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<td>Development of Proficiency-Based Lab Component for the College E.S.L. Program</td>
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[No information provided in this document for this section.]
This application is seeking bonus points based on its impact on systemwide needs to develop quality English-as-a-Second-Language programs that help students succeed at the postsecondary level.

It would address F.I.I. priorities for program development (efforts to address special learning needs of limited-English speaking students) and staff development (in-service for E.S.L. faculty to strengthen the academic E.S.L. program.) Additionally, this project addresses statewide educational issues, specifically, the Mission priority related to providing quality E.S.L. programs designed to help students succeed at the postsecondary level and several Quality priorities related to the provision of comprehensive E.S.L. programs in community colleges.

The need for effective E.S.L. programs to serve the growing number of New Californians has been well documented. Many limited-English speaking students are low income, needing financial aid, and are the first in their families to attend college. This trend poses a special challenge for the Community College system to provide cost effective, quality instruction to a target population who requires special support. A further problem exists: that decreasing financial resources have capped the number of E.S.L. sections which can be offered in many districts --Southwestern is no exception.

The Board of Governors has reaffirmed its strong support of E.S.L. programs and encourages the development of a comprehensive E.S.L. curriculum with a scope and rigor that parallels degree credit programs. What then, can the field offer to address this educational priority in a manner which ensures instructional quality and cost-effectiveness?

The strategy proposed in this project is to strengthen the existing College E.S.L. Program (similar to many in the community college system) through the development of a lab component to promote language proficiency and cultural understanding. The American Association of Community Colleges (A.A.C.C.) recently released a Foreign Language Education Policy statement which emphasized the need to develop a two-fold approach to second language instruction: (1) an emphasis on language proficiency in the four skill areas of listening, speaking, reading, and writing and (2) an emphasis on cultural understanding which allows students to develop "context" and cultural "know-how." It is our belief that these goals are the same for all second-language learners-including
E.S.L. students.

The idea that English-as-a-Second-Language shares the same goals and challenges as any transfer level foreign language instructional process is an innovative one. Too often E.S.L. has been viewed as a "remediation" program rather than a language acquisition program no different than its program counterparts in foreign languages. This view is paradoxical given the fact that the statewide Academic Senate has published Minimum Qualifications for E.S.L. teachers which identifies one option for entering E.S.L. teaching to be the possession of a M.A. in any foreign language plus a T.E.S.L. certificate (Teaching English-as-a-Second Language). Obviously these minimum qualifications support the idea that the skills, methodologies and theories of language acquisition are equally valid for E.S.L. and any foreign language instruction. This project proposes to incorporate E.S.L. into the Southwestern College Language Acquisition Center (L.A.C.). The L.A.C. is a "generic" lab where second-language students can access individually paced, listening and speaking (listen/respond) materials, work with reading and writing computer programs, and use video and other multimedia equipment/materials. The project strategy suggests that the facilities, methodologies and learning requirements are the same for any second-language acquisition process. Thus, the Board of Governor's goal—to treat E.S.L. with a scope and rigor that parallels degree credit programs—is well served by the proposed model.

This project proposes to strengthen E.S.L. instruction by providing supplemental lab instruction in the proficiency skill areas of listening and speaking, reading and writing. Lab activity courses are more cost effective and, most importantly, a much needed practicum for students enrolled in lecture/theory courses. The development of an E.S.L. lab program will not only provide for reduced direct instructional cost (instructor load credit adjustments), it will also be possible to serve larger numbers of students by way of a lab delivery wherein students enrolled in different E.S.L. courses and levels can simultaneously receive instruction and services. The lab also provides an opportunity for students to pursue independent learning and individual support tailored to their language needs. In addition, the lab would allow students who have completed E.S.L. courses to review course content as the need arises, without need for an instructor's assistance. Faculty will receive training in proficiency-based methods and curriculum development funds to design the lab curriculum, revise existing core classes and incorporate "culture content" modules as needed.
A major innovation of the proposed program is the integration of E.S.L. into the Language Acquisition Center, which offers transfer level courses. No distinction is being made between E.S.L. and other foreign language courses in terms of rigor, academic quality and accountability. We believe this approach maximizes the possibility of mainstreaming students into the degree-credit curriculum upon their completion of E.S.L., precollegiate courses. E.S.L. students would be enrolled in a "parallel curriculum" with transfer programs--a priority identified by the Board of Governors.
This project addresses the program development priority supported by the Fund. Specifically, the proposed activities to strengthen the College E.S.L. program are designed to meet the special learning needs of educationally disadvantaged students, namely, the limited-English speaking population (LEP).
Southwestern College enrolls significant numbers of "new majority students" (the more culturally diverse, and nontraditional student population). The District's ethnic "minority" population is 58%; over 40% of the population is Latino, almost 12% are Asian, and almost 6% are African American. The poverty rate for individuals in the College service area is 15% higher than for residents of the county.

The College itself enrolls a wide range of students from all ethnic origins, including many with limited-English proficiency. In Fall, 1992, the total enrollment was 17,220 students; approximately 69% come from ethnic minority groups. Latinos comprise 45% of the student body. one of every three Southwestern College students is a first-generation college student--the first in their family to continue their education beyond the secondary level. In addition, English is not the native language of 43% of Southwestern College students; it is not the native language of 77% of Southwestern College's Hispanic students. 32.6% (4703) of new students who enrolled at Southwestern College in Fall of 1992 were low income as defined by the U.S. Department of Health and Human Services.

Institutional research indicates that low-income, first generation students face a range of academic and personal problems that affect their ability to persist in their post-secondary education. one of the most pressing academic problems is their lack of college-level basic skills in reading, writing and computational mathematics. In terms of the specific needs (E.S.L.) addressed in this project, it is significant to note that in the area of reading, more than one-half (52%) of Southwestern College students at the point of entry were not reading at the required college-level exit competency (13th grade). In writing, 56% of entering students in Fall, 1992 were not able to enroll into transfer level writing courses. In a 1989 campus climate survey conducted at the College as part of a statewide study, participant students reported that curricula across disciplines is lacking multi-ethnic perspectives. Many respondents noted barriers in terms of intercultural communication.

A growing problem at the College--one that is not unique to the campus--is the number of students who successfully complete academic or vocational programs, as in nursing, for example, but cannot pass the state certification or licensing test. The barrier appears to be the lack of proficiency in reading, writing and language comprehension skills. In short, students lack sufficient English proficiency to pass exams. It appears that
students can successfully pass courses where a supportive learning environment is maintained and, more importantly, where reading and writing tasks are not time-controlled. This project offers strategies to improve English proficiency in a lab setting. Students in all programs will be able to avail themselves of instructional support services in language skills.

The foregoing description clearly indicates that Southwestern College is a microcosm of the state community college population. Thus, the program strategies and instructional model proposed in this project address educational issues identified by the Board of Governors. The Basic Agenda priorities focus on the need to provide E.S.L. and support services to help students succeed at the postsecondary level. In the area of "Educational Quality", the Board of Governors has reaffirmed their support of programs in E.S.L. and has encouraged the development of a comprehensive E.S.L. curriculum and an approach which ensures the provision of sufficient E.S.L. and basic skills courses. This project addresses these priorities, and the approaches which have been identified can be transferred to other academic programs on campuses which enroll significant numbers of LEP students.
As has been described in section 3 and 4, the problems addressed by the project are broad ones affecting limited English-speaking students. Specifically, however, the target population directly served by this project on campus is the E.S.L. population. In Fall, 1993, the College offered 52 sections of E.S.L.; the approximate enrollments in the program totaled 1490. By far, the largest ethnic "minority" enrolled in the program is Latino. As described in the discipline's Program Evaluation report produced in 1989, the E.S.L. program provides a principal point of access for non-traditional students.

The E.S.L. population is characterized by high Latino enrollments (92%) as is logical given the make-up and border location of the District service area. Total "minority" enrollments constitute 99% of all enrollments in E.S.L. Large numbers are drawn from low-income levels; indeed, the median family income in E.S.L. is approximately $9500. By definition, students enrolled in this program are first generation college students in the United States. on their college applications, these students report primary support service needs to be counseling (all areas-transfer, career, and personal) and financial aid. A secondary support service need is tutoring. Students also reported that they perceived language problems to be a chief obstacle in their educational progress (52% of E.S.L. respondents).

The College has an enviable track record in terms of providing E.S.L. instruction. The program was one of the first in the state to receive full credit approval under the Chancellor's Office "credit guidelines" for E.S.L. The curriculum is structured to promote proficiency in grammar, listening and speaking, reading and writing at the beginning, intermediate and advanced levels of E.S.L. instruction. A "bridge" of regular English courses (Engl 60: Fundamentals of Grammar and Engl 65: Basic Writing) provide a transition for E.S.L. students into the academic mainstream. Faculty have continuously refined curriculum to incorporate new methodologies and techniques.

Despite the efforts to provide a comprehensive E.S.L. program! several gaps exist. As described above, students enter the College with severe skill deficiencies in all areas. Beyond lecture courses, students need more instructional reinforcement, more time to practice and apply what they are learning in core E.S.L. classes. Frequently, students need more individualized attention and require prescriptive assignments matched to their individual learning needs. Because students learn at different rates, many require additional "time on task" and opportunities for independent learning. These
needs cannot be easily accommodated within the traditional lecture core E.S.L. course structure.

In addition to providing increased instructional services to E.S.L. students, the need also exists to develop approaches that will promote successful student entry into the academic mainstream. Students frequently experience "culture shock" upon leaving the supportive learning environment provided by trained second-language instructors. Students need to strengthen their independent learning abilities, time management skills, and individual capabilities to identify and tap into appropriate college support services. Limited-English speaking students outside the E.S.L. program (or concurrently enrolled in other vocational or academic programs) need to avail themselves of language support services (as indicated in student self-assessments). As noted earlier, LEP students who can function well outside E.S.L. may still need to work on language proficiency at the time of licensing or certification exams. Currently no program or instructional support services exist for this purpose.

Beyond these instructional concerns, questions of program funding make it imperative to develop alternative, cost effective approaches to meeting E.S.L. educational needs. The College has been "over-cap" in recent years which has made it difficult to provide sufficient E.S.L. sections to meet demand (particularly at prime time, during morning and evening hours). The current state educational funding crisis makes it improbable that program expansion can occur; indeed, the trend is toward "doing more with less." The development of a lab component in E.S.L. proposed in this project offers one cost-reducing strategy. Faculty may choose to integrate lab hours into existing core courses or develop co-requisite lab courses. Either approach would allow for the provision of instructional services at lower cost and for the development of instructional support services open to any LEP student not enrolled in E.S.L.
To address the specific educational problems and meet E.S.L. student needs, the College proposes to develop a proficiency-based lab component for the E.S.L. program to increase the emphasis on language proficiency in the areas of listening and speaking, reading and writing. Additionally, teaching strategies, course activities, and instructional materials will be identified and incorporated to emphasize cultural understanding which will allow students to develop "context" and cultural "know how" in accordance with A.A.C.C. recommendations. Accomplishment of such goals will entail activities in staff development, curriculum materials identification and selection.

The three major performance objectives to be accomplished on this project are:

1. **By the end of the project year, faculty will complete a proposal for an E.S.L. lab curriculum to be submitted to the College Curriculum and Instruction Committee.**

2. **By the end of the project year, project Task Force faculty will design and implement a staff development program to address proficiency-based teaching methods and culture content.**

3. **By the end of the project year, selected E.S.L. faculty in conjunction with Learning Resource Center staff will identify, select and purchase appropriate E.S.L. lab materials for listening/speaking, reading and writing - to complement beginning, intermediate and advanced levels of E.S.L. instruction.**
To accomplish project objectives, a Project Task Force will be established composed of selected full-time E.S.L. faculty. In conjunction with the Division Dean, Task Force members will be responsible for planning, assigning and monitoring the project performance. Stipends will be made available to support faculty in writing appropriate lab curriculum and submitting new or revised course proposals to the College Curriculum and Instruction Committee. The C. & I. schedule requires that new or revised course proposals be submitted by the end of the Fall semester. Therefore, the first half of the project year will be devoted to curriculum development. Staff development activities that are part of objective 2 will provide support to the curriculum development component.

In addition to guiding curriculum development activities, the Project Task Force will plan and schedule appropriate staff development activities that address objective 2 to provide all language acquisition faculty--full and part-time, foreign language and E.S.L.--with opportunities to learn proficiency-based teaching methods, curriculum design skills and culture-content approaches. Staff development activities will be conducted at all phases of the project year. Thus, workshops will be initially scheduled to explore E - S. L. lab curriculum models and proficiency-based teaching approaches open to all program faculty. Subsequently, instructors will be invited to participate in staff development activities designed to enhance teaching methods, both in proficiency-based and culture content areas. Finally, training workshops will be conducted for all full-time and part-time faculty to provide inservice on newly developed courses and lab activities.

Throughout the project year, selected faculty, in conjunction with the Learning Resource Center staff, will identify and purchase appropriate E.S.L. instructional materials (software, tapes videos, etc.).

The allocation of project resources will be as follows: Faculty will receive stipend pay to write lab curriculum (either new courses to be submitted to the Curriculum and Instruction Committee or revisions of core E.S.L. courses). Selected faculty will also receive stipend pay to work on objective 3 and select lab materials and software programs as needed. Project funds will be used to purchase lab materials as this represents a new program cost. Thereafter, maintenance and expansion of the materials collection can be incorporated into program supply budgets. Only direct staff development costs (e.g., consultant presenter fees, workshop materials, etc.) will be paid through the project. Participation on the project Task Force and in staff development activities are recognized to be part of full-time faculty responsibilities.
Expected Outcomes.

This project model--the design and implementation of a lab component to support proficiency-based E.S.L. instruction in listening and speaking, reading and writing--could provide a program option, a prototype, for other community colleges seeking to enhance their own E.S.L. programs. The Southwestern College student population, as has been shown, is a microcosm of the statewide community college non-traditional clientele. The academic needs of the college's limited-English speaking population are typical of those in other institutions: needs for language proficiency, need for flexible course and instructional service delivery, and need for continued academic support from LEP students enrolled in non-E.S.L. programs (many of whom may be preparing to pass state exams in their fields).

Project implementation would provide a much needed service to our own E.S.L. student population. Students enrolled in core lecture classes could access lab services to reinforce their language acquisition, receive individualized instruction, and practice language skills. Specialized lab courses would provide more cost-effective instructional delivery, and the lab technology makes it possible to deliver instruction more flexibly (e.g., students can "clock-in" required hours in a convenient manner). The lab would provide simultaneous services to students enrolled in different E.S.L. levels and courses.

Institutionalization.

All project curriculum, services and materials will be institutionalized at the conclusion of the funding period. Lab curriculum- will be incorporated as part of the College E.S.L. program. The costs for continued maintenance and expansion of the E.S.L. lab materials collection will be funded through existing Division supply budgets as well as L.R.C. budgets established to support instructional programs. (The project will have provided the much needed start-up costs only). Staff development activities are an on-going part of the instructional program. The College schedules flex days, and it is anticipated that E.S.L. faculty will use these to pursue ways to strengthen their teaching skills.
Evaluation activities for this project will consist of two types: process evaluation for the first year and formative or outcome evaluation to be conducted over the next one to three years.

Process evaluation will entail monitoring project activity milestones to see that these are carried out. Primarily the Division Dean in conjunction with selected Task Force faculty will be responsible for on-going process checks. How well were activities carried out? Were there unexpected problems or obstacles (e.g., were vendors unavailable, was scheduling problematical, etc.)? Were there unanticipated gains as is frequently the case—whereby more can be accomplished? For instance, in addition to designing lab curriculum, it may be relatively easy to add "open lab" hours and develop learning activities for these. In short, the Dean in conjunction with Project Task Force members will recommend adjustments in timelines, faculty reassignment, revision of work sequence etc., as needed to ensure accomplishment of project objectives by the end of the project year. All staff development activities (objectives 2) will be evaluated through participant questionnaires, and data will be summarized and made available for follow-up and planning by the Project Task Force. Project progress will, of course, be documented as required through Evaluation Reports specified by the Chancellor's Office.

Beyond the project year, the Division Office in conjunction with the College Research Office will gather E.S.L. student enrollment and performance data to evaluate the effectiveness of project strategies. How well did E.S.L. students enrolled in lab curriculum perform compared to cohorts of students not enrolled in these activities? Performance measures will include course completion, G.P.A. and subsequent student course sequencing data. Qualitative evaluation will also include measures to assess faculty satisfaction with curriculum and, by way of classroom assessment techniques, students will have the opportunity to provide feedback on effectiveness of lab activities.
Other colleges which provide comprehensive E.S.L. instruction will have access to the project lab model through established channels. Southwestern College "articulates" its E.S.L. program with other San Diego county community colleges on a regular basis. Most of the program faculty on campus belong to professional organizations such as C.A.T.E.S.O.L. and E.C.C.T.Y.C. (the E.S.L. and English department statewide organizations). It is likely that they will disseminate project results through papers, presentations, etc. There is no question that the project is adaptable to any community college E.S.L. program which provides instruction in the skill tracks of listening and speaking, reading and writing. A project report detailing the project workplan and products will be prepared. An executive summary will be sent to the E.S.L. programs of each California Community College. The full report will be made available to any California Community College that requests it.

Results from both phases of evaluation (process and early outcome results) will be incorporated into the final report and disseminated to E.S.L. faculty for purposes of continued program assessment and improvement.
[No information provided in this document for this section.]