**FISCAL YEAR | ID NUMBER | COLLEGE | DISTRICT**
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1991-92 | 91-0003 | De Anza | Foothill-DeAnza

**PROJECT TITLE**

Developing ESL-Supportive Workshops (A Modified Across the Curriculum Approach)

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<td>C --- Special Learning Needs Ed/Dis</td>
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**PROJECT DIRECTOR | PROJECT SUPERVISOR**
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Susan S. Stann, ESL Instructor | Donald Barnett, Dean Language Arts Division

**PROPOSAL DESCRIPTION**

This project was designed to improve academic performance and retention of non-native English speaking students in non-ESL classes who cannot gain access to ESL classes. This was a cross disciplinary effort providing a supportive workshop environment meeting six times weekly in conjunction with a non-ESL academic course. Courses were selected on the basis of high enrollment of the target group. As many as 60 students per quarter were aided in developing mastery of the subject material and improving communication and interpersonal skills essential to academic success.
Foothill-DeAnza Community College District

**Developing ESL-Supportive Workshops (A Modified Across the Curriculum Approach)**

This project will develop ESL-supportive workshops for a non-ESL academic course with multiple sections. The program's goal is to improve academic performance and retention of non-native English speaking students who cannot gain access to ESL classes. The project involves non-ESL instructional staff in delivery of workshops for the target group and includes a series of cross-disciplinary conferences to improve ESL and non-ESL instruction in relation to the target group.

The non-native English speaking student population at De Anza College has increased 15 percent over the last five years. Although the College offers at least 35 ESL sections, there is a waiting list of more than 700 students every quarter. As a result, many non-native speakers do not receive ESL instruction prior to or concurrent with required course work, and their failure rate is high. Further, non-Indo-European speakers are the fastest growing segment of the College's population, requiring twice the contact hours to learn English well enough to get through college and contributing to the increasing strain on the ESL system.

This cross-disciplinary program will develop an ESL-supportive workshop to be offered six times weekly in conjunction with a non-ESL academic course. The course will be selected on the basis of high enrollment of the target group, combined with comparatively poor academic performance and retention. Under supervision of the Program Director, using materials developed with the Department Liaison, Instructional Assistants from ESL and the academic discipline will assist up to 60 students per quarter in developing mastery of the subject material and improving communications and interpersonal skills essential to academic success.

At the end of each quarter, the Research Department will provide quantitative comparison of performance by workshop participants and by nonnative English speaking students unsupported by the workshops to supplement qualitative evaluation conducted weekly by the Program Team. Because the workshops support a multi-section course, evaluation of student performance will also be segmented by instructor.

Quantitative results, student evaluations and continuing scheduled dialogue between ESL and non-ESL instructional staff will provide the basis for revision of workshop format or materials, as well as for guidance to individual instructors. Results of the project will influence continuation
plans and expansion of the model to other courses within the academic budget of the College. The model will be replicable at other community colleges.

Dissemination of the model beyond the original department will include in-service training at De Anza Teachers’ Resource Center, publications and conferences and participation in all FII activities as requested.

This project will develop non-traditional methods of instruction and improve teaching abilities of faculty members to address the needs of these educationally disadvantaged students.
Developing ESL-Supportive Workshops (A Modified Across the Curriculum Approach)

1. Specific Educational Program Being Addressed

PROPOSAL Narrative
This project addresses the following qualifying educational programs:
- Programs addressing special learning needs of educationally disadvantaged students
- Educational services for new clientele
- Programs for improving teaching abilities of faculty members

In Linking Content and Language Teachers- Collaboration Across the Curriculum (1988), Sarah Benesch acknowledges the need for ESL professionals to alert colleagues in other departments to the special problems of non-native speakers and the necessity of all instructors to become more aware of the specialized curriculum needs in these students' content courses. This holds increasing urgency for De Anza College and other community colleges faced with burgeoning populations of non-native English speaking students and a finite capacity of facilities and faculty devoted exclusively to ESL.

At De Anza College, a task force comprised of English as a Second Language faculty, division Deans and the Dean of Instruction identified development of a modified content-based instruction model as an essential part of the college’s response to the slow acquisition of English skills and low academic achievement among its non-native English speaking students.

The team surveyed non-native English speaking students and core content course instructors through questionnaires and informal discussion to identify needs.

Current problems include the lack of available time for instructors to provide individual instruction and practice for students, as well as a lack of curriculum specifically designed to motivate students to attain upper level English speaking and comprehension skills.
In consideration of the economic realities facing all community colleges in California, the challenge is to develop new methods to provide more contact hours with English for students requiring ESL without opening up new ESL sections. De Anza College has no additional classroom space or schedule slots available for new classes and continually faces the difficulty of finding qualified part-time faculty to teach the sections currently offered. Even if the College did locate space, expand classes, hire and schedule the faculty needed, not enough ESL classes could be offered to meet the problem without severely cutting back other areas of academic programming.

Further, requiring ESL students to take a sufficient number of ESL classes to achieve native proficiency before enrolling in other courses would constitute an unreasonable burden. This would require these students to take fewer core courses in required disciplines, greatly increasing the number of quarters needed to graduate and/or transfer to a four-year institution.

De Anza College proposes an approach to instruction that modifies "English as a Second Language across the curriculum," but which would produce a replicable model for use in a wide variety of course work, as well as a wide variety of institutions.

The proposed model is designed to incorporate the advantages of content based instruction into the College's overall effort to help at risk students succeed without the high costs usually associated with content-based approaches and without imposing additional ESL requirements on the students at a time the College cannot provide enough ESL sections.

In addition to meeting the needs of students who are educationally disadvantaged because they are not native English speakers, the project provides for instructional improvement through on-going conferences with the course instructors concerning student performance and recommended strategies for meeting these specialized student needs in the classroom.
2. Specific Problems Being Addressed

Specific Problem Addressed

In 1970 minorities represented 10 percent of De Anza College's service area; in 1980, that grew to 15 percent with minority representation expected to reach 45 percent by the year 2000.

The population of the South Bay has not only doubled since 1960; it has also expanded in ethnic diversity. Over 29 percent of the Santa Clara County population is a member of a cultural or racial minority. In recent years, Asian minorities have increased six percent per year, as reflected in local high school enrollment. At the same time, Hispanic enrollment has declined two percent per year. This may be due in part to the decrease in agricultural industries, which originally drew Hispanics to the South Bay, and an increase in recent Asian immigration, due to both the political upheaval in Southeast Asia and the attraction of Asian minorities to the developing technical industrial base.

California Department of Education estimates an increase in the number of students who are limited in English proficiency by as much as 50 percent by the year 2000. Students whose first language is not English and who are not yet proficient in English now represent one-sixth of the enrollment in the state.

The increase in non-traditional populations has led to an increasing proportion of students unable to function in classwork requiring fluency in reading, writing and speaking English.

Based on student enrollment data, De Anza Colleges non-English speaking student population has increased 15 percent over the last five years. Fully 11 percent of the Fall 1989 student enrollment were minorities speaking English as a second language. Data from De Anza College's retention and division records indicates that failure rates for these students in certain required course work exceeds 50 percent.

As immigration statistics demonstrate, many of these students are foreign-born and, typically, from a low income group. Of 2,000 financial aid applications to the college in 1989, Asian students represented 75 percent of all applicants, compared to 10 percent Hispanic and five percent white. Despite a strong desire for college level education among recent immigrant groups, most are ill-prepared for either employment or advanced education.

While the community college system has been highly successful in attracting these students, many of whom are the first generation in their families able to attend college, it has been less successful in retaining and developing these students along a track that leads from remedial class work to the successful conclusion of a certificate, degree or transfer to a four-year institution.
The community college system must customize and individualize instructional delivery for limited-English speaking students if true equal opportunity is to be offered and quality levels are to be maintained.

At De Anza College, the ESL Division has offered over 35 sections of English as a Second Language each quarter for the last nine years and has always had to turn students away. Recent experience demonstrates that more than 700 prospective ESL students are wait-listed every quarter. The current program is estimated to reach only three percent of De Anza College Students needing English language instruction.

As a result, many non-native speakers either cannot enroll in ESL because classes are full or do not receive enough ESL instruction to succeed in their required course work. Those who cannot take ESL classes often enroll in English composition courses and classes related to general education or career development designed for native speakers and taught by teachers who are not trained to deal with the language problems of non-native speakers.
Population to be Served

Because most students have job-related educational goals, the primary role of De Anza College in educating non-native English speaking students is to prepare them for the rapidly growing job markets in San Jose and Silicon Valley, anticipating rapid shifting demands of industry.

Santa Clara County has the greatest share of past and future job growth in the Bay Area. From 1980 to 1985, over 121,000 new jobs were created. In the next twenty years, it is estimated that 333,000 new jobs will be added. Manufacturing and wholesale trade is estimated to increase 46 percent, service employment 51 percent. Over half of this growth is expected to take place in the greater San Jose area, directly affecting the career opportunities of the students De Anza serves.

The student profile at De Anza is increasingly diverse. Although enrollment of Hispanic students has increased six percent in the last four years and is expected to continue to grow at a steady two percent a year, diversity among the Hispanic enrollment is increasing as the College gains students from Latin American countries other than Mexico.

Asian students who were willing to identify ethnic origins in the 198990 student survey makes up 19 percent of the student population. This student group includes native born and immigrant students from Southeast Asia, Japan, China, Taiwan and other Asian countries. Asian students are the most likely to be recent immigrants and the most in need of English as a Second Language programs and special counseling.

In all, 46 countries were represented in the most recent student profile. While 23 percent of the total enrollment is employed at least part time, fully 58 percent of all ESL students are employed, demonstrating a high level of motivation and commitment to higher education.

Traditional ESL approaches are designed to address the needs of European language speakers. Non-Indo-European speakers, the fastest growing segment of the College's student population, have much more difficulty in acquiring English language structures. These students require twice the contact hours in English in order to learn the language well enough to get through college.

The modified instructional model proposed will initially serve an ethnicity- and age-diverse group of students who have some proficiency in English but who are not currently enrolled in De Anza's ESL program. The common attributes of the group will be that none is a native English speaker and all are enrolled in the targeted course with a commitment to participate in the course-related workshop and assist in evaluation of the model.
4. Objectives

OBJECTIVES

To accomplish the goals of this project (Improving academic performance and retention of non-native English speaking students who cannot gain access to ESL classes; improving instructional skills of non-ESL instructors who teach students without proficiency in English), De Anza College must meet the following objectives:

1. Select a multi-section course with high enrollment by the target group; secure commitment of the non-ESL department to the cross-disciplinary team.
2. Recruit the Program Team.
3. Develop the workshop structure, materials and evaluation systems.
4. Attract non-native English speaking students to the workshop.
6. Conduct continuing and end-of-quarter evaluation.
8. Conduct continuing and end-of-quarter evaluation, including comparison of results from two quarters.
9. Disseminate results within departments, the institution and the education community.
WORKPLAN

A highly qualified ESL professional (Susan Stann, MA, resume attached) has been recruited to serve as Program Director. She will be responsible for overall achievement of the operational objectives of the program as described below.

1. Select a multi-section course with high enrollment by the target group; secure commitment of non-ESL department to the cross-disciplinary team.

   Working with the De Anza College Research Department, the Program Director will research enrollment records to determine the five multi-section courses with the highest enrollment of the target group. She will then research target group grade performance, failure rates and drop-out rates by course to determine which appears to present the greatest academic challenge to non-native English speaking students without benefit of ESL.

   Based on high enrollment and relatively poor performance by the target group, the Program Director will identify her priority course(s) and pursue negotiations with the appropriate Division Dean to secure commitment for a Department Liaison and support for participation of instructors in all sections of the course in evaluation and dissemination activities. Ideally, the Department Liaison will be the course instructor with the best academic performance by members of the target group.

2. Recruit the Program Team.

   The Program Director will be given release time from one class per quarter to develop and manage this project. She will recruit a Program Team as follows:

   • A Department Liaison from the selected course and department. The Department Liaison will join the team in Week 7 of the development quarter (Fall 1991). He/she will consult with the Program Director in the development of the workshop format, materials and schedule, will recruit an Instructional Assistant to the project from his/her department, will participate in on-going and end-of-quarter evaluation activities and dissemination of results. The Department Liaison will collect informal evaluation from peers and communicate such feedback to the ESL Department. He/she will convene instructional staff in his/her department at least twice to discuss recommendations of the ESL Department for classroom strategies and techniques for use with non-native English speaking students. The Department Liaison will devote an average six hours per week to the project, and will be compensated at a non-instructional rate for related activities. He/she will continue with the team through two cycles
of workshop delivery and evaluation, and will remain for six weeks for the preparation of final reports and dissemination materials.

- An ESL Instructor. This instructor will join the team in Week 7 of the development quarter to assist the Program Director in creation of workshop format, schedules and materials. The ESL Instructor will devote an average five hours per week to the project, and will be compensated at a non-instructional rate for related activities. The ESL Instructor will continue with the team during the first cycle of workshop delivery and evaluation only.

- Two Instructional Assistants. The Program Director will recruit one Instructional Assistant from the ESL Department. The Department Liaison will recruit one Instructional Assistant from his/her department. The Instructional Assistants will join the Program Team in Week 7 of the development quarter. In delivering six workshops weekly, it is anticipated these Instructional Assistants will require four hours of preparation and meeting time for team conferences, for a total of ten hours per week each, paid at their regular rate. They will continue with the team through the second cycle of workshop delivery, but will not participate in final evaluation and dissemination activities. The Program Director is responsible for overall training and supervision of both Instructional Assistants.

3. Develop workshop structure, materials and evaluation systems.
During the Fall Quarter 1991, the Program Team will undertake all development activities to create the workshop format, schedules and materials for the selected course. Primary responsibility for workshop specifics lies with the Program Director with the Department Liaison serving as a consultant to the development process. The Program Team will observe course instructors in the classroom, review texts, syllabuses, collateral materials and typical testing and evaluation methods. The Program Team may recommend revision to classroom approaches. It will submit all course-related workshop materials to the Department Liaison for approval.

The Program Team, in conjunction with the Research Department, will determine evaluation criteria and schedules, including feedback conferences to be held with instructors from the course department.

4. Attract non-native English speaking students to the workshop.
The Program Director will work with the Publication and News Department to assure that catalogue course listings highlight the availability of the workshops to non-native English speaking students who are not currently enrolled in ESL. She will work with the Registrar to encourage referral to other sections of the workshop if a student's first choice is not available. Although advance registration will be required and enrollment is limited to 10 students per workshop, the schedule of six weekly sessions will offer a variety of days and times to provide maximum access to the target group.
The Program Director will advise all ESL Division instructors, all academic counselors and all instructors in the course of the availability and scope of the workshops. Additionally, bilingual fliers announcing the workshops will be prepared in selected languages and posted campus-wide as well as distributed at late registration if any workshop sessions remain open.

   The Program Director will secure the academic records of all workshop registrants to assist in determining specific educational requirements the Program Team can anticipate for individuals. Under her supervision, the Instructional Assistants will deliver six workshops each week, providing a mix of communications skills applicable in a variety of settings with specific course-related instructional support.

   The Program Team will meet weekly to review progress, resolve emerging issues and adjust approaches as may be anticipated with a new program. The Department Liaison will confer with other section instructors periodically to collect informal progress reports. All Program Team members will maintain project journals to record compliance with plans, revisions to anticipated activities or materials and anecdotal information which may later provide the basis for qualitative evaluation.

6. Conduct continuing and end-of-quarter evaluation.
   The Program Director will work with the Research Department (And potentially the Registrar’s Office) to establish any non-standard systems required to retrieve quantitative evaluation statistics. The Team will have interest in comparing the grade point performance, retention and failure rates of workshop participants to that of non-native English speaking students enrolled in the same courses but not enrolled in the workshops. Additional depth is attributed to the evaluation process by securing performance information by instructor to determine which faculty members may already have substantial effective experience teaching non-native English speaking students, as well as to identify which instructors may benefit from exposure to strategies and techniques specifically addressing the needs of the target group.

   Evaluation will include student surveys at mid-term and at end-of-quarter. The Department Liaison will specifically survey department peers for their evaluation of the effectiveness of the workshop offerings. The Program Team will conduct a self-evaluation incorporating quantitative results, student surveys, departmental feedback, anecdotal and intuitive qualitative information from project journals. This self-evaluation will lead to revision of the program in its second cycle during the Spring Quarter 1992.

   To satisfy this objective, the Program Team will pursue recruitment, delivery and data gathering activities developed in the Winter Quarter, modified to reflect lessons learned through the evaluation process.
8. Conduct continuing and end-of-quarter evaluation. The Program Team must develop and analyze a second set of evaluation information which compares Spring Quarter performance (Quantitative as well as qualitative) to Winter Quarter performance. The Program Director, assisted by the Department Liaison, will have primary responsibility for creation of the final report, including recommendations for modification and/or expansion to other courses.

9. Disseminate results within departments, the institution and the education community. Immediately after the start of Spring Quarter 1992, instructors from ESL and from the cooperating department will be convened either separately or as a body to disseminate preliminary findings concerning the model program.

The Program Director and the Department Liaison are allotted six weeks following the end of Spring Quarter 1992 to prepare materials for general dissemination. That will include conducting an in-service training at the Teachers' Resource Center, a continuing program of instructional improvement at De Anza College. The College will participate fully as requested in FII conferences and/or publications. Additionally, it is anticipated that the Program Director and the Department Liaison will jointly or singly develop articles for submission to their respective professional publications and/or for presentation at professional conferences.
Expected Outcomes

The Program Team will achieve the nine objectives essential to the successful development of a model replicable within De Anza College and other community college environments. Among the results which will be achieved are the following:

- At maximum enrollment, the College will provide 780 additional contact hours in ESL for non-native English speaking students each quarter. Through the term of the project, an additional 1,560 contact hours in ESL can be provided.

- Contact hours will be provided at a very low student:assistant ratio of no more than 5:1. The low ratio begins to approach individualized instruction without its concomitant high costs. Further, it is anticipated this ratio will better serve the needs of non-Indo-European native speaking students.

- Workshop participants will achieve higher grade point performance in the subject course, lower failure rates and higher retention rates than students in the target group who are not enrolled in the workshops. It is possible participants in the Spring Quarter 1992 will achieve higher performance levels than those in the first quarter when delivery of the workshops is more experimental and subject to revision as emerging needs are identified.

- In addition to improved performance within the non-ESL course, workshop participants will enhance their communications and interpersonal skills and improve their application of those skills to other academic settings and/or the workplace.

- If longitudinal study were possible over time, it is anticipated participants will demonstrate higher academic performance, retention rates and transfer rates; however, this model does not provide for such study.

- The resulting model will be readily replicable within De Anza College and by other community colleges. Relatively low fiscal impacts and relatively high improvements in performance of the target group will make the model attractive to other divisions and institutions.

- Division Deans and the ESL Division will have new information available to them on the comparative performance of the target group in relation to specific instructors. This provides the opportunity for non-ESL instructors who are comparatively successful in meeting the needs of nonnative English speaking students to provide guidance, strategies and techniques to instructors with comparatively less success. Providing individualized information about
instructor performance may identify for some faculty the need and means to improve specific instructional skills.

- Continuing dialogue between the non-ESL department and the ESL Division will increase faculty awareness of the specialized needs of the target group, assist in identification of resources available to help meet those needs and develop cross-disciplinary relationships for future instructional improvement.

- Development of the model drawing upon non-ESL faculty will enhance the future credibility of expansion of the model. The ESL Division will no longer be the sole advocate of programs or program modifications to meet the needs of the target group.

- Anticipating the ability to demonstrate a high degree of success among the target group, the Program Director will be able to develop effective arguments for continuation of the established workshops and expansion of the model to include other courses and/or other divisions within the academic budget of the College. Exclusive of development costs for workshops in other courses, direct costs for continuation of six workshops weekly is about $8,052, or $10.32 per contact hour of highly specialized instruction.
Evaluation Plan
The Program Director will work with the Research Department (And potentially the Registrar's Office) to establish any non-standard systems required to retrieve quantitative evaluation statistics.

The Team will have interest in comparing the grade point performance, retention and failure rates of workshop participants to that of non-native English speaking students enrolled in the same courses but not enrolled in the workshops. Additional depth is attributed to the evaluation process by securing performance information by instructor to determine which faculty members may already have substantial effective experience teaching non-native English speaking students, as well as to identify which instructors may benefit from exposure to strategies and techniques specifically addressing the needs of the target group.

Evaluation will include student surveys at mid-term and at end-of-quarter. The Department Liaison will specifically survey department peers for their evaluation of the effectiveness of the workshop offerings. The Program Team will conduct a self-evaluation incorporating quantitative results, student surveys, departmental feedback, anecdotal and intuitive qualitative information from project journals. This self-evaluation will lead to revision of the program in its second cycle during the Spring Quarter 1992.
8. Dissemination Plan

Dissemination Plan

Immediately after the start of Spring Quarter 1992, instructors from ESL and from the cooperating department will be convened either separately or as a body to disseminate preliminary findings concerning the model program.

The Program Director and the Department Liaison are allotted six weeks following the end of Spring Quarter 1992 to prepare materials for general dissemination. That will include conducting an in-service training at the Teachers’ Resource Center, a continuing program of instructional improvement at De Anza College. The College will participate fully as requested in FII conferences and/or publications. Additionally, it is anticipated that the Program Director and the Department Liaison will jointly or singly develop articles for submission to their respective professional publications and/or for presentation at professional conferences.
[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]