



ENGLISH AS A SECOND LANGUAGE PROGRAM REVIEW

2008

Review Team

Linda Kuntzman, Department Chair, ESL
Margaret Lovig, Interim Dean
Lorraine Krampe, Professor, ESL
Judy Montague, Professor, ESL
Anita Preciado, Professor
Ailene Nguyen, Professor/Counselor
Tiffany Tran, Instructional Associate



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Executive Summary

The Coastline English as a Second Language (ESL) Department offers a specialized program for foreign-born or bilingual students who need to improve their skills in speaking, comprehending, reading, or writing the English language. Classes are offered at three community sites in Westminster and Garden Grove.

The ESL program's credit FTES have increased 50% in the period between Fall 2001 and Fall 2007. This increase may be attributed, in part, to the relocation of the program's headquarters in January 2006 from the Huntington Westminster Center in western Huntington Beach to the new Le-Jao Center on the western edge of Little Saigon. Enrollment has been strong, however, throughout the period of this review. For ten consecutive primary terms between Fall 2002 and Spring 2007, ESL was the highest FTES-generating credit program in the college, and in Fall 2007, the ESL program generated 196.92 credit FTES, representing 8.6% of the college total.

The ESL students and faculty are very satisfied with the program. Over 90% of students and 95% of faculty surveyed reported being satisfied or very satisfied with the overall quality of the program, and 96% of students surveyed reported satisfaction with the quality of ESL instruction. One hundred percent of ESL faculty surveyed reported satisfaction with opportunities to participate in course development and text selection and the extent to which they have input on the scheduling of instructor assignments, and over 90% expressed satisfaction with the clarity and effectiveness of communication processes and the adequacy of the administrative and reporting structure within the ESL program.

The process of curriculum revision continues with a goal of including SLOs in all credit course outlines by December 2008 and non-credit outlines by the end of Spring Semester 2009. Student survey results suggest that pronunciation and vocabulary/idiom courses should be added to the ESL curriculum. Also, although all ESL classes are currently conducted in the classroom, 20% of students surveyed expressed an interest in taking online classes. In a program with an enrollment seat count of 2,193, this is sufficient demand to justify the development of online and hybrid ESL courses.

Student and faculty survey results also revealed a need for better student orientation to college programs and services to encourage the transition from ESL to non-ESL courses.

Program goals include:

1. Complete the revision of all credit and non-credit course outlines to include SLOs by the end of the spring 2009 semester.
2. Continue efforts to bridge the gap between ESL and non-ESL courses through improved orientation to Coastline programs and services for both faculty and students.
3. Add pronunciation/accent reduction and vocabulary/idiom courses to the ESL curriculum.
4. Develop and offer online and hybrid ESL courses.
5. Pursue hiring of additional full-time faculty and support staff

Program Review Process

Dr. Linda Kuntzman, head of Coastline's English as a Second Language Department, chaired the ESL Review Team. Other members included Lorraine Krampe, Judy Montague, and Anita Preciado, full-time ESL faculty members, Tiffany Tran, an Instructional Associate serving students in the ESL registration and assessment office, and Ailene Nguyen, a Counselor who serves ESL students as well as the general student population at the Le-Jao Center. The students and faculty of the ESL program were surveyed.

Members of the Review Team met regularly throughout the Fall 2007 and Spring 2008 semesters, and all were invited to participate in the process.

The team, working in cooperation with part-time ESL instructors, developed a list of survey questions for ESL students. The surveys were produced in both online and hard-copy form and were distributed during the Spring 2008 semester, with the assistance of ESL faculty, to approximately seven hundred ESL students at the program's three sites. Of those, 243 responded. The team also developed a list of survey questions for faculty, and these surveys were distributed online to all full and part-time ESL faculty members. Of this group, 23 responded. Surveys were collected, tabulated, and summarized by Pat Arlington, Instructor/Coordinator, Instructional Research.

The ESL curriculum was also reviewed extensively over the Fall 2007 and Spring 2008 semesters with the goal of revising the numbering system to make it more transparent and revising all credit course outlines to include SLOs. The anticipated completion date for this project is December, 2008, at which time the ESL Department will submit a follow-up progress report to the Program Review Steering Committee. All ESL instructors received instruction on identifying SLOs in the spring and summer of 2008, and all were encouraged to identify SLOs for their individual courses for the Fall 2008 Semester. Instruction on using rubrics to evaluate progress on SLOs will follow during the Fall 2008 Semester.

The chair compiled contributions from team members and also solicited input from part-time ESL faculty to analyze the results of student and faculty surveys and curriculum review and develop recommendations for program goals.

Description

Overview

The Coastline English as a Second Language Department offers 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 54 combined credit and non-credit courses in sentence structure, reading and writing, listening comprehension and conversation and citizenship for students at ten discrete levels of English proficiency from basic literacy level to pre-college level (i.e., a level comparable to English 098). Classes are offered at three community sites in Westminster and Garden Grove.

The Coastline ESL program began in 1980 with funding from the federal Comprehensive Employment and Training Act of 1973 (CETA). In its first semester, it enrolled thirty students. Enrollment grew steadily from 1980 to 2006. In January, 2006, the program headquarters moved from the former Huntington Westminster Center, located in an area in western Huntington Beach with no major non-native English speaker population centers, to Coastline's new state-of-the-art facility, the Le-Jao Center in Westminster on the western edge of Little Saigon. Overall ESL program enrollment (seat count) increased from 1,713 to 2,193 between Fall 2005 and Fall 2007, primarily due to the more desirable and accessible location of its main learning center.

Forty day and evening ESL sections are currently offered at the Le-Jao Center. Students at this 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. Daytime classes are offered at ten discrete proficiency levels. Four twelve-hour-per week daytime sections and four six-hour-per-week evening sections are offered at Coastline's Garden Grove Center, and two six-hour-per-week day and evening ESL sections and one six-hour citizenship section are offered at a storefront site at the intersection of Brookhurst Street and Hazard Avenue in Westminster.

In the ESL program, credit and non-credit sections are combined. This means that in most ESL classes there are both credit and non-credit students in the same classroom, receiving the same instruction and expected to perform at the same level. All fifty-four of the courses in the current program are offered for credit, and non-credit options for all of these courses are also available to provide access to higher education to those students who cannot afford to pay for credit classes, especially those who do not qualify for residency status at the college and who would, therefore, be required to pay non-resident tuition (currently \$173/unit).

Two federal grant projects provide an additional incentive for offering non-credit classes. Coastline's ESL Department currently receives two Workforce Investment Act (WIA) Title II Adult Education and Family Literacy Act grants: Section 231 and English Literacy and Civics Education (EL Civics). Both target non-native English speakers (or Language Learners) and provide supplemental funding to "support the adult education and literacy instruction necessary to serve California's adults." A second focus of these grants is to assist adults in mastering the civic institutions and citizenship preparation skills necessary to become successful participants in American society. The Coastline ESL department qualifies for these grants because, in addition to its credit program, it provides an intensive non-credit ESL program that focuses on English language skills and academic preparation but at the same time assists students in developing skills needed to participate effectively in the education, employment, and civic opportunities in their communities and to navigate American systems including government, banking, and health care. Grant participants are pre and post-tested on these language and life skills, and grant awards are based on successful performance. To maintain compliance with grant requirements, the program must certify that all participants in the grant project are non-credit students and that they are not charged any fees for their classes. (They are, however, allowed to pay the \$7 health fee if they want to qualify for student health services.) The total amount of Coastline's 2007-08 Title II Section 231 and EL Civics grants (including an augmentation grant for exceptional performance) was \$99,091.

Staffing for the ESL program includes a faculty of four full-time instructors and 47 part-time instructors and office support staff including three permanent classified employees assisted by two hourly employees who are partially funded by the program's Title II grants and by

work study contracts. The permanent classified employees are Tiffany Tran, a full-time Instructional Associate responsible for overseeing the daytime functions of the ESL registration and assessment 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 ESL office in the evenings, four days a week. The hourly employees are Instructional Aides.

The office staff members perform the following functions in the ESL registration and assessment office at the program's headquarters, the Le-Jao Center:

- Serve as receptionists for the ESL program: answer the telephones, respond to the needs and requests of visitors and current and prospective ESL students, and provide information about the ESL program and other Coastline programs and courses.
- Assess, orient, and register all new ESL students. (ESL at Coastline is an open-entry program, so the following process is conducted for large groups at the beginning of each semester at all three sites, then repeated throughout the semester as new students arrive):
 - a. Administer, score, and interpret computerized Compass/ACT placement tests. Assign students to appropriate course(s) in a ten-level system.
 - b. Assist students in completing registration and fee waiver forms.
 - c. Determine and document students' residency status.
 - d. Document visa status as needed.
 - e. Determine and accept payment of fees.
- Assist instructors and students in adding new students to existing classes 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 file student attendance records for all ESL classes at all three sites on a monthly basis and submit final attendance reports for all ESL classes. (At this time, these reports cannot be submitted through MyCCC.)
 - c. Input student, course, and program data as requested by supervisor. Update and generate new attendance rosters for all classes at all three sites on a monthly basis. (Although individual rosters are now available through MyCCC and merged rosters will be available soon, monthly attendance rosters from the ESL office guarantee that all students are listed and serve to remind instructors to submit attendance on a monthly basis.)
 - d. Conduct daily head counts.
- Provide student services as needed for off-site classes: assist instructors at two off-site locations in orientation, assessment, and registration of new students.
- Conduct CASAS tests, standardized pre and post tests required by the program's Title II grants, for all non-credit students on a quarterly basis, score tests, and maintain computerized records as needed to maintain grant compliance.
- Assist students in ESL computer labs under the supervision of instructors.
- Translate and interpret for students, instructors, and staff as needed.

Under Tiffany Tran's supervision, the ESL office maintains a non-threatening, respectful, welcoming atmosphere for all current and prospective ESL students.

Most of the ESL office staff functions listed above are Student Services functions. Because grant funding is uncertain and constrained by grant compliance requirements, it would be prudent for the ESL program to seek funding or partial funding for hourly Instructional Aides for the ESL assessment and registration office from the Office of Student Services, from Matriculation funds, or from Basic Skills Initiative funds.

Curriculum Review

Over the past several years, the head of the Coastline ESL Department has met with counterparts from the ESL departments of the two sister colleges, Orange Coast College and Golden West College, to attempt to bring the three programs into alignment with one another so that students can transfer easily from one ESL program to another within the Coast District. The three programs do use the same standardized placement instrument, the computerized Compass/ACT ESL test, so that provided a means of comparing and aligning the ESL courses offered by the three colleges. The three programs also use many of the same text series, and that provided another means of aligning course levels across programs. Compass/ACT cut-off scores for the various levels and course texts were used to create a comparison chart for the three schools, and this chart has been useful in assisting students in transferring from one program to another within the District.

The goal of creating a common course numbering system for the ESL programs of the three sister colleges of the Coast District, however, has not been achieved. The Coastline ESL Department offered to abandon its course numbering system in favor of either the GWC or OCC system if a sufficient number of courses could be determined to be equivalent. Unfortunately, it was determined, after a lengthy and open-minded analysis, that very few courses are actually equivalent. Hours of instruction per course are a major difference between Coastline's ESL courses, on the one hand, and OCC and GWC's courses on the other.

Coastline offers a highly intensive program in which most courses offered in the daytime meet from 8 to 12 hours per week. Over half of the daytime students at the LE-Jao Center elect to enroll in three 8-hour courses, for a program of 24 hours of ESL instruction per week. By contrast, students at GWC and OCC, typically students with immediate academic goals, prefer less time-intensive courses that fit more easily into a standard college schedule. ESL courses at GWC and OCC typically meet from 4 to 6 hours per week. The few exceptions are multi-skill classes that do not match the Coastline curriculum.

For this reason, at the present time, an overall common course numbering system is not a realistic goal. The three sister colleges of the Coast District do, however, plan to begin offering common courses one at a time, starting with the highest-level courses in the three curricula. The first will be a common ESL 199 course that is equivalent to English 099. Coastline plans to have this course ready to present to the Curriculum Committee in Spring 2009. (Before this can be done, they will present a request to replace "199" the current generic number for a new, untried course, with another number.) The three colleges then plan to work their way slowly down through the curriculum with other single courses that can be adopted by all three schools.

Abandoning, for now, the district-wide common course numbering project has freed up the Coastline ESL program to take on a total internal revamping and re-numbering project that should transform a very complex program of courses into a much more transparent curriculum that outsiders unfamiliar with the program can more easily understand.

The ESL curriculum includes twenty-two courses, of which four, ESL 022AD: ESL Sentence Structure 2 (half-unit grammar courses at four separate levels with separate outlines: A,B,C, and D), ESL 042AD: ESL Sentence Structure 2 (four-unit counterparts for the ESL 022AD courses), ESL 026AD: ESL Listening and Conversation 2 (half-unit conversation and listening courses at four separate levels) and ESL 046AD (four-unit counterparts for the ESL 026AD courses) represent 38 of 54 combined classes currently offered by the ESL Department, or 70% of the total current program. These course outlines have been revised with SLOs identified, and, after review by the ESL Program Review Team, they will be presented to Coastline's Curriculum Committee at the October 17, 2008, meeting.

However, the fact that these four courses (albeit with 16 separate outlines) are used so extensively suggests an imbalance in the course numbering system. Also, for those who are unfamiliar with the Coastline ESL program it is difficult, given the current numbering system, to determine the level of a given course from its number alone. To make the system more transparent and intuitive, the department is currently in the process of revising the numbering system as part of the total course revision process. The revision process includes the identification of SLOs and mechanisms, including rubrics, to evaluate student progress on SLOs for all ESL courses that are currently in use. Instructors in the program have helped to develop SLOs for the four courses cited above, and they have been encouraged to identify SLOs for the remaining courses offered in the fall 2008 program. The program goal is to complete the revision of all current ESL credit courses in time for presentation at the November 21, 2008, Curriculum Committee meeting. A progress report on this project will be submitted to the Program Review Committee in December, 2008.

The following table shows how the ESL curriculum is structured.

Coastline Community College ESL Courses

DESCRIPTORS		NOVICE LOW	NOVICE MID	NOVICE HIGH		INTERMED. LOW	INTERMED. MID	INTERMEDIATE HIGH	
LEVELS (COASTLINE)	NON-CREDIT (ALL LEVELS)	PREPARATION	BEGINNING		INTERMEDIATE		HIGH INTERMED.	ADVANCED	
SENTENCE STRUCTURE COURSES:	SS 1-4 ESL 412 0.0 Units	Prep ESL 408 0.0 Units	SS 1A 1:ESL 022A: 0.5 Units 2: ESL 042A: 4.0 Units	SS 1B 1: ESL 022B: 0.5 Units 2: ESL 042B: 4.0 Units	SS 2A 1: ESL 022C: 0.5 Units 2: ESL 042C 4.0 Units	SS 2B 1: ESL 022D: 0.5 Units 2: ESL 042D: 4.0 Units	SS 3 1: ESL 032: 0.5 Units 2: ESL 142AB: 4.0 Units	SS 4A 1: ESL 132A: 3.0 Units 2: ESL 152A: 4.0 Units	SS 4B 1: ESL 132B: 3.0 Units 2: ESL 152B: 4.0 Units
READING & WRITING COURSES:	RW 1-4 ESL 414 0.0 Units		RW 1A 1: ESL 024A: 0.5 Units 2: ESL 044A: 4.0 Units	RW 1B 1: ESL 024B: 0.5 Units 2: ESL 044B: 4.0 Units	RW 2A 1: ESL 024C: 0.5 Units 2: ESL 044C: 4.0 Units	RW 2B 1: ESL 024D: 0.5 Units 2: ESL 044D: 4.0 Units	RW 3 1: ESL 034: 0.5 Units 2: ESL 044AB: 4.0 Units	RW 4A 1: ESL 134A: 3.0 Units 2: ESL 154A: 4.0 Units	RW 4B 1: ESL 134B: 3.0 Units 2: ESL 154B: 4.0 Units
LISTENING & CONVERSATION COURSES:	LC 1-4 ESL 416 0.0 Units		LC 1A 1: ESL 026A: 0.5 Units 2: ESL 046A: 4.0 Units	LC 1B 1: ESL 026B: 0.5 Units 2: ESL 046B: 4.0 Units	LC 2A 1: ESL 026C: 0.5 Units 2: ESL 046C: 4.0 Units	LC 2B/3A 1: ESL 026D: 0.5 Units 2: ESL 046D: 4.0 Units		LC 3B/4A 1: ESL136A: 3.0 Units 2: ESL 156A: 4.0 Units	LC 4B 1: ESL 136B: 3.0 Units 2: ESL 156B: 4.0 Units
ACT cut-off		0-41	42-46	47-50	51-56	57-64	3A: 65-70 3B: 71-79	80-85	86+
CELSA cut-off scores (%) raw score		0-33% 0-25	34-47% 26-35	48-52% 36-39	53-60% 40-45	61-65% 46-49	3A: 66-72% 3B: 73-79% 3A: 50-54 3B: 55-59	80-85% 60-64	86% + 65-70
possibly comparable level: GWC		ESL 001	ESL 021	ESL 031	ESL 041	ESL 051	ESL 052	ESL 062	ESL 073
approximate corresponding TOEFL scores			300-329	330-359	360-389	390-419	420-479	480-500	500+

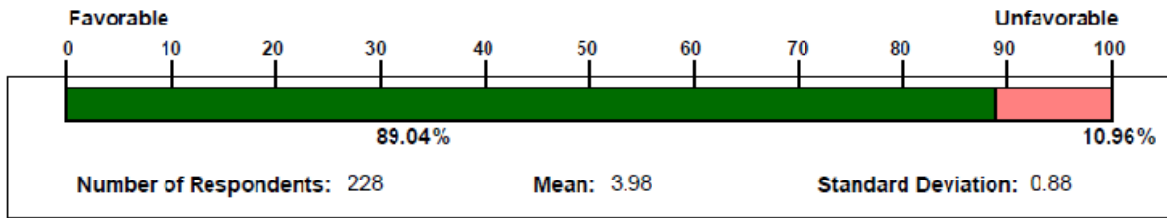
L. Kuntzman

As part of the Program Review process, ESL faculty and students were surveyed regarding their opinions about a variety of aspects of the curriculum and course scheduling.

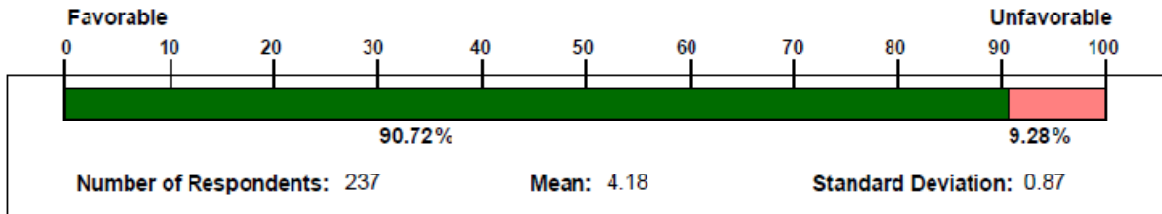
Twenty-one of 22 faculty survey respondents indicated overall satisfaction with ESL course content and levels, with only one faculty member expressing dissatisfaction. All faculty survey respondents also indicated satisfaction with the opportunities they have to participate in course development, including textbook selection.

The majority of students indicated that they were satisfied or very satisfied with the number of levels of ESL classes, the scheduling of classes, and the variety or types of ESL classes.

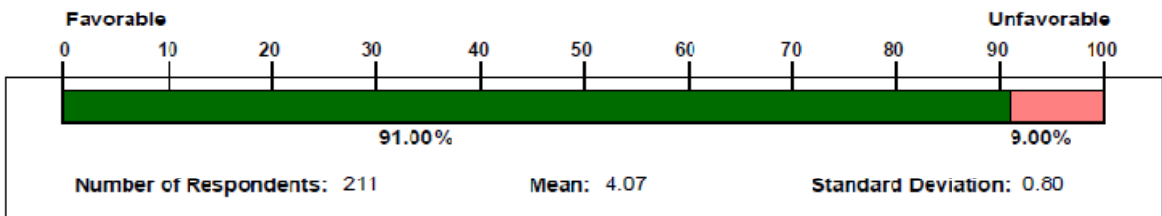
General Satisfaction - Number of levels of ESL classes



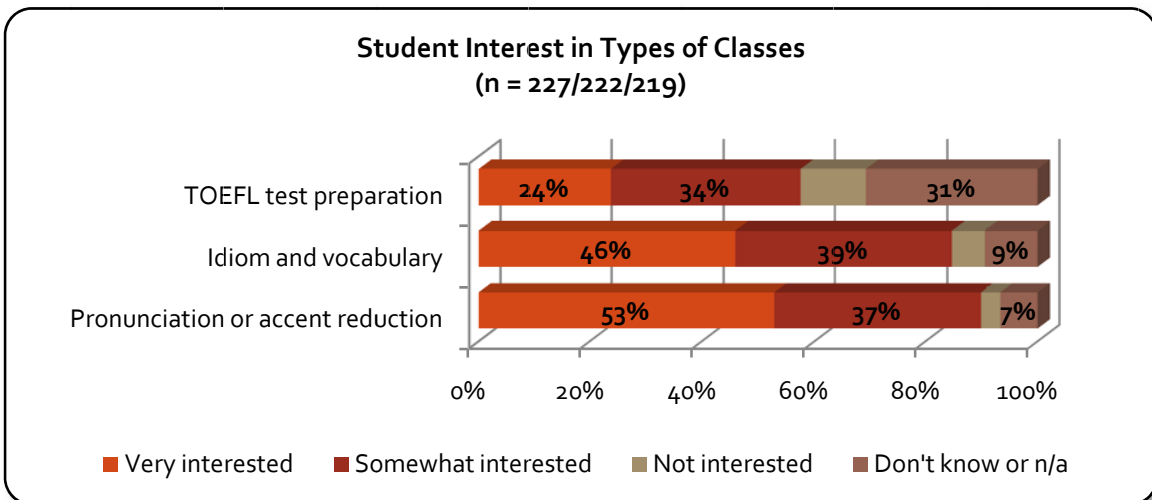
General Satisfaction - Scheduling of classes (time and day)



General Satisfaction - Variety or types of ESL classes

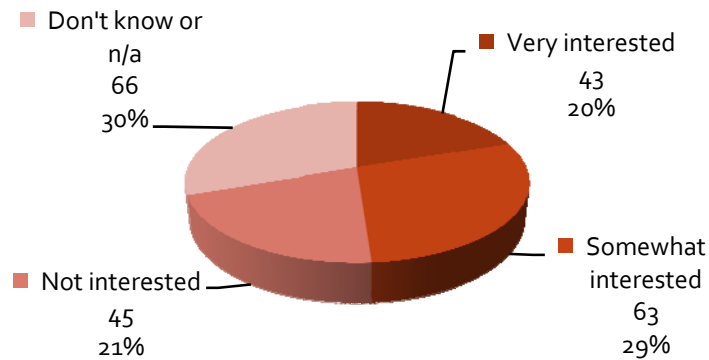


Students responding to the Program Review survey indicated interest in pronunciation or accent reduction classes (53% very interested) and idiom and vocabulary classes (46% very interested). A smaller percentage of students also expressed interest in TOEFL test preparation classes.



Although all ESL classes are currently offered on-site, almost 20% of student survey respondents said they are very interested in online ESL classes.

**Student Interest in Online ESL Classes
(n = 217)**



Need

In Orange County, according to the U.S. Census Bureau 2006 American Community Survey, 30.5% of the population were foreign born, and 43.8% spoke a language other than English at home. Of the foreign born population of 915,318, over half (515,792) were not U.S. citizens and 175,575 were newcomers (individuals who had entered the U.S. in the year 2000 or later). Of the general Orange County population, 1,218,015 individuals reported that they spoke a language other than English at home; and, of those, 614,215 individuals over the age of five reported that they spoke English less than “very well.” Clearly, there is a tremendous need for ESL instruction in the Coast District. Adult education programs through the public schools and most colleges in and around Orange County offer ESL instruction, but there is a sufficient population to support them. At Coastline, average enrollment in ESL classes from Fall 2001 to Fall 2007 was 39.3, and most classes now have waiting lists.

For students who come to the ESL Program, learning English is obviously their immediate educational goal, but the ESL Program also serves as a stepping stone in responding to other student educational needs.

The prior educational level of students in the ESL Program is quite diverse; 58.9% of student survey respondents reported that they had not completed any education in their home countries beyond high school.

	Count	Percent
What is the highest level of education that you completed in your home country?	Respondents: 236	
6th grade or less	3	1.27 %
7th-9th grade	15	6.36 %
10th-12th grade; no diploma	27	11.44 %
High school graduate	94	39.83 %
1-2 years college; no degree	36	15.25 %
Associate degree	7	2.97 %
3-4 years college	25	10.59 %
Bachelor's degree	25	10.59 %
Master's degree	3	1.27 %
Doctoral degree	1	0.42 %
Total Responses	236	100 %

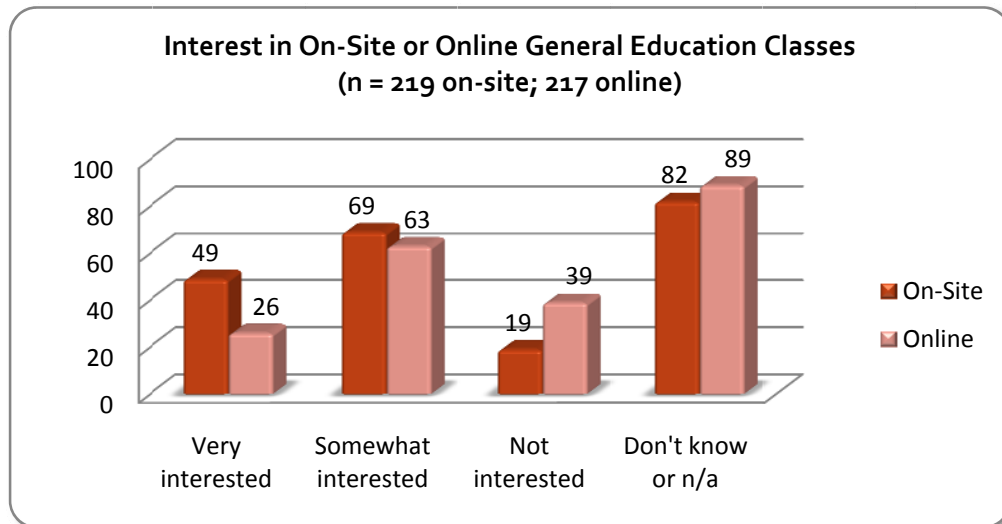
Based on survey responses, students have a variety of concurrent educational goals that motivate their involvement in the ESL Program. Among those most-frequently cited by students are transfer to a four-year college (32.91%), job preparation or advancement (28.69%), and personal interest/growth (28.69%).

	Count	Percent
What are your educational goals? (Mark all that apply.)	Respondents: 237	
Personal interest/growth	68	28.69 %
Prepare for citizenship	28	11.81 %
Job preparation or advancement	68	28.69 %
Earn a vocational certificate	27	11.39 %
A.A. degree at Coastline	52	21.94 %
Degree at another two-year college	37	15.61 %
Transfer to a four-year college	78	32.91 %
Other	14	5.91 %
Total Responses	372	100 %

Most respondents to the ESL Student Survey indicated that they plan to take more college classes when they finish the ESL Program. The greatest percentage (41.81%) said they plan to take general education classes; 37.50%, basic skills; and 24.14%, vocational classes.

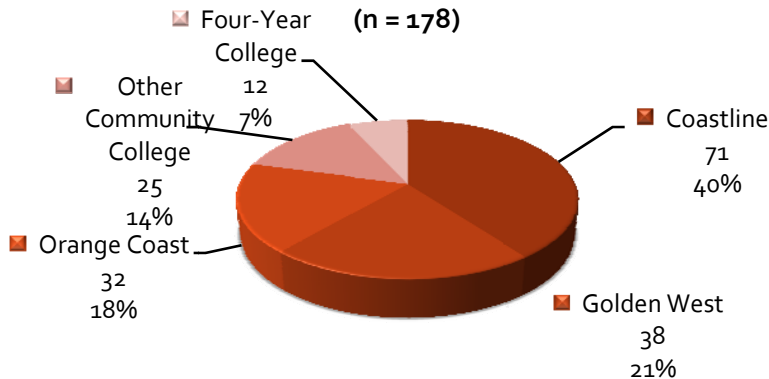
	Count	Percent
What kind of classes, if any, do you want to take when you finish the ESL Program? (Mark all that apply.)	Respondents: 232	
Not going to take any other classes	13	5.60 %
Basic Skills (English/Math)	87	37.50 %
Vocational (job training)	56	24.14 %
General Education classes (e.g., math, history, etc.)	97	41.81 %
Don't know	42	18.10 %
Other	11	4.74 %
Total Responses	306	100 %

Based on survey responses, students seem to have a preference for on-site/classroom-based general education courses, with 118 students indicating that they were very or somewhat interested. (Note: Interest in on-site or online was not exclusive; students could, and many did, indicate interest in both delivery modes.)



Of the survey respondents who indicated plans to continue their college studies beyond the ESL Program, the largest single group (40%) indicated that they plan to continue at Coastline. Twenty-one percent said they plan to go to Golden West, and 18% said Orange Coast.

Colleges Students Are Planning to Attend After Finishing ESL Program



The most-often cited reasons for college selection were good instructors (41.59%), convenient location (38.79%), and time/day of classes (34.11%).

	Count	Percent
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: 214		
Types of courses offered	52	24.30 %
Time/day of classes	73	34.11 %
Good instructors	89	41.59 %
Ease of registration	27	12.62 %
Convenient location	83	38.79 %
Cost	28	13.08 %
Nice campus	33	15.42 %
Counselling in native language	31	14.49 %
Other	18	8.41 %
Total Responses	434	100 %

Resources

The Le-Jao Center has two computer labs, one dedicated to the ESL program and the other shared with other departments. The computer labs are shared by all day and evening ESL classes that request their use. A schedule showing when each class has reserved the lab is posted in the faculty workroom. Each classroom at the Le-Jao Center is equipped with a computer with Internet access, an LCD projector, VCR/DVD players, CD/cassette players. Many ESL instructors at the Le-Jao Center regularly make PowerPoint and other computer-generated presentations and make excellent use of Internet access for classroom presentations. ESL software programs, including picture dictionaries and grammar and pronunciation programs, are networked on all classroom computers at the Le-Jao Center. In addition, most ESL texts have support software or CDs for classroom use, and instructors are able to use these materials effectively with the excellent AV set-ups in the Le-Jao classrooms.

At the Garden Grove Center, a computer lab is available for daytime ESL classes to share, and it is also used for an afternoon ESL lab that is offered for students at all levels. Classroom AV set-ups similar to those at the Le-Jao Center are being phased in gradually at the Garden Grove Center.

All ESL classes have Seaport web pages, and many instructors are now beginning to post materials on these pages for homework and other student assignments. Others communicate with their students in a limited fashion via email. However, ESL instructors have to be sensitive to the needs of low-income students. Students who do not have computers or Internet access at home are allowed to complete these assignments in the Le-Jao and Garden Grove computer labs.

New students sit at computers in the labs at the Le-Jao Center and the Garden Grove Center to take the Compass/ACT test for initial placement in the ESL program. Those who are unable to use computers are given paper-pencil tests.

Although the Coastline ESL program does not offer online courses at this time, an increasing number of instructors include online tasks and projects as a component of their courses and communicate with students via email.

Also, Linda Kuntzman and Chris Mefford, a part-time instructor in the ESL department, have served as consultants over the past year for a major Coastline ISD project, the Online Language Initiative (OLLI). The OLLI project is an online ESL (or EFL, English as a Foreign Language) program for Chinese students, delivered through an interactive story and game format. When this curriculum is completed, it will provide valuable practice in reading, listening, and speaking for students in the Coastline ESL department.

Human Resources

The ESL Program has four full-time faculty members and a large cadre of part-time faculty. In fact, 85 percent of all ESL classes are staffed by part-time faculty members. For the Fall 2008 program, the ESL program has 47 part-time instructors.



Additional support is provided at the Le-Jao Center and also at the two off sites by the program's two Instructional Associates and three Instructional Aides.

About 90% of student survey respondents expressed satisfaction with class sizes (number of students in the classes), and about 91% said they were satisfied with the number of instructors and aides in the ESL computer lab. Only 1 of 23 faculty survey respondents indicated dissatisfaction with staffing levels in the computer lab.

All faculty who expressed an opinion reported satisfaction with the extent of administrative support within the ESL Program, from administrators and departments outside the program, and with staff support within the ESL Registration Office. Students, however, were somewhat less satisfied. Although 86% said they were satisfied with the availability of ESL office staff to assist students, 14% were dissatisfied.

One major challenge in the program is scheduling instructor assignments. Most Coastline ESL instructors do not have full-time jobs elsewhere but, instead, earn their living through multiple part-time jobs. Most teach part-time for one or two other school districts and are vulnerable to last-minute schedule changes at those schools. The challenge for the Coastline ESL department is shifting as these changes occur so that instructors will not lose their jobs. It is gratifying, therefore, that 100% of instructors surveyed were satisfied with "the extent to which ESL faculty and staff have input to the schedule development process (instructors' assignments)."

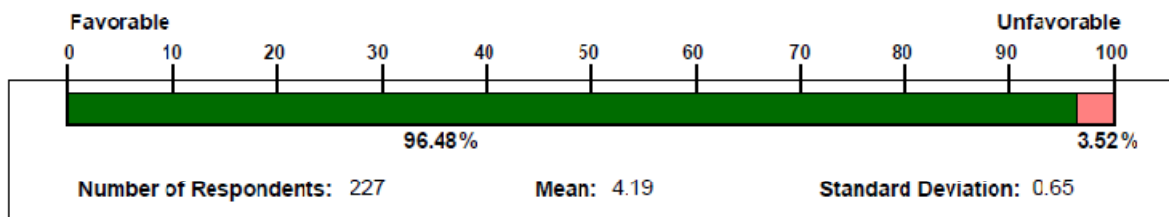
The staff of the ESL office administer the Compass/ACT test (or an alternate paper-pencil test, if necessary) to all new students and place them in appropriate levels in the program. However, since standardized instruments are not infallible, students occasionally express the opinion that they have not been placed appropriately. These students do have input on their placement and are sometimes allowed, with instructor permission, to try a higher or lower level for a few days at the beginning of the semester until the correct level is determined.

All ESL instructors are required to administer diagnostic tests during the first two weeks of each semester and to submit reports on these tests to the department head by the end of the first month of classes. This practice helps to insure that students who are placed at an inappropriate level are moved to the correct level in a timely fashion and also helps instructors to focus more accurately on their students' specific educational needs.

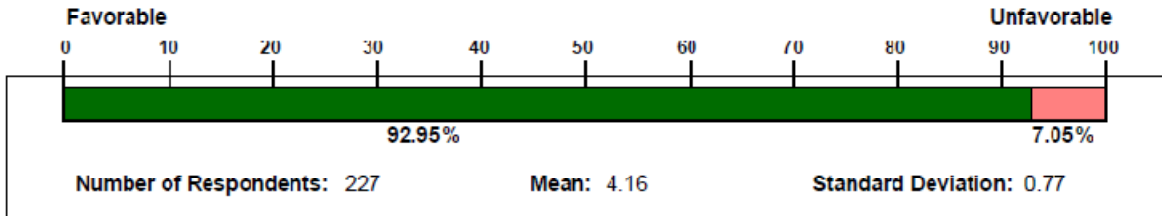
All instructors submit recommendation rosters to the ESL office staff a month before the semester ends to indicate which students are to be promoted to the next level. These decisions can also be challenged, but students in the program generally agree with their instructors about their readiness to progress to a higher level.

An overwhelming majority of students report that they are satisfied or very satisfied with the convenience of the ESL assessment process (96.48%) and class registration process (92.95%).

General Satisfaction - Convenience of ESL assessment process (testing to enter ESL classes)



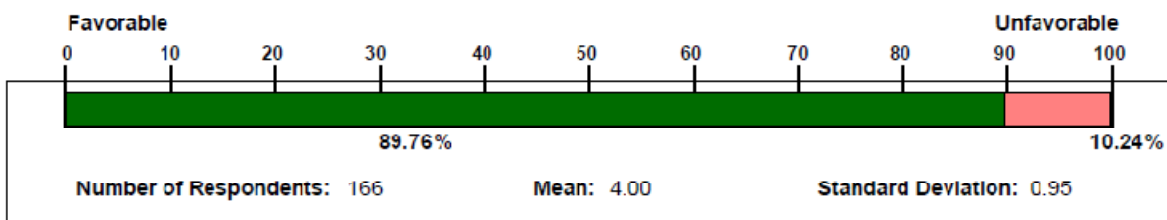
General Satisfaction - Convenience of ESL class registration process



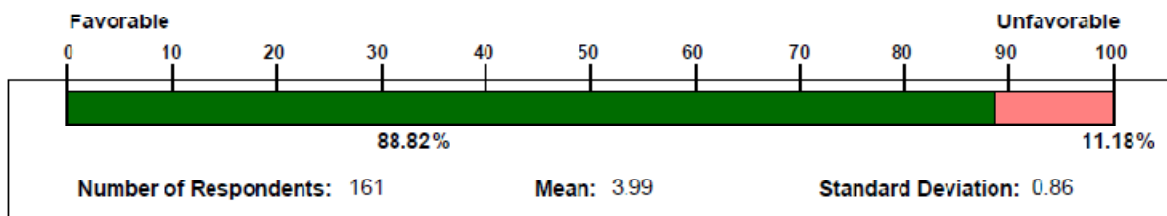
Ailene Nguyen, a full-time counselor who is fully bilingual in Vietnamese and English, is available at the Le-Jao Center to counsel ESL students. Not only has she provided excellent counseling services for the students in the program, but she has also regularly visited upper-level ESL classes to provide a basic orientation to Coastline A.A. and certificate programs and financial aid and other student support services that are available for Coastline students. In addition to these services, during the Spring 2008 semester, she conducted a very successful MPI project entitled "Formation of ESL Student Cohorts to Bridge Students into Regular College Programs." Fifteen students enrolled in high-level ESL courses were recruited for this project. Two student mentors were hired to meet with these students on a weekly basis to discuss educational goals. The students were paid small stipends to participate in the project. Each student participant was enrolled in a minimum of 12 units at Coastline including at least 3 units in a non-ESL course. All 15 students completed Student Educational Plans and communicated regularly with their mentors in person and via email. They also successfully completed their ESL and non-ESL courses. At the end of the project, Ailene reported that "The mentoring program has been extremely effective, and students have often expressed their appreciation for the guidance their mentors have provided." These students will be tracked over the next year to determine whether or not they continue their education at Coastline and continue to succeed in non-ESL courses.

Among respondents to the Program Review Student Survey, those who expressed an opinion reported high levels of satisfaction with the availability of counseling services and the quality of counseling services.

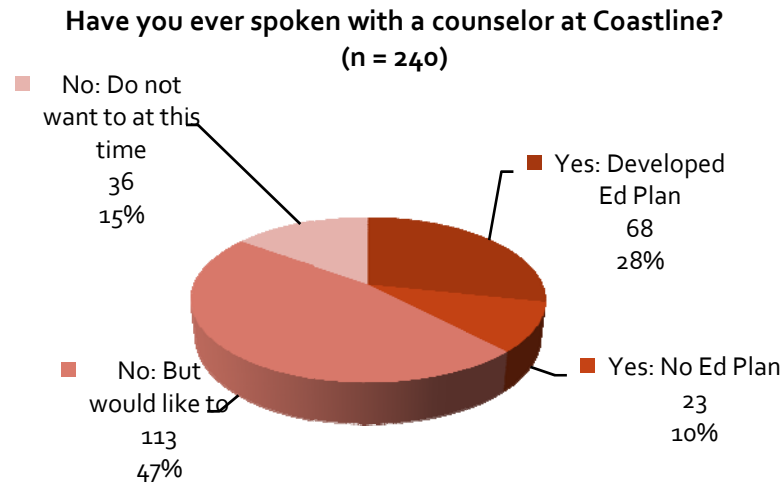
General Satisfaction - Availability of counseling services (counselors available when you need them)



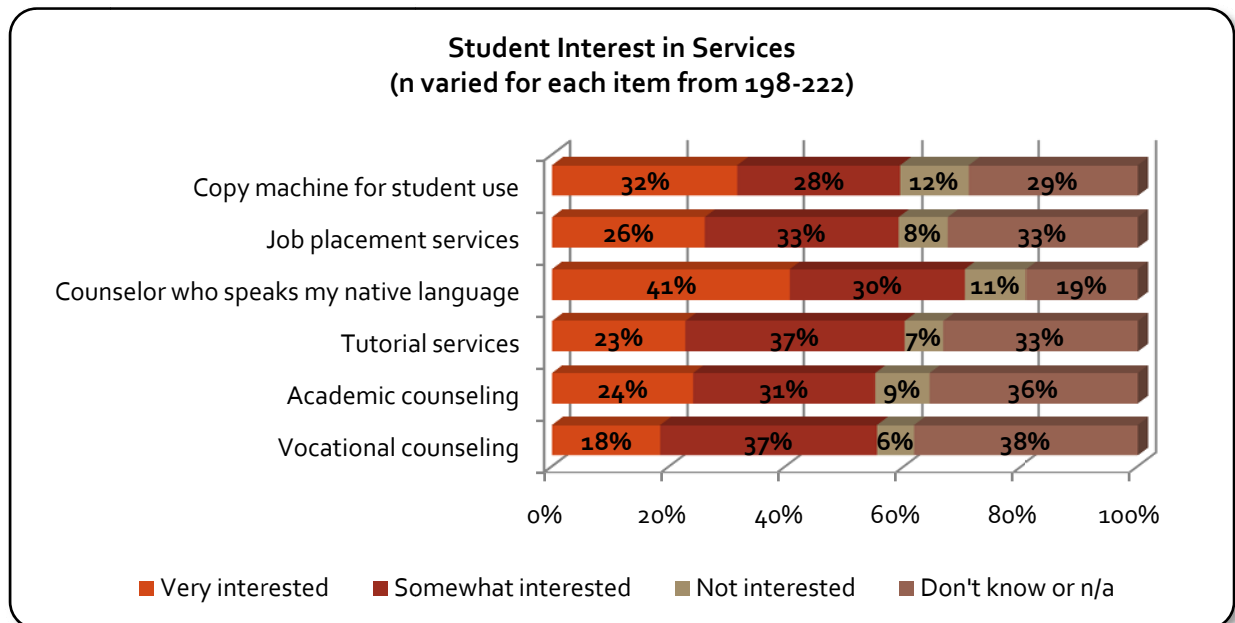
General Satisfaction - Quality of counseling services



Almost 30% of all students, however, indicated “Don’t know or n/a” when asked about counseling, which may indicate that a significant number of students have not attempted to access counseling services. A question on the student survey that asked students if they had every spoken to a Coastline counselor provides further clarification.



When asked about their level of interest in a variety of support services, students expressed the greatest interest in having a counselor who speaks their native language (41% very interested; 30% somewhat interested).



Facilities and Equipment

Coastline’s Le-Jao Center in Westminster is the home base for the ESL Program. Approximately 74% of all ESL classes are held at Le-Jao, where the program uses ten classrooms and a computer lab. Additional ESL classes are held at Coastline’s Garden Grove Center and at a storefront site at Brookhurst Street and Hazard Avenue in Westminster.

Most students are generally satisfied with the facilities at which ESL classes are held. They express satisfaction with the cleanliness of the facilities and with the quality of computers and software in the ESL computer lab.

Faculty, too, reported satisfaction with facilities, including the adequacy of classrooms, the adequacy of the ESL Office and other staff areas, the quality of computers and software in the ESL computer lab, and the availability of duplicating/Xeroxing services for preparation of class materials. A small number of faculty indicated dissatisfaction with faculty access to computers (3 of 22 faculty) and with the quality of audio-visual and other general instructional equipment (2 of 23 faculty). All faculty survey respondents said that they were satisfied with the opportunities for them to recommend purchases for the ESL Program (including tapes, software, equipment, and other instructional materials and supplies).

The two most-frequently cited concerns regarding facilities were availability of areas to eat, study, and take breaks (23% of students reported dissatisfaction) and parking at the Le-Jao Center (36% of faculty reported dissatisfaction and, though not asked a direct question on the student survey, a significant number of students mentioned lack of parking in their written comments).

Partnerships

The Coastline College ESL program has worked in partnership with the Vietnamese Community of Orange County, a local social service agency, for over 15 years. For the past ten years, Coastline has provided ESL classes at a storefront site in Little Saigon at the intersection of Brookhurst Street and Hazard Avenue, just two doors down from one of the VNCOC branch offices. In August, 2008, in an effort to economize, Coastline and the VNCOC agreed to share one room in the VNCOC suite of offices. While Coastline provides onsite ESL instruction, an important service for VNCOC clients, the VNCOC, in turn, recruits students for Coastline ESL classes at that site. An MOU between the VNCOC and Coastline is on file in the ESL office.

The Coastline ESL program also works in partnership with the Orange County One-Stop Center. Coastline provides referrals and transports students to the Center for field trips, and the One-Stop Center provides job search workshops and provides assistance and information for students seeking employment or job training.

The ESL Program has successfully pursued a number of grant opportunities over the years. Grants, however, bring not only financial benefits but also administrative challenges. Almost one-third of faculty survey respondents reported that CASAS testing and special lessons required for grant compliance take too much time away from the regular curriculum.

Most faculty, however, either strongly agree (46.7%) or agree (46.7%) that students have benefitted from special health, employment, and civics lessons made possible through grant projects. Only 1 faculty member (6.6%) disagreed.

An overwhelming majority of faculty survey respondents (73.7%) strongly agree that grants have had a positive impact by providing funds for office staff, equipment, and instructional supplies. Another 15.8% agreed, and only 10.5% disagreed.

In spite of the challenges that grant projects bring, the majority of faculty (90.5%) expressed the opinion that the program should continue to seek additional funding through grant projects.

Professional Development

The majority of faculty members in the program participate in the All-College Meeting, technology-related workshops, and in department meetings.

In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)	Respondents: 23	
CCC All-College Meeting/Faculty Meeting	20	86.96 %
Department meetings	19	82.61 %
Discipline-related workshops	11	47.83 %
Technology-related workshops (e.g., Seaport or MyCCC)	20	86.96 %
Student learning outcomes workshops/training	3	13.04 %
Other workshops	6	26.09 %
Membership in professional associations	10	43.48 %
Professional conferences	7	30.43 %
Other classes	1	4.35 %
Professional training	3	13.04 %
Discipline-related reading	10	43.48 %
Technology-related reading	5	21.74 %
None of the above	1	4.35 %
Total Responses	116	100 %

Although ESL faculty attendance at the All-College Meetings is strong, 48% of the faculty who expressed an opinion indicated that they were either dissatisfied or very dissatisfied with the effectiveness of Coastline’s All-College Meetings. The most-frequently voice reason for this dissatisfaction is that the meeting *is* an “All-College” Meeting rather than a faculty meeting, as it was for many years. All faculty survey respondents who expressed an opinion were, however, satisfied with the effectiveness of ESL Discipline Meetings, and 86% also reported satisfaction with the adequacy and effectiveness of ESL Department training workshops for Seaport and MyCCC.

Of 18 faculty members who expressed an opinion, all but one were either satisfied or very satisfied with opportunities to attend ESL-related conferences; and all respondents

Comments from Faculty Survey

- “At the All-College Meetings, more emphasis on scholarly, faculty-oriented subjects would be appreciated.”
- “Although the All-College Meetings have the intention of bringing all constituencies together, recent meetings have been of little interest to a growing number of faculty. Perhaps more ‘faculty-focused’ meetings to begin the semesters would be more beneficial to the faculty.”
- “The All-College Meetings used to be Faculty Meetings, where faculty could focus on issues related to what to do, which is teach. Now with the All-College Meetings, the opportunity for faculty to get together and discuss instruction-related issues has been diluted with mostly classified-driven topics. The effect on faculty has definitely been negative. How did the Faculty Meeting become an All-College Meeting?”
- “All-college meetings are a waste of time— nothing accomplished or learned. ESL Discipline meetings are effective and efficient.”

reported satisfaction with their exposure to new materials and teaching techniques (through book fairs, workshops, etc.)

All four of the program's full-time faculty members have participated in SLO training and/or projects. Department Chair Linda Kuntzman attended SLO Peer-Mentor training in 2005 and has taken the lead in the revision and updating of the ESL curriculum to include expected student learning outcomes. Judy Montague was one of the original faculty co-leads for SLO Peer-Mentor training that began in 2005, and Anita Preciado and Lorraine Tsutsumida-Krampe both participated in the college's 2007-08 SLO project to further development of course, program, and college-level SLOs.

Because of combined credit and non-credit classes and other challenges inherent in the ESL program, ESL instructors required their own specialized training sessions in the use of Seaport and MyCCC. A special Seaport training workshop for ESL instructors was held during the Fall 2007 semester, and a customized MyCCC workshop for ESL instructors was held during the Spring 2008 semester. Both workshops, organized by the ESL department, taught by Sylvia Amito'elau, and featuring pizza luncheons, were well attended.

All respondents to the faculty survey indicated that they were either very satisfied (61%) or satisfied (39%) with their own success teaching in the program.

Quantitative Elements

Course Data

For 10 consecutive primary terms between Fall 2002 and Spring 2007, ESL was the highest FTES-generating credit program at the college and was barely edged out for the top spot in Fall 2007 by the Business Program (205 FTES for Business compared to 197 credit FTES for ESL).

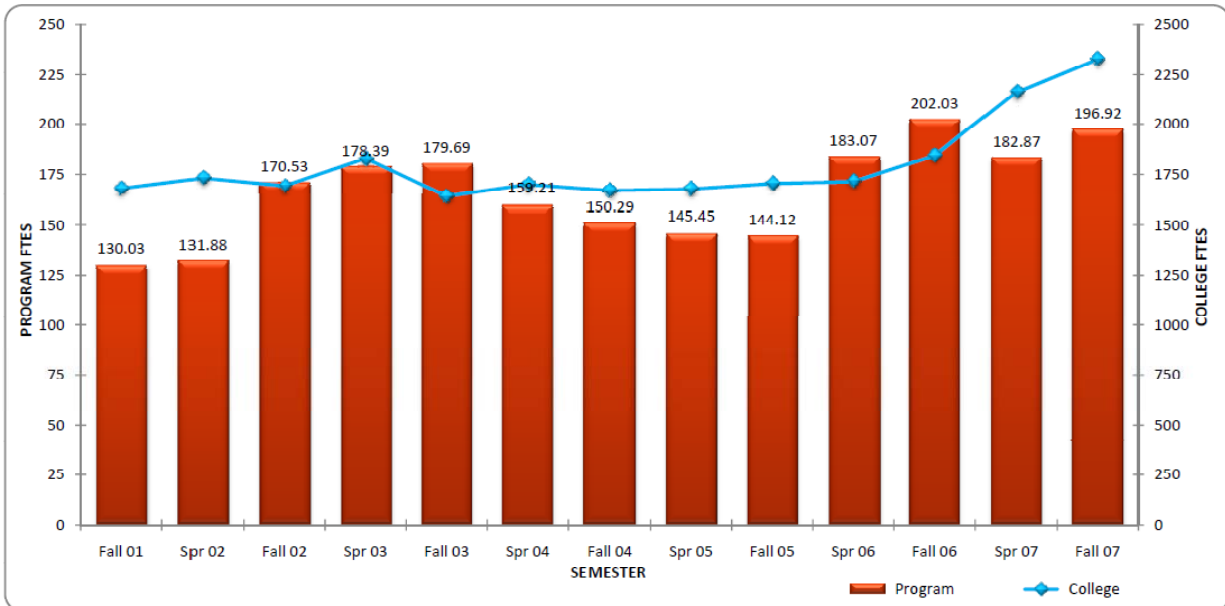
ESL credit FTES have increased 50% in the period between Fall 2001 and Fall 2007.

ENGLISH AS A SECOND LANGUAGE ~ CREDIT CLASSES
Six-and-a-Half-Year Summary of Enrollments and FTES

PROGRAM AND COLLEGE DATA	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08
	FALL 012	SPRING 013	FALL 022	SPRING 023	FALL 032	SPRING 033	FALL 042	SPRING 043	FALL 052	SPRING 053	FALL 062	SPRING 063	FALL 072
FTES													
Program	130.03	131.88	170.53	178.39	179.69	159.21	150.29	145.45	144.12	183.07	202.03	182.87	196.92
College	1679.16	1730.30	1691.80	1830.23	1639.79	1698.93	1668.38	1675.88	1703.25	1713.42	1844.86	2161.42	2327.36
Program as % of College	7.74%	7.62%	10.08%	9.75%	10.96%	9.37%	9.01%	8.68%	8.46%	10.68%	10.95%	8.46%	8.46%
Program Sections													
Total Sections Scheduled	107	106	114	111	93	99	104	100	116	114	136	143	131
Sections Cancelled	2	0	4	5	0	0	3	0	0	2	7	3	0
Sections (adjusted for concurrent/canc./co-op.)	44	45	45	41	35	39	38	40	50	46	50	62	51
Avg. Enroll. All Classes	12	12	16	17	22	17	17	14	13	18	18	15	18
*Note: Average class size does not include enrollments in non-credit sections stacked with credit sections													
Seat Count at Census													
Program	529	526	702	677	754	671	631	569	672	847	908	934	936
College	15944	16213	16043	17053	15500	16243	15776	15699	15927	16188	17220	20458	21461
Program as % of College	3.3%	3.2%	4.4%	4.0%	4.9%	4.1%	4.0%	3.6%	4.2%	5.2%	5.3%	4.6%	4.4%
Seat Count at Semester End													
Program	528	452	659	538	638	540	508	500	616	672	804	761	817
College	13327	13415	13193	13895	12673	12998	12915	12964	12829	13239	14418	17334	18534
Program as % of College	4.0%	3.4%	5.0%	3.9%	5.0%	4.2%	3.9%	3.9%	4.8%	5.1%	5.6%	4.4%	4.4%
Attrition (Cens. to End Seats)													
Program	0.2%	14.1%	6.1%	20.5%	15.4%	19.5%	19.5%	12.1%	8.3%	20.7%	11.5%	18.5%	12.7%
College	16.4%	17.3%	17.8%	18.5%	18.2%	20.0%	18.1%	17.4%	19.5%	18.2%	16.3%	15.3%	13.6%

ENGLISH AS A SECOND LANGUAGE ~ CREDIT CLASSES
Six-and-a-Half-Year Summary of Enrollments and FTES

FTES	Fall 01	Spr 02	Fall 02	Spr 03	Fall 03	Spr 04	Fall 04	Spr 05	Fall 05	Spr 06	Fall 06	Spr 07	Fall 07
Program	130.03	131.88	170.53	178.39	179.69	159.21	150.29	145.45	144.12	183.07	202.03	182.87	196.92
College	1679.16	1730.30	1691.80	1830.23	1639.79	1698.93	1668.38	1675.88	1703.25	1713.42	1844.86	2161.42	2327.36
% of College	7.74%	7.62%	10.08%	9.75%	10.96%	9.37%	9.01%	8.68%	8.46%	10.68%	10.95%	8.46%	8.46%



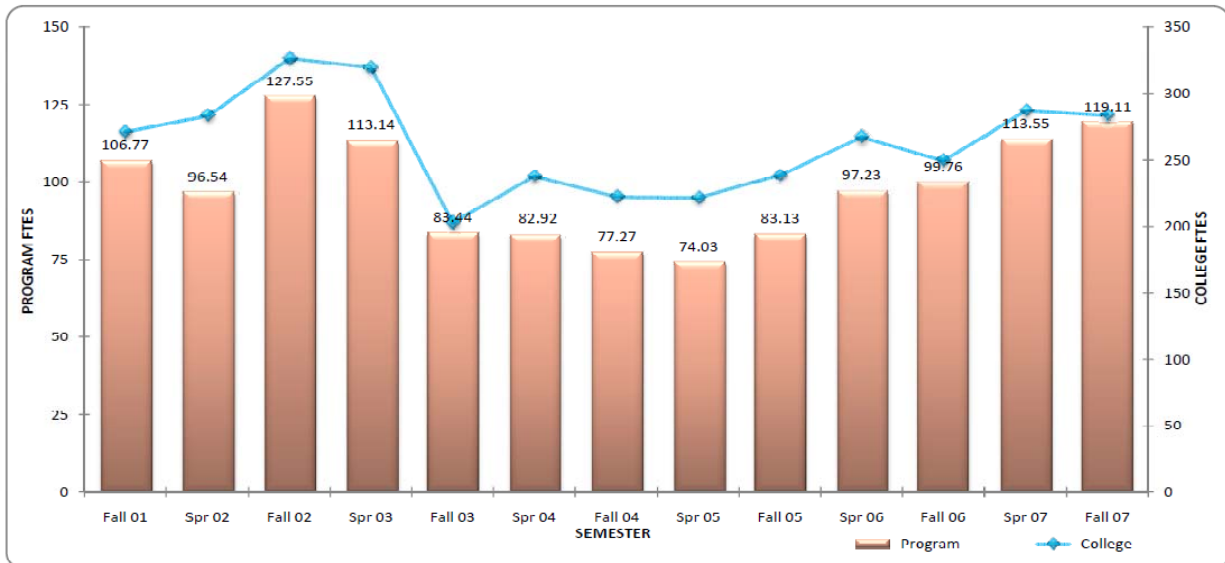
In addition to credit FTES, the program offers a large program of non-credit classes. Based on Fall 2007 FTES, credit classes accounted for about two-thirds of the ESL Program's enrollments, and non-credit, for one-third. ESL non-credit classes generated just over 119 FTES in Fall 2007—42% of all of the college's non-credit FTES.

ENGLISH AS A SECOND LANGUAGE ~ NON-CREDIT CLASSES
Six-and-a-Half-Year Summary of Enrollments and FTES

PROGRAM AND COLLEGE DATA	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08
	FALL 012	SPRING 013	FALL 022	SPRING 023	FALL 032	SPRING 033	FALL 042	SPRING 043	FALL 052	SPRING 053	FALL 062	SPRING 063	FALL 072
FTES													
Program	106.77	96.54	127.55	113.14	83.44	82.92	77.27	74.03	83.13	97.23	99.76	113.55	119.11
College	270.97	282.87	326.59	319.74	202.58	237.43	222.00	221.44	238.50	267.50	249.30	286.96	283.22
Program as % of College	39.40%	34.13%	39.06%	35.39%	41.19%	34.92%	34.81%	33.43%	34.85%	36.35%	40.02%	39.57%	42.05%
Program Sections													
Total Sections Scheduled	49	46	52	47	35	40	39	40	50	47	52	64	51
Sections Cancelled	1	0	2	3	0	0	1	0	0	1	2	1	0
Sections (adjusted for concurrent/canc./co-op.)	48	46	50	43	31	36	34	36	46	42	46	62	51
Avg. Enroll. All Classes	27	23	28	28	26	24	26	22	23	28	24	24	25
<small>*Note: Average class size does not include enrollments in credit sections stacked with non-credit sections</small>													
Seat Count at Census													
Program	1274	1054	1399	1189	802	850	881	805	1041	1187	1109	1471	1257
College	5450	4998	5680	5536	3920	4221	4356	4410	4640	5181	4386	5308	5022
Program as % of College	23.4%	21.1%	24.6%	21.5%	20.5%	20.1%	20.2%	18.3%	22.4%	22.9%	25.3%	27.7%	25.0%
Seat Count at Semester End													
Program	1151	955	1235	930	712	695	711	567	906	946	920	1058	967
College	5189	4688	5253	5061	3724	3896	3970	4140	4403	4750	4361	4681	4782
Program as % of College	22.2%	20.4%	23.5%	18.4%	19.1%	17.8%	17.9%	13.7%	20.6%	19.9%	21.1%	22.6%	20.2%
Attrition (Cens. to End Seats)													
Program	9.7%	9.4%	11.7%	21.8%	11.2%	18.2%	19.3%	29.6%	13.0%	20.3%	17.0%	28.1%	23.1%
College	4.8%	6.2%	7.5%	8.6%	5.0%	7.7%	8.9%	6.1%	5.1%	8.3%	0.6%	11.8%	4.8%

ENGLISH AS A SECOND LANGUAGE ~ NON-CREDIT CLASSES
Six-and-a-Half-Year Summary of Enrollments and FTES

FTES	Fall 01	Spr 02	Fall 02	Spr 03	Fall 03	Spr 04	Fall 04	Spr 05	Fall 05	Spr 06	Fall 06	Spr 07	Fall 07
Program	106.77	96.54	127.55	113.14	83.44	82.92	77.27	74.03	83.13	97.23	99.76	113.55	119.11
College	270.97	282.87	326.59	319.74	202.58	237.43	222.00	221.44	238.50	267.50	249.30	286.96	283.22
% of College	39.40%	34.13%	39.06%	35.39%	41.19%	34.92%	34.81%	33.43%	34.85%	36.35%	40.02%	39.57%	42.05%

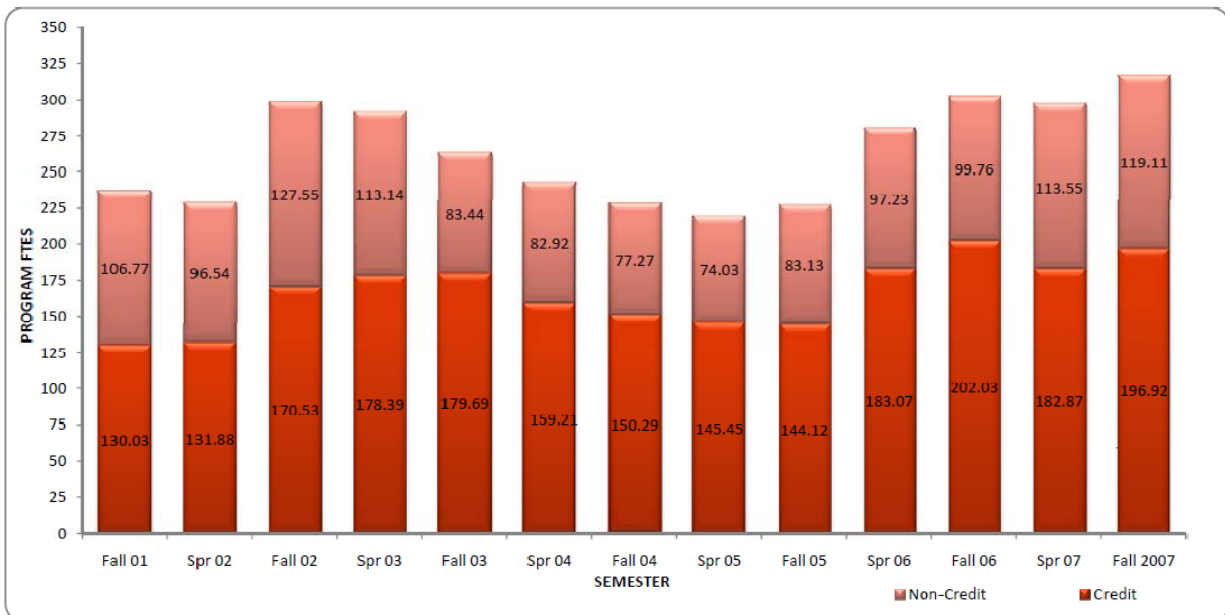


ENGLISH AS A SECOND LANGUAGE ~ CREDIT AND NON-CREDIT CLASSES
Six-and-a-Half-Year Summary of Enrollments and FTES

PROGRAM AND COLLEGE DATA	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08
	FALL 012	SPRING 013	FALL 022	SPRING 023	FALL 032	SPRING 033	FALL 041	SPRING 043	FALL 052	SPRING 053	FALL 062	SPRING 063	FALL 072
FTES													
Credit	130.03	131.88	170.53	178.39	179.69	159.21	150.29	145.45	144.12	183.07	202.03	182.87	196.92
Non-Credit	106.77	96.54	127.55	113.14	83.44	82.92	77.27	74.03	83.13	97.23	99.76	113.55	119.11
All ESL	236.80	228.42	298.08	291.53	263.13	242.13	227.56	219.48	227.25	280.30	301.79	296.42	316.03
Program Sections													
Total Sections Scheduled	156	152	166	158	128	139	143	140	166	161	188	207	182
Sections Cancelled	3	0	6	8	0	0	4	0	0	3	9	4	0
Sections (adjusted for concurrent/canc./co-op.)	49	47	50	43	35	40	38	40	50	46	50	62	51
Avg. Enroll. All Classes	37	34	42	43	44	38	40	34	34	44	40	39	43
Seat Count at Census													
Credit	529	526	702	677	754	671	631	569	672	847	908	934	936
Non-Credit	1274	1054	1399	1189	802	850	881	805	1041	1187	1109	1471	1257
All ESL	1803	1580	2101	1866	1556	1521	1512	1374	1713	2034	2017	2405	2193
Seat Count at Semester End													
Credit	528	452	659	538	638	540	508	500	616	672	804	761	817
Non-Credit	1151	955	1235	930	712	695	711	567	906	946	920	1058	967
All ESL	1679	1407	1894	1468	1350	1235	1219	1067	1522	1618	1724	1819	1784
Percentage of Total ESL FTES													
Credit	54.9%	57.7%	57.2%	61.2%	68.3%	65.8%	66.0%	66.3%	63.4%	65.3%	66.9%	61.7%	62.3%
Non-credit	45.1%	42.3%	42.8%	38.8%	31.7%	34.2%	34.0%	33.7%	36.6%	34.7%	33.1%	38.3%	37.7%

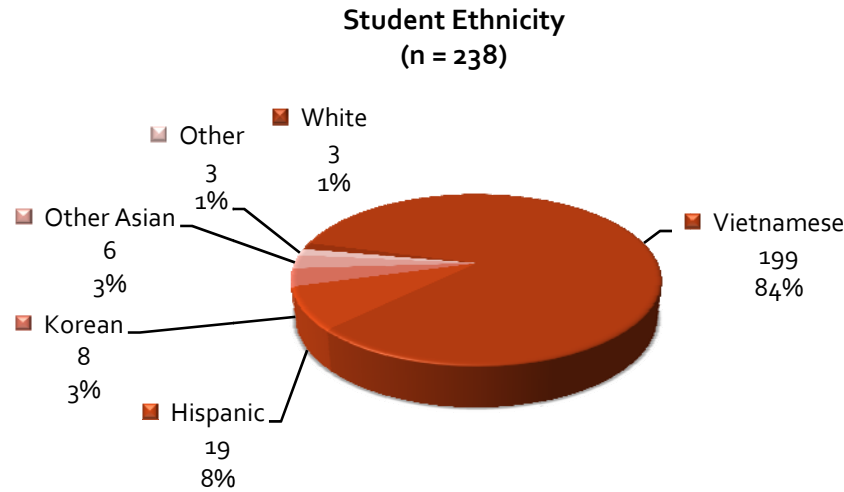
ENGLISH AS A SECOND LANGUAGE
Comparison of Credit and Non-Credit FTES

FTES	Fall 01	Spr 02	Fall 02	Spr 03	Fall 03	Spr 04	Fall 04	Spr 05	Fall 05	Spr 06	Fall 06	Spr 07	Fall 2007
Credit	130.03	131.88	170.53	178.39	179.69	159.21	150.29	145.45	144.12	183.07	202.03	182.87	196.92
Non-Credit	106.77	96.54	127.55	113.14	83.44	82.92	77.27	74.03	83.13	97.23	99.76	113.55	119.11
Total	236.80	228.42	298.08	291.53	263.13	242.13	227.56	219.48	227.25	280.30	301.79	296.42	316.03



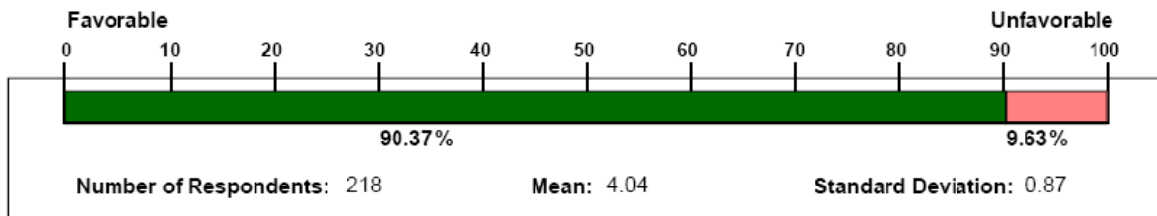
Student Elements

Although the ESL Program serves students from a number of different countries of origin, the current student population is overwhelmingly Vietnamese. Of 238 students who responded to the survey question about ethnicity, almost 84% indicated that they are Vietnamese. Hispanic students, at 8%, represented the second largest ethnic group.



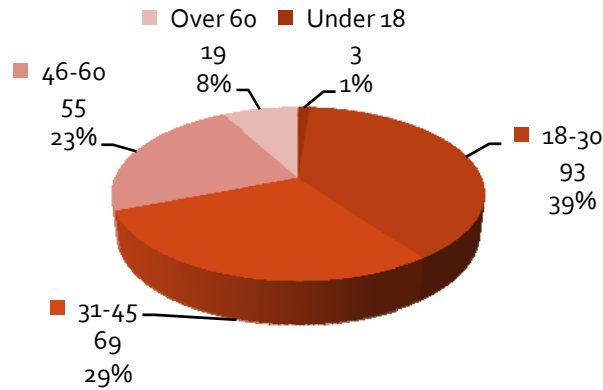
These students are generally quite satisfied (90.37%) with the respect accorded students from different cultures, though almost 10% did express some level of dissatisfaction.

General Satisfaction - Respect shown by faculty and staff for students from different cultures



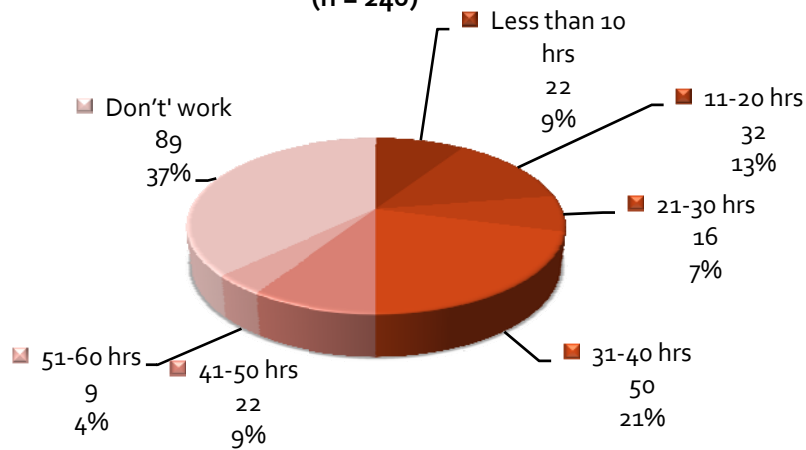
Student survey responses indicate that almost two-thirds of the students (62.77%) are female. Responses also show that the ESL student population covers a range of ages, with the largest percentage of students falling between 18-30 (39%) and 31-45 (29%).

**Age of Students
(n = 239)**



More than one-third of the student survey respondents said that they are not presently working outside of the home, and another third reported that they are working 30 or more hours per week.

**Hours Per Week Worked Outside the Home
(n = 240)**



Vocational goals of students varied considerably. More than 32% of the survey respondents indicated they are planning to enter a new field, 21% say they will be staying in the same job, 14% are planning to stay in the same field but in a new job, and 33% said "don't know or not applicable."

Cost Data

Christine Nguyen, the Coastline Director of Fiscal Services, provided the following summary of ESL program costs:

ESL General Fund Expenditures – 2007-08			
Code	Category	Expenditures	Totals
1111	Instructor Contract	\$243,703.50	
	<i>F/T Faculty (Credit)</i>		<i>\$243,703.50</i>
1313	Instructor Hourly	\$496,124.15	
1314	Instructor Hourly Sub	24,170.63	
1315	Instructor Enrollment Growth	4,550.00	
1317	Instructor Overload	6,055.00	
1333	Instructor Summer	92,642.16	
1334	Instructor Summer Sub	883.97	
1353	DL Instructor Hourly	4,317.00	
1357	DL Instructor Overload	1,260.00	
	<i>P/T Faculty (Credit)</i>		<i>\$630,002.91</i>
1323	Instructor Adult Ed Hourly	\$277,959.08	
1343	Instructor Adult Ed Summer	83,094.16	
	<i>P/T Faculty (Non-Credit)</i>		<i>\$361,053.24</i>
2221	Classified Instructional Contract	\$103,912.34	
2423	Class Instructional Hourly	9,557.75	
	<i>Classified Instructional Support</i>		<i>\$113,470.09</i>
3110	STRS Retirement Instructional	\$132,767.60	
3210	PERS Retirement Instructional	25,548.33	
3310	OASDI Instructional	16,305.09	
3350	Medicare Instructional	18,213.38	
3351	PARS Instructional	573.89	
3410	Health and Welfare Instructional	78,360.00	
3510	Unemployment Ins Instructional	719.65	
3610	Workers Compensation Instructional	23,453.07	
3750	Future Retiree Benefits Instructional	10,428.86	
	<i>Benefits</i>		<i>\$306,369.87</i>
Grand Total from General Fund			\$1,654,599.61

Based on FTES estimates for 2007-08 provided by Coastline's Instructional Researcher Pat Arlington, the ESL program generated over \$2.6 million in apportionment revenue in 2007-08: about \$1 million more than the General Fund expenditures listed above.

Funding from the ESL program's two Title II grants provided an additional \$99,091 that provided materials and supplies for the program plus \$27,600 to cover the cost of part-time instructors to replace Linda Kuntzman and Lorraine Krampe for reassigned time to handle

grant responsibilities, \$26,000 to cover part of the cost of hourly Instructional Aides for the ESL office, and \$6,242 for marketing and recruitment for the ESL program through Spanish and Vietnamese radio advertisements.

Program Outcomes

Student Learning Outcomes

All ESL instructors have received instruction on identifying SLOs, and all have been encouraged to identify SLOs for their Fall 2008 courses. A workshop on the use of rubrics to evaluate student progress on SLOs was presented at the Fall 2008 ESL discipline meeting, and follow-up workshops during the Fall 2008 and Spring 2009 semesters will address various means of measuring and evaluating SLOs.

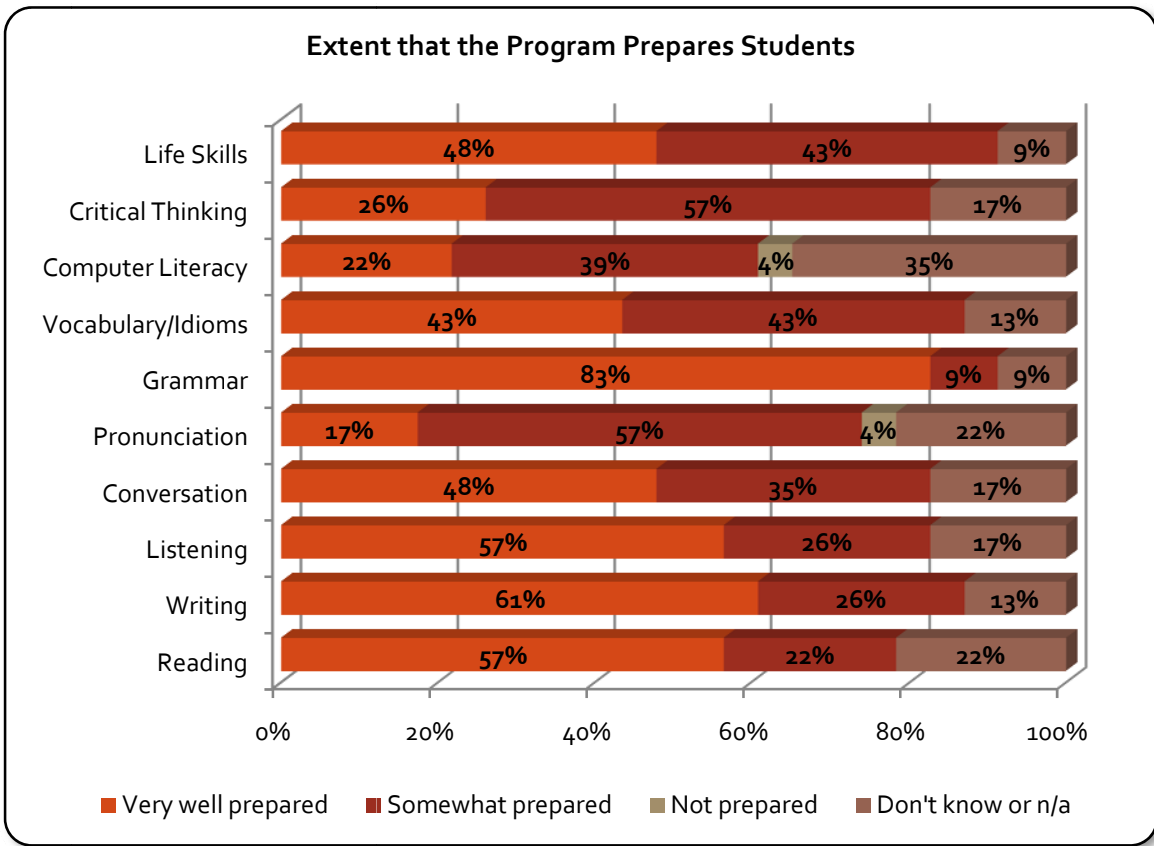
Based on responses to the faculty survey, the majority of faculty members (almost 61%) are in the process of identifying expected student learning outcomes (SLOs) for the courses that they teach. A smaller percentage (almost 22%) have already identified expects SLOs.

Although only three instructors surveyed in the summer of 2008 responded that they had updated their course syllabi to include expected SLOs, sixteen ESL instructors have now submitted Fall 2008 syllabi with appropriate SLOs and an additional 5 instructors of lower-level classes (whose students would not be able to comprehend SLOs on a course syllabus) have submitted SLOs to the department head for approval via email.

	Count	Percent
What steps, if any, have you taken to incorporate student learning outcomes (SLOs) into your course? (Mark all that apply.)		
Respondents: 23		
I haven't yet identified expected student learning outcomes.	3	13.04 %
I am attempting to identify expected SLOs but need some assistance.	6	26.09 %
I am working on identifying expected SLOs for the course I teach.	14	60.87 %
I have identified expected SLOs.	5	21.74 %
I have updated my course syllabus to include expected SLOs.	3	13.04 %
I have developed a plan for assessing SLOs.	1	4.35 %
I have assessed students based on expected SLOs.	3	13.04 %
I use results from SLO assessments to modify my instruction.	3	13.04 %
Total Responses	38	100 %

The ESL Department is in the process of revising all credit course outlines to include SLOs. Four will be presented at the October 17, 2008, Curriculum Committee meeting, and the remaining 13 are to be presented at the November 21 meeting. The non-credit curriculum will undergo a similar review and revision process during Spring Semester 2009.

As part of the program's review, faculty members were asked the extent to which they believe that the program prepares students in a variety of areas. Faculty gave the highest marks to the preparation the program provides students in the area of grammar, with 83% of the respondents indicating that they felt students were very well prepared.



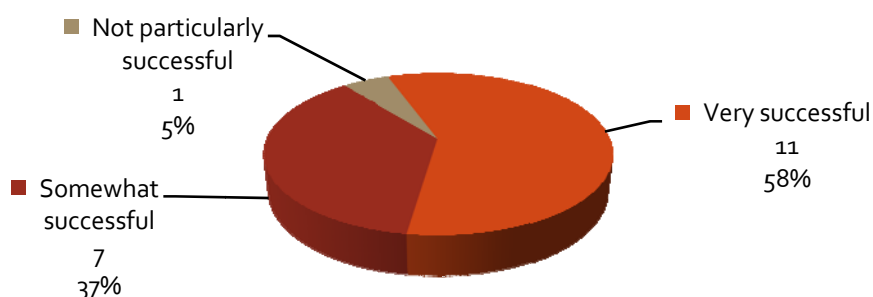
Faculty members were also asked about the program’s effectiveness in three other areas:

- Understanding of academic standards related to test-taking and homework preparation
- Understanding of employer’s expectations
- Increasing cross-cultural awareness

Although no faculty members thought that the program was failing to prepare students, the majority of faculty reported that students were only “somewhat prepared” rather than “very well prepared” in all three of these areas. In the area of preparation in understanding of employer’s expectations, only 23% of the faculty respondents described students as “very well prepared.”

In evaluating the extent to which Coastline College has been successful in preparing students to transition from ESL classes to other college courses, the majority of faculty believe the college has been very successful (47.8%) or somewhat successful

Success of College in Preparing Students for Transition to Other Courses



Other Student Outcomes

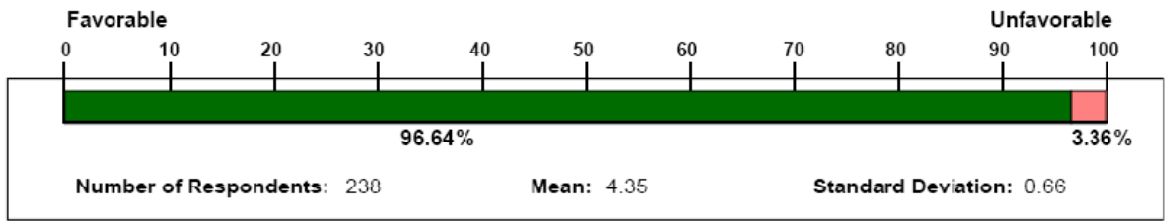
Student perception of the impact of the ESL Program is revealing. When asked to explain in their own words the biggest difference that the ESL Program has made in their lives, students repeatedly cited their improved English, grammar, writing, and conversation skills. Many also reported the difference in very personal terms:

- “Since I started study in the Le-Jao [Center] I’m feel so happy and more confident with my English vocabulary and I know I have learned a lot. Thank you everyone. I love this school.”
- “I’ve had a chance to study with native teachers and to make friends with other students who come from other cultures.”
- “The biggest difference is that I have chance to enter the studying environment which is different from Vietnam.”
- “It is the best decision that I have ever taken. Two years ago, I haven’t known how to write a sentence, but now I feel much better because I can. Thank you.”
- “It help me have more confidence when talking to a native speaker. I understand about American’s culture. It is very useful to become a good citizen in the future.”
- “I have more confidence. I speak English much better and this help me in my job. I see that I’m a good college student.”
- “My son-in-law and my grandchildren speak English. Now I can talk with them, and I feel very happy. Thanks Coastline College.”

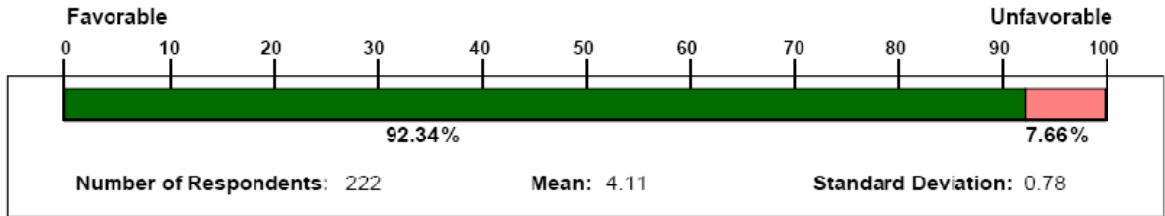
Student Satisfaction

ESL students express a high level of satisfaction with the quality of instruction. Fewer than 3% of all survey respondents indicated dissatisfaction with instructional quality. They expressed similar levels of satisfaction with the overall quality of the program and with their own success.

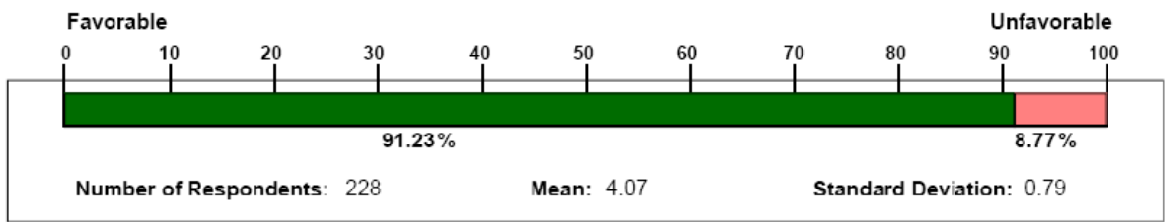
General Satisfaction - Quality of ESL instruction



General Satisfaction - Overall quality of the ESL program

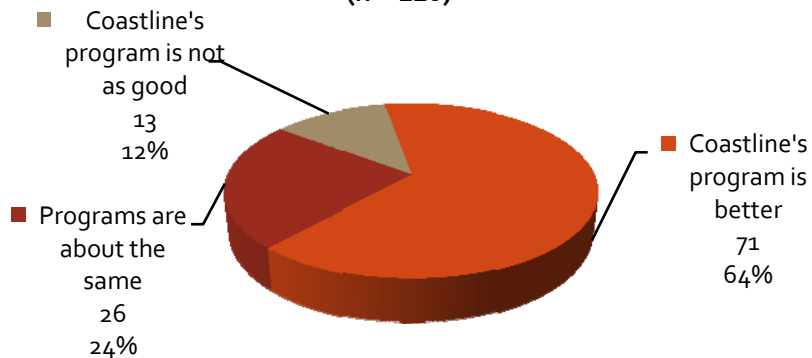


General Satisfaction - Your own success in the ESL Program



Students who indicated that they have attended ESL classes at another school or college rated Coastline's program the best by a large margin. Only 13 students said they felt Coastline's program was not as good.

How Does Coastline's Program Compare (n = 110)



Conclusions

- Overall, students and faculty are very satisfied with the ESL program.
- From Fall 2002 to Spring 2007, ESL was the highest FTE-generating credit program in the college.

- In Fall 2007, the ESL program generated 196.92 credit FTES, representing 8.6% of the college total.
- The ESL program's credit FTES have increased 50% in the period between Fall 2001 and Fall 2007.
- ESL generated over \$2.6 million in apportionment revenue in 2007-08: approximately \$1 million more than the program's general fund expenditures for staff and faculty salaries.
- Students have expressed an interest in having more indoor accommodations for lunch and break times.
- Students and instructors have expressed a need for better orientation to the College's programs and services to facilitate the transition from ESL to non-ESL courses.
- Course revisions are underway with a goal of revising all ESL course outlines to include SLOs by the end of the Spring 2009 semester.
- Students have expressed an interest in having pronunciation and vocabulary/idiom courses added to the ESL curriculum.
- Because ESL students are interested in taking online courses, developing and implementing online and hybrid courses should be a priority.

Recommendations

1. Identify funding sources for ESL hourly office staff.
2. Improve gathering spaces and indoor lunch and break time facilities for students.
3. Improve parking facilities at the Le-"Jao Center.
4. Seek funding to continue the successful MPI program implemented in Spring 2008 by Ailene Nguyen, "Formation of ESL Student Cohorts to Bridge Students in to Regular College Programs."

Goals

Progress on Prior Goals

Self-Review Recommendations

1. Explore ways to reduce non-credit enrollment while increasing credit enrollment

While non-credit FTES have remained stable, ESL credit FTES have increased by 50% in the period between Fall 2001 and Fall 2007.

2. 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

Counselors are available for ESL students at the Le-Jao Center, and they have made presentations in ESL classes on programs and services available at Coastline. These presentations educate both students and faculty. Surveys indicate an interest in expanding these efforts.

3. Develop new online ESL courses

Members of Coastline's ESL faculty have participated in the development of the OLLI online ESL program. Regular online and hybrid ESL courses still need to be developed.

4. Improve outreach to Hispanic students and other underrepresented ethnic groups

Radio advertisements in Spanish have been successful in attracting Hispanic students to the program.

Self-Review Goals

1. Move the program's headquarters to the proposed new Coastline Westminster Center

This was accomplished in January 2006.

2. Increase the ratio of credit to non-credit enrollments in ESLI courses

Non-credit FTES have remained stable while credit FTES have increased 50% in the period between Fall 2001 and Fall 2007.

3. Increase counseling support for ESLI students

Counselors are now available at the Le-Jao Center, and 89% of students surveyed now report satisfaction with the availability of counseling services.

Ailene Nguyen developed and implemented a successful student cohort / mentoring program to help bridge the gap between ESL and Non-ESL courses. This program should be continued.

4. Add one full-time instructor to the ESLI faculty

This goal was not accomplished, partly because the program already has four full-time instructors while some other programs in the college have none.

5. Develop and offer online courses

ESL faculty have participated in the development of the OLLI online ESL program, but regular online and hybrid ESL classes still need to be developed. Twenty percent of students surveyed expressed an interest in taking online ESL courses.

Steering Committee Recommendations

1. 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.

Counselors met with individual ESL classes to provide information on Coastline programs and services. Such efforts should be expanded.

2. 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 after leaving.

The ESL program has received some tracking information on ESL students from the Coastline Research Department and would like to expand on these efforts.

3. 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.)

This is a good idea, and the Student Success Center currently works with instructors in various departments in this manner. For ESL students, Ailene Nguyen’s student cohort/mentoring project has helped to transition students from ESL to non-ESL classes successfully, with continuing mentoring support along the way.

4. Develop advisement materials that all faculty could use to assist students who are interested in transitioning to regular vocational or general education classes.

Some materials have been developed, but survey results for this report suggest that more and better orientation materials are needed.

5. 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.

The OLLI online program will reach students in China, and it will also be useful for Coastline students. If it attracts students from other parts of the United States, it will provide an indication that such online projects are worthwhile. In the meantime, within the Coastline ESL program, student surveys revealed that 20% of current students are interested in taking online ESL courses, so there is justification for pursuing the development of online or hybrid ESL courses.

New Five-Year Goals

1. Complete the revision of all credit and non-credit ESL courses to include SLOs by the end of the Spring 2009 semester.
2. Continue efforts to bridge the gap between ESL and non-ESL courses through improved orientation to Coastline programs and services for both faculty and students.
3. Add pronunciation/accent reduction and vocabulary/idiom courses to the ESL curriculum by Spring 2010.
4. Develop and offer online and hybrid ESL courses by Fall 2012.
5. Pursue hiring of additional full-time faculty and support staff

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ESL Faculty 2008

Report Name	Page
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Text and Paragraph Responses by Question	12
Favorable/Unfavorable Report	19

Count and Percent ESL Faculty 2008

	Count	Percent
Which of the following sites is your primary teaching or work location?	Respondents: 23	
Coastline Garden Grove Center	6	26.09 %
Coastline Le-Jao Center	17	73.91 %
Total Responses	23	100 %

Please indicate the category that best describes your position?	Respondents: 23	
Full-time faculty	3	13.04 %
Adjunct faculty	20	86.96 %
Total Responses	23	100 %

Impact of Grant Projects - CASAS testing and special lessons have taken too much time away from the regular curriculum.	Respondents: 23	
Agree	6	26.09 %
Disagree	11	47.83 %
Don't know or n/a	6	26.09 %
Total Responses	23	100 %

Impact of Grant Projects - Students have benefitted from special health, employment, and civics lessons.	Respondents: 23	
Strongly Agree	7	30.43 %
Agree	7	30.43 %
Disagree	1	4.35 %
Don't know or n/a	8	34.78 %
Total Responses	23	100 %

Impact of Grant Projects - The grants have had a positive impact by providing funds for office staff, equipment, and instructional supplies.	Respondents: 23	
Strongly Agree	14	60.87 %
Agree	3	13.04 %
Disagree	1	4.35 %
Strongly Disagree	1	4.35 %
Don't know or n/a	4	17.39 %
Total Responses	23	100 %

Count and Percent ESL Faculty 2008

	Count	Percent
In your opinion, should Coastline's ESL Program continue to seek additional funding through grant projects?		
Respondents: 23		
Yes	19	82.61 %
No	2	8.70 %
Undecided	2	8.70 %
Total Responses	23	100 %

Are you interested in having a greater role in the planning and implementation of future grant projects?		
Respondents: 23		
Yes	6	26.09 %
No	11	47.83 %
Undecided	6	26.09 %
Total Responses	23	100 %

How familiar are you with the ESL Program's assessment and registration process?		
Respondents: 22		
Very familiar	5	22.73 %
Somewhat familiar	15	68.18 %
Not familiar	2	9.09 %
Total Responses	22	100 %

General Satisfaction - Overall ESL course content and levels		
Respondents: 23		
Very Satisfied	11	47.83 %
Satisfied	10	43.48 %
Very Dissatisfied	1	4.35 %
Don't know or n/a	1	4.35 %
Total Responses	23	100 %

General Satisfaction - Adequacy of classrooms (lighting, comfort, cleanliness. etc.)		
Respondents: 23		
Very Satisfied	10	43.48 %
Satisfied	12	52.17 %
Dissatisfied	1	4.35 %
Total Responses	23	100 %

Count and Percent ESL Faculty 2008

	Count	Percent
General Satisfaction - Adequacy of ESL office and other staff areas	Respondents: 23	
Very Satisfied	13	56.52 %
Satisfied	9	39.13 %
Don't know or n/a	1	4.35 %
Total Responses	23	100 %

General Satisfaction - Quality of audio-visual and other general instructional equipment	Respondents: 23	
Very Satisfied	11	47.83 %
Satisfied	10	43.48 %
Dissatisfied	2	8.70 %
Total Responses	23	100 %

General Satisfaction - Quality of computers and software in ESL computer lab	Respondents: 23	
Very Satisfied	7	30.43 %
Satisfied	8	34.78 %
Dissatisfied	1	4.35 %
Don't know or n/a	7	30.43 %
Total Responses	23	100 %

General Satisfaction - Access to computers appropriate for your needs (e-mail, Internet research, word processing, MyCCC, etc.)	Respondents: 23	
Very Satisfied	9	39.13 %
Satisfied	10	43.48 %
Dissatisfied	3	13.04 %
Don't know or n/a	1	4.35 %
Total Responses	23	100 %

General Satisfaction - Availability of duplicating/Xeroxing services for preparation of class materials	Respondents: 23	
Very Satisfied	14	60.87 %
Satisfied	8	34.78 %
Dissatisfied	1	4.35 %
Total Responses	23	100 %

Count and Percent

ESL Faculty 2008

	Count	Percent
General Satisfaction - Extent to which the program provides access to training in the use of technology to enhance teaching and learning		
Respondents: 23		
Very Satisfied	10	43.48 %
Satisfied	7	30.43 %
Dissatisfied	4	17.39 %
Don't know or n/a	2	8.70 %
Total Responses	23	100 %

General Satisfaction - Adequacy and effectiveness of ESL assessment process (for appropriate student placement)		
Respondents: 23		
Very Satisfied	7	30.43 %
Satisfied	14	60.87 %
Dissatisfied	1	4.35 %
Don't know or n/a	1	4.35 %
Total Responses	23	100 %

General Satisfaction - Adequacy and effectiveness of ESL class registration process		
Respondents: 23		
Very Satisfied	11	47.83 %
Satisfied	10	43.48 %
Dissatisfied	1	4.35 %
Don't know or n/a	1	4.35 %
Total Responses	23	100 %

General Satisfaction - Adequacy and effectiveness of ESL Department training workshops for Seaport and MyCCC		
Respondents: 23		
Very Satisfied	8	34.78 %
Satisfied	11	47.83 %
Dissatisfied	3	13.04 %
Don't know or n/a	1	4.35 %
Total Responses	23	100 %

General Satisfaction - Adequacy of employee parking Respondents: 22

Count and Percent ESL Faculty 2008

	Count	Percent
General Satisfaction - Adequacy of employee parking		
	Respondents: 22	
Very Satisfied	5	22.73 %
Satisfied	9	40.91 %
Dissatisfied	4	18.18 %
Very Dissatisfied	4	18.18 %
Total Responses	22	100 %

General Satisfaction - Effectiveness of Coastline's All-College Meetings (at the beginning of the semester)		
	Respondents: 23	
Very Satisfied	1	4.35 %
Satisfied	10	43.48 %
Dissatisfied	7	30.43 %
Very Dissatisfied	3	13.04 %
Don't know or n/a	2	8.70 %
Total Responses	23	100 %

General Satisfaction - Effectiveness of ELS Discipline Meetings (following the All-College Meetings)		
	Respondents: 23	
Very Satisfied	13	56.52 %
Satisfied	8	34.78 %
Don't know or n/a	2	8.70 %
Total Responses	23	100 %

Satisfaction - Adequacy of staffing levels in the ESL computer lab		
	Respondents: 23	
Very Satisfied	3	13.04 %
Satisfied	8	34.78 %
Dissatisfied	1	4.35 %
Don't know or n/a	11	47.83 %
Total Responses	23	100 %

Satisfaction - Responsiveness of the ESL Program and faculty to the needs of culturally-diverse students		
	Respondents: 23	
Very Satisfied	14	60.87 %
Satisfied	8	34.78 %
Don't know or n/a	1	4.35 %
Total Responses	23	100 %

Count and Percent

ESL Faculty 2008

	Count	Percent
Satisfaction - Responsiveness of the ESL Program and faculty to the needs of non-traditional students (e.g., working adults, older students, etc.) Respondents: 23		
Very Satisfied	12	52.17 %
Satisfied	11	47.83 %
Total Responses	23	100 %

Satisfaction - Opportunities for you to participate in course development (including textbook selection) Respondents: 23		
Very Satisfied	15	65.22 %
Satisfied	8	34.78 %
Total Responses	23	100 %

Satisfaction - Opportunities for you to recommend purchases for the ESL Program (Including tapes, software, equipment, and other instructional materials and supplies) Respondents: 23		
Very Satisfied	12	52.17 %
Satisfied	11	47.83 %
Total Responses	23	100 %

Satisfaction - Extent of support for the program and classes from administrators and departments outside of the ESL Program Respondents: 23		
Very Satisfied	6	26.09 %
Satisfied	12	52.17 %
Don't know or n/a	5	21.74 %
Total Responses	23	100 %

Satisfaction - Extent of administrative support within the ESL Program (headquarters: ESL Faculty Office, Le-Jao Center) Respondents: 23		
Very Satisfied	16	69.57 %
Satisfied	4	17.39 %
Don't know or n/a	3	13.04 %
Total Responses	23	100 %

Satisfaction - Extent of staff support within the ESL Program (staff in ESL Registration Office, Le-Jao Center) Respondents: 23		
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Count and Percent ESL Faculty 2008

	Count	Percent
Satisfaction - Extent of staff support within the ESL Program (staff in ESL Registration Office, Le-Jao Center) Respondents: 23		
Very Satisfied	18	78.26 %
Satisfied	4	17.39 %
Don't know or n/a	1	4.35 %
Total Responses	23	100%

Satisfaction - Clarity and effectiveness of communication processes within the ESL Program Respondents: 23		
Very Satisfied	14	60.87 %
Satisfied	8	34.78 %
Dissatisfied	1	4.35 %
Total Responses	23	100%

Satisfaction - Adequacy of the administrative and reporting structure within the ESL Program Respondents: 23		
Very Satisfied	13	56.52 %
Satisfied	8	34.78 %
Dissatisfied	1	4.35 %
Don't know or n/a	1	4.35 %
Total Responses	23	100%

Satisfaction - Extent to which ESL faculty and staff have input to the schedule development process (instructors' assignments) Respondents: 23		
Very Satisfied	16	69.57 %
Satisfied	7	30.43 %
Total Responses	23	100%

Satisfaction - Opportunities to attend ESL-related conferences Respondents: 23		
Very Satisfied	5	21.74 %
Satisfied	12	52.17 %
Dissatisfied	1	4.35 %
Don't know or n/a	5	21.74 %
Total Responses	23	100%

Count and Percent ESL Faculty 2008

	Count	Percent
Satisfaction - Exposure to new materials and teaching techniques (through book fairs, workshops, etc.)		
	Respondents: 23	
Very Satisfied	12	52.17 %
Satisfied	8	34.78 %
Don't know or n/a	3	13.04 %
Total Responses	23	100 %

Satisfaction - Overall ESL Program quality		
	Respondents: 23	
Very Satisfied	18	78.26 %
Satisfied	4	17.39 %
Dissatisfied	1	4.35 %
Total Responses	23	100 %

Satisfaction - Your own success teaching in the program		
	Respondents: 23	
Very Satisfied	14	60.87 %
Satisfied	9	39.13 %
Total Responses	23	100 %

In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)		
	Respondents: 23	
CCC All-College Meeting/Faculty Meeting	20	86.96 %
Department meetings	19	82.61 %
Discipline-related workshops	11	47.83 %
Technology-related workshops (e.g., Seaport or MyCCC)	20	86.96 %
Student learning outcomes workshops/training	3	13.04 %
Other workshops	6	26.09 %
Membership in professional associations	10	43.48 %
Professional conferences	7	30.43 %
Other classes	1	4.35 %
Professional training	3	13.04 %
Discipline-related reading	10	43.48 %
Technology-related reading	5	21.74 %
None of the above	1	4.35 %
Total Responses	116	100 %

Count and Percent

ESL Faculty 2008

	Count	Percent
What steps, if any, have you taken to incorporate student learning outcomes (SLOs) into your course? (Mark all that apply.)	Respondents: 23	
I haven't yet identified expected student learning outcomes.	3	13.04 %
I am attempting to identify expected SLOs but need some assistance.	6	26.09 %
I am working on identifying expected SLOs for the course I teach.	14	60.87 %
I have identified expected SLOs.	5	21.74 %
I have updated my course syllabus to include expected SLOs.	3	13.04 %
I have developed a plan for assessing SLOs.	1	4.35 %
I have assessed students based on expected SLOs.	3	13.04 %
I use results from SLO assessments to modify my instruction.	3	13.04 %
Total Responses	38	100 %

Extent that ESL Program Prepares Students in: - Reading	Respondents: 23	
Very well prepared	13	56.52 %
Somewhat prepared	5	21.74 %
Don't know or n/a	5	21.74 %
Total Responses	23	100 %

Extent that ESL Program Prepares Students in: - Writing	Respondents: 23	
Very well prepared	14	60.87 %
Somewhat prepared	6	26.09 %
Don't know or n/a	3	13.04 %
Total Responses	23	100 %

Extent that ESL Program Prepares Students in: - Listening Comprehension	Respondents: 23	
Very well prepared	13	56.52 %
Somewhat prepared	6	26.09 %
Don't know or n/a	4	17.39 %
Total Responses	23	100 %

Extent that ESL Program Prepares Students in: - Conversation	Respondents: 23	
Very well prepared	11	47.83 %
Somewhat prepared	8	34.78 %
Don't know or n/a	4	17.39 %
Total Responses	23	100 %

Count and Percent ESL Faculty 2008

	Count	Percent
Extent that ESL Program Prepares Students in: - Pronunciation (accent reduction)		
	Respondents: 23	
Very well prepared	4	17.39 %
Somewhat prepared	13	56.52 %
Not prepared	1	4.35 %
Don't know or n/a	5	21.74 %

Total Responses 23 100%

Extent that ESL Program Prepares Students in: - Grammar		
	Respondents: 23	
Very well prepared	19	82.61 %
Somewhat prepared	2	8.70 %
Don't know or n/a	2	8.70 %

Total Responses 23 100%

Extent that ESL Program Prepares Students in: - Vocabulary/Idioms		
	Respondents: 23	
Very well prepared	10	43.48 %
Somewhat prepared	10	43.48 %
Don't know or n/a	3	13.04 %

Total Responses 23 100%

Extent that ESL Program Prepares Students in: - Computer Literacy		
	Respondents: 23	
Very well prepared	5	21.74 %
Somewhat prepared	9	39.13 %
Not prepared	1	4.35 %
Don't know or n/a	8	34.78 %

Total Responses 23 100%

Extent that ESL Program Prepares Students in: - Critical Thinking		
	Respondents: 23	
Very well prepared	6	26.09 %
Somewhat prepared	13	56.52 %
Don't know or n/a	4	17.39 %

Total Responses 23 100%

Extent that ESL Program Prepares Students in: - Life Skills (e.g., health, safety, job search)		
	Respondents: 23	

Count and Percent

ESL Faculty 2008

	Count	Percent
Extent that ESL Program Prepares Students in: - Life Skills (e.g., health, safety, job search)		
Respondents: 23		
Very well prepared	11	47.83 %
Somewhat prepared	10	43.48 %
Don't know or n/a	2	8.70 %
Total Responses	23	100 %

Effectiveness of Program in Preparing Students in: - Understanding of academic standards related to test-taking and homework preparation		
Respondents: 22		
Very well prepared	9	40.91 %
Somewhat prepared	12	54.55 %
Don't know or n/a	1	4.55 %
Total Responses	22	100 %

Effectiveness of Program in Preparing Students in: - Understanding of employers' expectations		
Respondents: 23		
Very well prepared	5	21.74 %
Somewhat prepared	17	73.91 %
Don't know or n/a	1	4.35 %
Total Responses	23	100 %

Effectiveness of Program in Preparing Students in: - Increasing cross-cultural awareness		
Respondents: 23		
Very well prepared	7	30.43 %
Somewhat prepared	14	60.87 %
Don't know or n/a	2	8.70 %
Total Responses	23	100 %

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: 23		
Very successful	11	47.83 %
Somewhat successful	7	30.43 %
Not particularly successful	1	4.35 %
Don't know	4	17.39 %
Total Responses	23	100 %

Text and Paragraph Responses by Question

ESL Faculty 2008

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

- * In my class, the same small number of students have had the same CASAS tests semester after semester.

For the most part, the EL Civics program has not been challenging enough for my students and even after completing the class work, the majority of the students were not able to participate in the final part - the interview - which could have been useful.

- * I've taught these civics lessons at Garden Grove Adult School. I think they are fine for adult school, but not for community college ESL. I don't care for them because they take time away from my class.
- * My class didn't participate because of their level, but I would have been happy to add the grant projects because of their useful information.
- * Some students absent themselves for the grant lessons.
- * While the lessons are helpful,, they are very time consuming and can take away valuable time from the regular curriculum
- * Stronger program.

Question: Please explain why you do think the ESL Program should NOT continue to seek additional funding through grant projects?

- * I believe that the ESL program at Coastline should focus on getting the student through the ESL ladder. These grant projects are just a way to keep somebody's job open. I think at the adult school level they are fine.

Text and Paragraph Responses by Question

ESL Faculty 2008

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

- * Classrooms could be kept much cleaner.
Insufficient parking at Le-Jao Center.
At the All-College Meetings, more emphasis on scholarly, faculty-oriented subjects would be appreciated.
- * I still have trouble with Seaport. My students do not use it and I spend so much time trying to get it to work.
Parking at Le-Jao is impossible. The all college workshop is more for staff than faculty.
- * It was my understanding that the meetings at the beginning of the semester were for faculty because it is part of our contract to attend. Recently, the focus seems to have moved to classified employees who appear to be able to attend during their work day.
There should be more parking for faculty, staff, and students.
- * There is nothing in writing regarding the course content and levels. I strongly feel that there should be course content and levels in writing so that the instructor knows the types of things he/she should be teaching for each level. The assessment process is lacking because the teachers have to figure out after giving a test who goes into what class? How would we know that? We just guess.
- * Although the All-College Meetings have the intention of bringing all constituencies together, recent meetings have been of little interest to a growing number of faculty. Perhaps more "faculty-focused" meetings to begin the semesters would be more beneficial to the faculty.
The parking at the Le-Jao Center is inadequate for students, faculty, and staff. I have had students almost in tears because they spent 30 minutes looking for a parking space in the morning. My students have had to park across Newland in the shopping center parking lot, and some have even given up and gone home after looking for 30 minutes or more. It would be a shame to lose students because of inadequate parking.
- * At the Garden Grove Center at night, it is very difficult to get classroom/computer help. I had a computer and a projector in my classroom for a semester but never had training on how to use it.
- * The All College meetings don't serve any practical purpose.
At the Discipline meetings we could do away with people sharing about their trips, etc.
- * There has been a computer in my classroom since the first of this year. It is not completely operable; no internet access, no e-mail access, or ability to operate projectors mounted on ceiling.
- * The All-College Meetings used to be Faculty Meetings, where faculty could focus on issues related to what we do, which is teach. Now with the All-College Meetings, the opportunity for faculty to get together and discuss instruction-related issues has been diluted with mostly classified-driven topics. The effect on faculty has definitely been negative. How did the Faculty Meeting become an All-College Meeting?
- * Inadequate parking near the school makes it very difficult to carry special materials to and from class.
- * Much of the focus of the general meeting is directed to contract faculty which is understandable. What is not so understandable is why adjunct faculty are required to sit through it. In contrast, I find the Discipline meeting helpful and informative.
- * Student parking could be closer especially for special needs students.

All-college meetings are a waste of time--nothing accomplished or learned.
ESL Discipline meetings are effective and efficient.

Text and Paragraph Responses by Question

ESL Faculty 2008

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

- * I just think that somebody in an administrative position needs to clarify entering and exiting points to be attained before going to the next level. There is nothing in writing.
- * I have many years of experience teaching ESL in various institutions. Coastline's ESL Department is head and shoulders above any of the others. I believe that the excellence of the program is directly related to the constant and tremendous efforts and outstanding direction and guidance of Dr. Linda Kuntzman, the full-time ESL team, and the quality and integrity of my colleagues, the adjunct faculty selected by Dr. Kuntzman. It is a great pleasure and privilege to be part of Coastline's ESL Department.
- * Most instructors, both part-time and full-time, would like more opportunities to meet for staff development and to attend conferences, but time and finances appear to be the obstacles.

Question: If you marked "Not prepared" to any of the above items, please explain your concerns.

- * These are area's in which I continually work on with my ESL students. Each of ESL is at a different level of expectations.
- * Pronunciation: This only applies to those evening classes without access to computer labs where pronunciation can be practiced.

Computer Literacy: same.

- * Students at my beginning level or not fully prepared, but at higher levels they probably are. Also, there are of course individual differences.

Text and Paragraph Responses by Question

ESL Faculty 2008

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

- * Seek funding to continue and possibly expand the MPI project, "Formation of ESL Student Cohorts to Bridge Students into Regular College Programs," a very successful spring 08 project providing special counseling and workshops on educational planning for advanced-level ESL students.
- * nothing
- * Maybe have outside business people, medical, etc. to speak with the students.
- * Increase student reading level.
- * More advanced evening classes; our evening classes are not prepared for writing in English 97, 98, and 99.
- * They (again) should outline exiting strategies needed to be attained in each class.
- * One of the first steps that would help the new (and possibly continuing) students understand Coastline's general education and vocational courses would be a joint ESL/Coastline College orientation session. The ESL students generally have an idea of how they will progress through the ESL program, but an orientation session could help them to see the connection of the regular general ed courses as the next step after ESL. An orientation program should include faculty from various departments, counseling, the Student Success Center, the Assessment Center, financial aid, and Student Services. I believe that it is necessary for many programs within the college to work together to assist ESL students in transitioning to regular education and vocational courses. The ESL Program has worked with the counselors (particularly Ailene Nguyen and Nancy Jenkins) for many years with in-class presentations. The ESL students meet with Ailene throughout the semesters. Since moving to the Le-Jao Center, ESL students have used the Student Success Center for tutoring services and online English and Math courses.
- * The feedback that I have received from my level 3a/4b students indicate that they are more prepared for regular college level classes than the average American high school graduate.
- * Provide more information at the classes not meeting at the Le-Jao Center with brochures, speakers, or such.
- * I teach evening students for the most part, so my comments are directed towards their needs. I think having computer labs available to them to help them with computer literacy and more opportunities to practice English skills, as well as direction in the many uses of the internet to help themselves in a multiplicity of areas would be very helpful.
- * No opinion
- * For example, encourage counselors to visit classes regularly to introduce themselves and inform students of the guidance services available.
Set up tables during break times and ask counselors to be present to answer students' questions.
Provide a schedule of workshops (on-site) or meetings for ESL students (and others) to come and listen to faculty from different disciplines describe their certificate/and or program majors and the careers that those disciplines might lead to in Southern California.
- * Excellent preparation.
- * I was a new hire last semester and am still not entirely familiar with the program or the college.
- * I teach at a lower level where students are not yet ready to transition to college courses, so I am not familiar with the assistance they receive.

Text and Paragraph Responses by Question

ESL Faculty 2008

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

Question: In your opinion, what should the COLLEGE do to better assist ESL students in transitioning to regular general education and vocational courses? (For example, through services such as counseling, tutoring, orientation sessions, or financial aid workshops)

- * In addition to making brief presentations in ESL classrooms (as they already do), counselors could offer more extensive orientation sessions or workshops for ESL students including more comprehensive information about AA and certificate programs, financial aid, and services available at Coastline.
- * nothing
- * Apply stricter regulations in test taking.
- * Testing needs to be improved. The students test into English 97, 98, and 99, and then they fail the courses because the tests are only grammar-orientated. The students' writing skills MUST be tested, and then the students will understand that they need to complete ESL through Level 4 before attempting regular English classes.
- * I think they are doing a good job in counseling and all of that.
- * Please see above.
- * We should continue with our advanced ESL classes in notetaking, listening and conversation classes. I feel that a speed reading class would benefit all levels of ESL.
- * More workshops, tutoring, counseling at non-Le Jao classes.
- * Orientation sessions made available to evening students would be very helpful.
- * No opinion
- * Orientation sessions for the college bound.
- * I was a new hire last semester and am still not entirely familiar with the program or the college.

Text and Paragraph Responses by Question

ESL Faculty 2008

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

- * separate credit and non-credit students
- * Have school sponsored field trips appropriate for student needs.
- * Offer a higher level evening class.
- * I think the program does a good job helping students with services.
- * I feel that more computer room hours should be available to all the ESL students.
I also feel that there could maybe be another level (level 5) could be offered which would be a credit class in literature and writing.
- * Give more attention to the night students at the Garden Grove center.
- * Evening students are often solitary and lonely. They need some avenue to socialize, to meet other ESL and other students - after work, in the evening, or on the weekend. Please reach out to our very hardworking evening students.
- * No opinion

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

- * Clear language objectives for each level
- * nothing
- * Have bio's of students goals and needs.
- * Write things down for the teachers so that they know what they are to be teaching in addition to the textbook. When somebody tells me I'm teaching 1A or 1C, what does that mean??? Nobody really knows that because nothing is written down.
- * I fell that Coastline has done a wonderful job in helping all it's faculty. At the moment i can't think of anything but once back in session I am sure that I would be able to come up with a good answer to this.
maybe this survey should be conducted when we are teaching and the issues are right there for us to write about.
- * Make technology training easier for teachers who do NOT work at Le-Jao during the day.
- * It would always be nice to have more workspace, but as colleges go, I think Coastline does its best to provice services for adjunct instructors....um...a gas card for we commuters :)
- * No opinion
- * Get new hires online a.s.a.p. (I worked the entire semester without access to online sites) and continue to offer computer training workshops. Bookstore needs to be able to be more responsive when teachers call to ask about book orders/problems with book orders - I called several times last semester and either no one ever answered or the person in charge was never in.

Text and Paragraph Responses by Question

ESL Faculty 2008

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

- * Several courses are in the process of being updated at this time.
 - * no
 - * No.
 - * No
 - * no
 - * Our ESL Department constantly strives to fine-tune the courses offered to the needs of our students.
 - * No opinion
-

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

- * We need more full time faculty
Qualified and motivated individuals could make and keep this program strong in the future...
- * more integrated skills classes for older adults who do not plan to attend college
- * No.
- * Just my usual advice, to get everything in writing. Orange Coast College and Golden West College do a great job in putting all of their levels in writing. I've taught there too. I love all of the people at CCC (The Le-Jao Center). They are great! The students are great too!
- * The ESL program at Coastline is one of the best programs around and I love working for Coastline Community College. Coastline is always there to help and support it's teachers.
Once the MYCCC program becomes familiar, I am sure that I will not have so many problems with it.
- * The leadership that Linda Kuntzman has provided to the program over the years is amazing. I've worked in quite a few programs in my 25 years in the field of ESL, and she's the best!
- * It is an excellent program which deserves the highest level of support from the College and the District.
- * The parking situation might be helped if the streets near the Le-Jao Center marked the curbs to allow for the maximum number of cars to park.
- * Linda Kuntzman is an excellent administrator--effective, efficient, knowledgeable, professional, understanding, flexible, hard-working.
She has excellent support in Lorraine Krampe, Judy Montague and Tiffany Tran.
It's a privilege to be a part of this program.

Favorable/Unfavorable Report

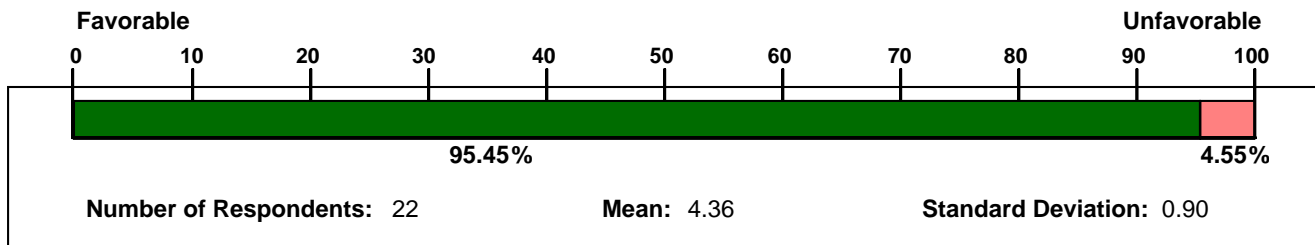
ESL Faculty 2008

Favorable 

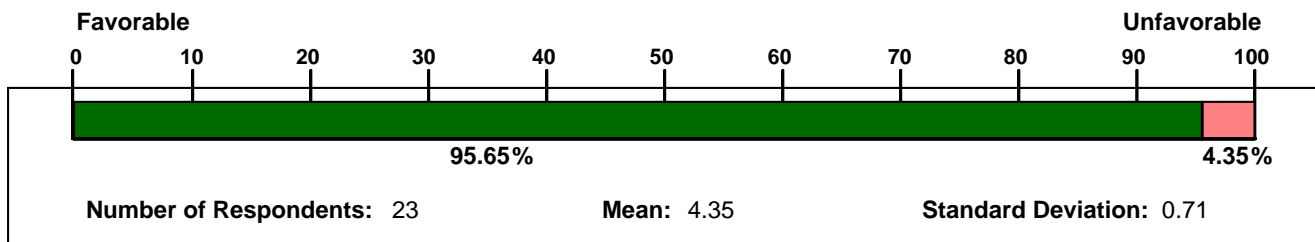
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Unfavorable 

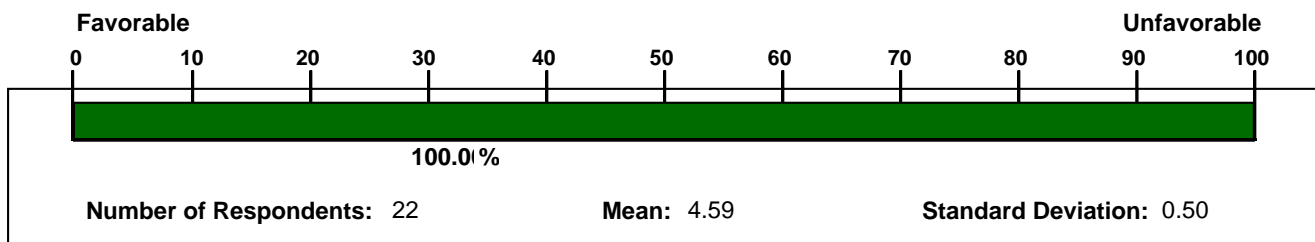
General Satisfaction - Overall ESL course content and levels



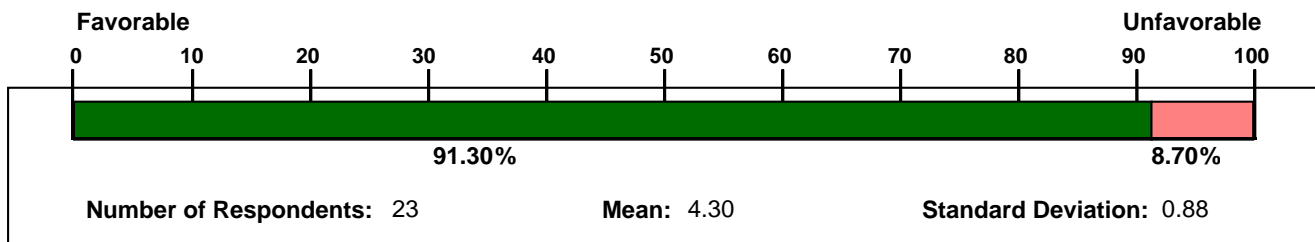
General Satisfaction - Adequacy of classrooms (lighting, comfort, cleanliness. etc.)



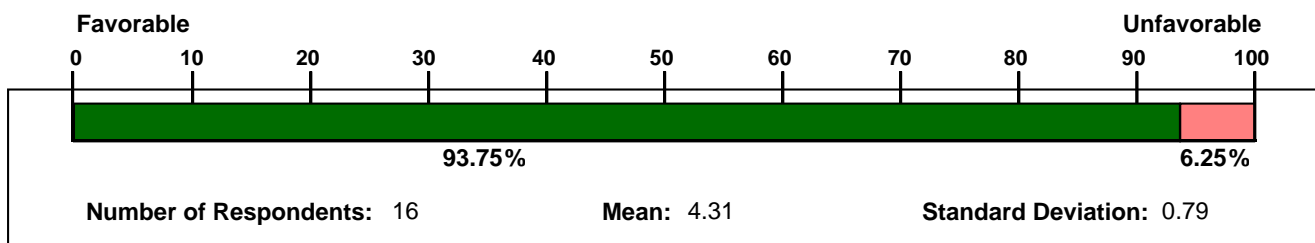
General Satisfaction - Adequacy of ESL office and other staff areas



General Satisfaction - Quality of audio-visual and other general instructional equipment



General Satisfaction - Quality of computers and software in ESL computer lab



Favorable/Unfavorable Report

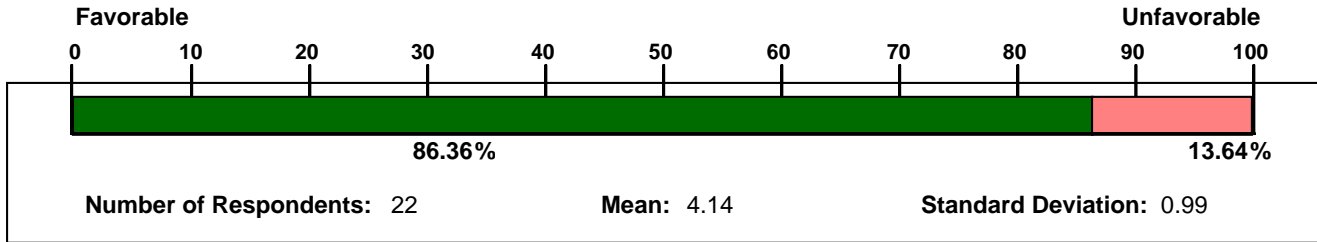
ESL Faculty 2008

Favorable ■

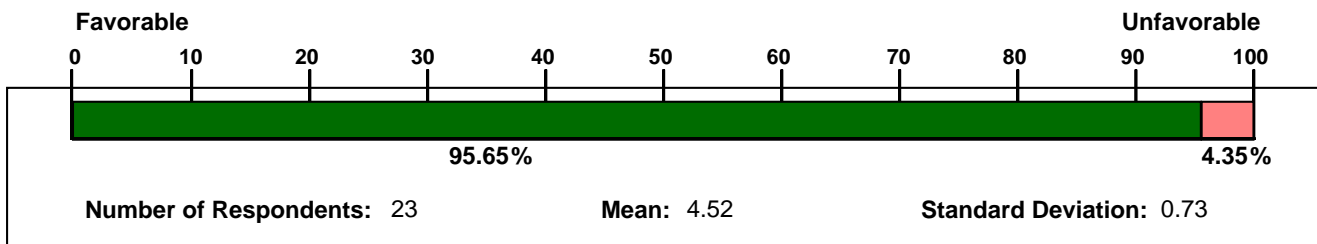
Neutral ■

Unfavorable ■

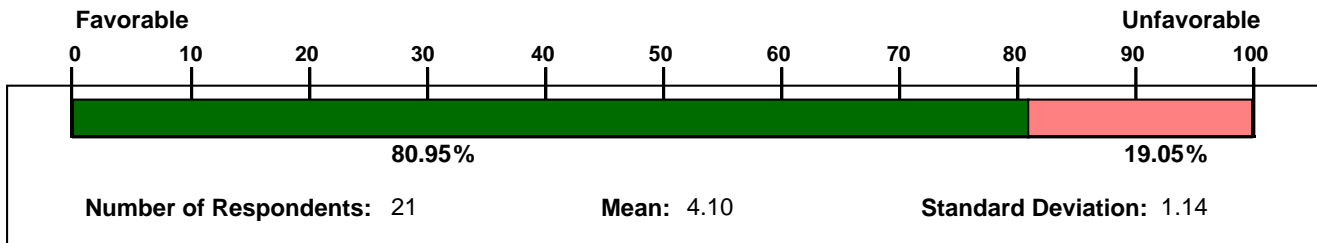
General Satisfaction - Access to computers appropriate for your needs (e-mail, Internet research, word processing, MyCCC, etc.)



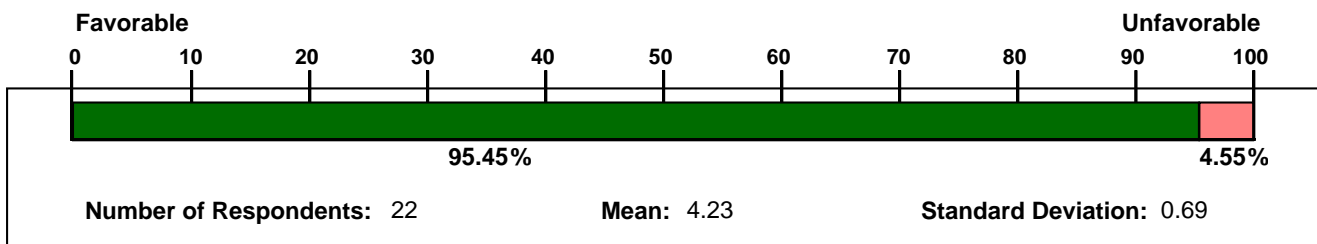
General Satisfaction - Availability of duplicating/Xeroxing services for preparation of class materials



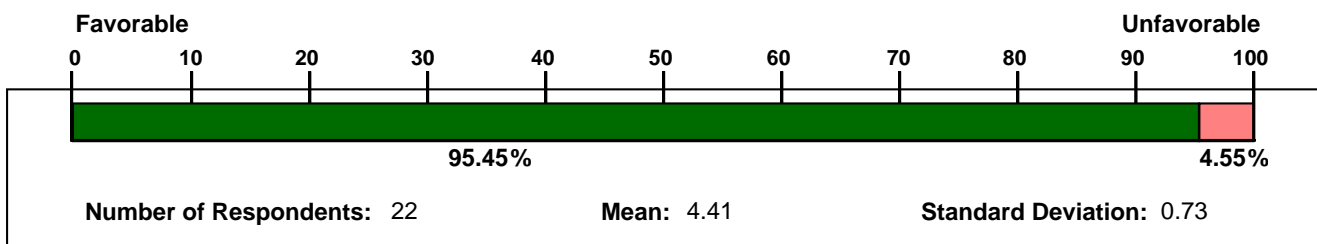
General Satisfaction - Extent to which the program provides access to training in the use of technology to enhance teaching and learning



General Satisfaction - Adequacy and effectiveness of ESL assessment process (for appropriate student placement)




General Satisfaction - Adequacy and effectiveness of ESL class registration process



Favorable/Unfavorable Report

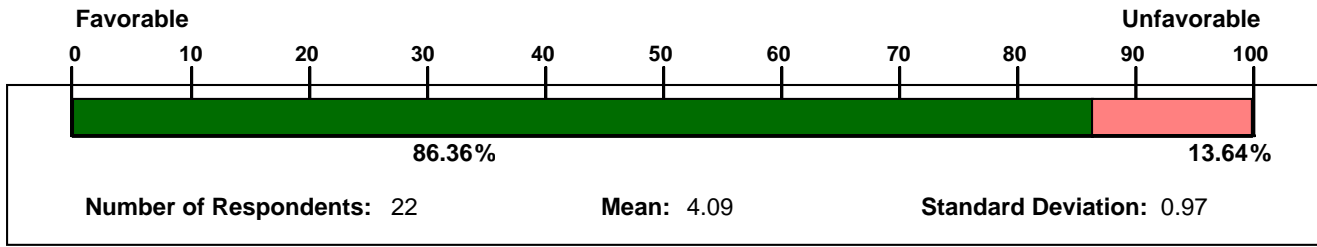
ESL Faculty 2008

Favorable 

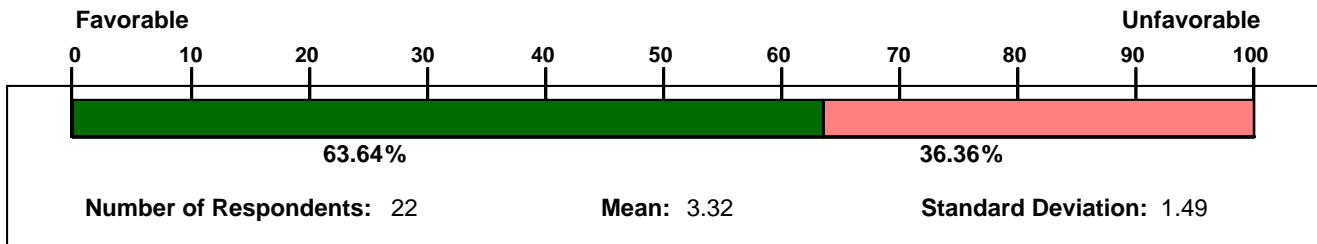
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Unfavorable 

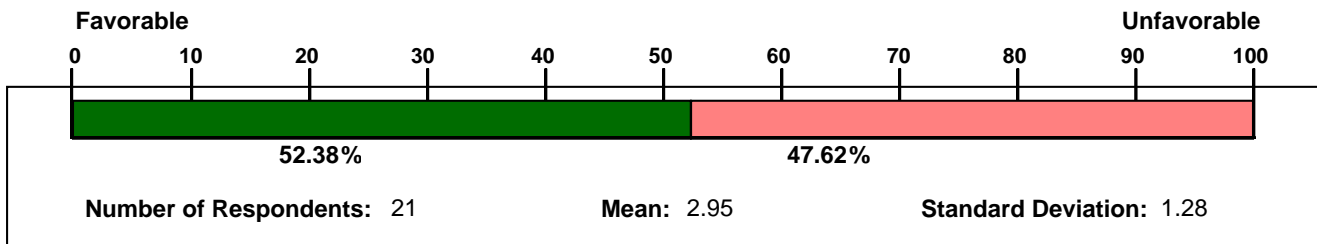
General Satisfaction - Adequacy and effectiveness of ESL Department training workshops for Seaport and MyCCC



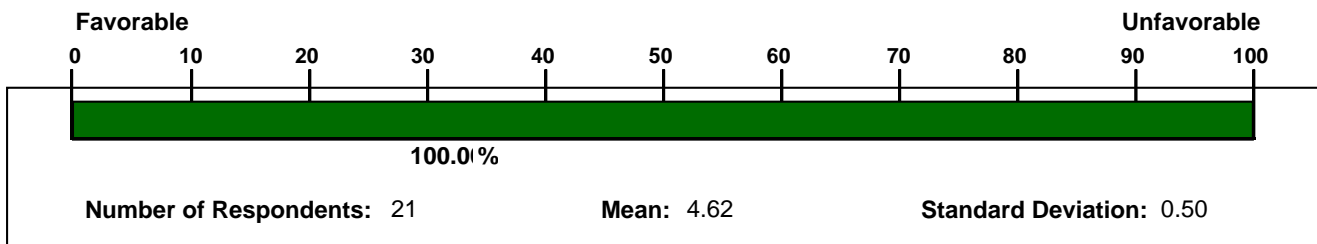
General Satisfaction - Adequacy of employee parking



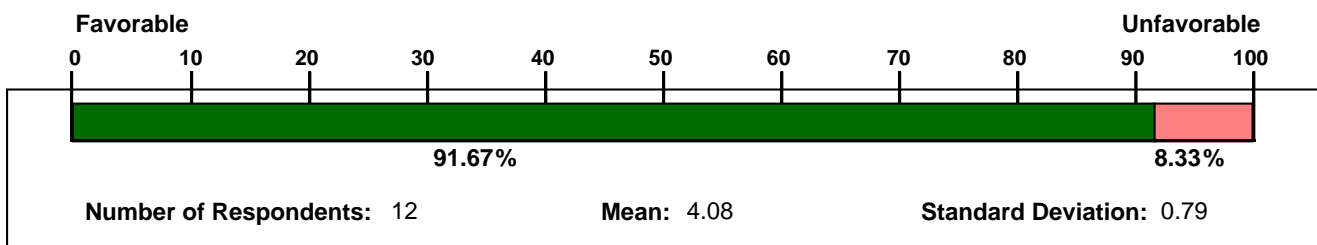
General Satisfaction - Effectiveness of Coastline's All-College Meetings (at the beginning of the semester)



General Satisfaction - Effectiveness of ELS Discipline Meetings (following the All-College Meetings)



Satisfaction - Adequacy of staffing levels in the ESL computer lab



Favorable/Unfavorable Report

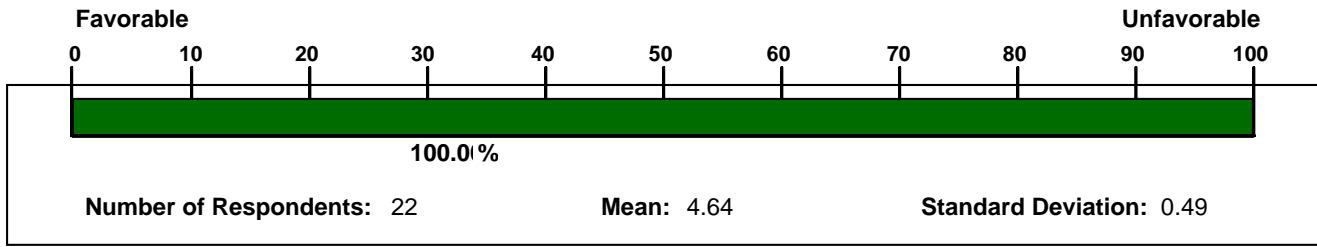
ESL Faculty 2008

Favorable 

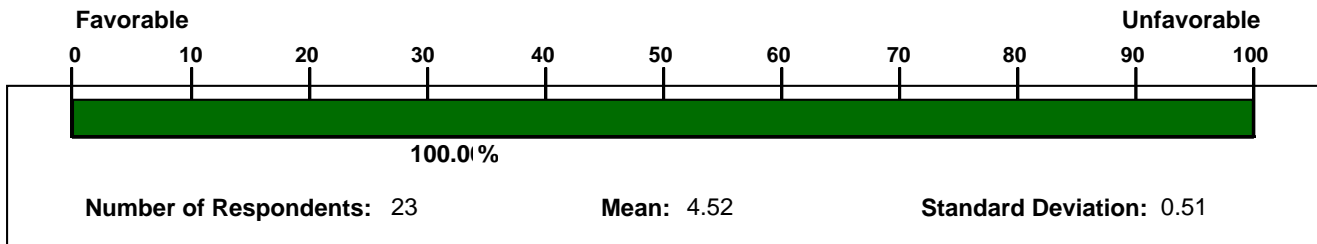
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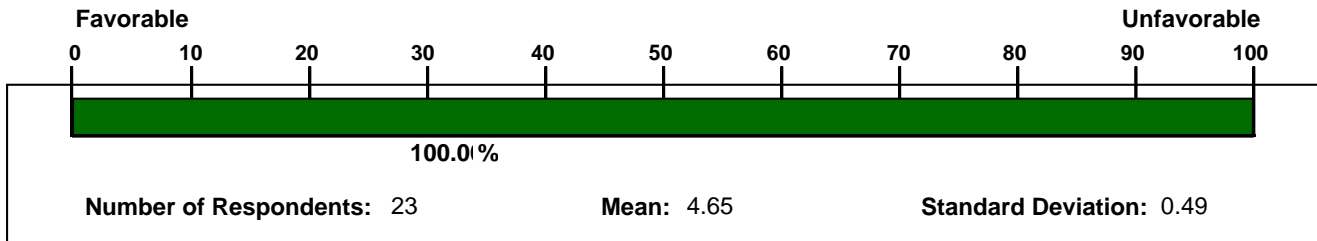
Satisfaction - Responsiveness of the ESL Program and faculty to the needs of culturally-diverse students



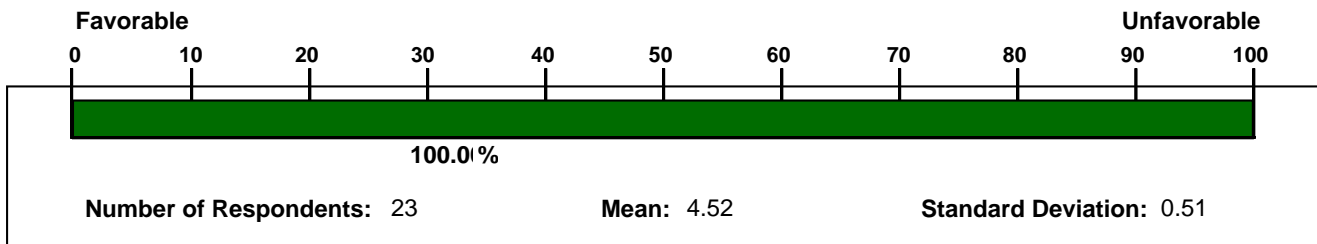
Satisfaction - Responsiveness of the ESL Program and faculty to the needs of non-traditional students (e.g., working adults, older students, etc.)



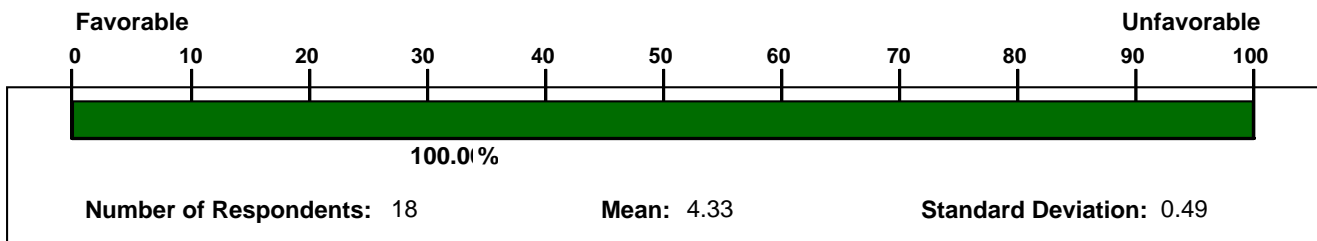
Satisfaction - Opportunities for you to participate in course development (including textbook selection)



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



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



Favorable/Unfavorable Report

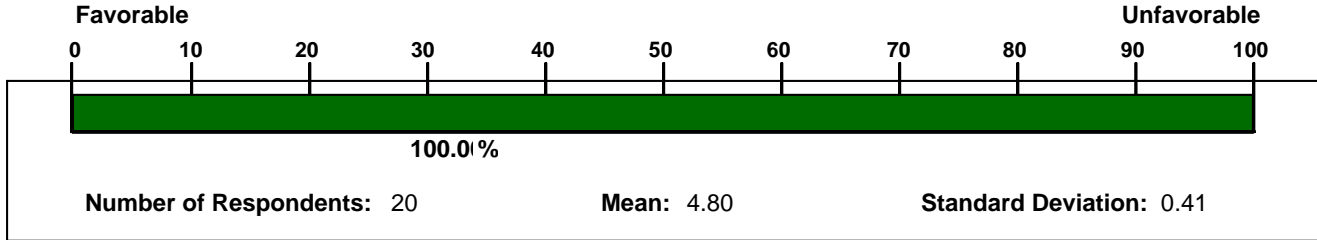
ESL Faculty 2008

Favorable

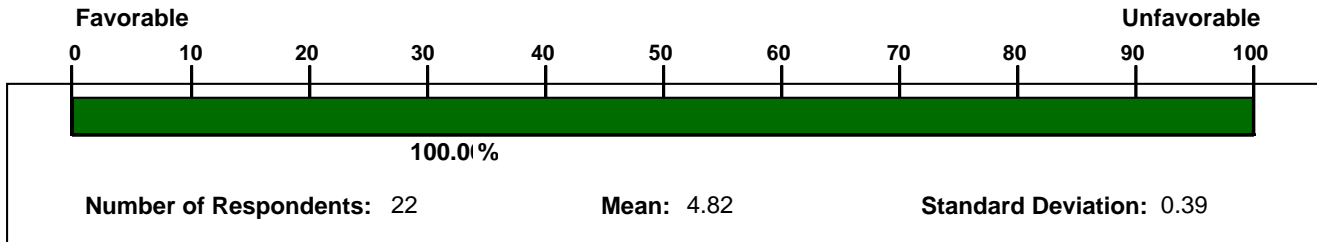
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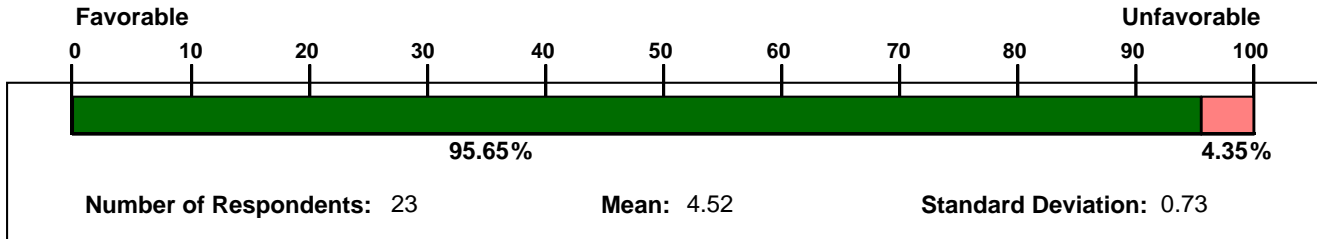
Satisfaction - Extent of administrative support within the ESL Program (headquarters: ESL Faculty Office, Le-Jao Center)



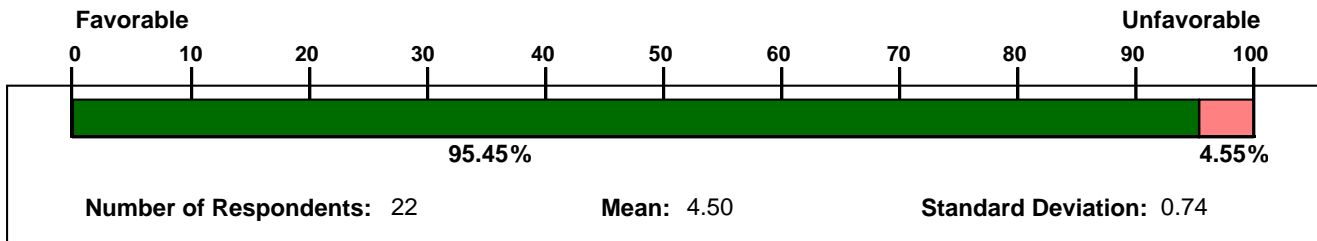
Satisfaction - Extent of staff support within the ESL Program (staff in ESL Registration Office, Le-Jao Center)



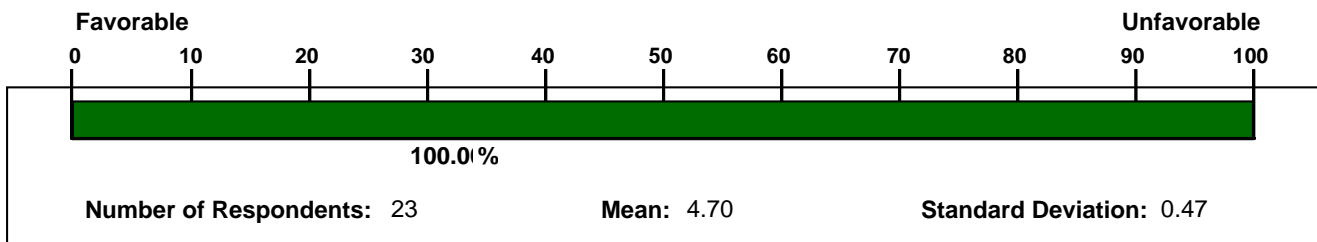
Satisfaction - Clarity and effectiveness of communication processes within the ESL Program



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



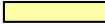
Satisfaction - Extent to which ESL faculty and staff have input to the schedule development process (instructors' assignments)



Favorable/Unfavorable Report

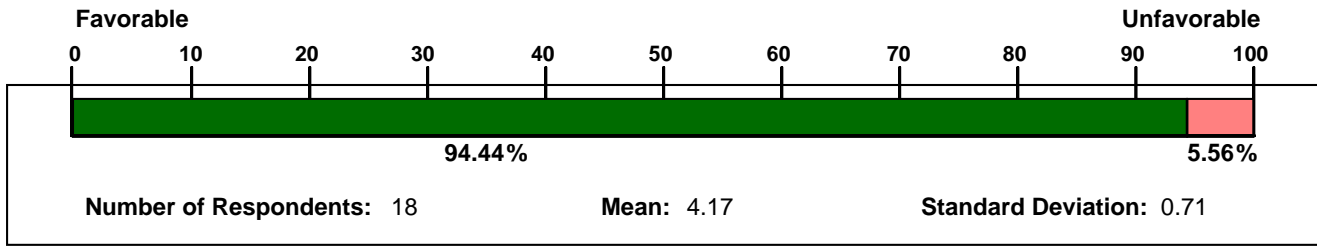
ESL Faculty 2008

Favorable 

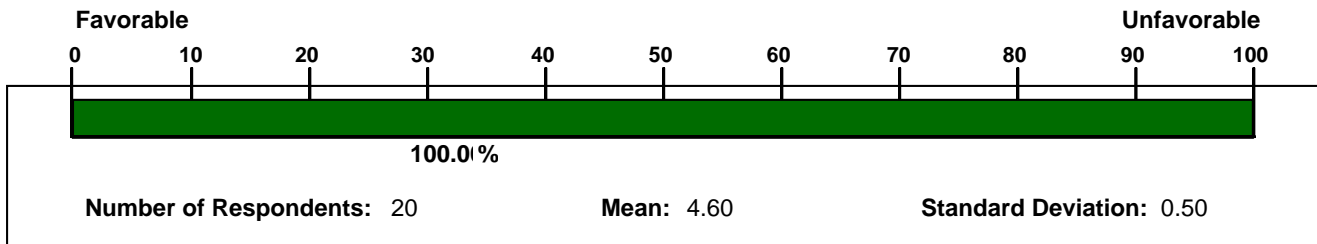
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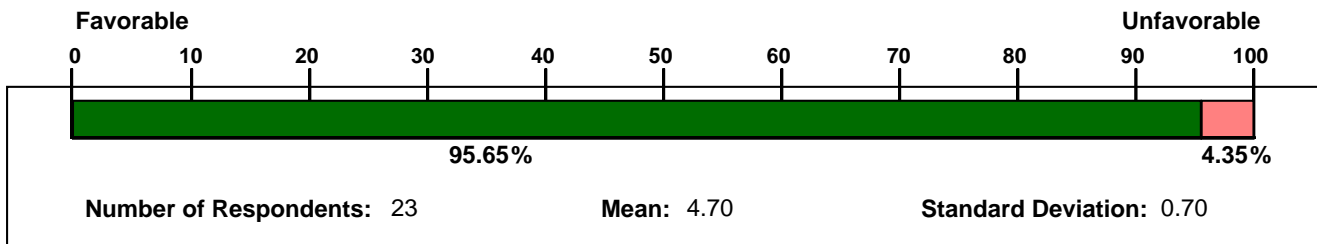
Satisfaction - Opportunities to attend ESL-related conferences



Satisfaction - Exposure to new materials and teaching techniques (through book fairs, workshops, etc.)



Satisfaction - Overall ESL Program quality



Satisfaction - Your own success teaching in the program

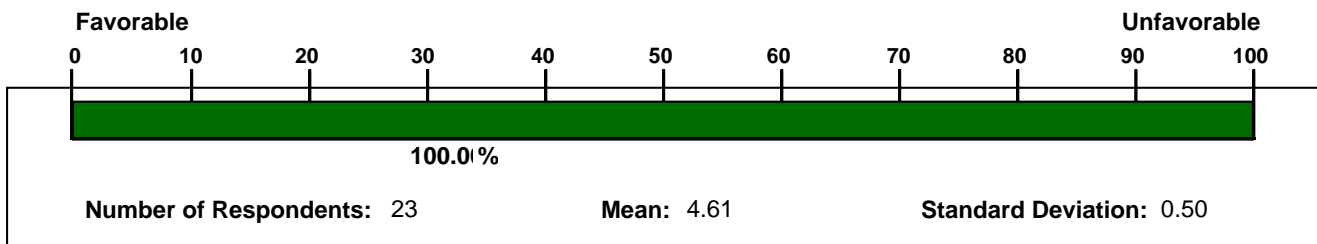


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Listing of "other" Responses by Question	25
Biggest Difference, Suggestions, and Comments	28

General Satisfaction: Count and Percent

ESL Student Survey 2008

	Count	Percent
General Satisfaction - a. Quality of ESL instruction	Respondents: 242	
Very Satisfied	100	41.32 %
Satisfied	130	53.72 %
Dissatisfied	8	3.31 %
Don't know or n/a	4	1.65 %
Total Responses	242	100 %

General Satisfaction - b. Number of levels of ESL classes	Respondents: 238	
Very Satisfied	50	21.01 %
Satisfied	153	64.29 %
Dissatisfied	20	8.40 %
Very Dissatisfied	5	2.10 %
Don't know or n/a	10	4.20 %
Total Responses	238	100 %

General Satisfaction - c. Scheduling of classes (time and day)	Respondents: 241	
Very Satisfied	89	36.93 %
Satisfied	126	52.28 %
Dissatisfied	20	8.30 %
Very Dissatisfied	2	0.83 %
Don't know or n/a	4	1.66 %
Total Responses	241	100 %

General Satisfaction - d. Variety or types of ESL classes	Respondents: 233	
Very Satisfied	53	22.75 %
Satisfied	139	59.66 %
Dissatisfied	18	7.73 %
Very Dissatisfied	1	0.43 %
Don't know or n/a	22	9.44 %
Total Responses	233	100 %

General Satisfaction - e. Cleanliness of facility (classrooms, bathrooms, etc.)	Respondents: 240	
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General Satisfaction: Count and Percent

ESL Student Survey 2008

	Count	Percent
General Satisfaction - e. Cleanliness of facility (classrooms, bathrooms, etc.)	Respondents: 240	
Very Satisfied	124	51.67 %
Satisfied	104	43.33 %
Dissatisfied	9	3.75 %
Very Dissatisfied	3	1.25 %
Total Responses	240	100 %

General Satisfaction - f. Class size (number of students in your classes)	Respondents: 238	
Very Satisfied	87	36.55 %
Satisfied	126	52.94 %
Dissatisfied	17	7.14 %
Very Dissatisfied	6	2.52 %
Don't know or n/a	2	0.84 %
Total Responses	238	100 %

General Satisfaction - g. Quality of computers and software in the ESL computer lab	Respondents: 233	
Very Satisfied	65	27.90 %
Satisfied	93	39.91 %
Dissatisfied	5	2.15 %
Very Dissatisfied	7	3.00 %
Don't know or n/a	63	27.04 %
Total Responses	233	100 %

General Satisfaction - h. Number of instructors and aides in the ESL computer lab	Respondents: 236	
Very Satisfied	34	14.41 %
Satisfied	111	47.03 %
Dissatisfied	10	4.24 %
Very Dissatisfied	4	1.69 %
Don't know or n/a	77	32.63 %
Total Responses	236	100 %

General Satisfaction: Count and Percent

ESL Student Survey 2008

	Count	Percent
General Satisfaction - i. Convenience of ESL assessment process (testing to enter ESL classes)		
	Respondents: 237	
Very Satisfied	62	26.16 %
Satisfied	157	66.24 %
Dissatisfied	6	2.53 %
Very Dissatisfied	2	0.84 %
Don't know or n/a	10	4.22 %
Total Responses	237	100 %

General Satisfaction - j. Convenience of ESL class registration process		
	Respondents: 238	
Very Satisfied	70	29.41 %
Satisfied	141	59.24 %
Dissatisfied	15	6.30 %
Very Dissatisfied	1	0.42 %
Don't know or n/a	11	4.62 %
Total Responses	238	100 %

General Satisfaction - k. Availability of counseling services (counselors available when you need them)		
	Respondents: 233	
Very Satisfied	42	18.03 %
Satisfied	107	45.92 %
Dissatisfied	9	3.86 %
Very Dissatisfied	8	3.43 %
Don't know or n/a	67	28.76 %
Total Responses	233	100 %

General Satisfaction - l. Quality of counseling services		
	Respondents: 229	
Very Satisfied	37	16.16 %
Satisfied	106	46.29 %
Dissatisfied	16	6.99 %
Very Dissatisfied	2	0.87 %
Don't know or n/a	68	29.69 %
Total Responses	229	100 %

General Satisfaction: Count and Percent

ESL Student Survey 2008

	Count	Percent
General Satisfaction - m. Areas at school to eat, study, and take breaks	Respondents: 239	
Very Satisfied	52	21.76 %
Satisfied	123	51.46 %
Dissatisfied	37	15.48 %
Very Dissatisfied	14	5.86 %
Don't know or n/a	13	5.44 %
Total Responses	239	100 %

General Satisfaction - n. Availability of ESL office staff to assist students	Respondents: 239	
Very Satisfied	50	20.92 %
Satisfied	141	59.00 %
Dissatisfied	28	11.72 %
Very Dissatisfied	3	1.26 %
Don't know or n/a	17	7.11 %
Total Responses	239	100 %

General Satisfaction - o. Respect shown by faculty and staff for students from different cultures	Respondents: 236	
Very Satisfied	55	23.31 %
Satisfied	142	60.17 %
Dissatisfied	16	6.78 %
Very Dissatisfied	5	2.12 %
Don't know or n/a	18	7.63 %
Total Responses	236	100 %

General Satisfaction - p. Overall quality of the ESL program	Respondents: 237	
Very Satisfied	61	25.74 %
Satisfied	144	60.76 %
Dissatisfied	15	6.33 %
Very Dissatisfied	2	0.84 %
Don't know or n/a	15	6.33 %
Total Responses	237	100 %

General Satisfaction: Count and Percent

ESL Student Survey 2008

	Count	Percent
General Satisfaction - q. Your own success in the ESL Program	Respondents: 234	
Very Satisfied	56	23.93 %
Satisfied	152	64.96 %
Dissatisfied	19	8.12 %
Very Dissatisfied	1	0.43 %
Don't know or n/a	6	2.56 %
Total Responses	234	100%

General Satisfaction Concerns

ESL Student Survey 2008

Question: 2. If you marked "Dissatisfied" or "Very Dissatisfied" to any of the above items, please describe your concerns.

- * There is no room for studying like a library in Coastline Le-Jao Center. There are a few computers that we can use after a class.
- * student is too many exist in class.
not enough lunch room.
- * The number of students in a class is so crowded.
- * I'm concern about class size. it'd better to make it smaller size.
- * scheduling for ESL summer class doesn't have enough type of class such as 3B, 4 A, and 4 B; it doesn't have enough ESL unit for summer class in order to help student to earn unit fast and it doesn't clarify enough for students. Teachers don't explain clearly to students when students have a error in paragraph or essay. Area for eating lunch at school is too small.
- * i'm a student from 3B class. there are not enough room for us to have lunch. it's hard for me to find a seat for my lunch, i skipped my lunch, sometime because i cant find a place to eat.
ESL program is good. i like the GRamma class, judy is a really great teacher. however i really don't like reading, writing and conversation classes. i learned nothing from these class because the ways they teach us make us really dissapointed.
- * This letter is about Coastline Le-Jao Center, Westminster.
Not enough areas at school to eat and take breaks. And also not enough parking lot.
The most important thing is that I can't choose Scheduling of classes (time and day). They have only one scheduling.
Thank you for reading my opinions.
- * the lack of the number of microwaves in the lunch room makes us wait until the end of lunch time to warm up the food.
one officer is not friendly and makes me feel uncomfortable and unrespected.
the 3B conversation class of Marcia is so boring. Her program is good but what she does makes us confused.
There are 2 teachers at the same class. It's not good to concern. And sometime they get different ideas in the same subject, so we don't know what to do and confuse to study our lesson.
- * Sometime I got trouble with the office staff to help me somthing. One more thing is the parking lot. I usually wast a haft hour to find a parking on Mondays.
- * Although everything is good in my school, I still don't get success in the ESL Program because I couldn't practice speaking English a lot.
- * Sometimes bathroom is dirty and doesn't have equipment to hang bags like the Coastline's branch in Garden Grove. The whole building is cold in winter. And there is not enough space for parking. Sometimes I have to go around to look for parking and have to go home because there is no parking. Furthermore, during the teaching hours, teachers sometimes say something that make student feel embarrassed.
- * we need more areas to take break, eat... judy's class is great but the others not interesting me a lot, especially conversation class, the way they teach is so serious and bored.
- * July is a good teacher. I have learnt a lot of her. But the 3b conversation class is so boring, I feel that the teachers didn't prepare before coming to class.
The lunch room don't have enough room, lack of microwave.
The parking lot is not enough for the students.
- * I don't like to study in class where there are many people. I think that there are 20 person in one class. It is ok.

General Satisfaction Concerns

ESL Student Survey 2008

Question: 2. If you marked "Dissatisfied" or "Very Dissatisfied" to any of the above items, please describe your concerns.

- * listening class has made me feel boring it is seem to waste my time to attend without any benefit.
Mrs Allien always drive me embarras
- * There are a lot of ESL classes for students. Therefore, students must spend for 4 or more than 4 years to finish the ESL program (very terrible).
It's very difficult to study English if the ESL class is over 20 students.
- * I don't have any idea.
- * I think the ESL need to reduce the quantity of students
The College should reduce the number of ESL level classes,it's too much and the student have to spend much time to learn ESL.
- * CCC at Le-Jao Center needs much more parking lots for students .
My teacher Judy Montague is a very , very good and responsible teacher . She has been teaching us with all of her heart .
- * WE NEED A STUDENT ROOM (BIGGER ROOM) FOR STUDY OR DO EXERCISE DURING WAITING ANOTHER CLASS
- * I marked to question m because some people might not have enough room or space to eat at lunch time if they leave the class room a little late than other people.
- * Le - Jao Center needs much more parking lots.
My teacher named JUDY Montague is a very , very good teacher. She spents all of her time teaching us with all of her heart .
- * ccc atle-jao needs more parking lot.
- * I don't like that have many student in one class.Besides,all of student in class is same culture,same languages. I can't improve my English because all of our talk by our languages.
- * Kim,she should be nicely to students in registration services.
- * I think areas at school to eat isn't enough microwaves because many classes have same time to lunch. Many students must to wait. I have a suggest: you can arrange different time to lunch. I hope you can think about my suggest. Thank you
- * . class often opens late . . have many student in the class. areas at shool to eat , take a break is not enough to service .it is difficult to meet counseller when we need help .
- * have a lot of people in a class.
don't have enough chair or table at eating room and the microwave doesn't work good.
some people at ESL office don't give good informations.
- * I dissatisfied about the employer at ESL office. I think some of them are not enthusiastic when students ask or student need help.
- * I think areas at school to eat is Dissatisfied.
- * I would like to take the same classes in the morning as the classes in the afternoon. I dont have to much time to come every day many houres. I woul like
- * we need more lunch room

General Satisfaction Concerns

ESL Student Survey 2008

Question: 2. If you marked "Dissatisfied" or "Very Dissatisfied" to any of the above items, please describe your concerns.

- * Lunch room is small, and don't have enough chairs and tables. Each room just has 2 microwaves oven, I think that we need more than two.
- * every thing good
- * In my opinion, I think this school should add some ESL classes in the evening because I identify that many people can't go to your school. They don't have enough time to study at your school. They have to work, take care of their kids, their family or doing something. I hope you will take my opinion as consideration.
- * I think need more table and chair. Sometimes, no seat. And the class room very smell.....
- * In my opinion, there are so many students in my classes. Which makes students don't have chances to talk or ask the teachers lessons clearly. Sometimes, some teachers teach lessons slowly. Which make students feel bored and sleepy.
- * I think in the class have too much student. We can't learn with too much student.
- * I think your schedule appropriate with me and other people. because someone have to work on day so they can get ESL class at night.
- * i. Because you have different levels in the morning and in the evening, I think you should retest the students that have attended the classes in the evening if they want to attend other classes in the morning.
j. The ESL officers should be more friendly to students.
d. I think you should have some classes in Vocabulary or Idioms in lower levels and in the Spring and Fall semesters such as you do in level 4 in the Summer.
- * I would like to have more levels in the ESL classes.
- * My name Bui Kiem recognized that I wanted to enrol for any classes /the office worker helped me all her or their heart. I IMPROVE and can talk English due to instructors and convenience of ESL class registration process. Especially this director of this college has paid attention to students. So We never forget the help of this college.
- * My name is VUONG LE, and now I study 2a.
- * I think we need more areas for take breaks.
- * The ESL office staff work slowly, lack of smile.
- * le-jao should have volley ball court.
- * I think it takes me a long time to finish all the program of ESL
I think there are more class about teaching pronunciation, talking, or helping student can speak immediately, rapidly.....
- * I think the number of levels of ESL classes (8) is too many. Half of this (4) is okay.
I want the computer lab open everyday for students, not only on Monday and Wednesday.
The lunch room is too small for students to eat. I usually stand and eat because chairs is not enough there.

General Satisfaction Concerns

ESL Student Survey 2008

Question: 2. If you marked "Dissatisfied" or "Very Dissatisfied" to any of the above items, please describe your concerns.

- * Counselors let me wait over 20 mins even if i made an appointment with her. And an ESL officers were not friendly when they were answering students's questions. Some of teacher are not active in their teaching and make students feel bored, she just concentrate on reading book or handout but we need more knowledges except books. Our writing skill is not improve after this sememster, that is my best dissatisfied. I hope that CCC will have something changes in next semester in choosing INSTRUCTORS and ESL OFFICERS.
- * English classes and conversesion don't have in the Morning.
- * we answered : " I don't know.", "I am not sure." . after that we leave and don't know who we can talk to.
- * More chair,microwave in lunch room, computer room is too hot.Sometime ,the classes room are too cold.
- *sometimes in class have trash arround my table...it happends a lot of times...may be the reason is from another students

.....the school has only 2 microwave..so we have to wait for a long times to use it...it waste times a lot when we have to get in line.... and dont have the palce which we can go to buy some food by foot...we must go by car

...

* dont have enough microwave for students
- * Office staffs don't assit students with the enthusiasm and supply enough information.
Area for eating isn't enough space, we have to share 2 people with 1 chair and also microwave.
- * The parking lot isn't enough parking at Le Jao center.
- * We need more microwave in the luch room . Need more table and chair
- * I feel comfortable to study at coastline community college , about parking Le Lao is not enough for students .And I need help about my majoy ,the couseling servies isnot friendly when I ask more .about my writing class is borred ,she tatks a lot things but only her does ,evryone dosenot.I dont get something from it .
- * Luch room up stair and down stair don't enough chair, don't enough microwaves, we have to get line and wait, then we go to class late.
Number of students in every class are very much. It doesn't quality to teach and study. In my opinion,numbers of students maximum in each class is 25 person.
- * the rom luch to small we need big room for student
- * more chairs and microwaes for lunch in 214,more room for lunch, computer room is hot
- * computer's room is too hot
- * need more parking for students and cumputer room is too hot.
- * we need more microwave at lunch room,the lap room is too hot,too small.
- * more chairs and more microwaves for lunch at room 214. Computer room is hot. I suggest school should have pass bus for the semester.

General Satisfaction Concerns

ESL Student Survey 2008

Question: 2. If you marked "Dissatisfied" or "Very Dissatisfied" to any of the above items, please describe your concerns.

- * room lunch need more chairs ,more microway
- * need more microwaves for lunch room,more chairs
need more time for computer lab.
- * need more chair and microwave for lunch room.
- * need more chair and microware
- * Classes should start at 9AM.
Lunch room at downstair has bad ordor.
- * In my opinion, the ESL program is really good, and faculty are also nice, but I'm really concerned about the Conversation class(after noon). It's really bored and not helpful at all. I think the instructors must give more subjects or topics for students to help their speaking. In sum, everything is OK.
- * Lunch room needs more chairs.
- * need more another lunch room bigger than present and add more chairs ;microwaves
- * Because I don't have Internet program in my computer.
- * Re: c--I need more hours (like Le-Jao Center)
- * I would like ESL classes 3 or 4 nights a week at Garden Grove Center.
- * I would like to take citizenship classes at Garden Grove Center. I would like to speak with counselor speak Spanish at Garden Grove Center.
- * We need ESL computers in the classrooms at GGC. We need program the nurse in Garden Grove Coastline College.
- * I would like ESL classes 3 or 4 nights a week at Garden Grove. We need ESL computers in the classrooms at GGC.
- * We need counselors who speaks Korean language.
- * I would like ESL classes 3 or 4 nights a week at Garden Grove Center. We need ESL computers in the classes at GGC and maybe free parking lot.
- * I would like ESL classes 3 or 4 nights a week at Garden Grove Center. We need ESL computer in the classrooms at GGC.
- * I would like ESL classes 3 or 4 nights a week at Garden Grove Center. We need ESL computer in the classroom at GGC.
- * I would like ESL classes 3 nights a week at Garden Grove Center
- * I would like ESL classes 3 or 4 nights a week at Garden Grove Center. We need ESL computers in the classrooms at GGC and maybe free parking lot.

General Satisfaction Concerns

ESL Student Survey 2008

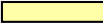
Question: 2. If you marked "Dissatisfied" or "Very Dissatisfied" to any of the above items, please describe your concerns.

- * I would like ESL classes 3 or 4 nights a week at Garden Grove Center. We need ESL computers in the classrooms at GGC.
- * I would like to learn 3 night a week and we need use computer lab.
- * I would like ESL classes 3 nights a week at Garden Grove Center. We need ESL computers classrooms at GGC. We need counselors in Spanish at GGC.

Favorable/Unfavorable Report

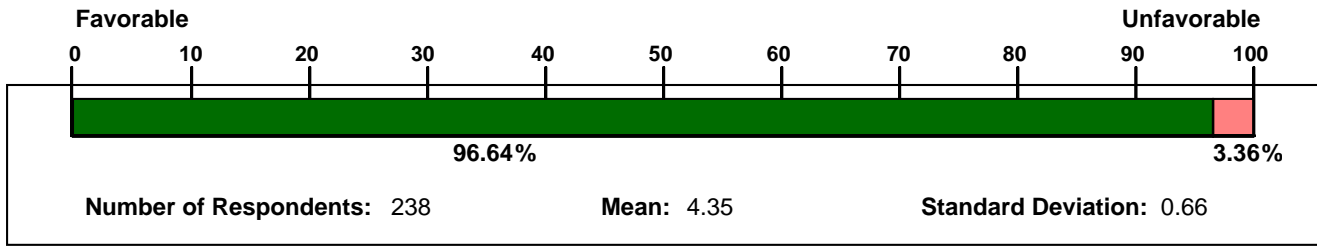
ESL Student Survey 2008

Favorable 

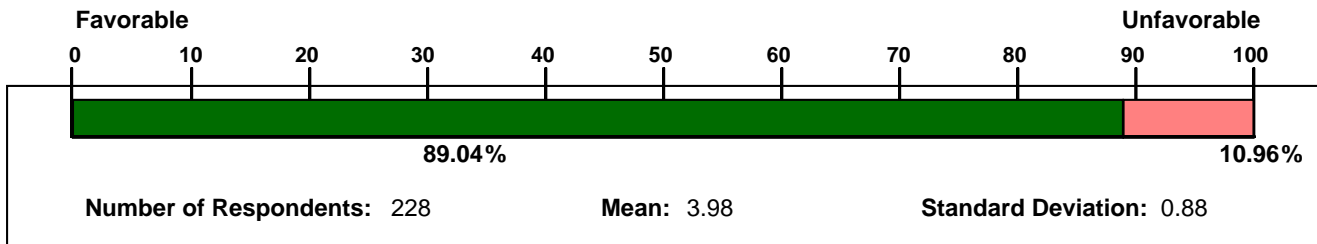
Neutral 

Unfavorable 

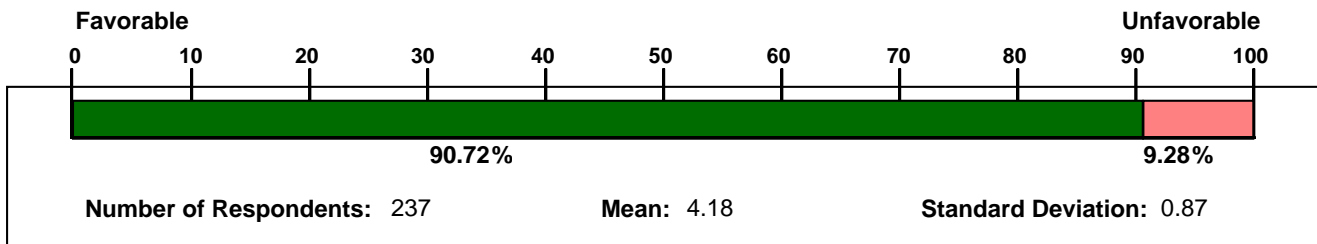
General Satisfaction - a. Quality of ESL instruction



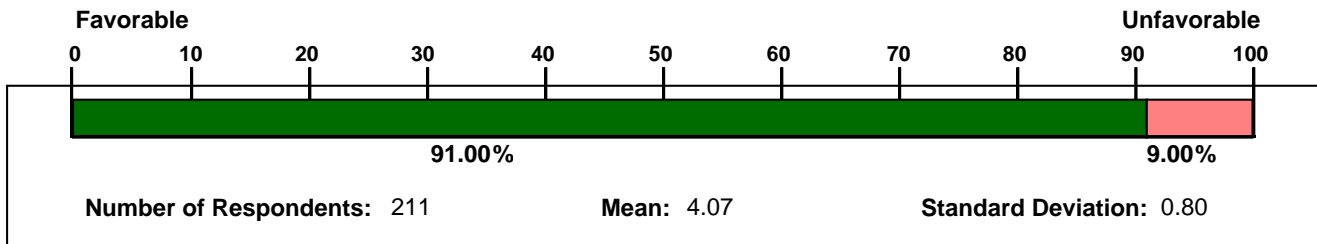
General Satisfaction - b. Number of levels of ESL classes



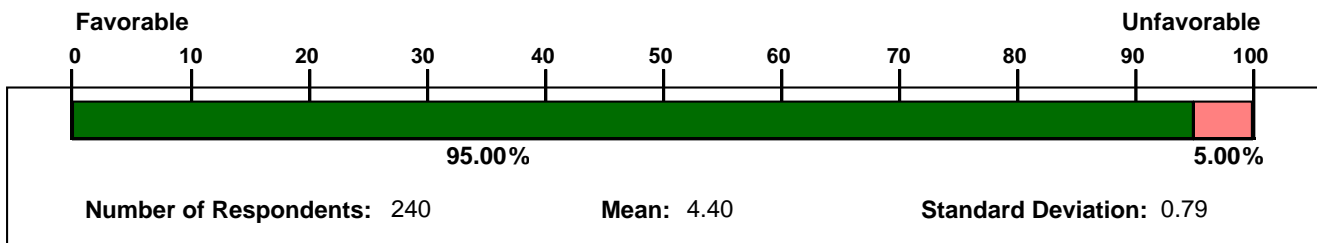
General Satisfaction - c. Scheduling of classes (time and day)



General Satisfaction - d. Variety or types of ESL classes




General Satisfaction - e. Cleanliness of facility (classrooms, bathrooms, etc.)



Favorable/Unfavorable Report

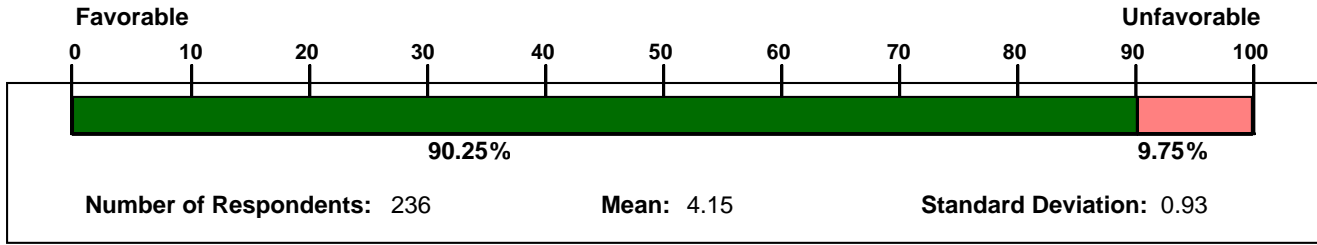
ESL Student Survey 2008

Favorable 

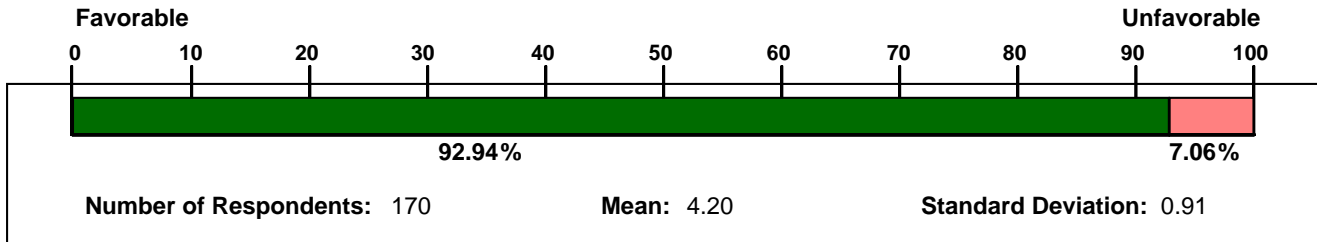
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Unfavorable 

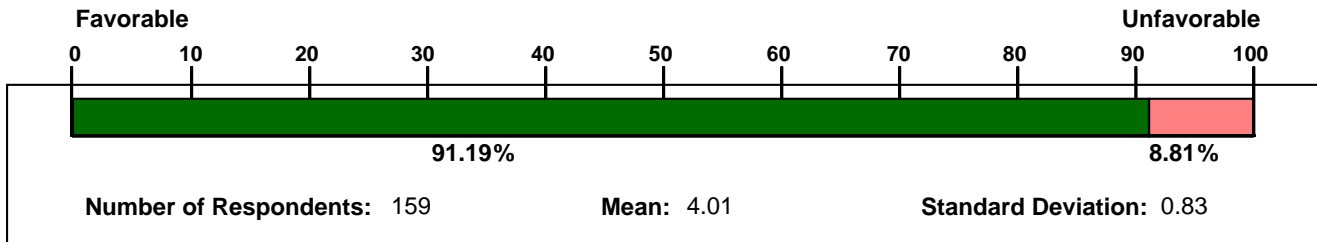
General Satisfaction - f. Class size (number of students in your classes)



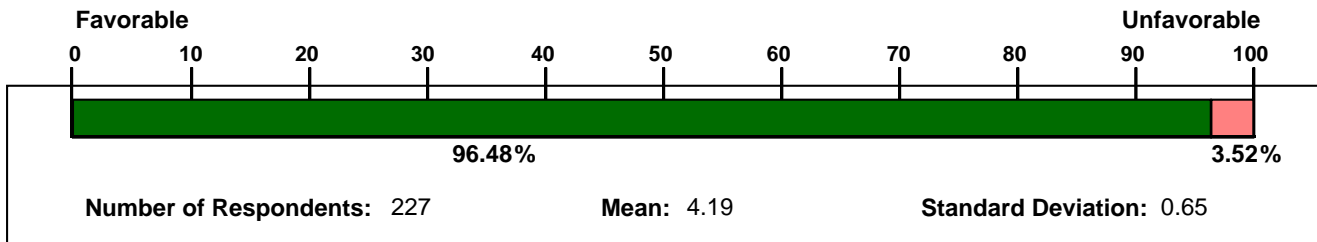
General Satisfaction - g. Quality of computers and software in the ESL computer lab



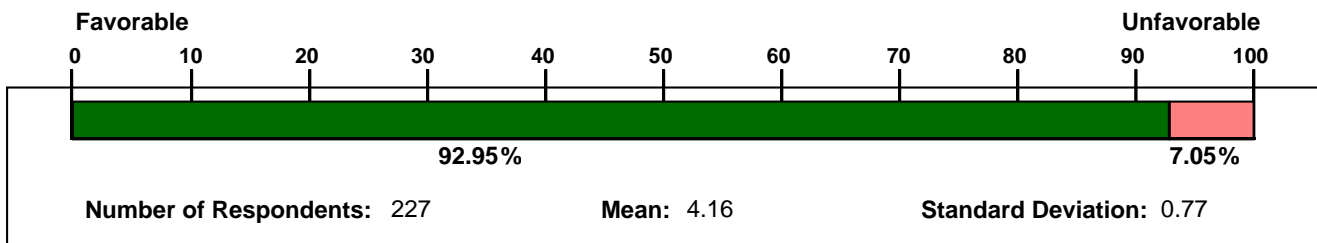
General Satisfaction - h. Number of instructors and aides in the ESL computer lab



General Satisfaction - i. Convenience of ESL assessment process (testing to enter ESL classes)



General Satisfaction - j. Convenience of ESL class registration process



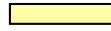
Favorable/Unfavorable Report

ESL Student Survey 2008

Favorable



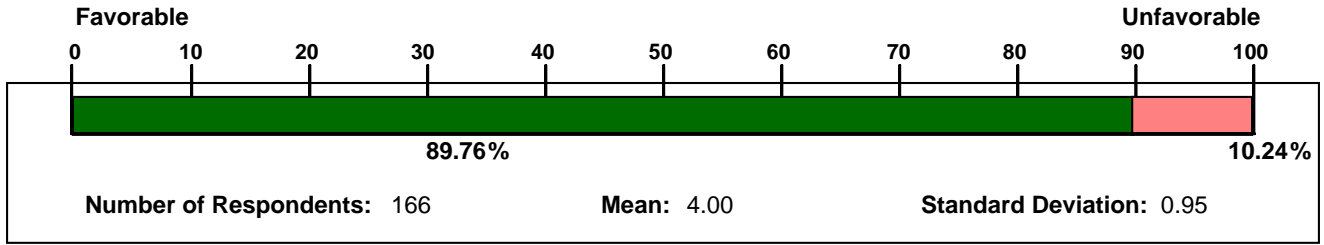
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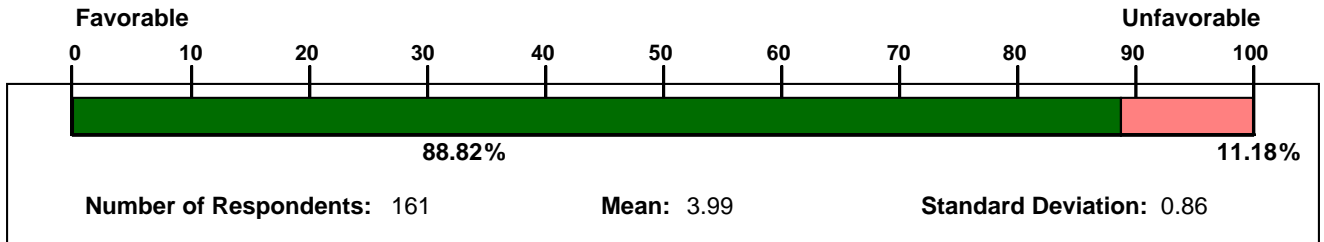
Unfavorable



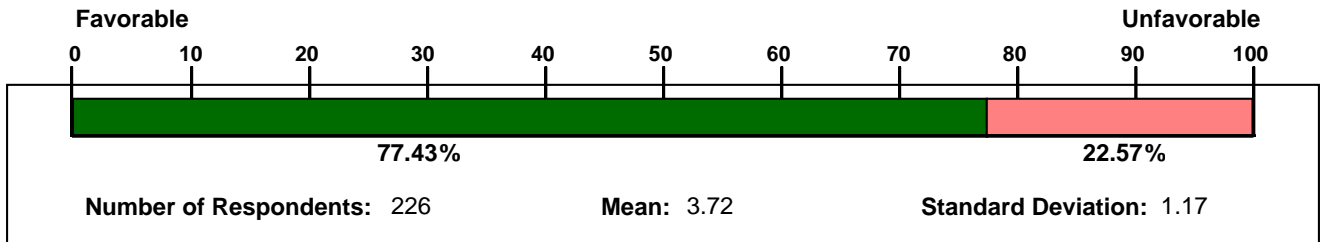
General Satisfaction - k. Availability of counseling services (counselors available when you need them)



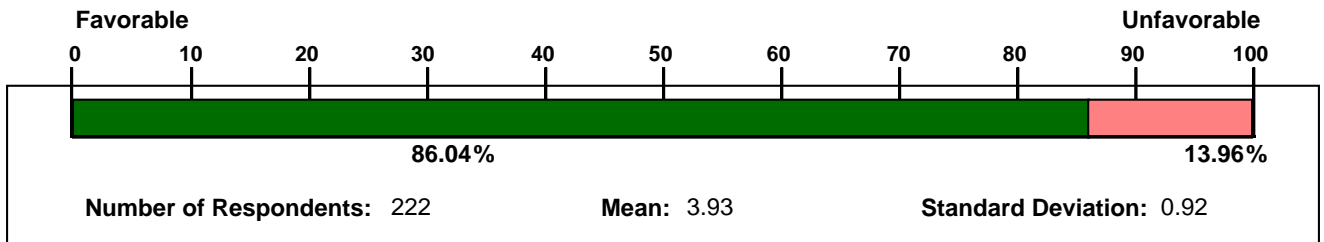
General Satisfaction - l. Quality of counseling services



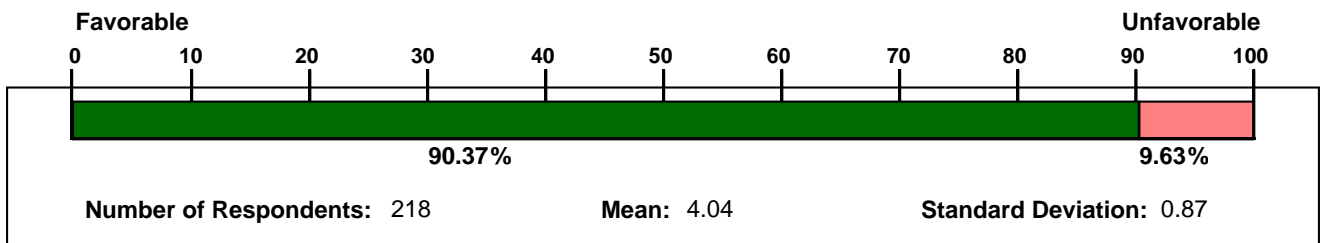
General Satisfaction - m. Areas at school to eat, study, and take breaks



General Satisfaction - n. Availability of ESL office staff to assist students



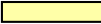
General Satisfaction - o. Respect shown by faculty and staff for students from different cultures



Favorable/Unfavorable Report

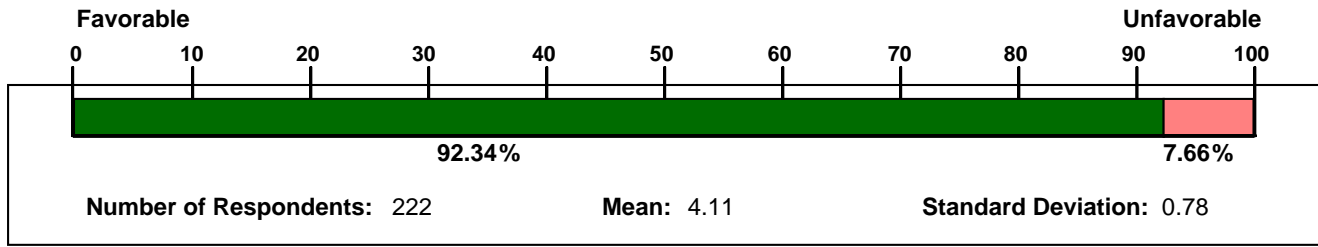
ESL Student Survey 2008

Favorable 

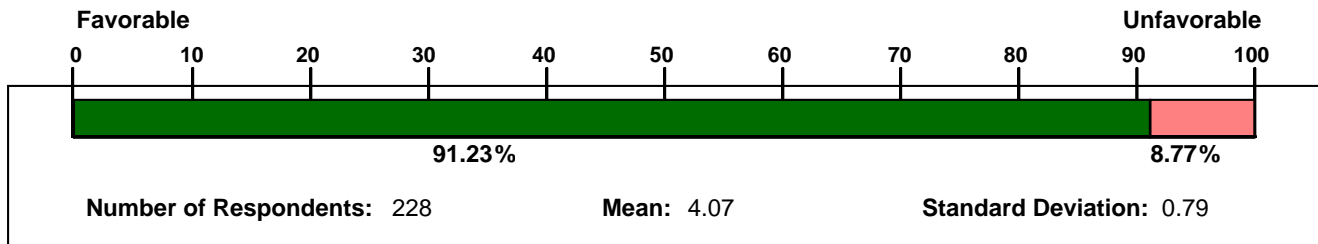
Neutral 

Unfavorable 

General Satisfaction - p. Overall quality of the ESL program



General Satisfaction - q. Your own success in the ESL Program



Count and Percent

ESL Student Survey 2008

	Count	Percent
3. How many semesters of ESL classes have you taken at Coastline? Respondents: 243		
This is my first semester	84	34.57 %
2-3 semesters	110	45.27 %
4-5 semesters	31	12.76 %
6-7 semesters	7	2.88 %
8-9 semesters	7	2.88 %
10 or more semesters	4	1.65 %
Total Responses	243	100 %

4. Do you understand how you move through the different ESL classes and levels? Respondents: 239		
Yes	165	69.04 %
Somewhat	62	25.94 %
No	12	5.02 %
Total Responses	239	100 %

5. What is your opinion of the amount of time your class currently spends in the computer lab? Respondents: 242		
Too much time	3	1.24 %
Just about right amount of time	77	31.82 %
Not enough time	76	31.40 %
Don't know or n/a	86	35.54 %
Total Responses	242	100 %

6. How helpful have your lessons in the ESL computer lab been? Respondents: 241		
Very helpful	97	40.25 %
Somewhat helpful	65	26.97 %
Not helpful	5	2.07 %
Don't know or n/a	74	30.71 %
Total Responses	241	100 %

7. Where do you presently attend ESL classes? (Mark all that apply.) Respondents: 243		
Coastline Garden Grove Center	83	34.16 %
Coastline Le-Jao Center, Westminster	156	64.20 %
Brookhurst/Hazard, Westminster	20	8.23 %
Other	2	0.82 %
Total Responses	261	100 %

Count and Percent

ESL Student Survey 2008

	Count	Percent
8. Have you ever spoken with a counselor at Coastline?	Respondents: 240	
Yes, and I have developed an Education Plan with my Coastline counselor	68	28.33 %
Yes, but I have not developed an Education Plan	23	9.58 %
No, but I would like to	113	47.08 %
No, and I do not want to at this time	36	15.00 %

Total Responses 240 100%

9. What are your educational goals? (Mark all that apply.)	Respondents: 237	
Personal interest/growth	68	28.69 %
Prepare for citizenship	28	11.81 %
Job preparation or advancement	68	28.69 %
Earn a vocational certificate	27	11.39 %
A.A. degree at Coastline	52	21.94 %
Degree at another two-year college	37	15.61 %
Transfer to a four-year college	78	32.91 %
Other	14	5.91 %

Total Responses 372 100%

10. Have you ever attended ESL classes at another school or college?	Respondents: 243	
Yes	85	34.98 %
No	158	65.02 %

Total Responses 243 100%

11. If you have attended ESL classes at another school or college, how does Coastline's ESL Program compare?	Respondents: 220	
Coastline's program is better	71	32.27 %
Programs are about the same	26	11.82 %
Coastline's program is not as good	13	5.91 %
Don't know or n/a	110	50.00 %

Total Responses 220 100%

Interest in Services - a. Vocational counseling (job training counseling)	Respondents: 222	
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Count and Percent

ESL Student Survey 2008

	Count	Percent
Interest in Services - a. Vocational counseling (job training counseling)	Respondents: 222	
Very interested	41	18.47 %
Somewhat interested	82	36.94 %
Not interested	14	6.31 %
Don't know or n/a	85	38.29 %
Total Responses	222	100%

Interest in Services - b. Academic counseling (for students who want to earn a college degree)	Respondents: 216	
Very interested	52	24.07 %
Somewhat interested	67	31.02 %
Not interested	20	9.26 %
Don't know or n/a	77	35.65 %
Total Responses	216	100%

Interest in Services - c. Tutorial services	Respondents: 198	
Very interested	45	22.73 %
Somewhat interested	74	37.37 %
Not interested	13	6.57 %
Don't know or n/a	66	33.33 %
Total Responses	198	100%

Interest in Services - d. Counselor who speaks my native language	Respondents: 216	
Very interested	88	40.74 %
Somewhat interested	64	29.63 %
Not interested	23	10.65 %
Don't know or n/a	41	18.98 %
Total Responses	216	100%

Interest in Services - e. Job placement services	Respondents: 215	
Very interested	56	26.05 %
Somewhat interested	71	33.02 %
Not interested	18	8.37 %
Don't know or n/a	70	32.56 %
Total Responses	215	100%

Count and Percent

ESL Student Survey 2008

	Count	Percent
Interest in Services - f. Copy machine for student use		
Respondents: 214		
Very interested	68	31.78 %
Somewhat interested	59	27.57 %
Not interested	25	11.68 %
Don't know or n/a	62	28.97 %
Total Responses	214	100 %

13. Do you think smoking should be allowed on school property?		
Respondents: 224		
Yes	21	9.38 %
No	203	90.63 %
Total Responses	224	100 %

14. Do you have a computer at home?		
Respondents: 240		
Yes	208	86.67 %
No	32	13.33 %
Total Responses	240	100 %

15. Do you have Internet access at home?		
Respondents: 236		
Yes	194	82.20 %
No	42	17.80 %
Total Responses	236	100 %

16. What kind of classes, if any, do you want to take when you finish the ESL Program? (Mark all that apply.)		
Respondents: 232		
Not going to take any other classes	13	5.60 %
Basic Skills (English/Math)	87	37.50 %
Vocational (job training)	56	24.14 %
General Education classes (e.g., math, history, etc.)	97	41.81 %
Don't know	42	18.10 %
Other	11	4.74 %
Total Responses	306	100 %

17. If you are planning to take other courses after ESL, what college do you plan to attend?		
Respondents: 239		

Count and Percent

ESL Student Survey 2008

	Count	Percent
17. If you are planning to take other courses after ESL, what college do you plan to attend?	Respondents: 239	
Coastline College	71	29.71 %
Golden West College	38	15.90 %
Orange Coast College	32	13.39 %
Santa Ana College	12	5.02 %
Santiago Canyon College	2	0.84 %
Irvine Valley College	3	1.26 %
Other community college	8	3.35 %
Cal State University	10	4.18 %
University of California	1	0.42 %
Private college or university	1	0.42 %
Don't know or n/a	57	23.85 %
Other	4	1.67 %
Total Responses	239	100%

18. 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: 214	
Types of courses offered	52	24.30 %
Time/day of classes	73	34.11 %
Good instructors	89	41.59 %
Ease of registration	27	12.62 %
Convenient location	83	38.79 %
Cost	28	13.08 %
Nice campus	33	15.42 %
Counseling in native language	31	14.49 %
Other	18	8.41 %
Total Responses	434	100%

19. What is the highest level of education that you completed in your home country? Respondents: 236

Count and Percent

ESL Student Survey 2008

	Count	Percent
19. What is the highest level of education that you completed in your home country?	Respondents: 236	
6th grade or less	3	1.27 %
7th-9th grade	15	6.36 %
10th-12th grade; no diploma	27	11.44 %
High school graduate	94	39.83 %
1-2 years college; no degree	36	15.25 %
Associate degree	7	2.97 %
3-4 years college	25	10.59 %
Bachelor's degree	25	10.59 %
Master's degree	3	1.27 %
Doctoral degree	1	0.42 %
Total Responses	236	100 %

20. Which best describes your vocational goal?	Respondents: 228	
Stay in same job	48	21.05 %
Same field; different job	31	13.60 %
Enter new field	74	32.46 %
Don't know or not applicable	75	32.89 %
Total Responses	228	100 %

21. How many hours per week do you currently work?	Respondents: 240	
Less than 10 hours	22	9.17 %
10-20 hours	32	13.33 %
21-30 hours	16	6.67 %
31-40 hours	50	20.83 %
41-50 hours	22	9.17 %
51-60 hours	9	3.75 %
Don't work/ n/a	89	37.08 %
Total Responses	240	100 %

22. What is your primary language (the language you are most comfortable speaking, reading, or writing)?	Respondents: 242	
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Count and Percent

ESL Student Survey 2008

	Count	Percent
22. What is your primary language (the language you are most comfortable speaking, reading, or writing)?	Respondents: 242	
English	19	7.85 %
Spanish	16	6.61 %
Vietnamese	189	78.10 %
Korean	8	3.31 %
Chinese	6	2.48 %
Other	4	1.65 %
Total Responses	242	100 %

23. What is your ethnicity?	Respondents: 238	
White	3	1.26 %
American Indian/Native Alaskan	1	0.42 %
Other Non-White	1	0.42 %
Vietnamese	199	83.61 %
Korean	8	3.36 %
Other Asian	6	2.52 %
Hispanic	19	7.98 %
Other	1	0.42 %
Total Responses	238	100 %

24. Age	Respondents: 239	
Under 18	3	1.26 %
18-30	93	38.91 %
31-45	69	28.87 %
46-60	55	23.01 %
Over 60	19	7.95 %
Total Responses	239	100 %

25. Gender	Respondents: 231	
Male	86	37.23 %
Female	145	62.77 %
Total Responses	231	100 %

Count and Percent

ESL Student Survey 2008

	Count	Percent
Interest in Classes - a. Pronunciation or accent reduction classes	Respondents: 227	
Very interested	120	52.86 %
Somewhat interested	84	37.00 %
Not interested	8	3.52 %
Don't know or n/a	15	6.61 %
Total Responses	227	100 %

Interest in Classes - b. TOEFL test preparation classes	Respondents: 219	
Very interested	52	23.74 %
Somewhat interested	74	33.79 %
Not interested	26	11.87 %
Don't know or n/a	67	30.59 %
Total Responses	219	100 %

Interest in Classes - c. Idiom and vocabulary classes	Respondents: 222	
Very interested	102	45.95 %
Somewhat interested	86	38.74 %
Not interested	13	5.86 %
Don't know or n/a	21	9.46 %
Total Responses	222	100 %

Interest in Classes - d. Online ESL courses (using the Internet at home)	Respondents: 217	
Very interested	43	19.82 %
Somewhat interested	63	29.03 %
Not interested	45	20.74 %
Don't know or n/a	66	30.41 %
Total Responses	217	100 %

Interest in Classes - e. General education classes (science, math, etc.) in the classroom	Respondents: 219	
Very interested	49	22.37 %
Somewhat interested	69	31.51 %
Not interested	19	8.68 %
Don't know or n/a	82	37.44 %
Total Responses	219	100 %

Count and Percent

ESL Student Survey 2008

	Count	Percent
Interest in Classes - f. General education classes online	Respondents: 217	
Very interested	26	11.98 %
Somewhat interested	63	29.03 %
Not interested	39	17.97 %
Don't know or n/a	89	41.01 %
Total Responses	217	100 %

27. How did you hear about Coastline College's ESL Program?	Respondents: 238	
Class schedule	41	17.23 %
Newspaper	10	4.20 %
Radio ad	18	7.56 %
Television ad	5	2.10 %
Brochure or flier	9	3.78 %
Friend or relative	133	55.88 %
Counselor	2	0.84 %
Instructor	4	1.68 %
Employer referral	2	0.84 %
Other	14	5.88 %
Total Responses	238	100 %

28. How do you usually get to class?	Respondents: 240	
Drive self	159	66.25 %
Ride with someone else	29	12.08 %
Bus	19	7.92 %
Bicycle	7	2.92 %
Walk	18	7.50 %
Other	8	3.33 %
Total Responses	240	100 %

Listing of "other" Responses by Question

ESL Student Survey 2008

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

- * transfer to a four-year university
 - * B.S degree
 - * Past test the register nurse
 - * To deal with everyone
-

Question: 16. What kind of classes, if any, do you want to take when you finish the ESL Program? (Mark all that apply.)

- * moving to another state
 - * Business administration
 - * Preparation for past test the nurse
 - * Electricity
 - * Electricity
-

Question: 17. If you are planning to take other courses after ESL, what college do you plan to attend?

- * Cypress college
 - * FULERTON U.
 - * I don't know yet
-

Question: 18. If you are planning to take other courses after ESL, why did you choose the college you plan to attend? (Mark all that apply.)

- * No one speak native language in the class
- * because it has only one campus, so I can move easily between different classes
- * near my home
- * near my house

Question: 22. What is your primary language (the language you are most comfortable speaking, reading, or writing)?

- * Cambodian
- * vietnamese,chinese
- * Romania
- * Sinhala

Question: 23. What is your ethnicity?

- * Cambodian

Question: 27. How did you hear about Coastline College's ESL Program?

- * Internet
- * By Westminster schol distric.
- * Friend
- * my sister
- * Newspaper, radio, and friend or relative
- * Newspaper, radio, tv, and instructor
- * newspaper, radio,, tv, and instructor
- * class schedule, newspaper, radio, tv, employer referral
- * class schedule, newspaper, instructor
- * class schedule and friend or family
- * Class schedule, radio, friend/relative
- * Class schedule and instructor
- * Class schedule and brochure or flier

Question: 28. How do you usually get to class?

- * bus and walk
- * my family takes me to school
- * Drive self or walk
- * Ride with someone else or take bus
- * ride with someone else or walk

Biggest Difference, Suggestions, and Comments

ESL Student Survey 2008

Question: 29. What is the biggest difference, if any, that taking classes in Coastline's ESL Program has made in your life?

- * My ESL class is helpful.
- * Making friends
- * I've had a chance to study with native teachers and to make friends with other students who come from other cultures.
- * Coastline's ESL helps to improve a lot.
- * I learn to write English
- * nothing
- * Improve my english skills.
- * develope english skill
- * - writing and grammar are better.
- listening skill was improved
- * improve grmmar
- * School starts very early.
- * I can review and improve my English. ESL is a good program.
- * My life has changed since I attended this school, and I appreciate everything that the instructors did to me.
- * The biggest difference is that I have chance to enter the studying environment which is different from Vietnam
- * It improves my English skills: reading, writing and talking.
- * no
- * Learning English is my main goal at any condition, i try to get it
- * I have some chance to meet some student from different country.
- * I got a big trouble to find parking lot. There are not parking lot at Le-Jao center. I usually spent a haft hour to find a parking lot.
- * I have no idea.
- * I understood English better.
- * do anything by myself.

Biggest Difference, Suggestions, and Comments

ESL Student Survey 2008

Question: 29. What is the biggest difference, if any, that taking classes in Coastline's ESL Program has made in your life?

- * I can improve my speaking and listening skill.I have an opportunity to communicate with other people by English.
- * no
- * I can improve my English so far after taking ESL classes at Coastline's ESL Program.I hope I can continue to study ESL class and take another class next semester.
- * actually,that's just ok .Some classes were boring in teaching programs like reading/ writing class and conversation class in level 3B.I want they to create something variously,not simple.
- * Before I came in the U.S, I didn't speak very well. But right now I feel my English better than before. I want to go on studying English with higher levels.
- * I have more about idiom ,my English is much better than befor now.i'm happy with it.But the parking lot is inconvinence for student.
- * I have been learning ESL for 8 months. I understand grammar clearly, improve reading, writing, listening, and speaking skill.
- * i have a change to practice with other people.
- * I am studied English in the U.S.
- * WE NEED MORE PARKING SPACE AND ROOM FOR STUDY
- * no
- * Nothing
- * to find a job
- * No,I don't
- * It isn't the biggest difference. I can come here to meet my friends. But i want to improve my English because i can talk infuently.
- * thankyou to esl program know I can commucation every where .
- * It is the best decision that I have ever taken.Two years ago I haven't known how to write a sentence, but now I feel mush better because I can. thank you
- * taking classes in Coastline's ESL Program help me grow English.
- * Before i haven't taken classes in Coastline's ESL Program, i couldn't speak English as well as today.I have an opportunity to speak English with the others people.It make me confident when i talk English.
- * every thing good
- * I can understand more what the Americans talk to me, and can speak more English. Thanks My CCC so much.

Biggest Difference, Suggestions, and Comments

ESL Student Survey 2008

Question: 29. What is the biggest difference, if any, that taking classes in Coastline's ESL Program has made in your life?

- * I don't know
- * It help me have more confident when talking to a native speaker. I understand about American's culture, it is very useful to become a good citizen in the future.
- * After I take classs in Coastline's ESL Program, the biggest difference in my life are I amn't nervous to talk anyboby
- * I need understand English, in this country the language is English, so when I understand el idioma can I FEEL GOOD.
- * I learn a lot knowledge which I can help my daughters .
- * I feel more self-confident to have a conversation with a native speaker.
- * nothing
- * It makes me feel comfortable(because of the schedule)and progress easily the new education.
- * I have been having more about English skill
When I study here, I had condition to practice listening , reading and a little speaking
The first time I know 'bout new surrounding, and interesting education
- * I can talk English regularly.
- * I could study more helpful idioms from Ms. Judy. I am really into her class
- * sinse I started study in the le- jao i'm feel so happy and more confident with my english vocabulary and i know ihave learned a lot thank to every one I love this school.
- * my english is getting better now i have confident to speak to american people
- * nothing
- * Helping us can speak English and listen ,how to use Grammar.
- * I have been proving my English skill too much, so I am satisfied in Coastline's ESL program.
- * Improve my english very quickly
- * I have to ttake time to do my homework ,after that I have part time jop .I dont have time for my self .but I am still glad to go to shool.
- * taking classes help me to learn
- * It help everyone can speak fluently english
- * i can speak english better when i come here.

Biggest Difference, Suggestions, and Comments

ESL Student Survey 2008

Question: 29. What is the biggest difference, if any, that taking classes in Coastline's ESL Program has made in your life?

- * It help me to speak fluently English because English ia my second language
- * it is help me to read newspaper,watching television,speaking to everybody.
- * I can speak English to everybody. I can read newspaper, watch TV and movies.
- * I want group conversantion with everybody
- * My son-in-law,and my grandchildren they speak English . Now I can talk with them, and I feel very hapy - Thanks Coatline College.
- * Nothing, my English does not improve much.
- * ESL is very important and prepare to get College. It is my first Semesters I've attended in Coastline's ESL . It's useful and help me alot. Thanks so much !
- * I knew something new and helpful for my life. I also made a lot of friends over here.
- * I can read,write and speak English better than before
- * Now,I understand more English when I listen a radio and TV ,I feel more confident.
- * N/A
- * The biggest difference is I can understand when I listen the Radio, some body speak English and watching T.V.So I know how to write,read, and speak English language better.
- * It's very good for me when I studied at Coastline's ESL.
- * I feel more confident when I talk to American.
- * I understand more.
- * #2.29.30 & 31
- * I have more vocabulary. I speak English much better. I'm more comfortable speaking English in everyday. I have more confidence.
- * I have more vocabulary. I speak English much better. I'm more comfortable speaking English, every life, like going to the supermarket. I can now enjoy going on trips and can understand tour guide.
- * I have more confidence. I speak English much better and this help me in my job. I see that I'm a good college student.
- * I speak English much better, and this helps me in my job. I have more confidence. I see that I am a good college student.
- * I speak English much better, and this helps me in my job.

Biggest Difference, Suggestions, and Comments

ESL Student Survey 2008

Question: 29. What is the biggest difference, if any, that taking classes in Coastline's ESL Program has made in your life?

- * I have more vocabulary. I speak English much better, and this helps me in my job.
- * I have more vocabulary. I speak English much better. I'm more comfortable speaking English.
- * I speak English much better, and this helps me in my job.
- * I had improve my English skills and relationship whit my work partners.
- * This class is very helpful in my daily basis. Because it give me more self-confidence and now I am trying to practice to speak English as much as I can.
- * It makes me more confidence.
- * Now I can speak English better than before.
- * No idea
- * I can communicate with other people.
- * I learn English very well.
- * I learn English very well.
- * That OK Thanks.
- * I learn
- * I can understand and talk with other people. I hope to find a new job in the future.

Biggest Difference, Suggestions, and Comments

ESL Student Survey 2008

Question: 30. Do you have suggestions for how ESL classes should be scheduled (location, times, days, number of hours per day)?

- * no, i do't have any suggestions because it is very suitable for me
- * It's just okie.
- * I think's it's fine.
- * no
- * no
- * no
- * i don't have any suggestions
- * no
- * class start at 9:00
four hours per day
- * the scheduled has been suitable. It doesn't need to change.
- * no
- * School should start at 8:30am
- * yes, I do
- * no
- * no suggestion
- * diversify times and days.
Coastline Le-Jao Center, Westminster isonly one schedule.
- * Can you give some times or days for English 99 class. I mean there is some different times for that class.
- * The parking lot is not enough for us. It make me be late for class a lot.
- * i don't know
- * that's okie.
- * I don't have an idea
- * no

Biggest Difference, Suggestions, and Comments

ESL Student Survey 2008

Question: 30. Do you have suggestions for how ESL classes should be scheduled (location, times, days, number of hours per day)?

- * I think the schedule is very good at ESL classes .
- * no
- * N/A
- * no
- * number of hours per day.
- * Nothing
- * No, I dont
- * No
- * good
- * N/A
- * No
- * no
- * I think you should have some ESL classes in the afternoon than just computer classes.
- * I like to have more classes in ESL class
- * I like this location because it is near my home
- * Yes ,I sugges that conversation class wiil have in the morning .
- * we need more parking lots, it's hard for us to find a spot parking every day at school.
- * should have some grammar in summer
- * I think it's ok.
- * No, I think it's okay
- * I think the schedule is okay.
- * Location and times, days is okay

Biggest Difference, Suggestions, and Comments

ESL Student Survey 2008

Question: 30. Do you have suggestions for how ESL classes should be scheduled (location, times, days, number of hours per day)?

- * It is good.
- * n/a
- * i think school should open a new day to study at friday ...
- * I am a satisfied ESL classes.
- * Need more parking spaces,more microwave,more room
- * no
- * you should have a lot of times for studying. we can choose time for us to easy and comfortable to development
- * no
- * i have no idea.
- * I suggest ESL class is open at Warner
- * no ,everything ok
- * location
- * I want 2hour a day
- * It's good.
- * It's OK.
- * No,I don't
- * I like go to school full time,but day time.
- * N/A
- * study grammar at 10 am not 8am
- * I have no idea.
- * I need more hours at Euclid Coastline's.
- * I suggest class 4 A & B in Coastline Garden Grove Center.

Biggest Difference, Suggestions, and Comments

ESL Student Survey 2008

Question: 30. Do you have suggestions for how ESL classes should be scheduled (location, times, days, number of hours per day)?

- * I want speaking too much in my class. I want to learn more pronunciation.
- * I like it the way it is. I'm happy with program.
- * I'm very happy with the program.
- * I like it the way it is. I'm happy with the program.
- * I like it.
- * Increase dates (3 or 4)
- * I will really appreciate if there were classes for improve pronunciation and also I think it will very good a vocabulary class.
- * It's very good for me.
- * No idea
- * Six days/week
- * Monday - Tuesday - Wednesday

Biggest Difference, Suggestions, and Comments

ESL Student Survey 2008

Question: 31. Do you have any other comments or recommendations?

- * Maybe we need some newer microwaves.
- * no
- * no
- * no
- * no, I don't have any comments
- * no
- * no
- * We waste time very much in some class, because some electricity equipment, such as computer, projector, ... often have a breakdown.
- * no
- * No, I don't
- * I think conversation class program should be change
- * no
- * no
- * i need a more interesting ESL program. we can just improve in a good environment of studying. a bored class would us nothing.
- * Why you don't help us to have a comforatable for parking lot.
- * No
- * Making school warmer, more parking spaces
- * change the way teaching.be nice with the student more.
- * I like to study here
- * no
- * No
- * generally ,everything is ok

Biggest Difference, Suggestions, and Comments

ESL Student Survey 2008

Question: 31. Do you have any other comments or recommendations?

- * i love to study with Judy Montague and Lorreta Davis!
- * i think school may have place to sell fresh or hot and good for student .instead of bring food to school.
- * We need better parking.
- * N/A
- * I think we have our own parking lot.
- * no
- * no
- * Nothing
- * No, I don't
- * No
- * please think about on parking lot .
- * Yes.I do
- * no, i dont
- * good
- * Less students in Classes.
The teachers explain more beside lessons.
- * No
- * no
- * I am very interested in pronunciation, vocabulary and idioms classes. I think that you should have more classes in these classes.
- * NO
- * No ,I don't
- * In any level we had taken ESL class, we needed to be taught about pronunciation.
- * it's okay.

Biggest Difference, Suggestions, and Comments

ESL Student Survey 2008

Question: 31. Do you have any other comments or recommendations?

- * I need more time for the lunch like 45 minutes.
- * The parking at Le-Jao Center is not comfortable. Students have to pay for the parking fee, if not, we have to park far from school. There should be a free parking which is enough for all students.
- * An international students like me need to improve our speaking so we need more time in speaking class or pronunciation. CCC should have another survey to know the feeling or comments of student about their teacher after the semester.
- * I have no idea.
- * n/a
- * nothing
- * no...
- * Good
- * no
- * we need the macowai because alot of student need it
- * no
- * i have no idea.
- * No
- * no
- * I would like some good teacher, teach easy understand, speak clealy beacause we learn ESL
Some of teacher teach so boring and we don't understand??
- * no
- * no ,I don't have
- * It's useful . I love the ESL teacher who is teaching me this Spring.
- * I want the school change another program in Conversation class.
- * No,I don't
- * I recommendation take more chairs in lunch rooms.
- * N/A

Biggest Difference, Suggestions, and Comments

ESL Student Survey 2008

Question: 31. Do you have any other comments or recommendations?

- * I want to have some more microwave at eating room
- * parking is bad
- * It's very good.
- * I am a new student. Sometimes I don't caught the lessons or noticed of secrectery. I will try.
- * When I learned Coastline I think I know more English.
- * When I learned Coastline I think I know more English increases my enjoy of life.
- * I speak with my friends to camen to this school to Coastline's ESL Program has made in your life.
- * We would like to have speaking and listening classes in Coastline.
- * I just want to said thanks to my teacher [Gladys Kempe], because she is who really made the difference!!
- * I'd like to need English 097, 098, 100 evening class.
- * No idea



Program Review 2007-08 Validation Report

English as a Second Language

1. Has the program adequately responded to the elements identified in the outline for instructional or student services programs (see appropriate checklist)?

Yes No

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

2. List the most important things (issues, trends, concerns, etc.) that are apparent from this report:
- A. Credit ESL enrollments have increased by 50% over the past six years, and the ratio of credit to non-credit has also increased significantly.
 - B. Many ESL students appear to be ready and eager for online course offerings.
 - C. Grants require a significant amount of time from faculty, but most faculty members also agree that students benefit from services provided through the grants.
 - D. Parking continues to be a serious problem at the Le-Jao Center.
 - E. District-wide common course numbering is a worthy but complex initiative that the three colleges have agreed to tackle incrementally.
 - F. While the full-time faculty members have accomplished a great deal over the past years, the program has a continuing need for additional full-time instructors who could help with projects, outreach, transition, and online course development and delivery.
 - G. The addition of a full-time counselor who speaks Vietnamese seems to have had a positive impact on the program; approximately 90% of surveyed ESL students report satisfaction with the availability and quality of counseling.

3. 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?

4. List any realistic suggestions the Steering Committee may have for the program based on information in the self-study.
- A. Explore ways to increase the availability of counseling in languages other than Vietnamese and English.
 - B. Advance the time line for offering online and hybrid courses. The target date to begin these offerings should be not later than Spring 2010.
 - C. Conduct targeted course-level SLO assessment in Fall 2008 and report results to the Program Review Steering Committee by February 2, 2009.
 - D. As revisions to the curriculum are completed, map course, program, and degree-level SLOs and develop a plan for assessing and reporting outcomes at each level. (Target date for completion: April 30, 2009)
 - E. Investigate the reasons behind the relatively high attrition rate in non-credit classes (over 23% in Fall 2007) and initiate actions to improve retention.

- F. Although, the ESL Program's creative course scheduling structure was designed to address students' academic needs and goals as well as their financial limitations, the resulting schedule causes some complexities for enrollment and curriculum management. Therefore, the Steering Committee recommends that the program consider options to restructure the curriculum and schedule to:
- a. Ensure the integrity and appropriate rigor of individual courses when/if credit courses of different unit values and/or non-credit courses are offered concurrently
 - b. Create pathways through the program that are more readily understandable by students, faculty, and individuals outside the program
 - c. Facilitate enrollment management and tracking of individual courses, course clusters, and performance levels
5. List program accomplishments and aspects for which the program should be commended.
- A. The Coastline ESL program is a significant part of Coastline and of the Coast Community College District. Students are happy with the program, its teachers, and its facilities (Le-Jao and Garden Grove).
 - B. The ESL Department Chair, Linda Kuntzman, goes above and beyond the call of duty in developing a complex schedule that meets the needs of credit and non-credit students and the instructors. Faculty were unanimous in their satisfaction with the administrative support they receive within the program.
 - C. The ESL Program has for many years been the highest or one of the highest credit FTES-generating programs at the college and is to be commended for that achievement as well as for increasing the ratio of credit to non-credit FTES over the past six years.
 - D. Faculty members are to be commended for their involvement with the OLLI project—a language program that will have benefits for students locally and abroad.

*Prepared by the Program Review Steering Committee
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