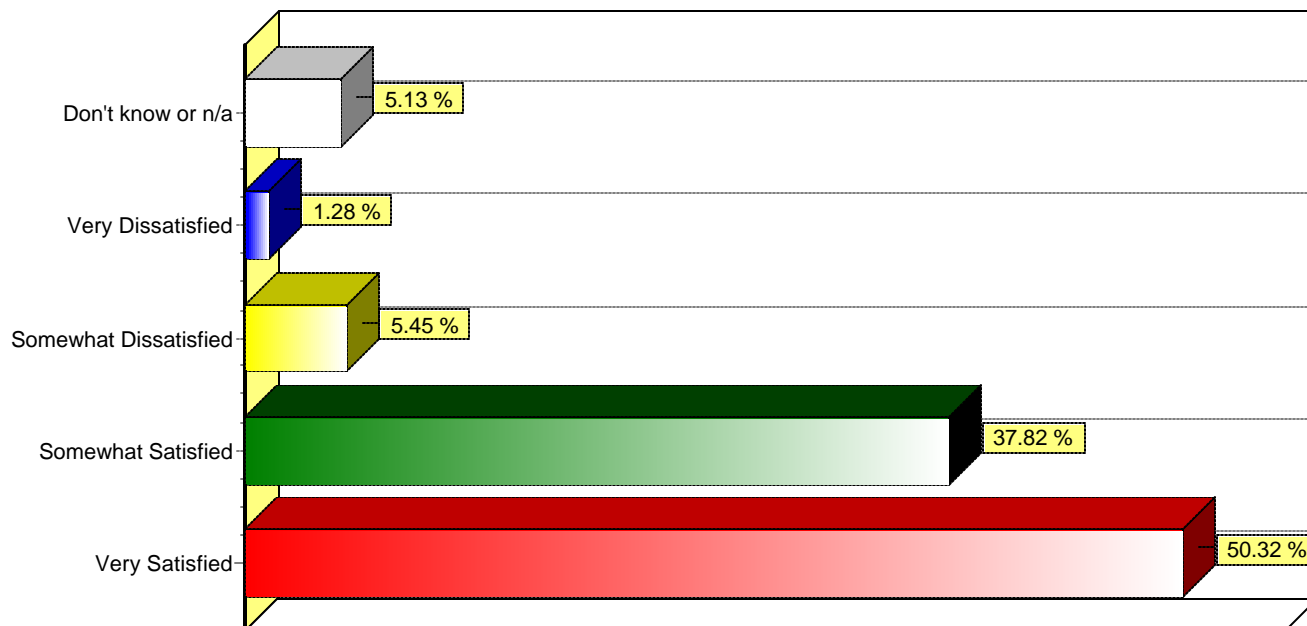
j. Number of instructors and aides in the ESL computer lab



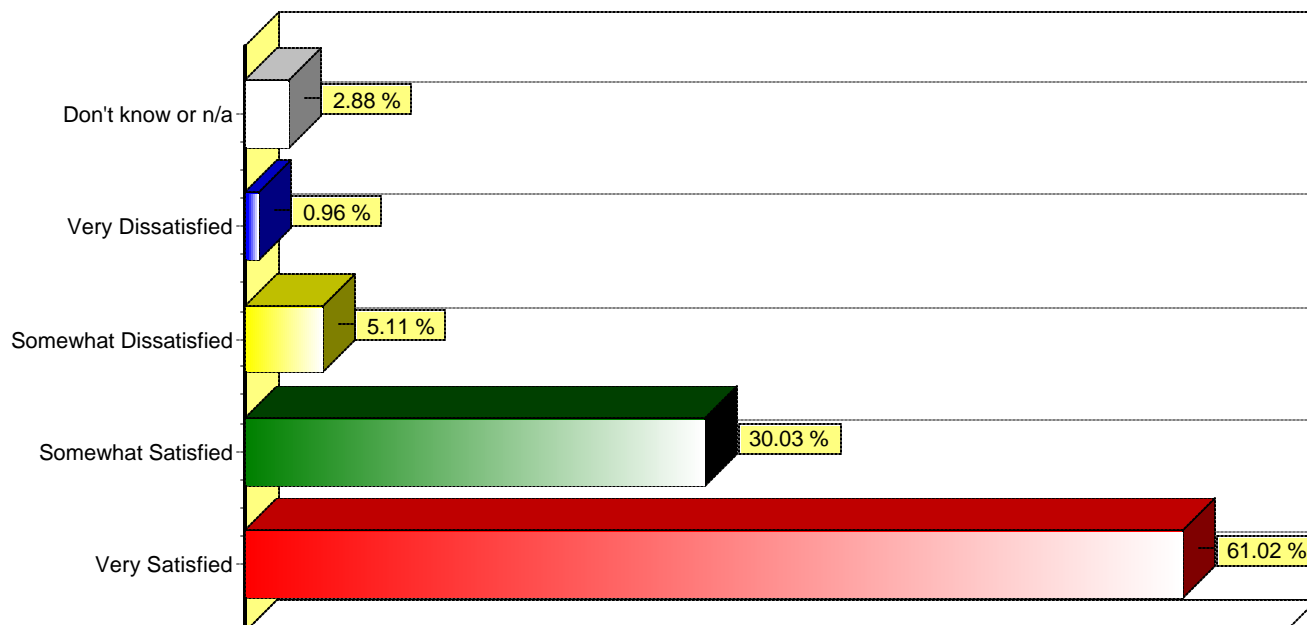
Bar Graphs

ESL Program Review--Student Survey

k. Convenience of ESL assessment process (testing to enter ESL classes)



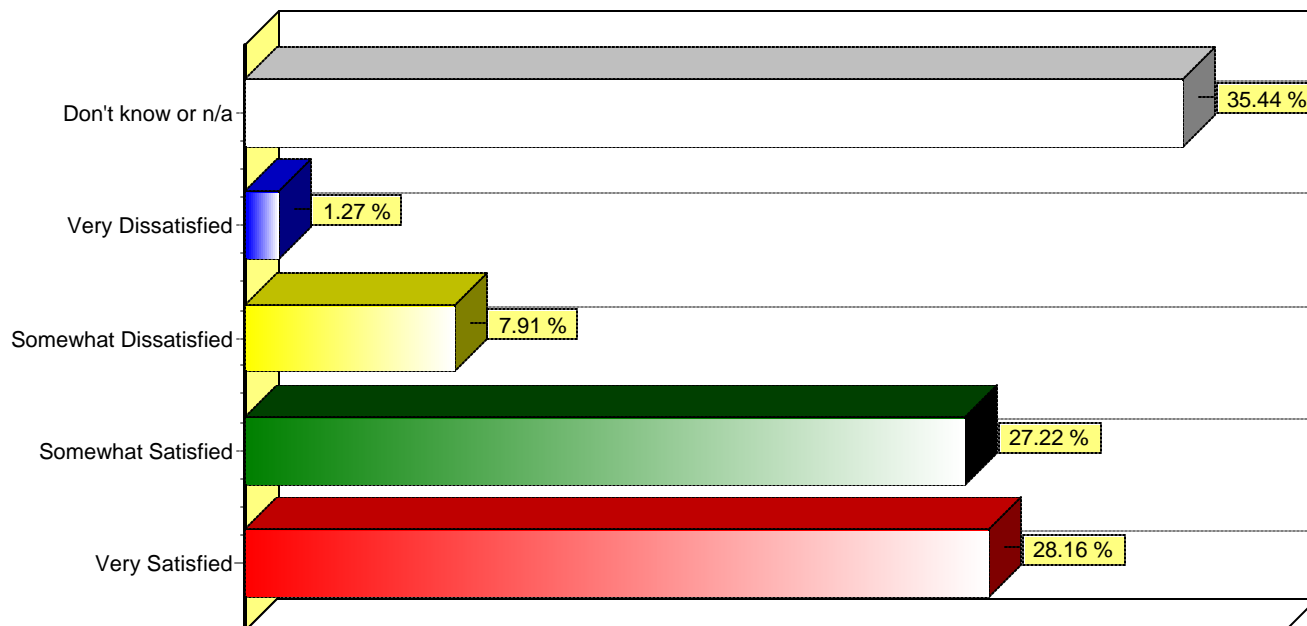
I. Convenience of ESL class registration process



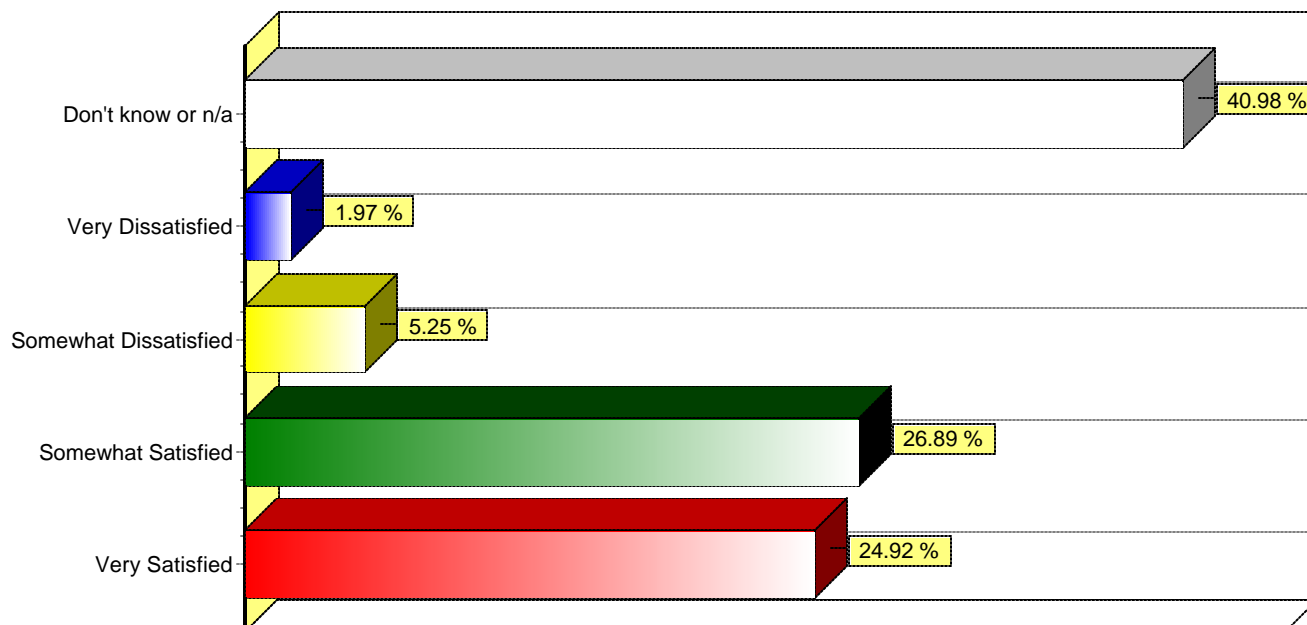
Bar Graphs

ESL Program Review--Student Survey

m. Availability of counseling services (counselors available when you need them)



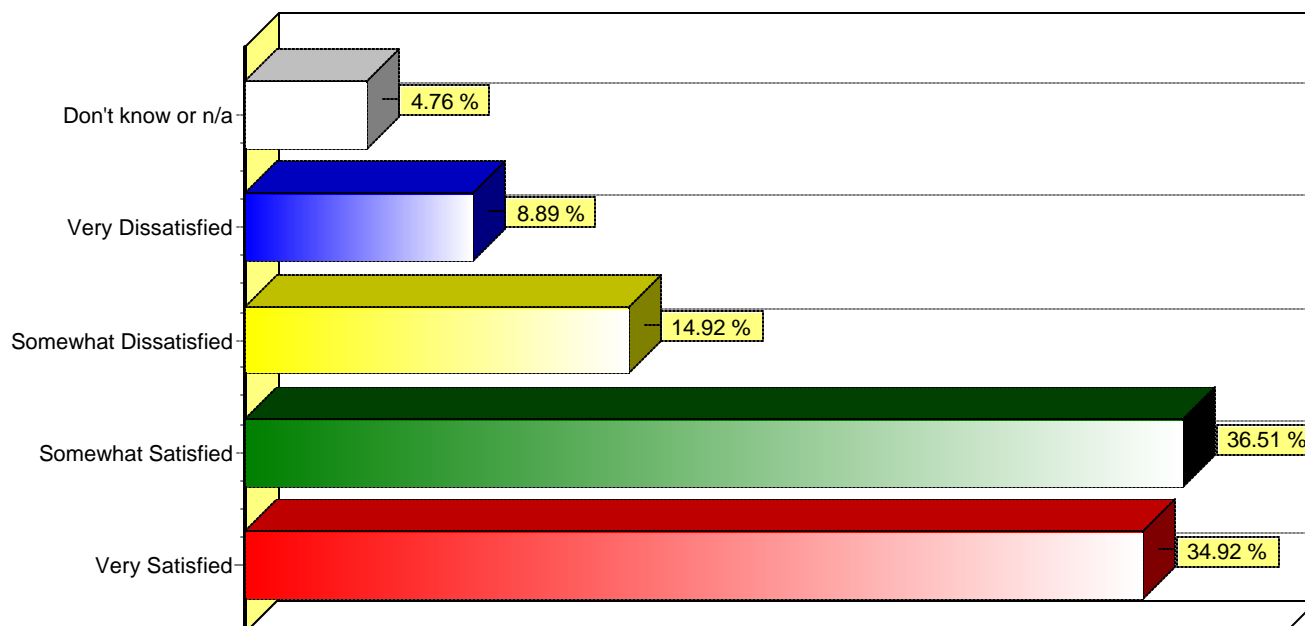
n. Quality of counseling services



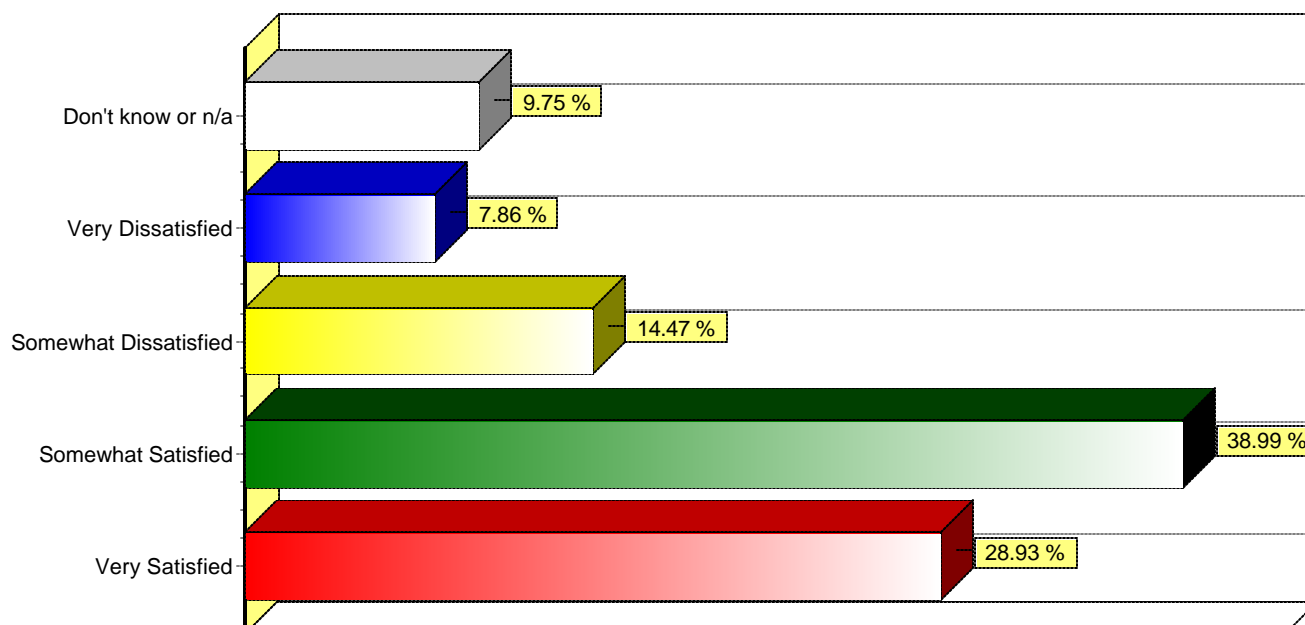
Bar Graphs

ESL Program Review--Student Survey

o. Convenience of getting textbooks



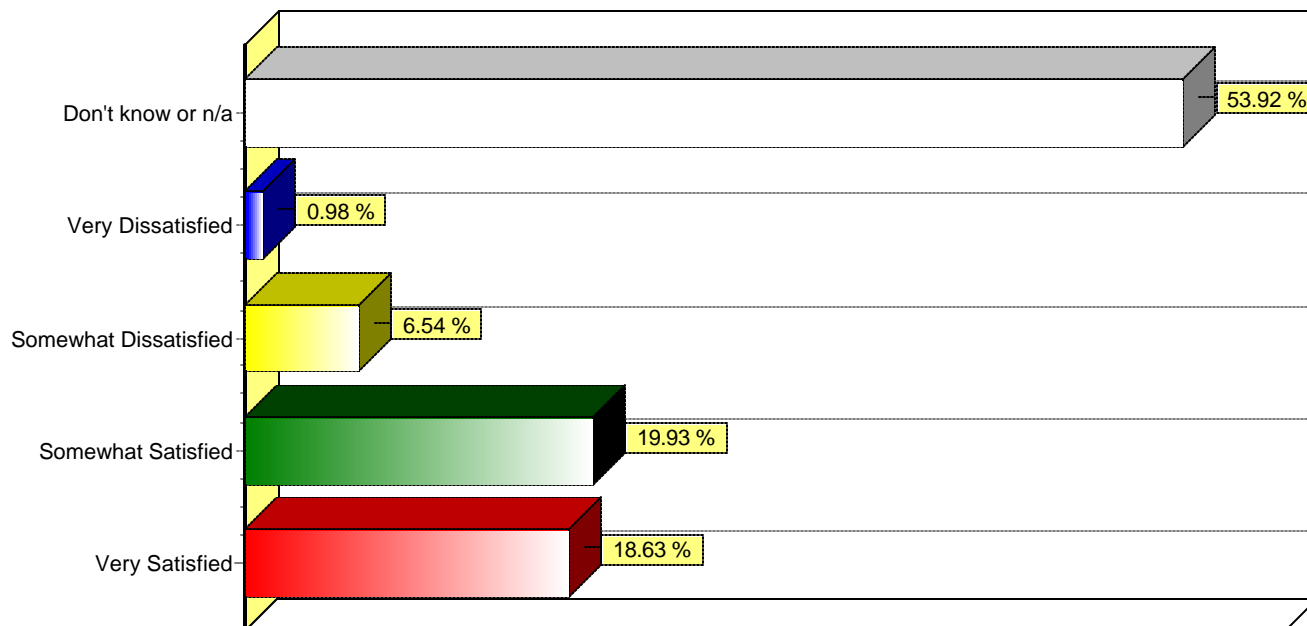
p. Areas at school to eat, study, and take breaks



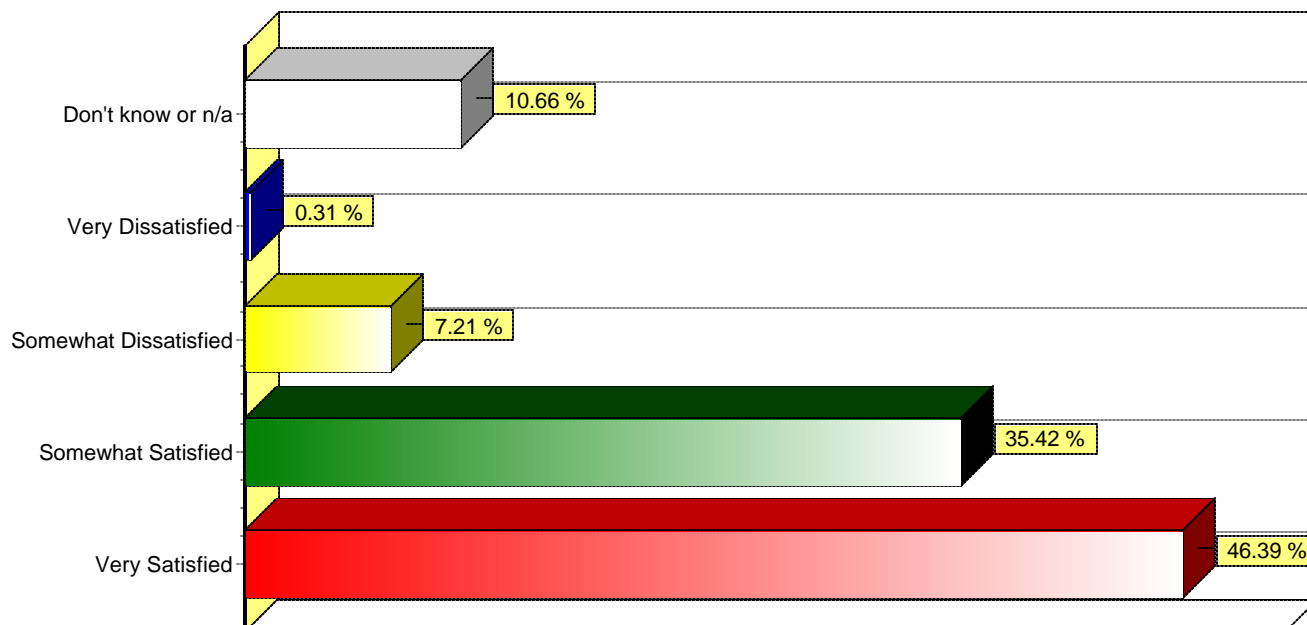
Bar Graphs

ESL Program Review--Student Survey

q. Availability and quality of student health services



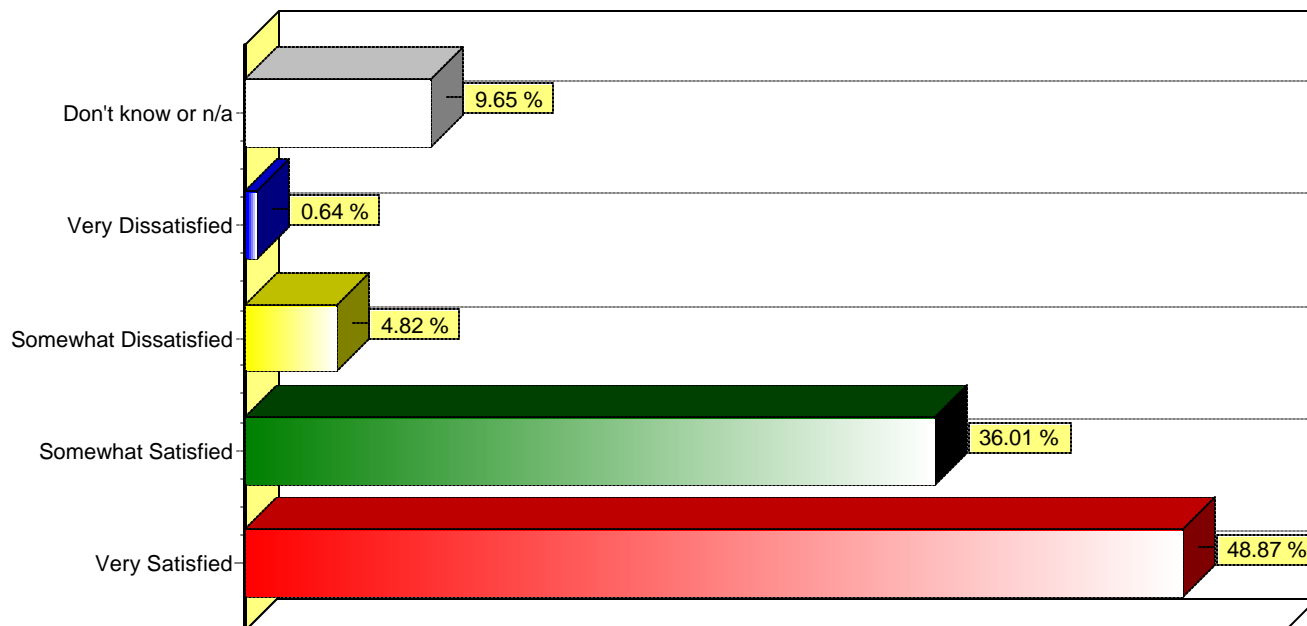
r. Availability of ESL office staff to assist students



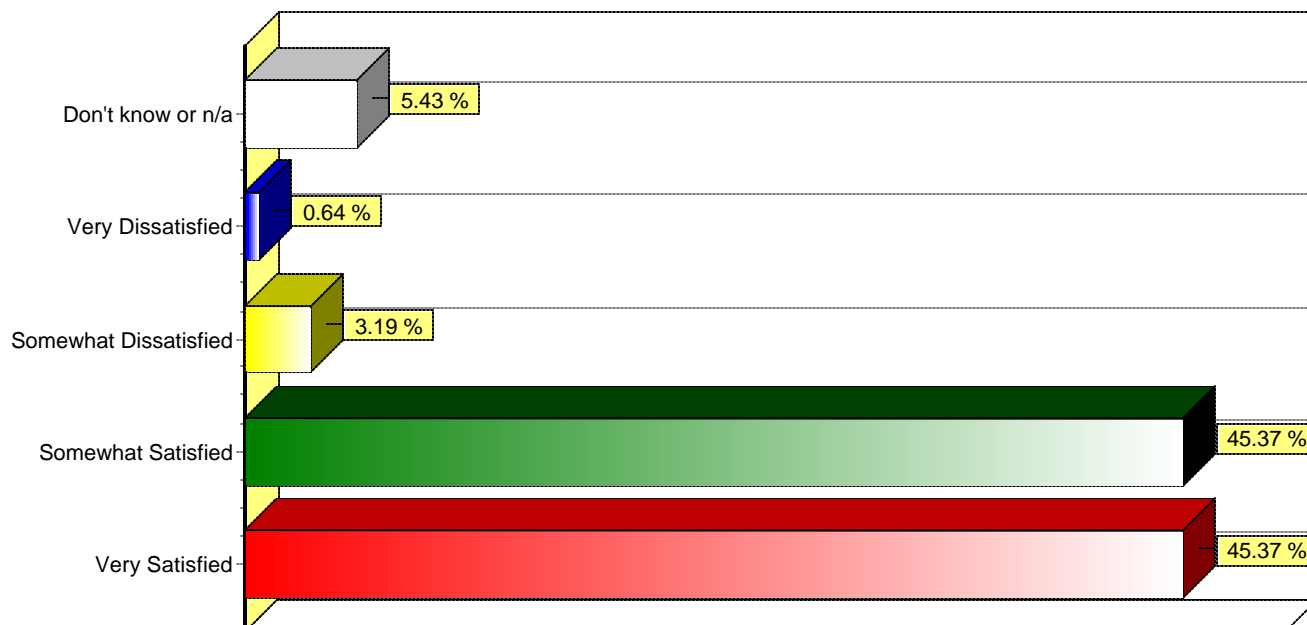
Bar Graphs

ESL Program Review--Student Survey

s. Respect shown by faculty and staff for students from different cultures



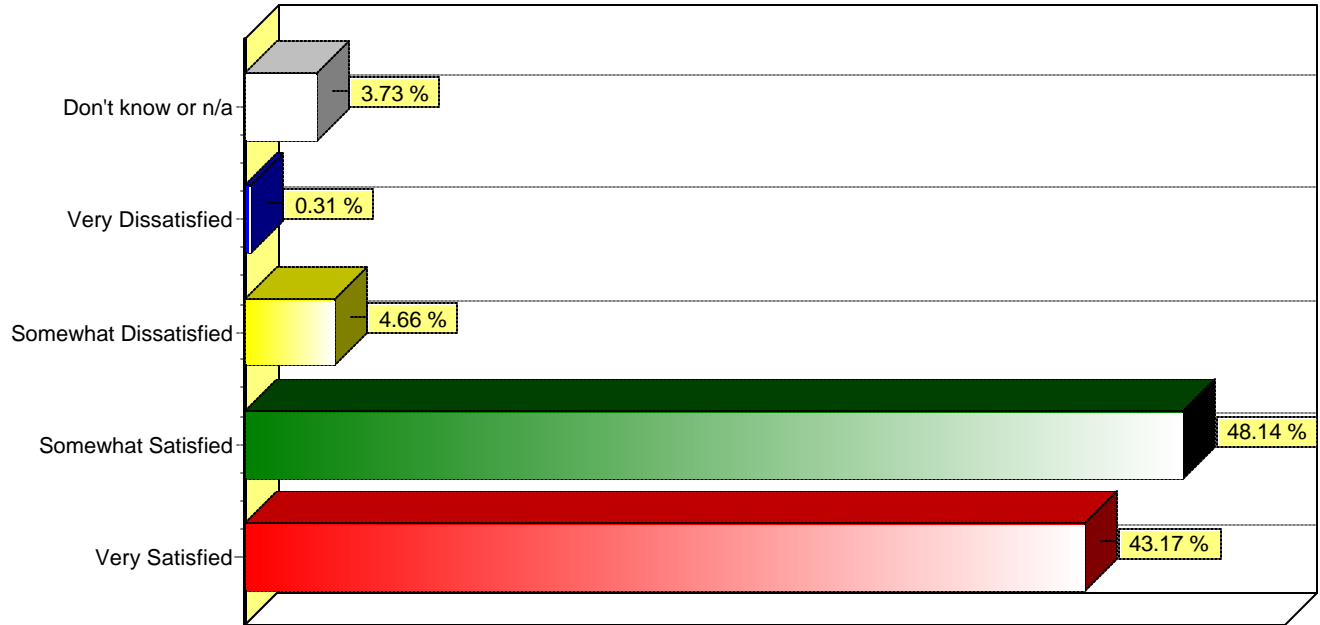
t. Overall quality of the ESL program



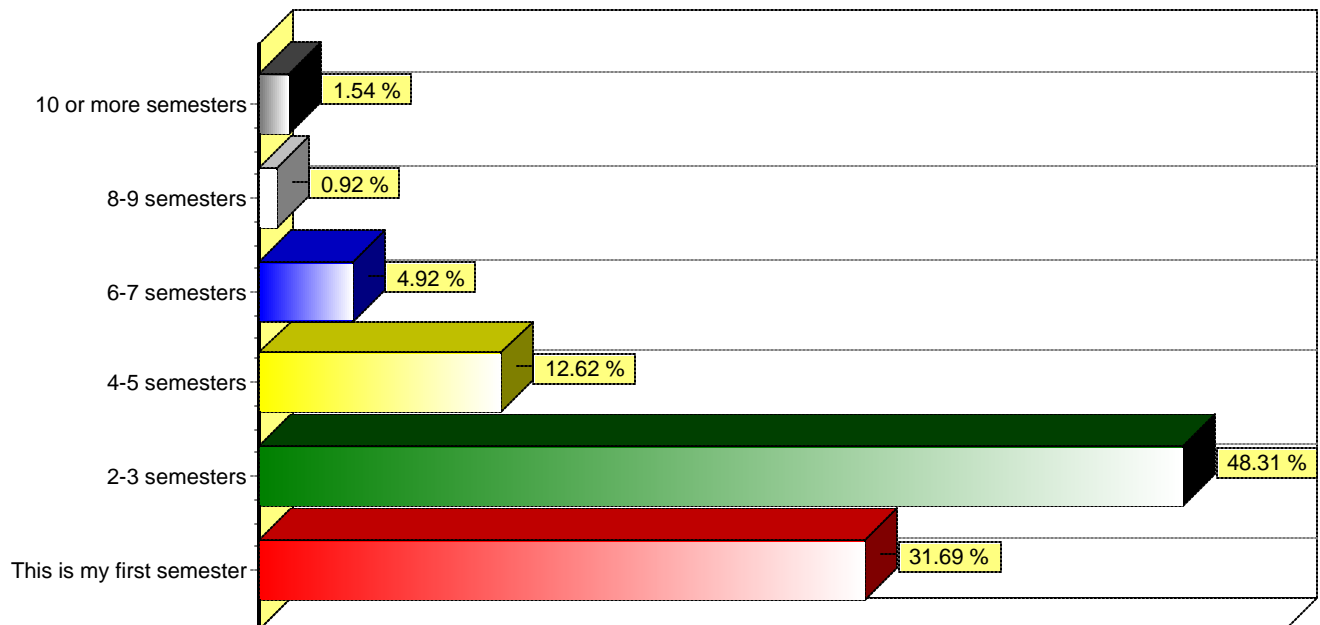
Bar Graphs

ESL Program Review--Student Survey

u. Your own success in the ESL Program



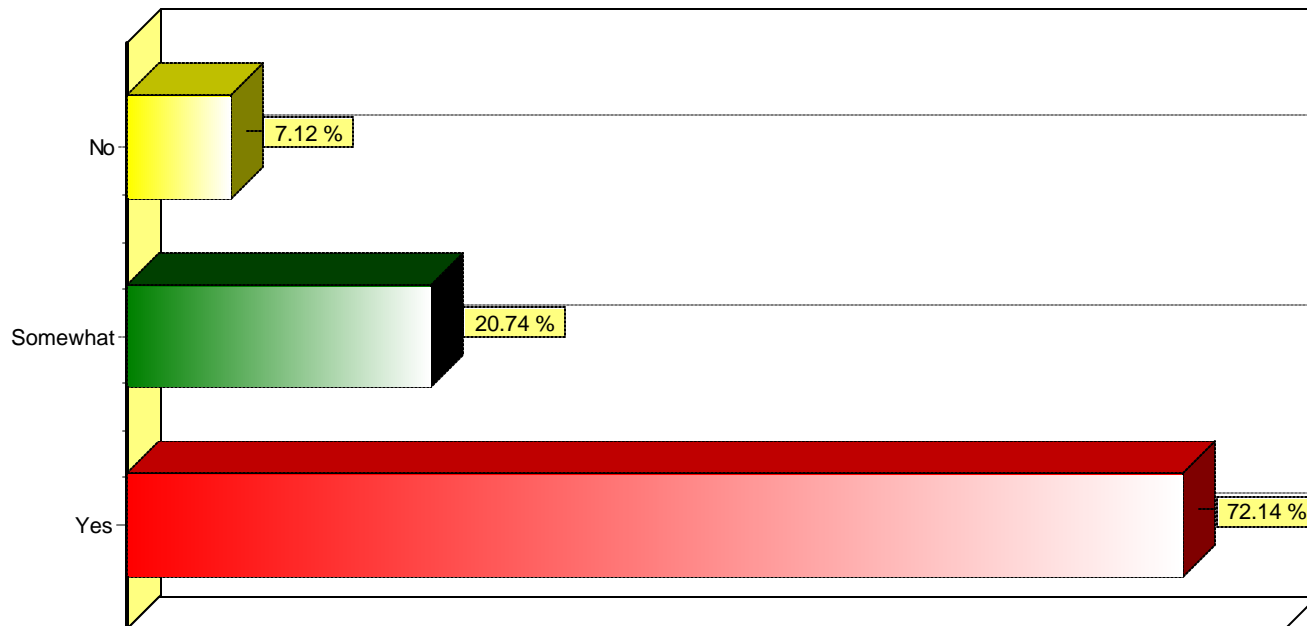
2. How many semesters of ESL classes have you taken at Coastline?



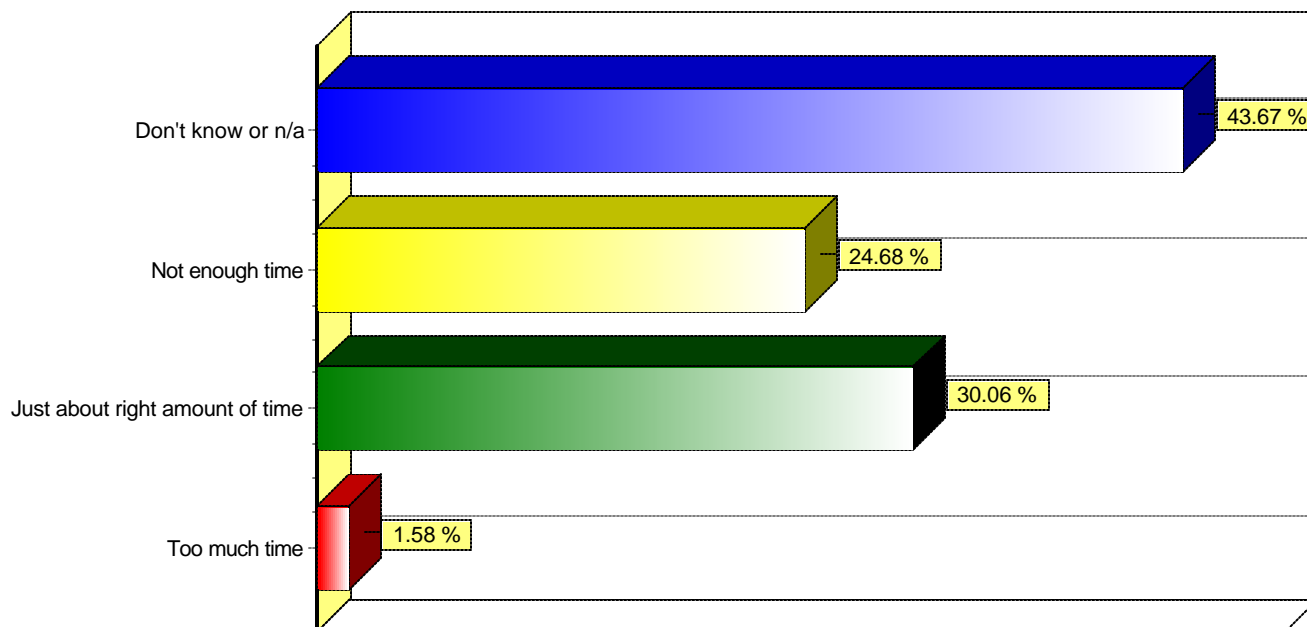
Bar Graphs

ESL Program Review--Student Survey

3. Do you understand how you move through the different ESL classes and levels?



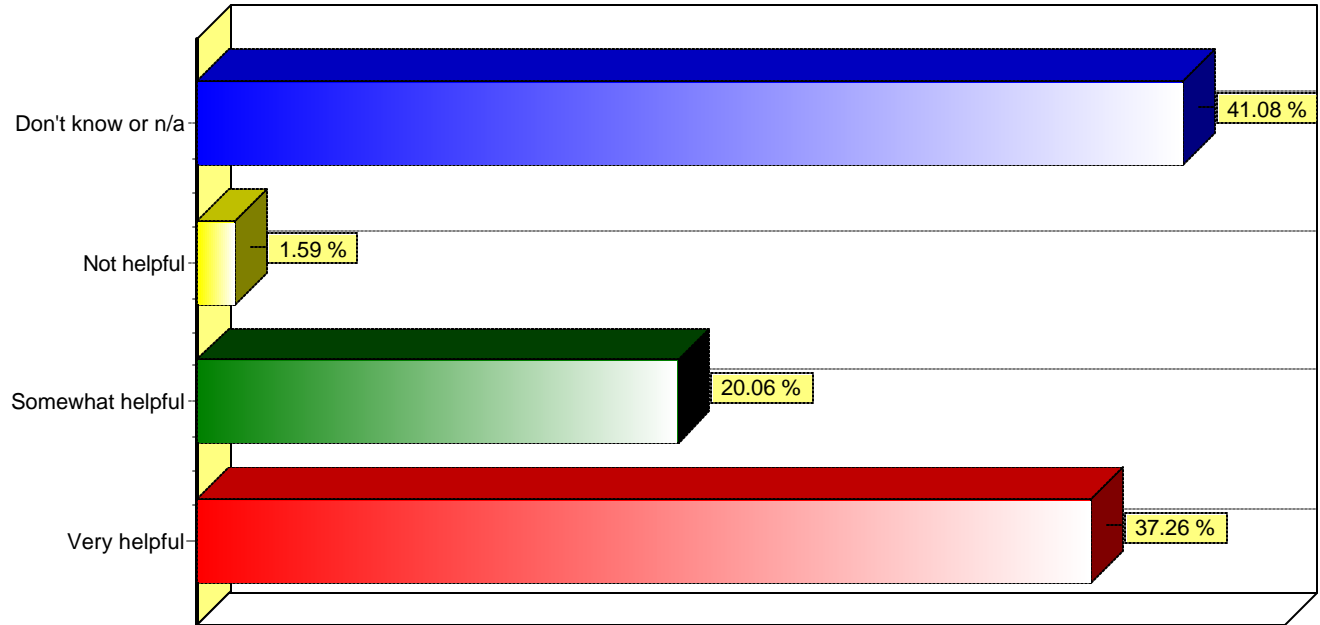
4. What is your opinion of the amount of time your class currently spends in the computer lab?



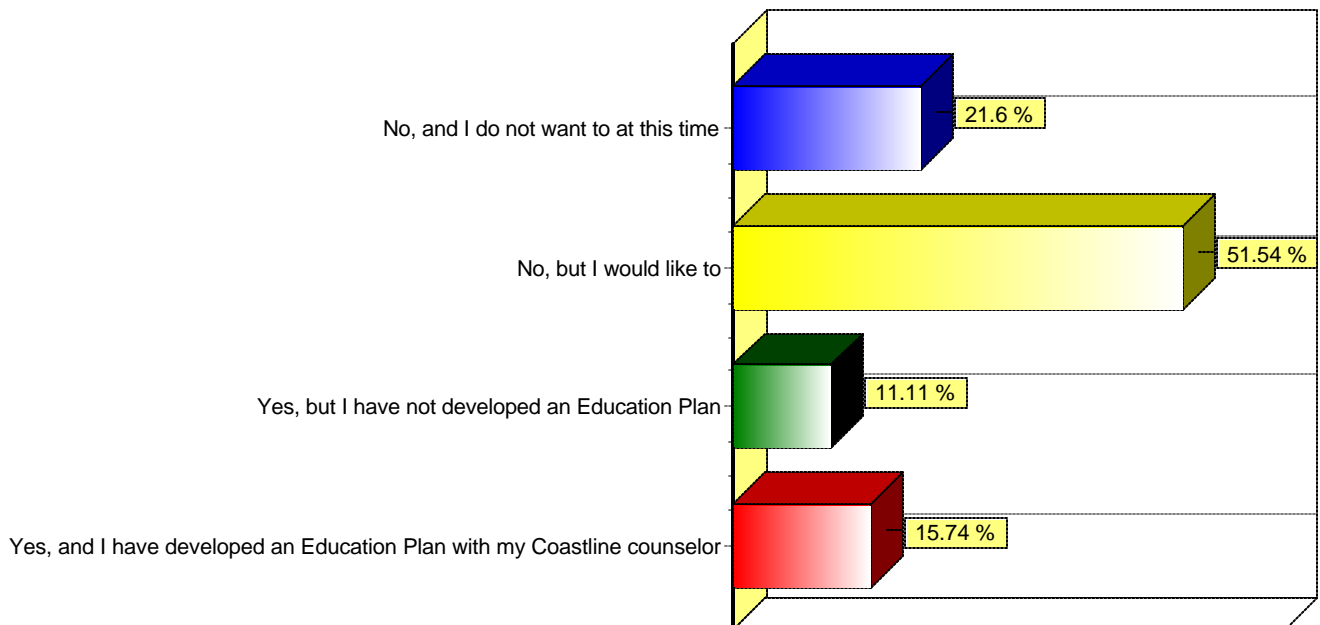
Bar Graphs

ESL Program Review--Student Survey

5. How helpful have your lessons in the ESL computer lab been?



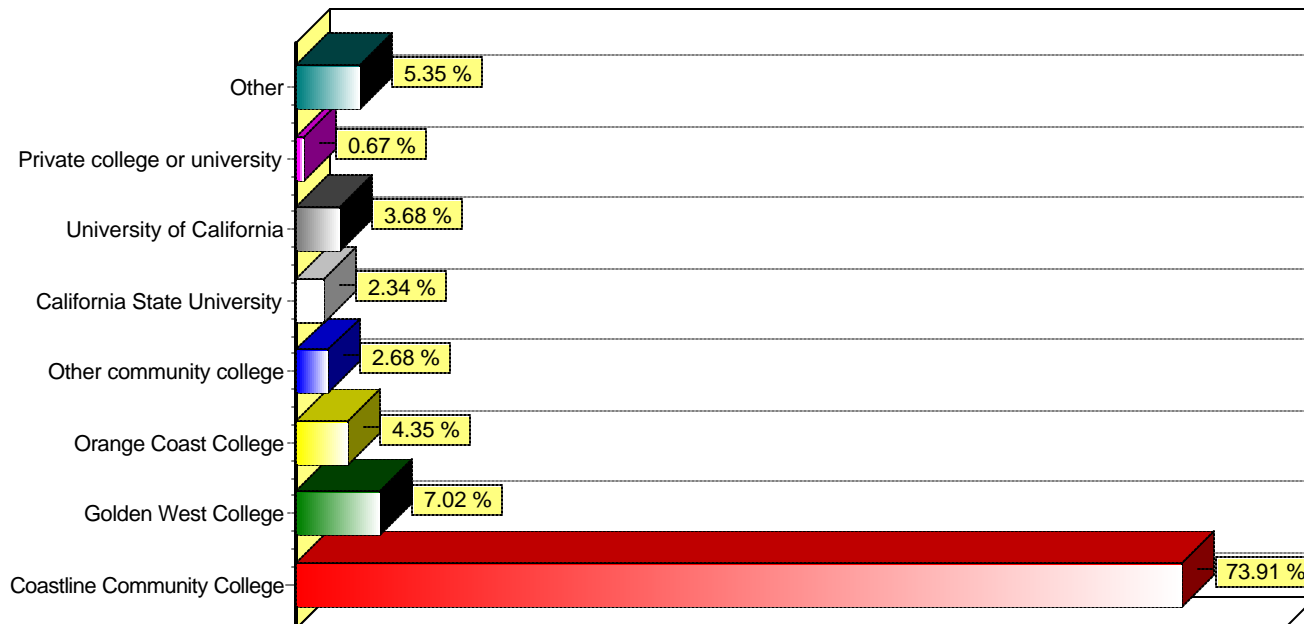
8. Have you ever spoken with a counselor at Coastline?



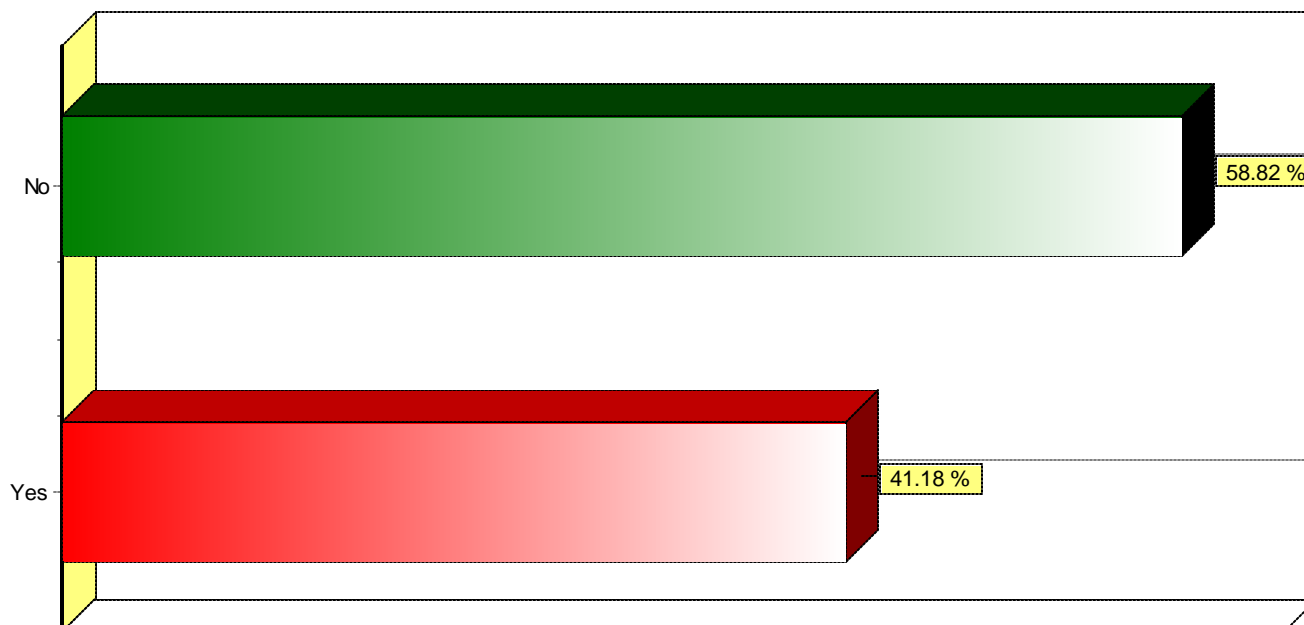
Bar Graphs

ESL Program Review--Student Survey

10. Which school do you consider your main school?



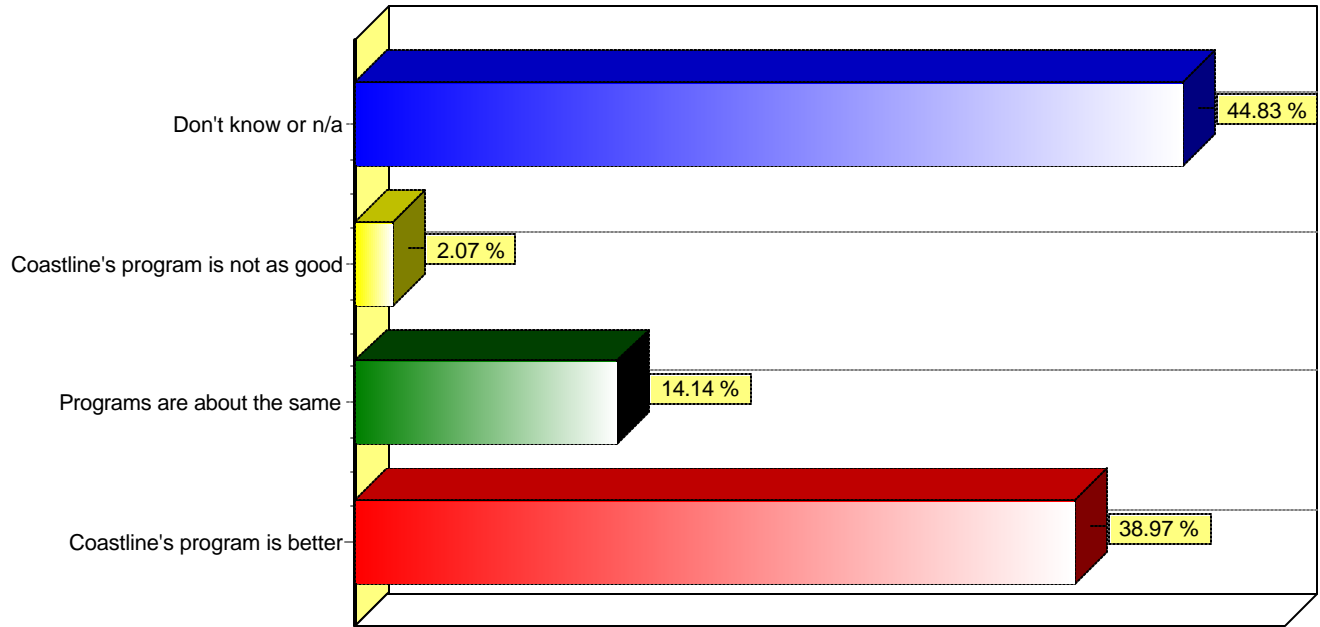
11. Have you ever attended ESL classes at another school or college?



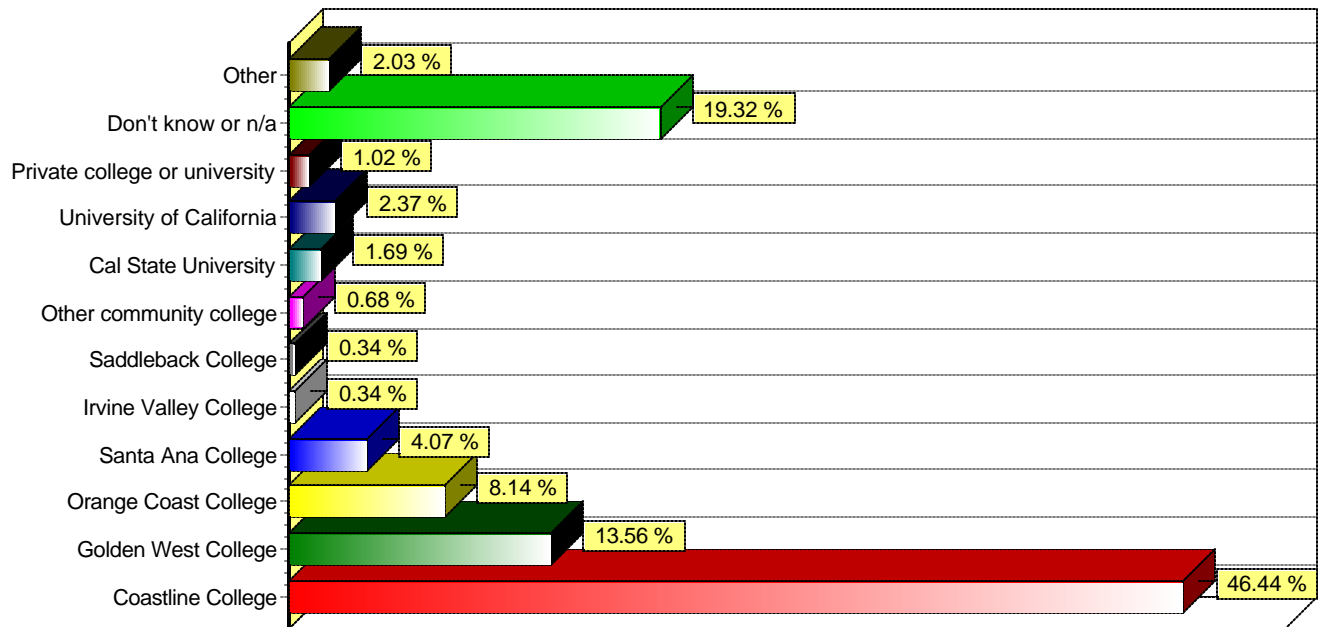
Bar Graphs

ESL Program Review--Student Survey

12. If you have attended ESL classes at another school or college, how does Coastline's ESL Program compare?



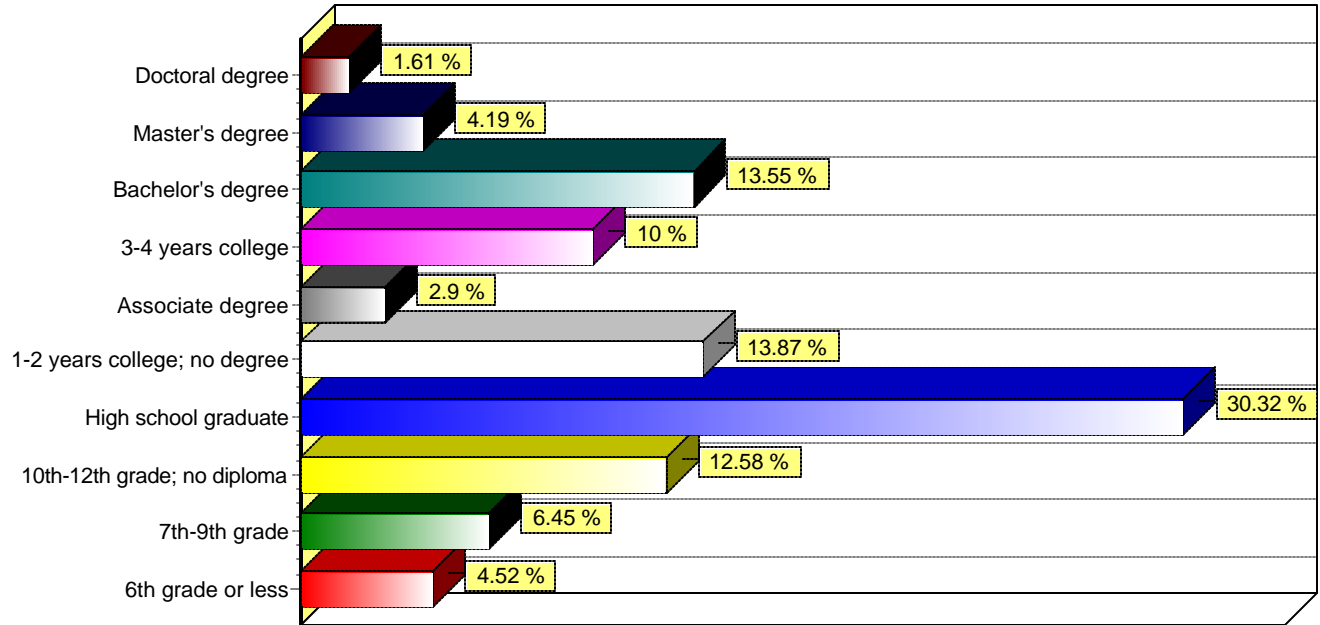
14. If you are planning to take other courses after ESL, what college do you plan to attend?



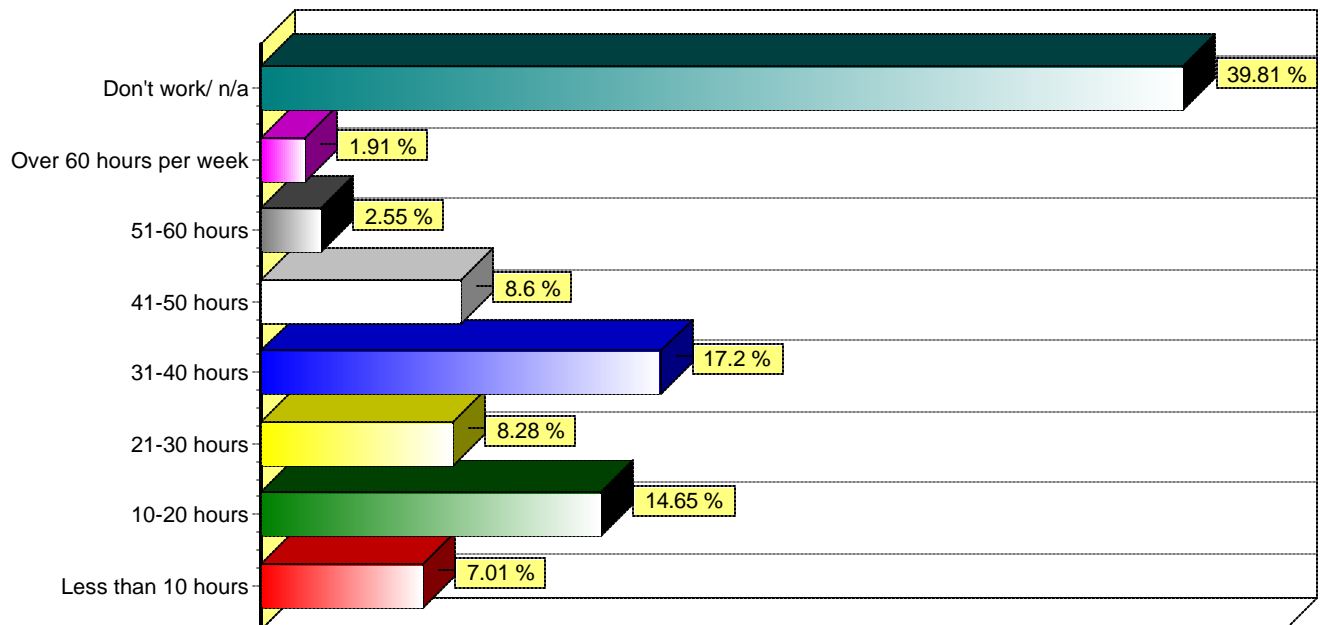
Bar Graphs

ESL Program Review--Student Survey

16. What is the highest level of education that you completed in your home country?



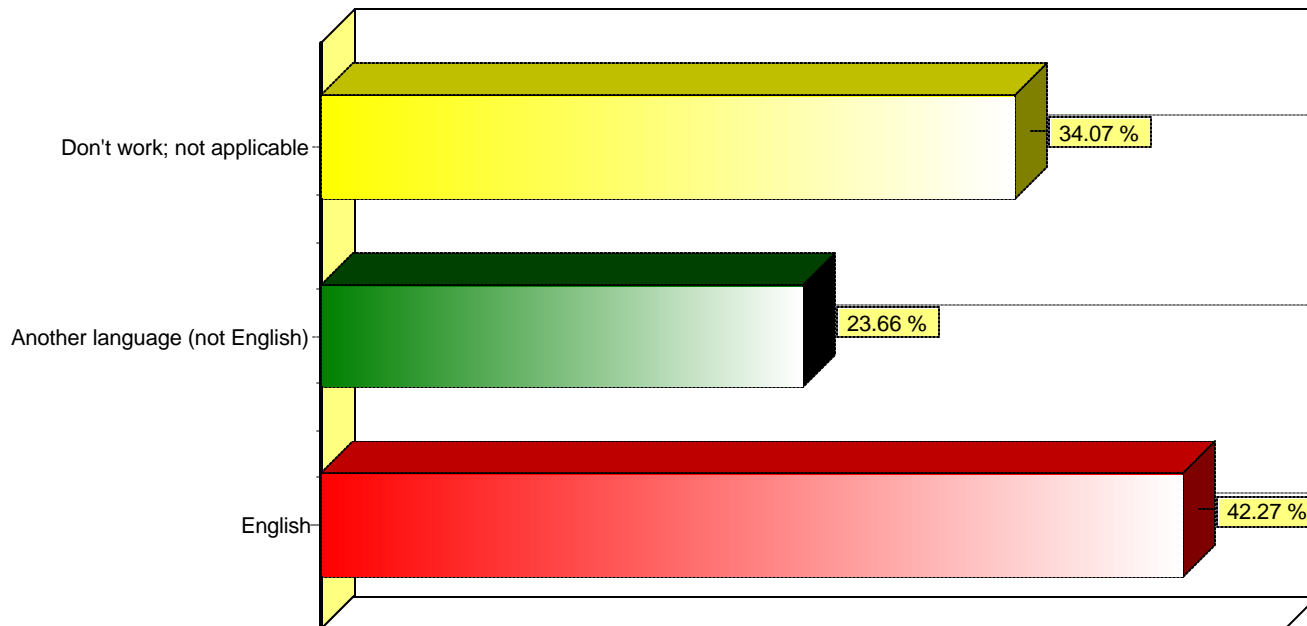
17. How many hours per week do you currently work?



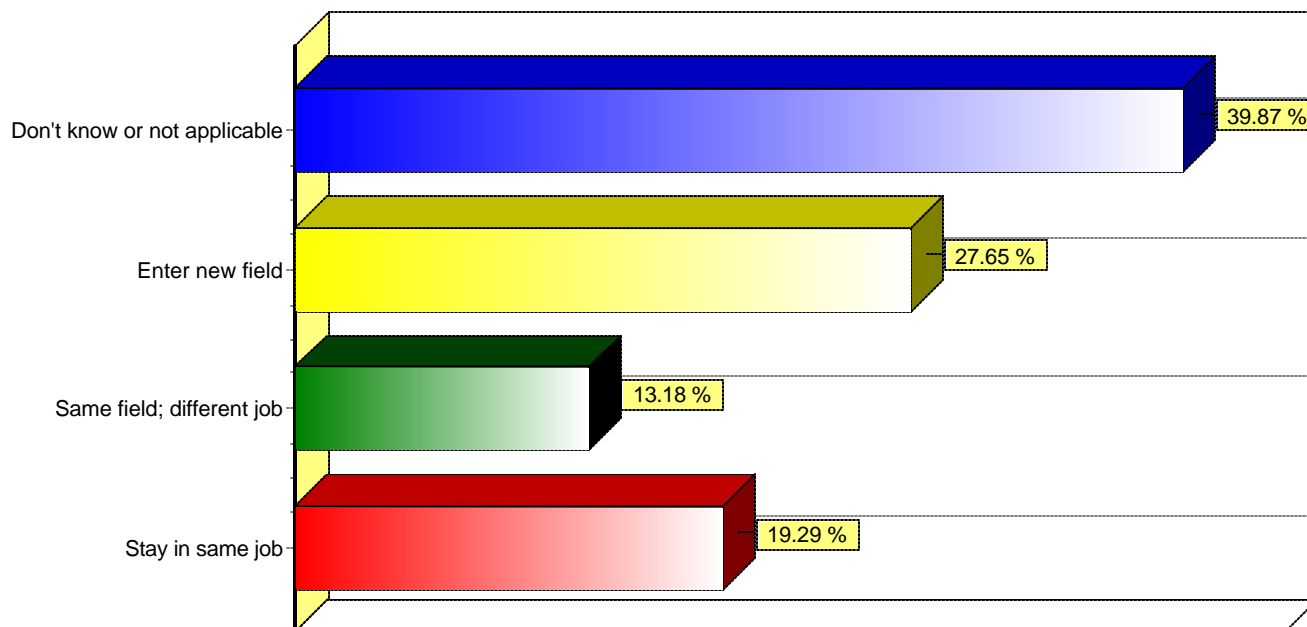
Bar Graphs

ESL Program Review--Student Survey

18. What is the main language you speak at work?



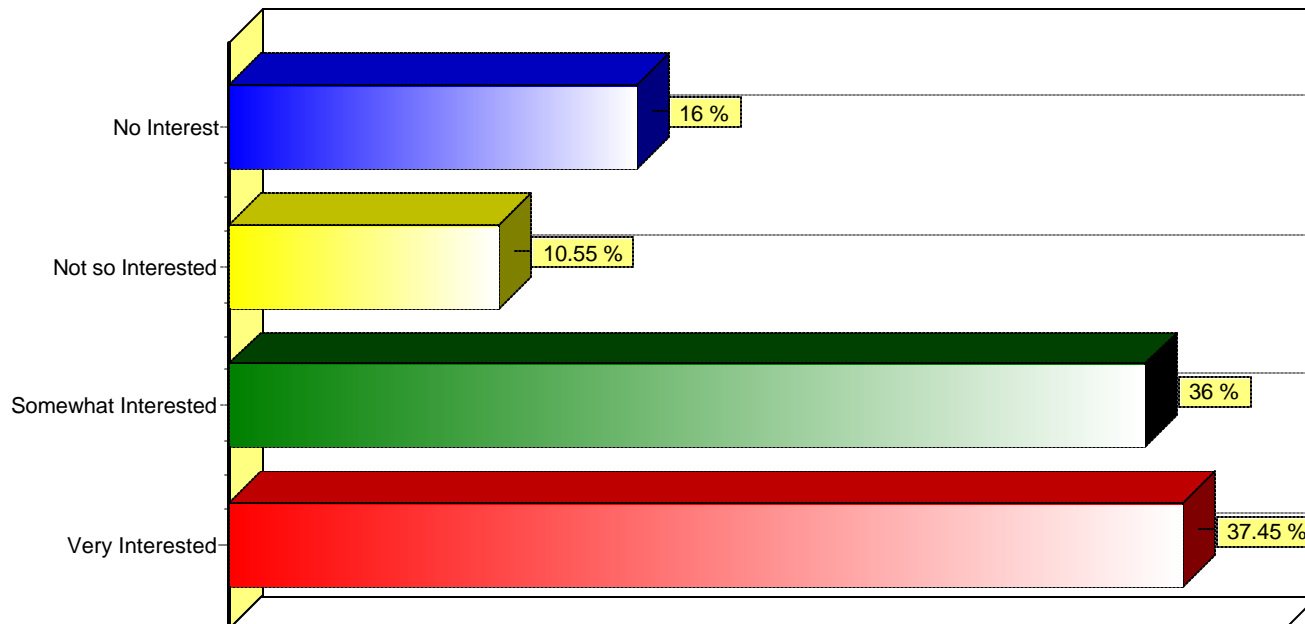
19. Which best describes your vocational goal?



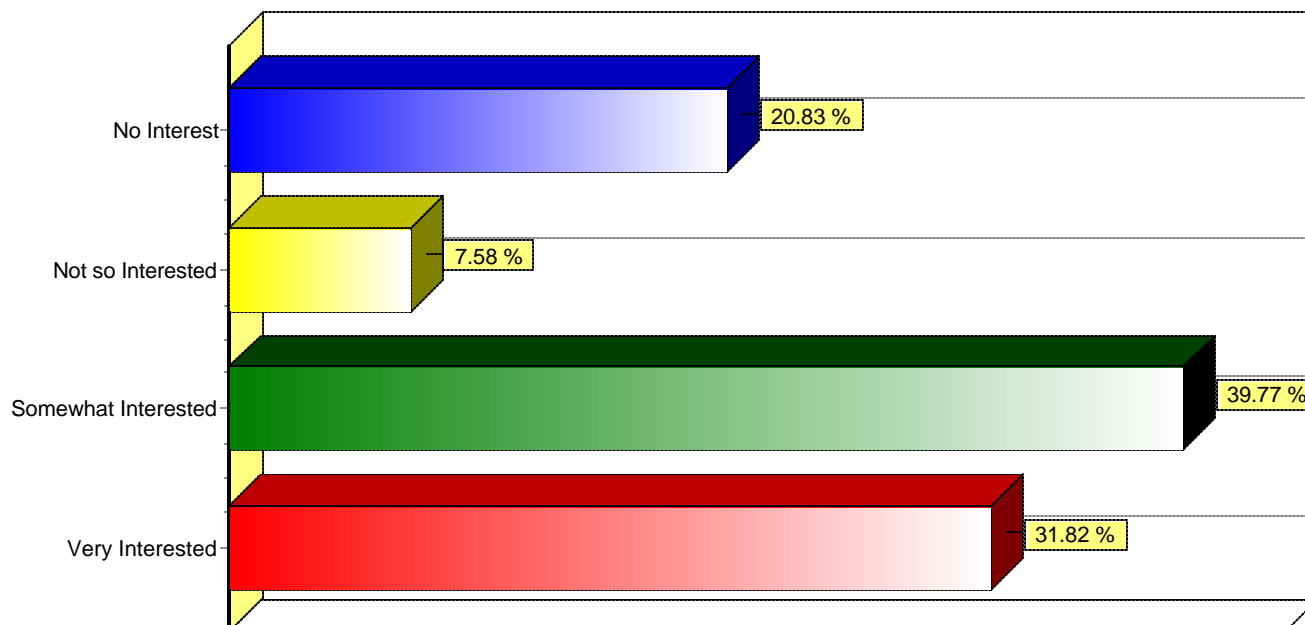
Bar Graphs

ESL Program Review--Student Survey

a. Vocational Counseling (job training counseling)



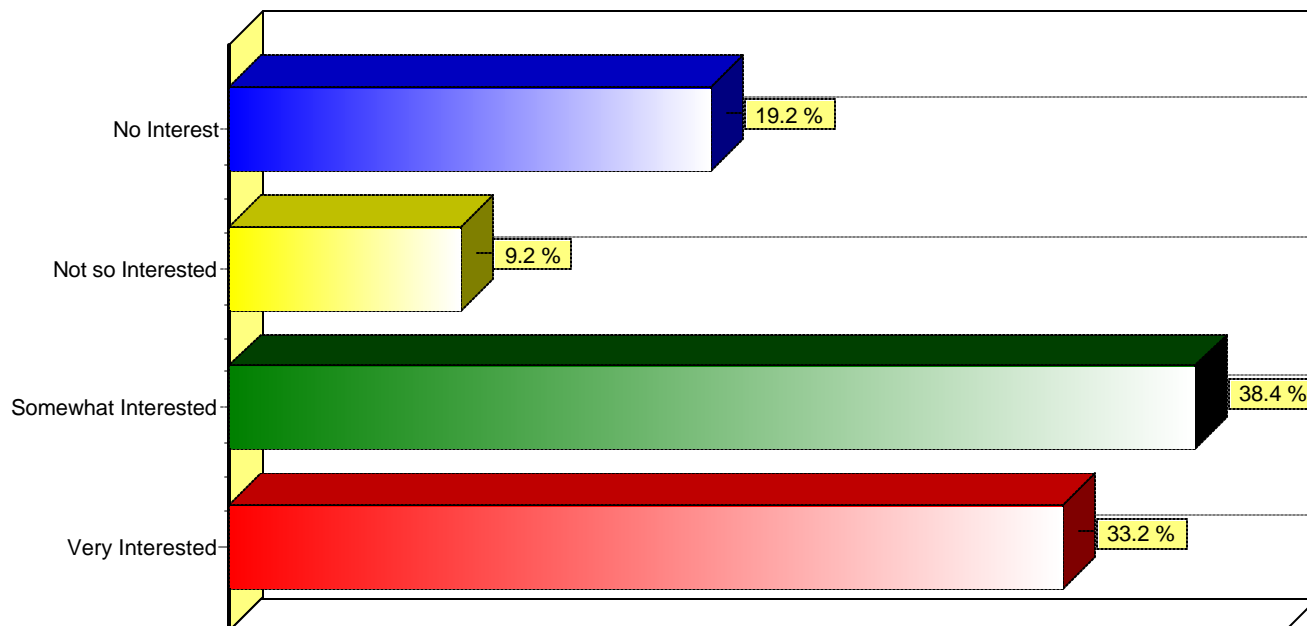
b. Academic Counseling (for students who want to earn a college degree)



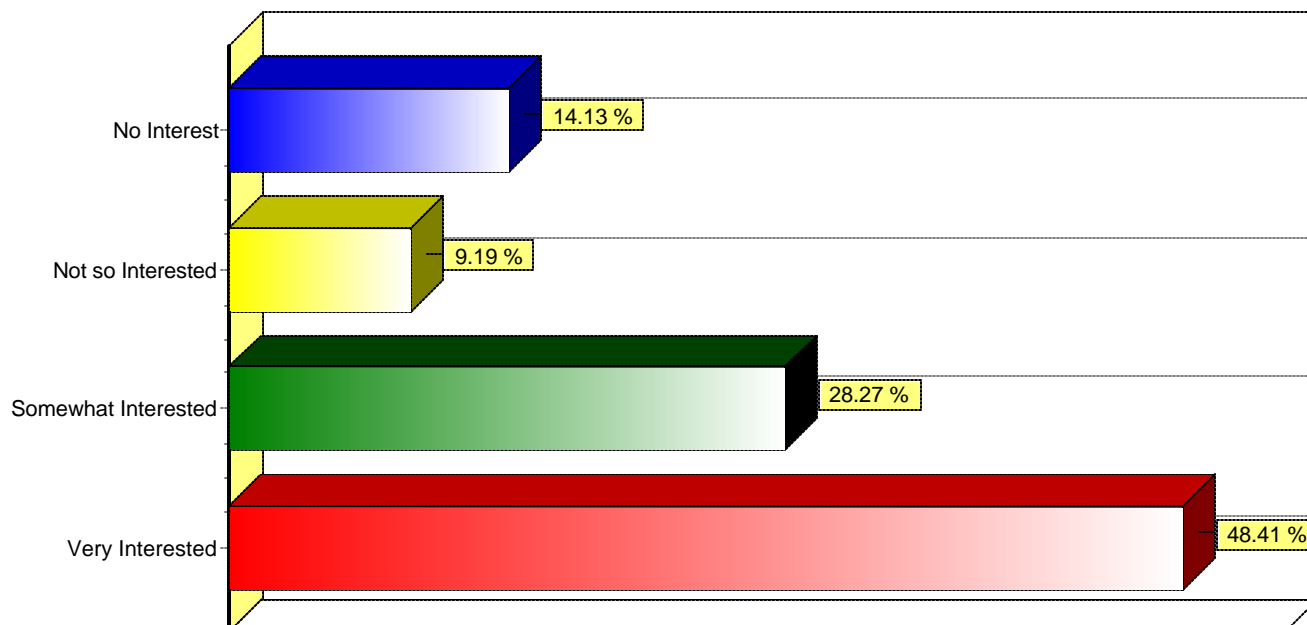
Bar Graphs

ESL Program Review--Student Survey

c. Tutorial Services



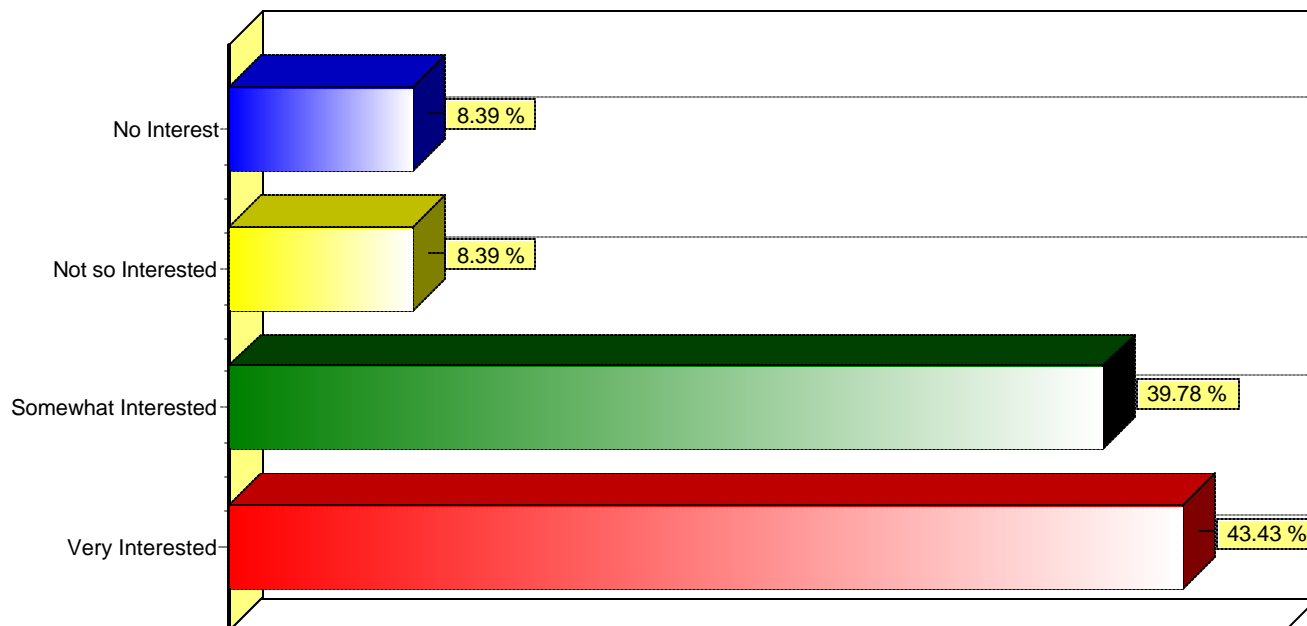
d. Counselor who speaks my native language



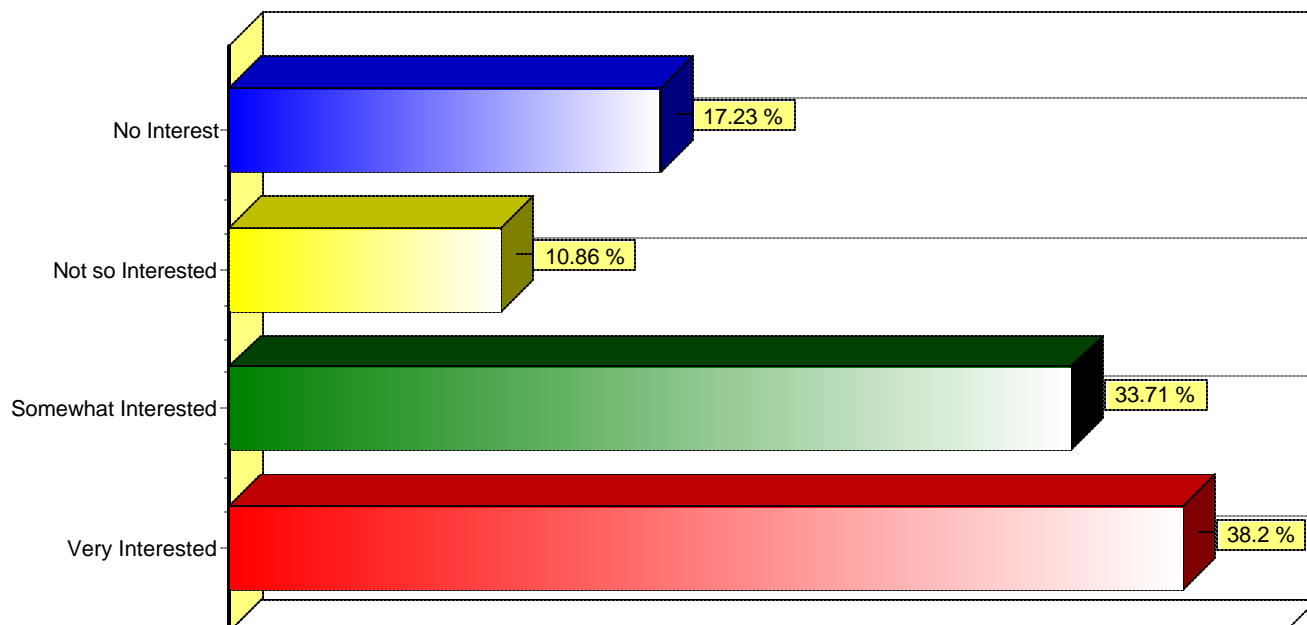
Bar Graphs

ESL Program Review--Student Survey

e. Vocational ESL Classes



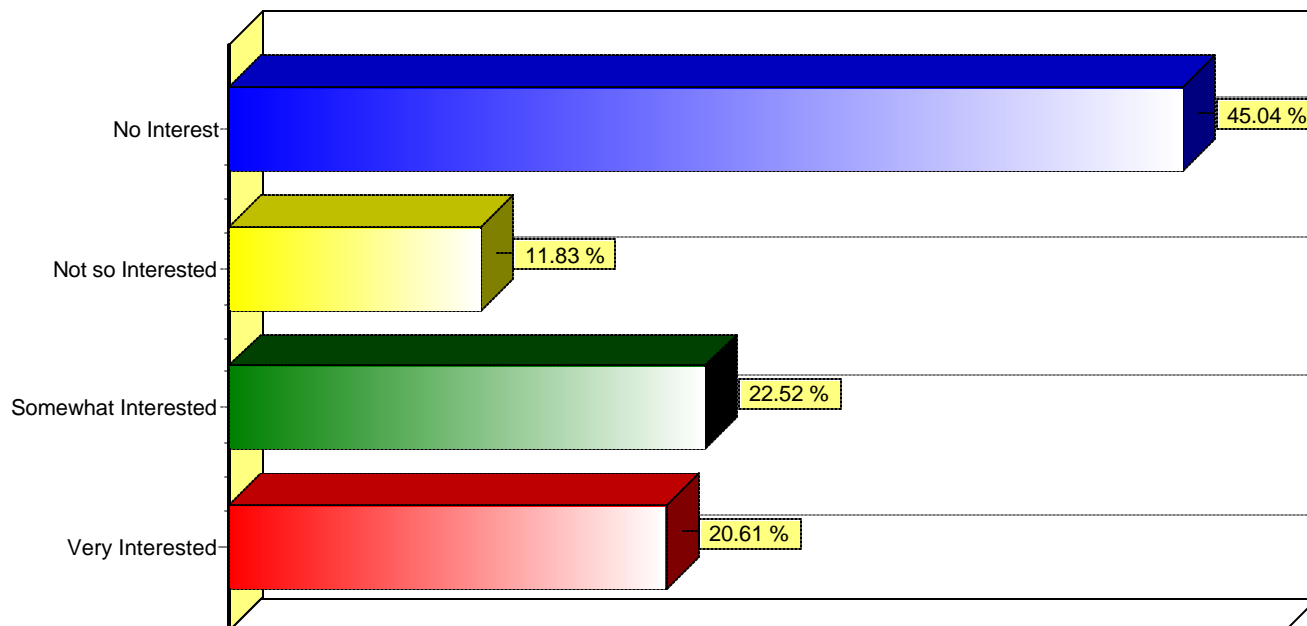
f. Job Placement Services



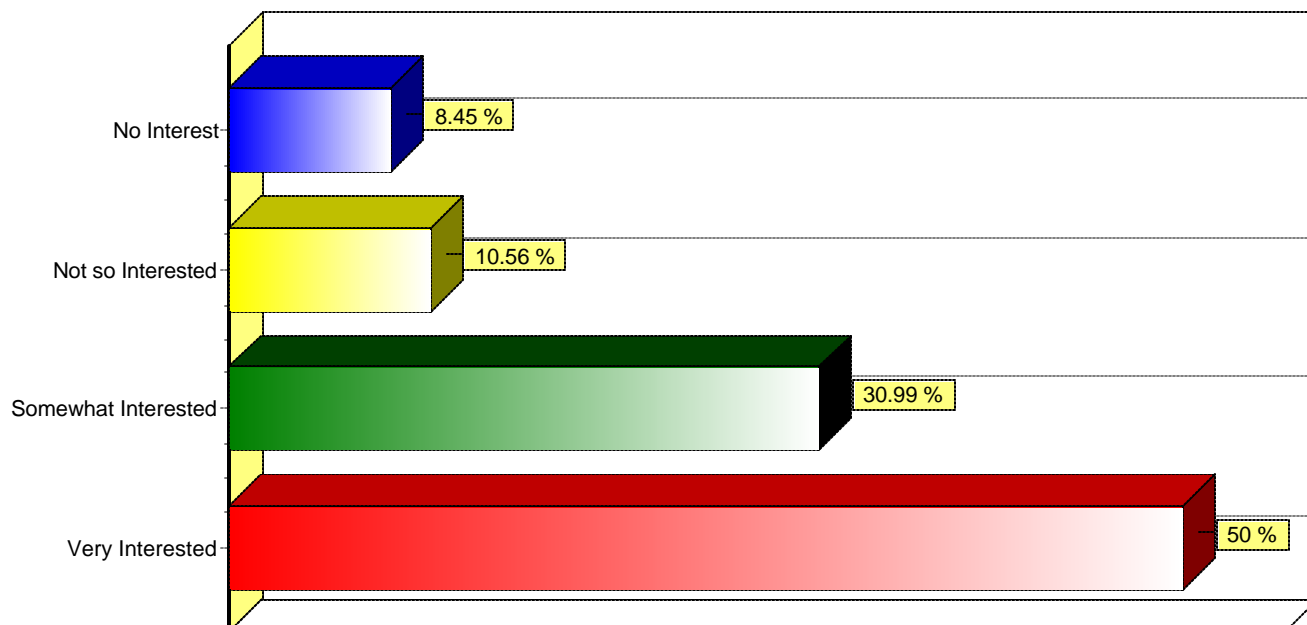
Bar Graphs

ESL Program Review--Student Survey

g. Child care



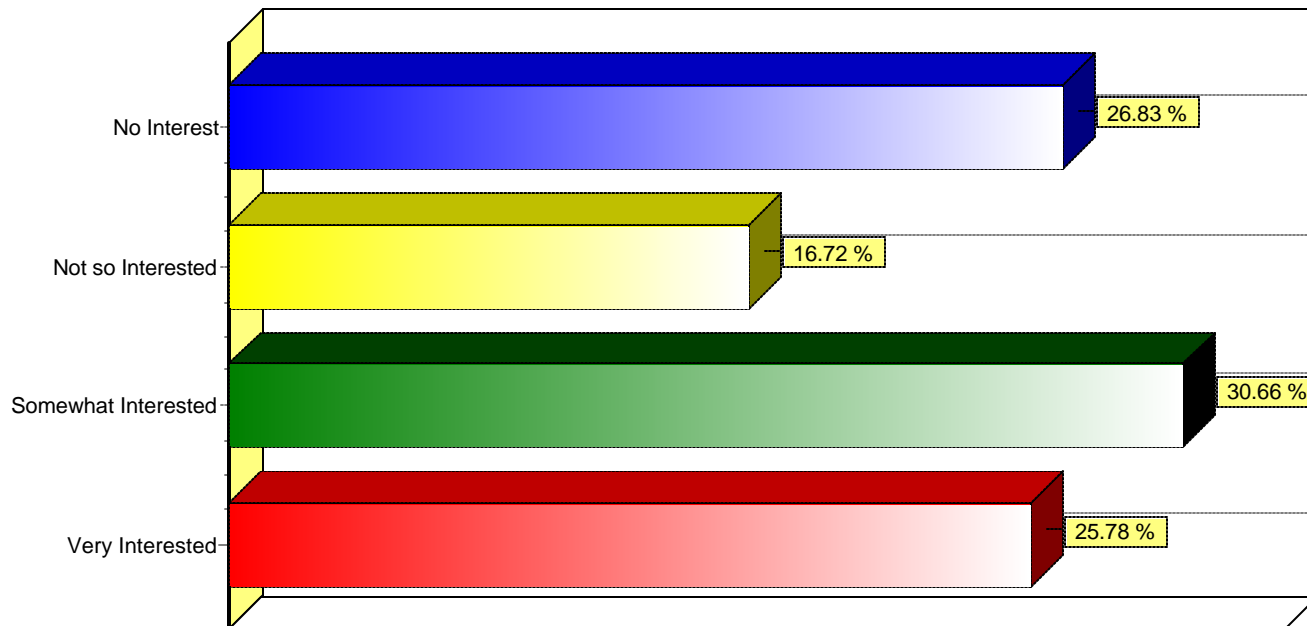
h. Textbooks for purchase at the location where you take ESL classes



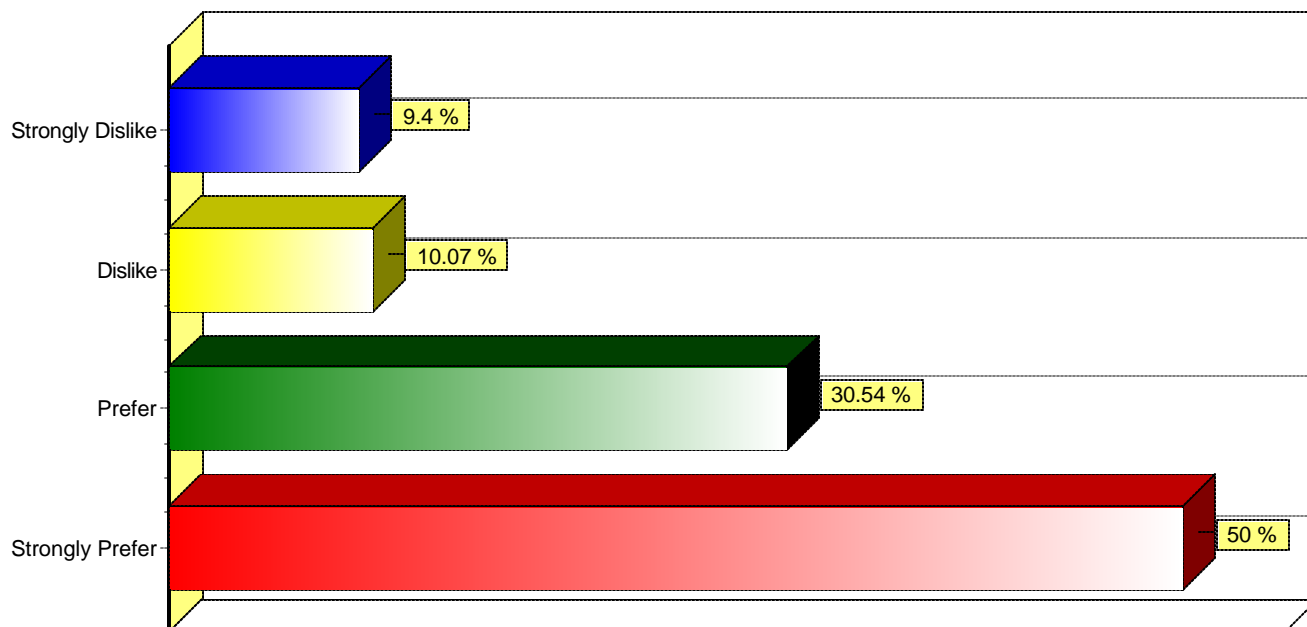
Bar Graphs

ESL Program Review--Student Survey

i. Textbooks for purchase at the College Center in Fountain Valley



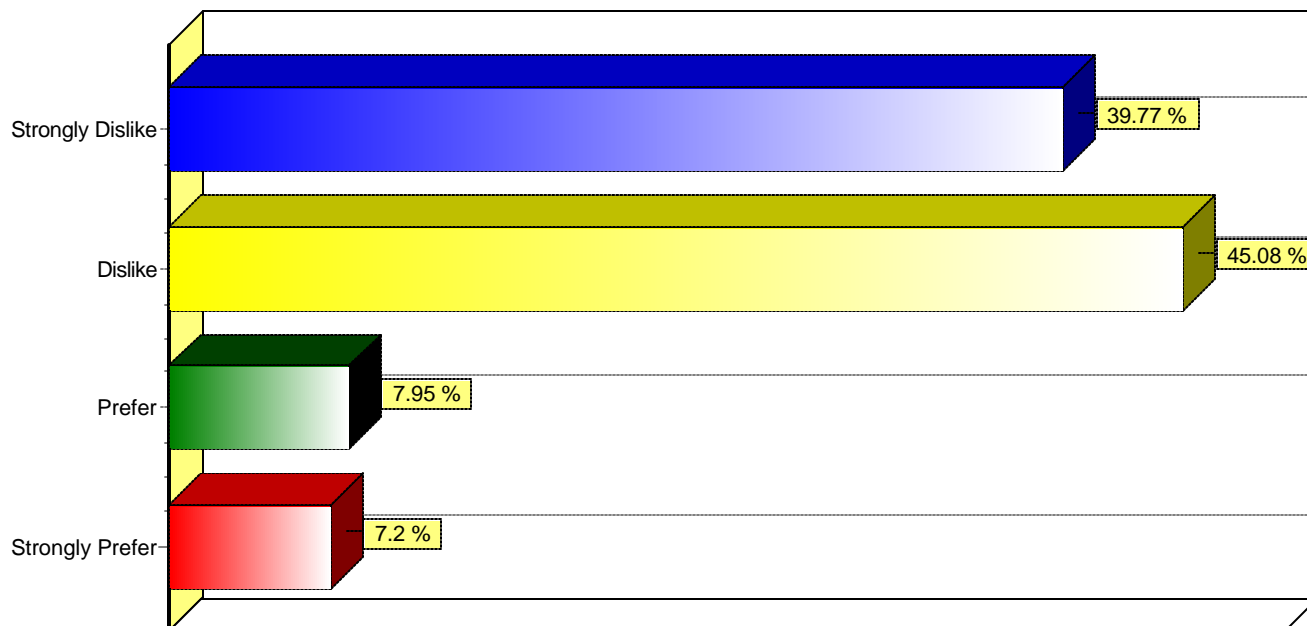
a. Morning ESL classes during the week (8 a.m. to noon)



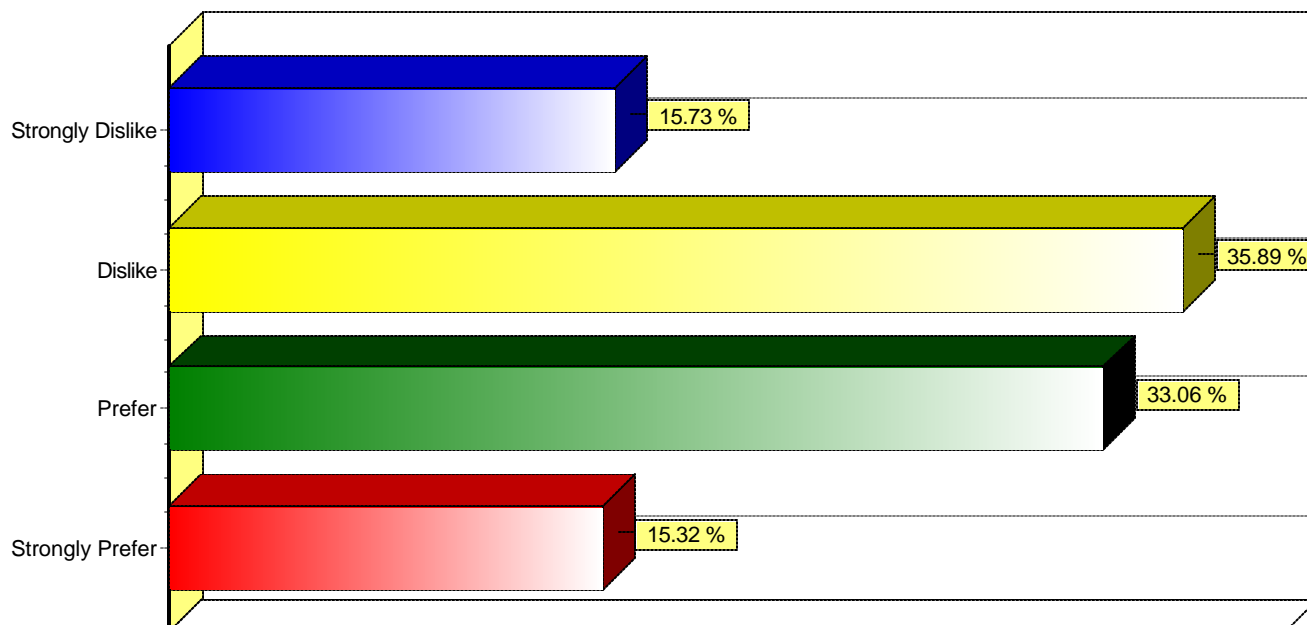
Bar Graphs

ESL Program Review--Student Survey

b. Very early morning classes (6-8 a.m.)



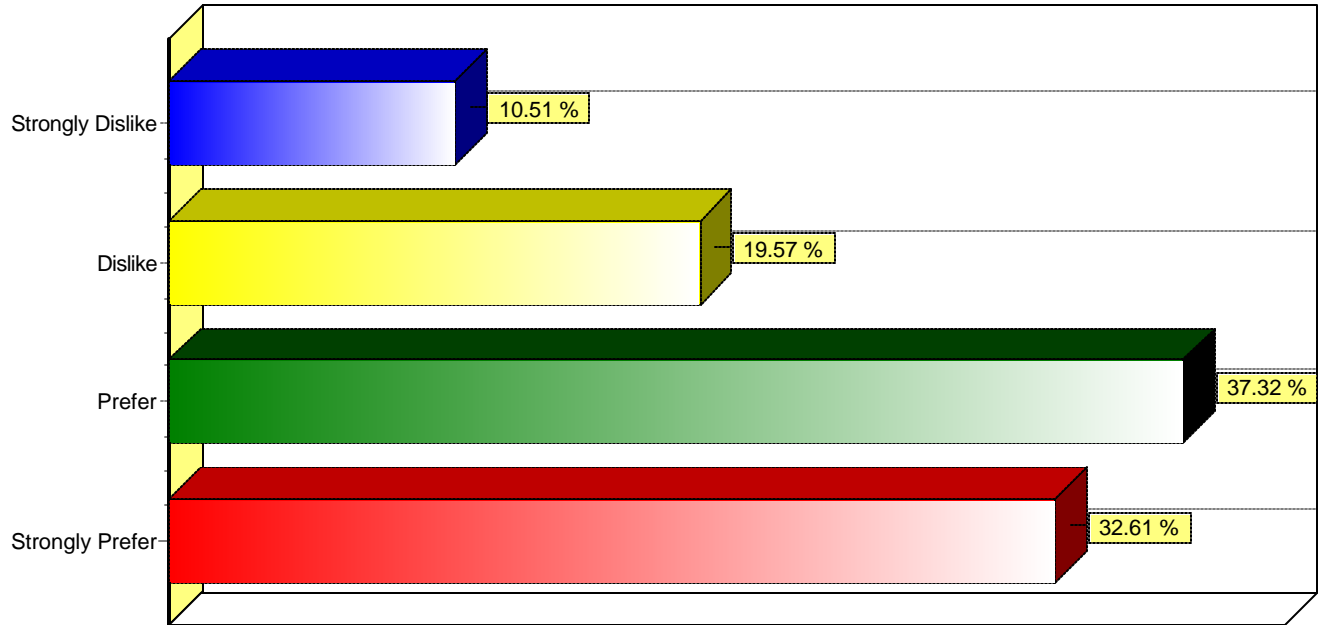
c. Afternoon classes during the week



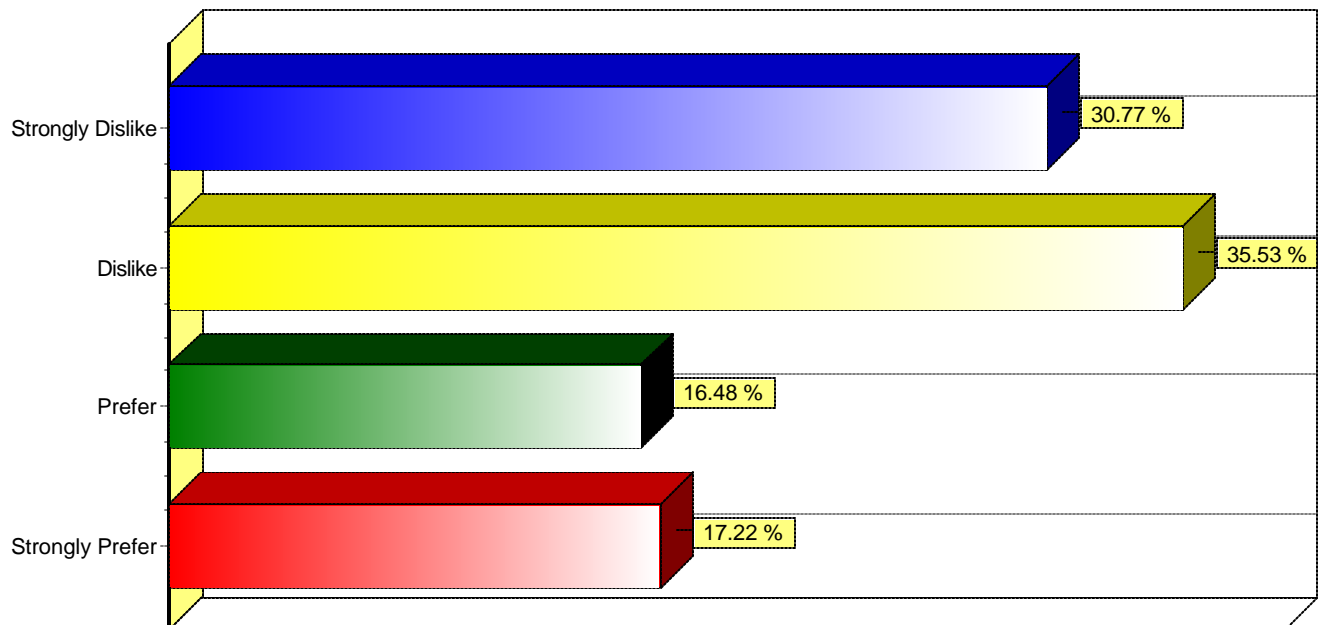
Bar Graphs

ESL Program Review--Student Survey

d. Evening classes during the week



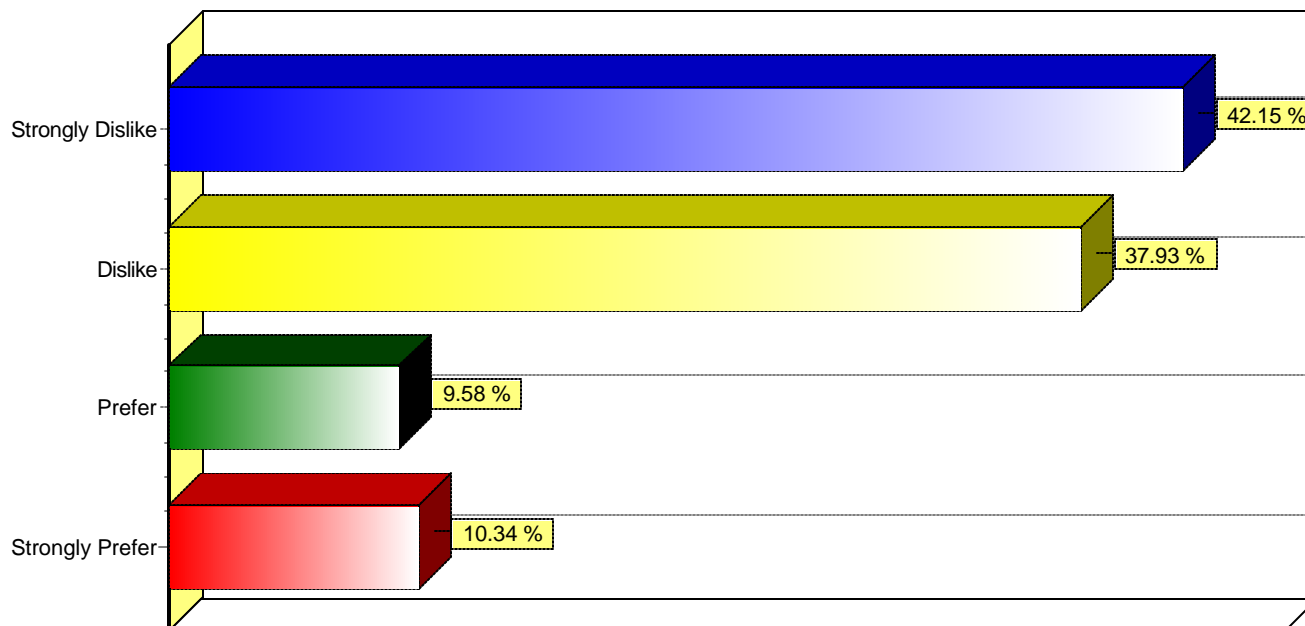
e. Saturday ESL classes



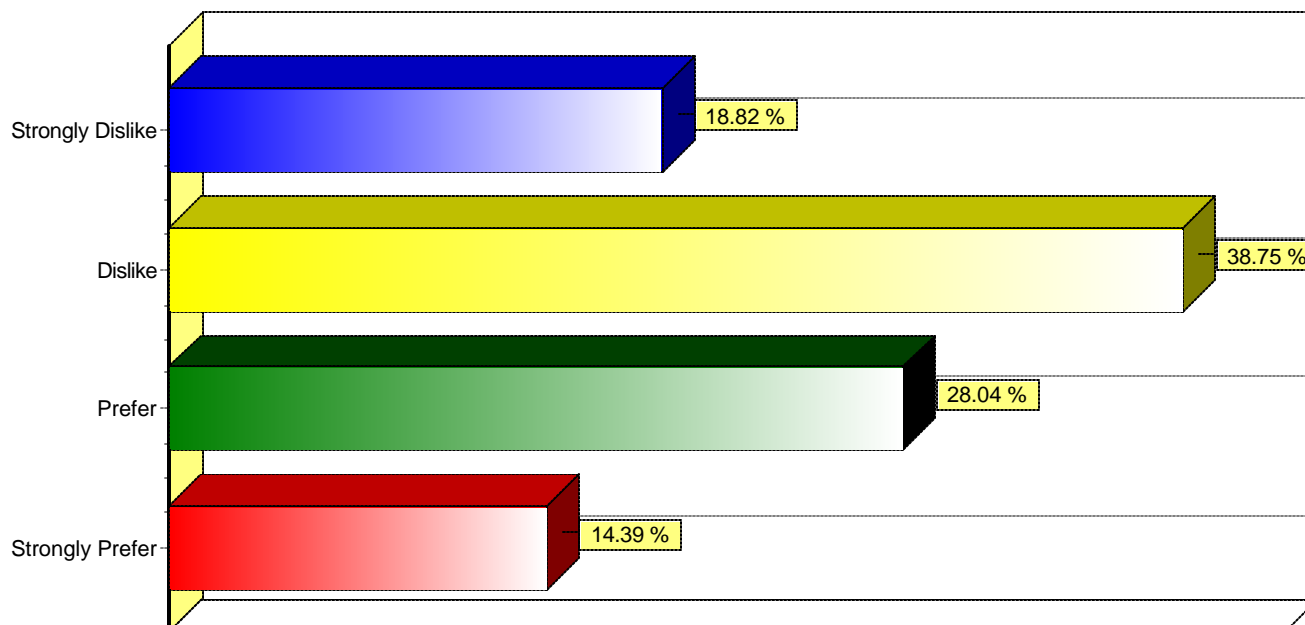
Bar Graphs

ESL Program Review--Student Survey

f. Sunday ESL classes



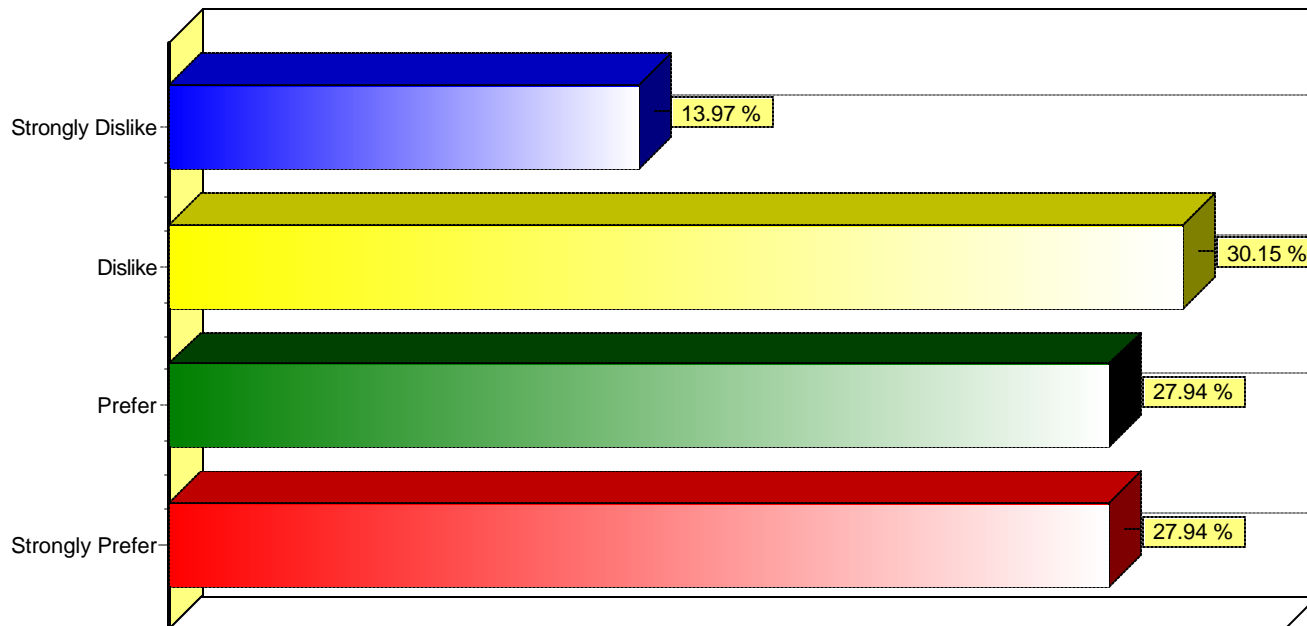
g. Classes meeting 1-2 times per week



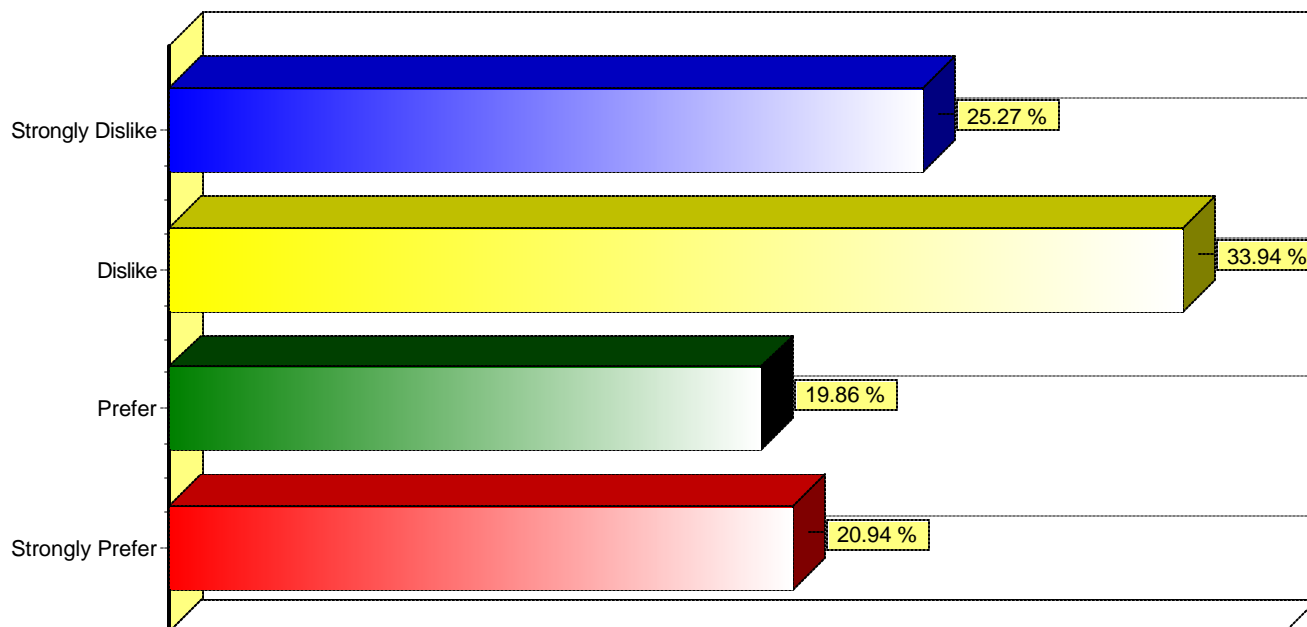
Bar Graphs

ESL Program Review--Student Survey

h. Classes meeting 3-4 times per week



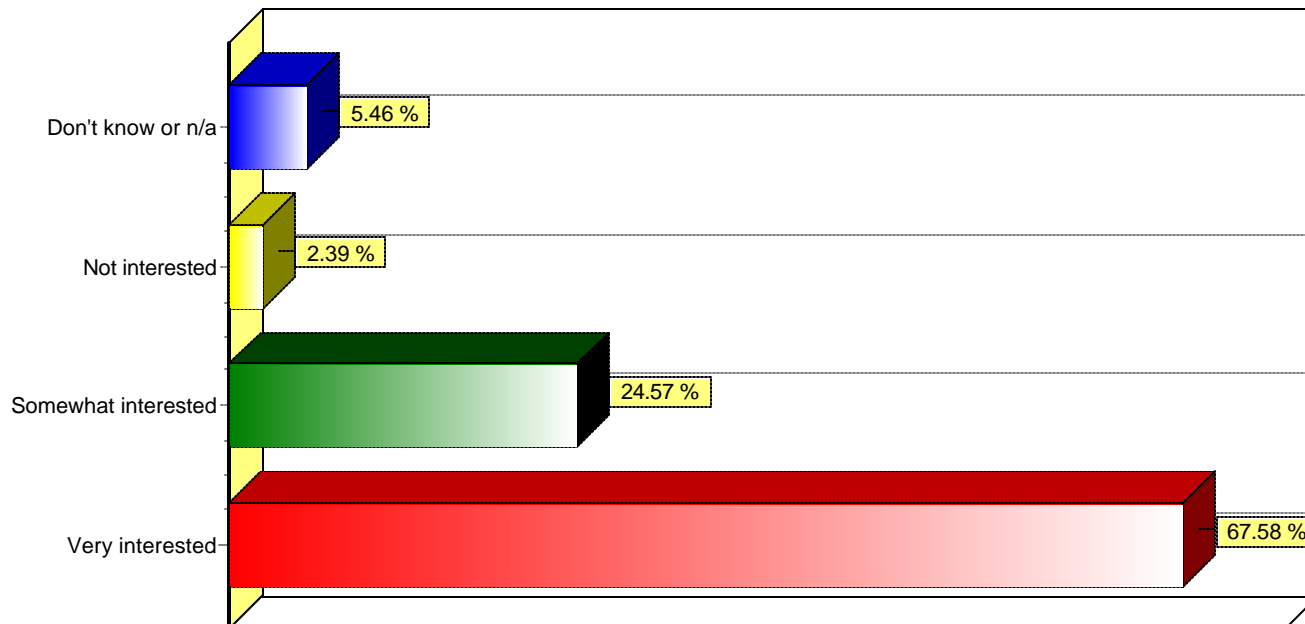
i. Classes meeting 5 times per week



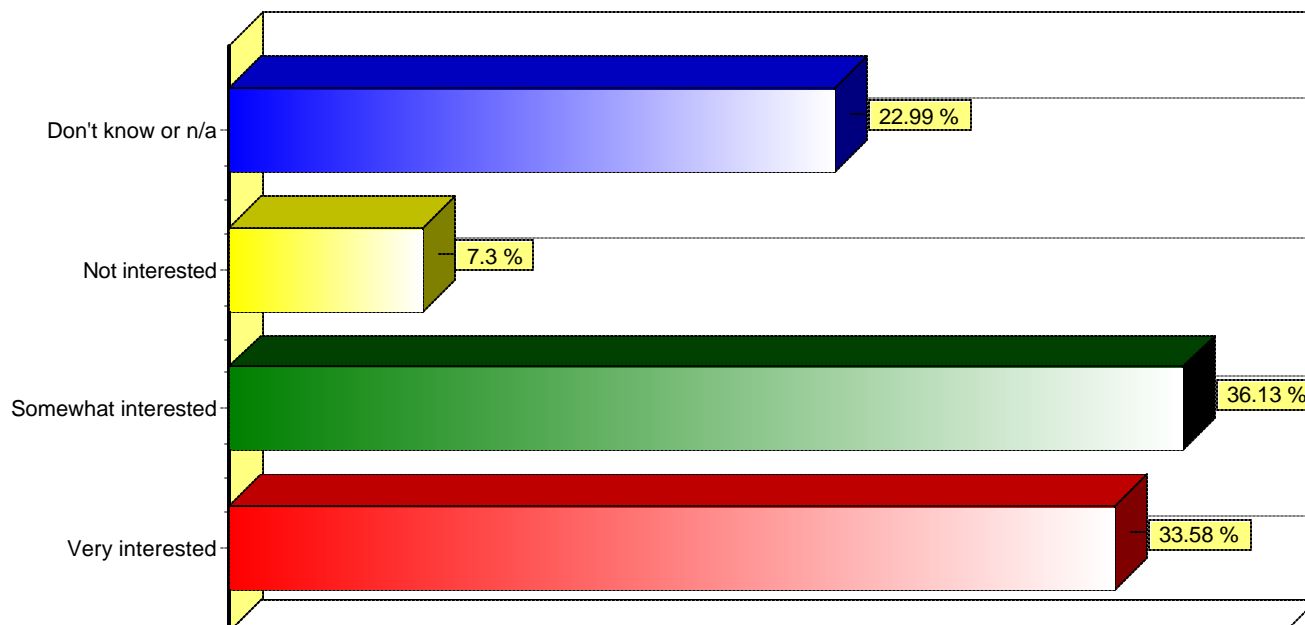
Bar Graphs

ESL Program Review--Student Survey

a. Pronunciation or accent reduction classes



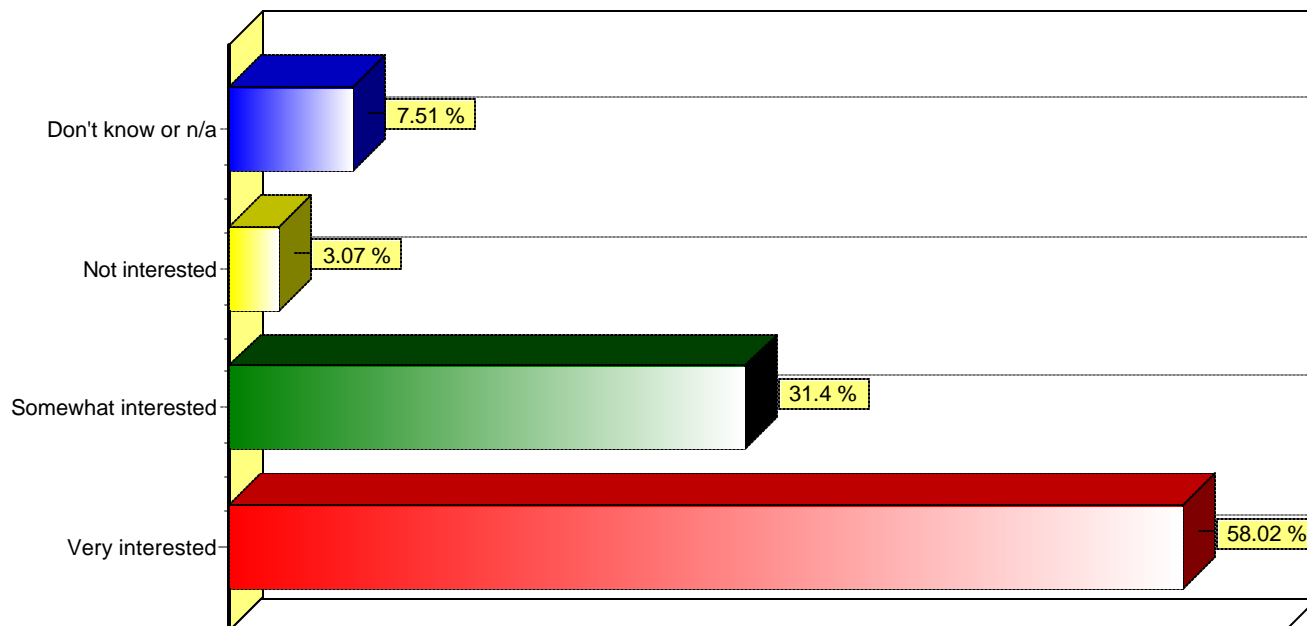
b. TOEFL test preparation classes



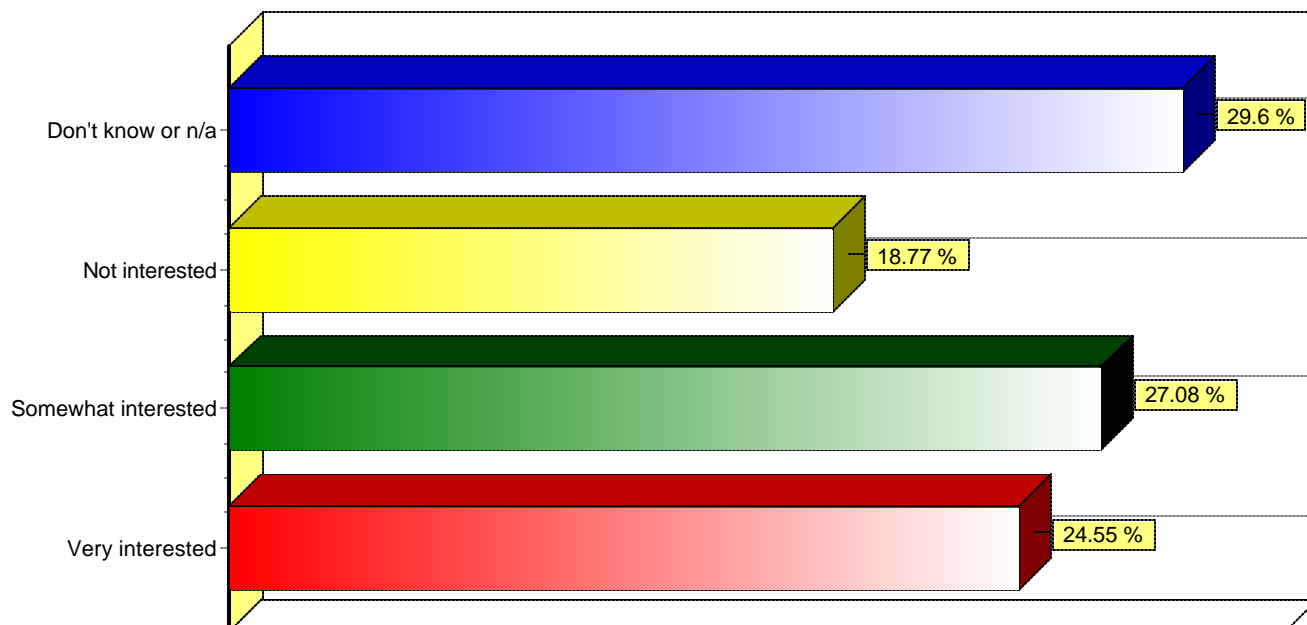
Bar Graphs

ESL Program Review--Student Survey

c. Idiom and vocabulary classes



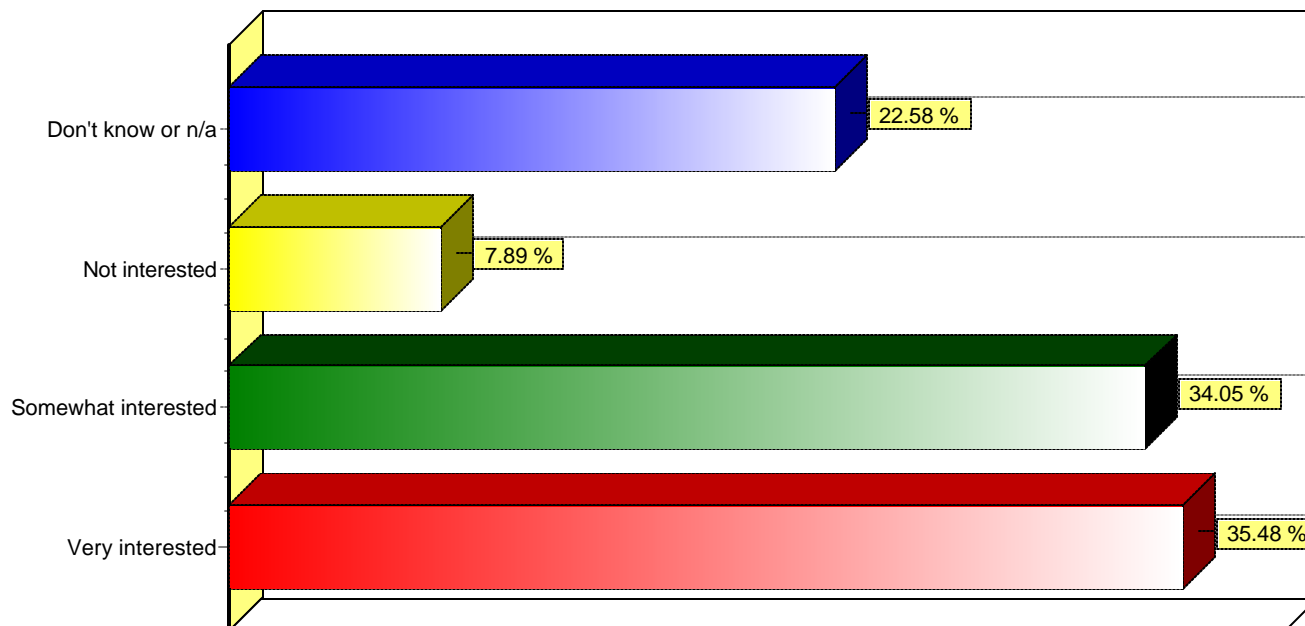
d. Citizenship classes (to prepare for the citizenship examination)



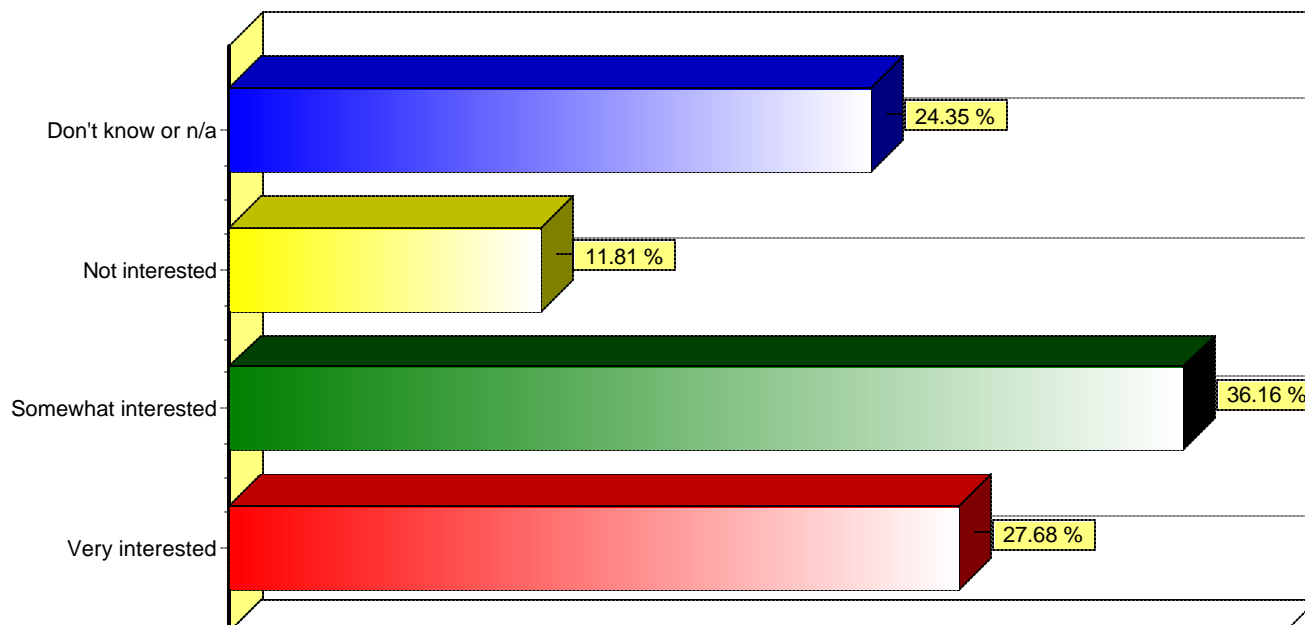
Bar Graphs

ESL Program Review--Student Survey

e. Computer-assisted instruction (with your class in the lab)



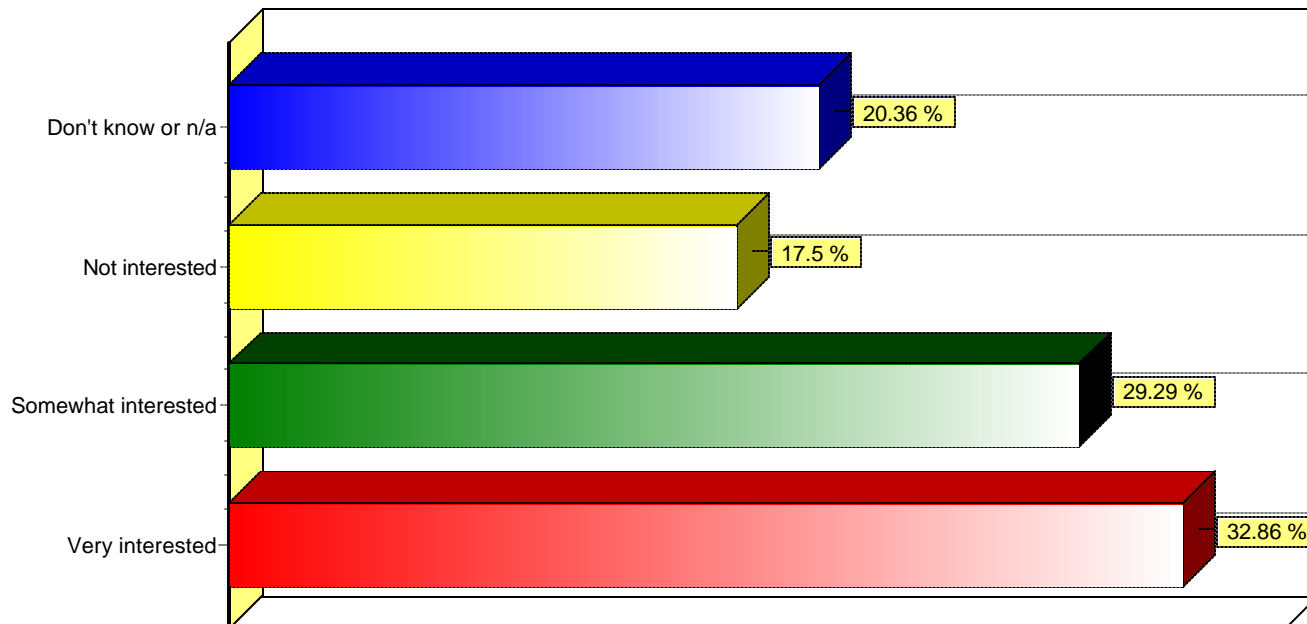
f. Individualized computer-assisted instruction (in the computer lab)



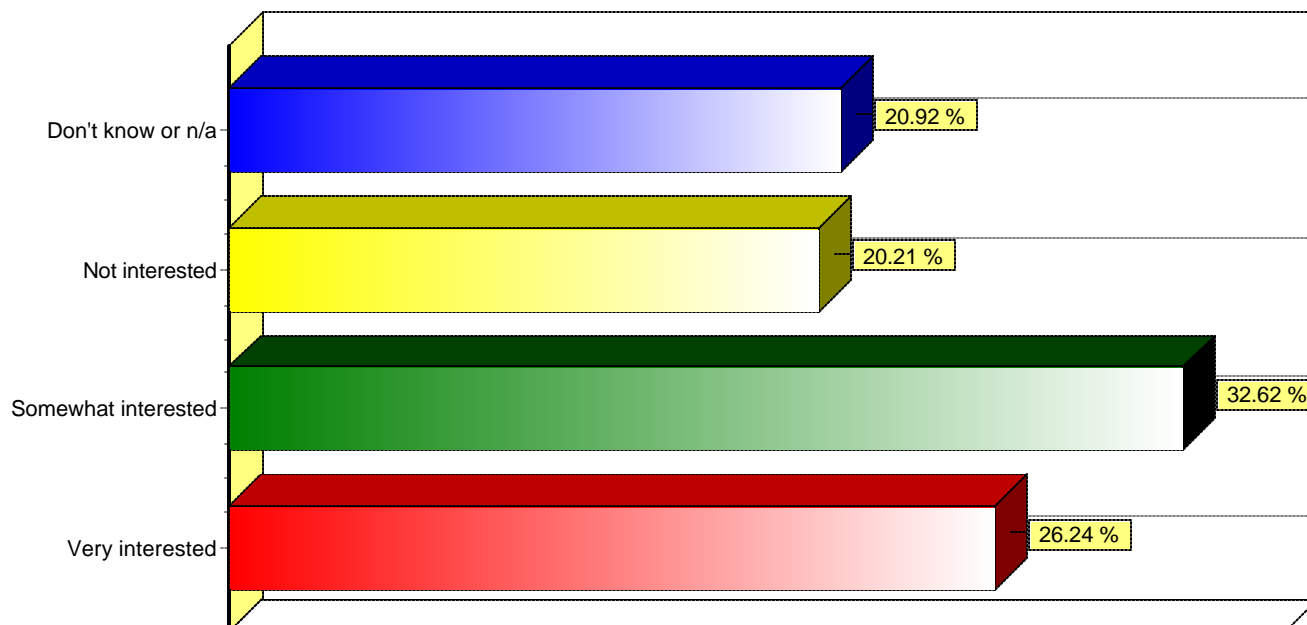
Bar Graphs

ESL Program Review--Student Survey

g. Online ESL courses (using the Internet at home)



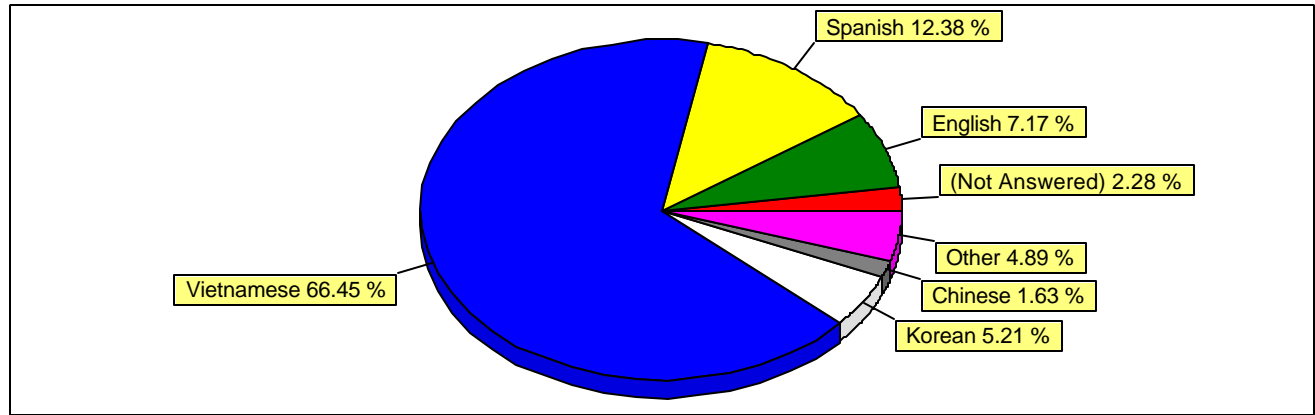
h. ESL television courses (to study at home)



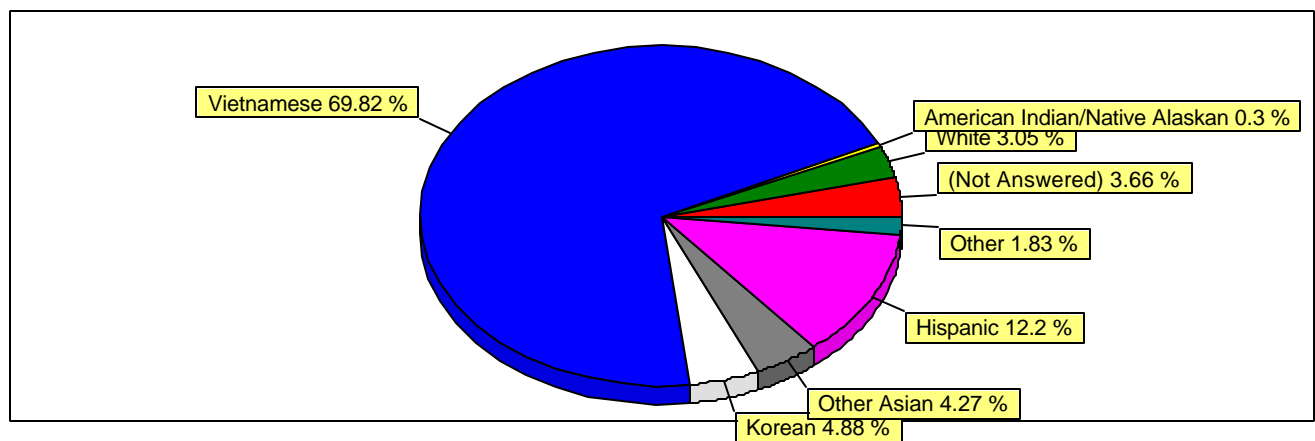
Language and Ethnicity: Pie Charts

ESL Program Review--Student Survey

23. What is your primary language (the language you are most comfortable speaking, reading, or writing)?



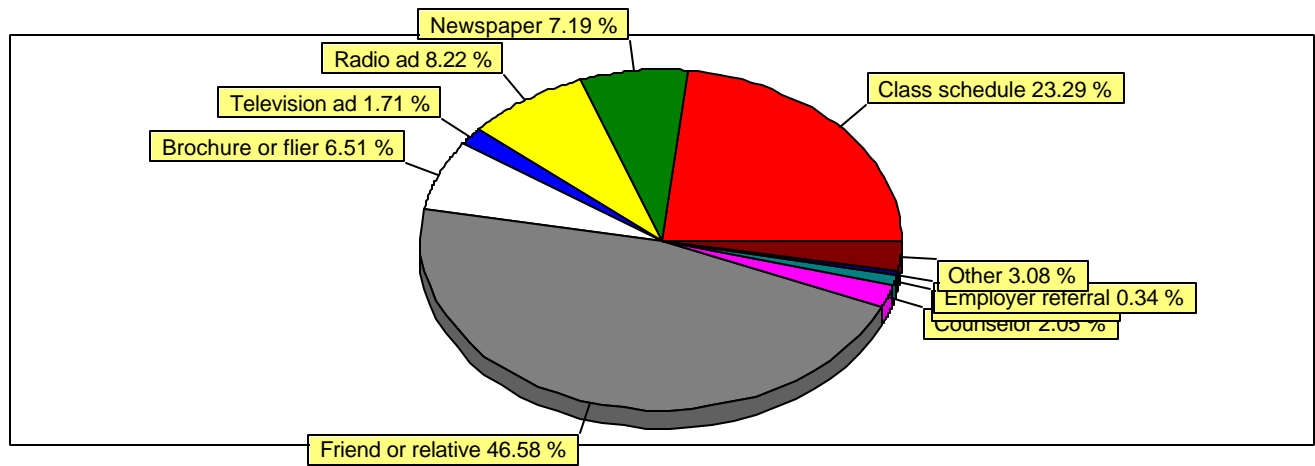
24. What is your ethnicity?



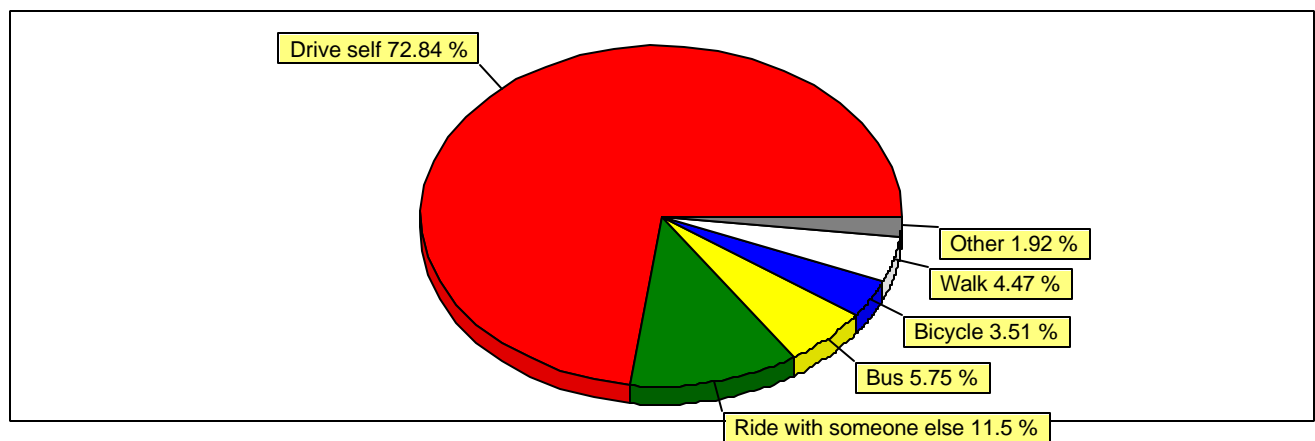
General Information: Pie Charts

ESL Program Review--Student Survey

25. How did you hear about Coastline College's ESL Program?



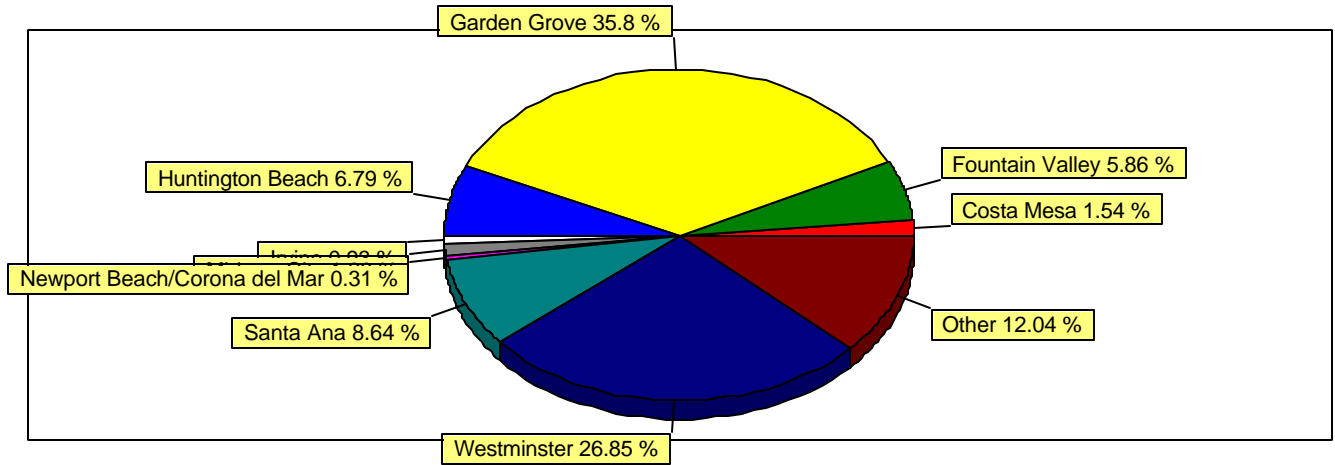
26. How do you usually get to class?



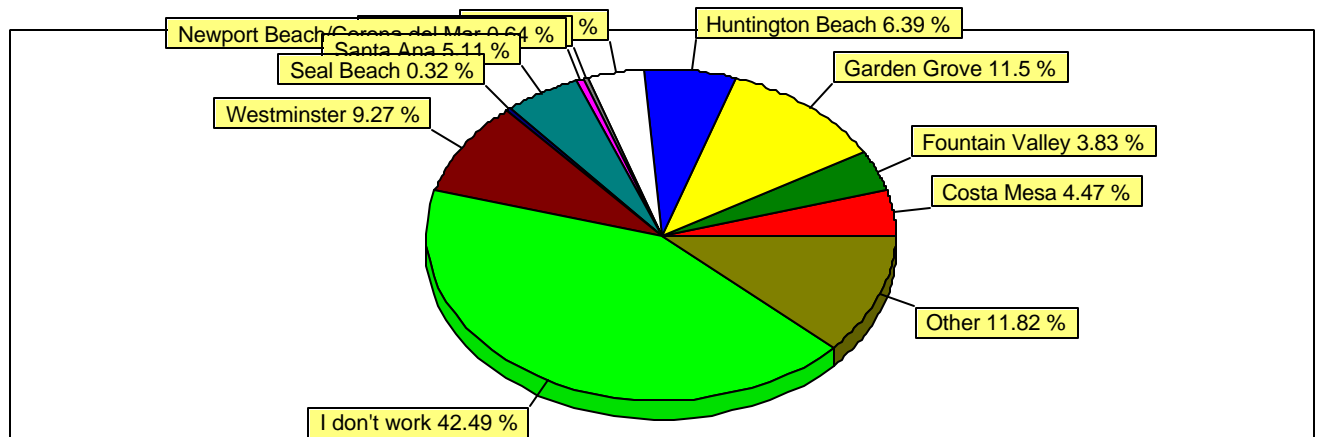
General Information: Pie Charts

ESL Program Review--Student Survey

27. In which city do you live?



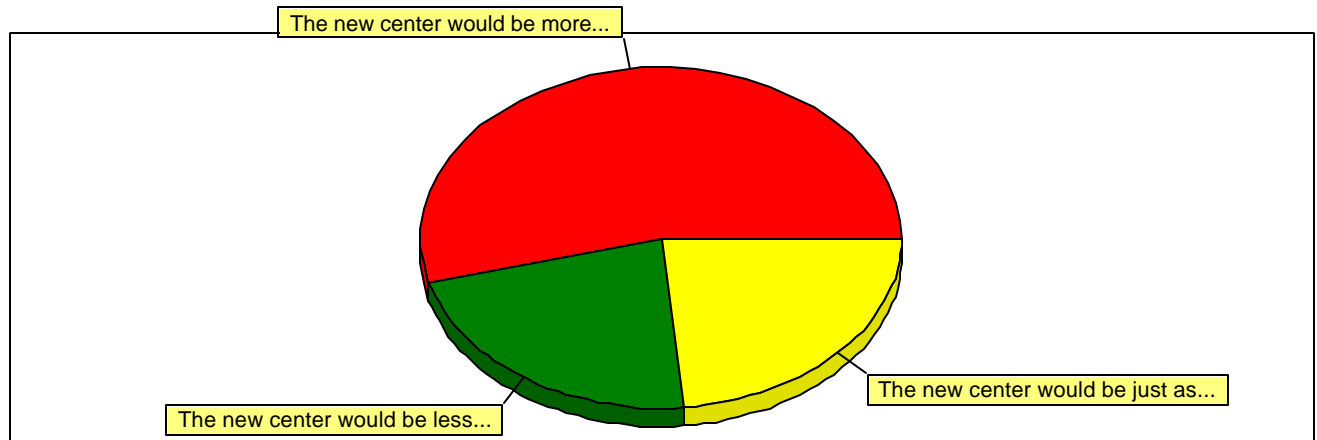
28. In which city do you work?



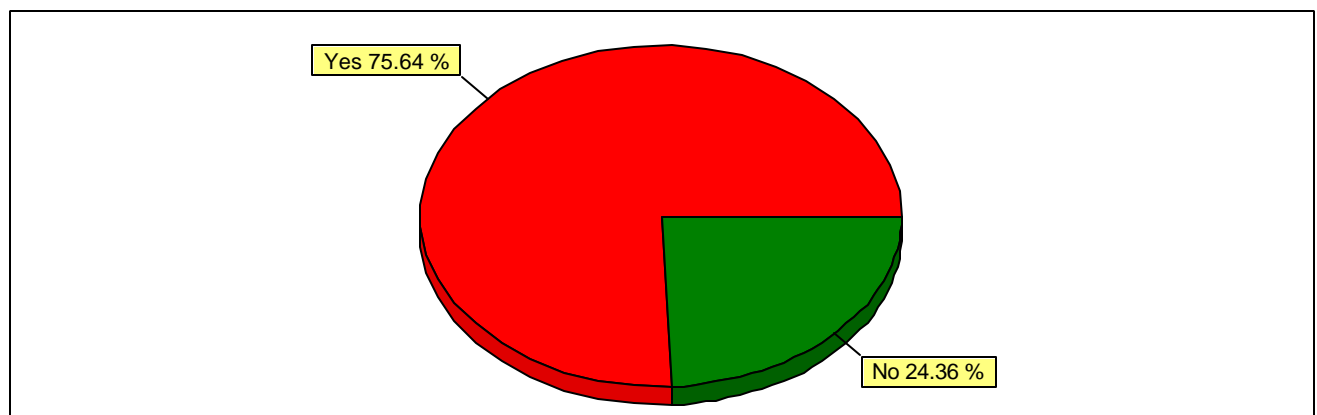
General Information: Pie Charts

ESL Program Review--Student Survey

30. If we moved one of our centers from McFadden and Bolsa Chica to a building at Beach and Westminster (in Westminster), how would this new location compare to the one where you are attending classes now?



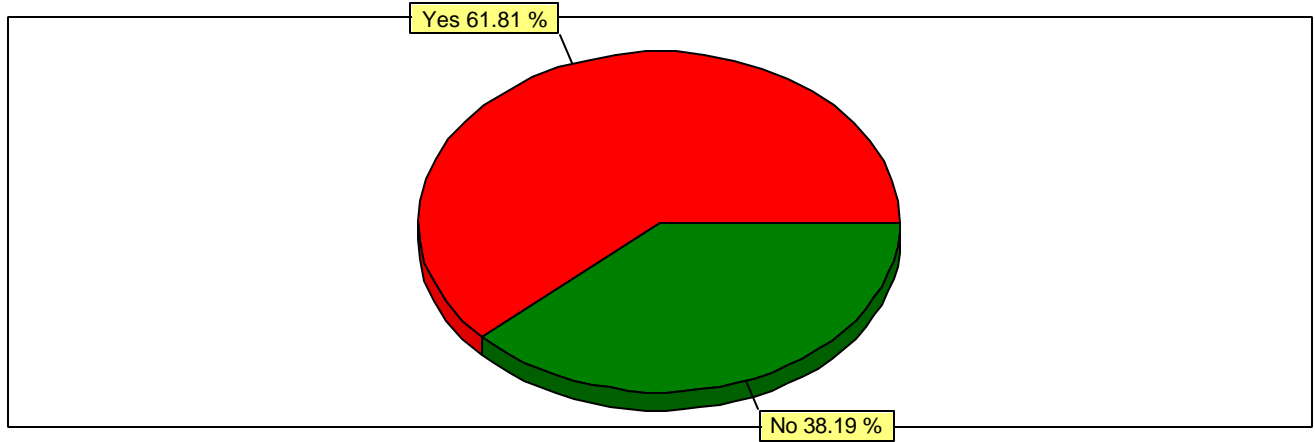
31. Do you have a computer at home?



General Information: Pie Charts

ESL Program Review--Student Survey

32. Do you have access to the Internet at home?



Coastline Community College
Program Review 2002-03
Validation Written Report

ESL Program

1. Has the program adequately addressed the topics delineated in the "Qualitative Questions for Five-Year Program Review" self-study guidelines?

Yes No

If no, note which topics were either omitted or not addressed clearly or substantially enough:

- A. Qualitative Question #2 (student success and satisfaction):
Please include information about the fairly recent Certificate of English Proficiency and the number of individuals who have earned the certificate.

Does the data substantiate the conclusions and recommendations made?

Yes No

If no, note the areas and manner in which data does not match conclusions or recommendations.

2. List the most significant things (issues, trends, concerns, etc.) that are apparent from this report:
- A. Students express a high level of interest in counseling services.
 - B. Most students attend only 2-3 semesters.
 - C. The need for the program remains high as measured by strong enrollments and census data regarding languages spoken in Orange County homes.
 - D. Budget reductions at the college have significant implications for the program, especially for the non-credit classes which also drive much of the grant funding the program receives.
 - E. Since the last review, the ESLI proposed and College Council approved a Certificate of English Proficiency, the awareness of which may be acknowledged at the college graduation.

3. Are there any areas which are unclear or any significant points which may have been overlooked?

Yes No

If yes, note these areas or points:

Do the concerns noted above and/or in question number 1 warrant a written response to the Program Review Steering Committee?

Yes No

4. List any (realistic) suggestions the Steering Committee may have for the program based on information in the self-study.
- A. Develop ways to incorporate counseling to help students better plan for transition—possibly by having an on-site counseling day with a number of counselors available to meet with students throughout the day.
 - B. Develop a method to track students beyond the ESL Institute to determine what colleges they attend, the types of classes in which they enroll, and the success they have in those classes; or note the jobs or other endeavors they pursue when leaving ESLI.
 - C. Investigate innovative ways to improve the success of students who transition to regular Coastline classes—possibly some form of interdisciplinary instruction modeled after the STAR Program's clusters (e.g., English classes could be paired with other general education classes so that students could, for example, write a paper for a history class, have the history teacher grade the paper for content, and have an English teacher grade the paper and provide feedback on the grammar, spelling, and overall writing proficiency.)
 - D. Develop advisement materials that all faculty could use to assist students who are interested in transitioning to regular vocational or general education classes.
 - E. Establish a means for determining if online classes are a viable mode for current ESLI students or for attracting a new ESLI population. If yes, explore with Coast Learning Systems the feasibility of obtaining funding to develop a series of online ESL courses.

5. List program accomplishments and ways the program can be commended:
 - A. Dr. Linda Kuntzman is to be commended for her outstanding leadership of this program and for the many valuable initiatives undertaken to advance the program and expand services.
 - B. The ESL Institute faculty and staff are committed to student success, are highly involved in program development activities, and engage in extensive outreach and marketing efforts on behalf of the program.
 - C. The program is commended for an excellent and very comprehensive program review report.
 - D. The ESLI faculty and staff made critical contributions to the design process for the new Westminster Learning Center. Dr. Kuntzman has tirelessly advocated for years for a replacement for the ESLI currently housed at the Huntington Westminster Center.