ESL Program

Program Review

2009-2010 Academic Year

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Executive Summary

Housed in the Modern Languages Department, the English as a Second Language (ESL) program offers six classes in ESL to international students who need further study of English to improve their reading, writing, and grammar skills. The majority of international students in the ESL program are assigned to specific ESL classes based on their TOEFL (Test of English as a Foreign Language) score or its equivalent (the ULV English Proficiency Text, IELTS—International English Language Testing System, or the English Language Service Level 112 minimum score). As a result, these students are required to successfully complete ESL classes before taking the General Education writing sequence required of all traditional undergraduate students. While the ESL program has seen an increase in numbers over the past two years, student classes remain small: no class has been larger than twelve. For the past six years, adjunct faculty who specialize in teaching ESL have taught the six ESL courses offered in the program.

The learning outcomes for classes in the ESL program facilitate language acquisition, writing skills and cultural understanding necessary to participate in a university environment. Coursework in the ESL program is offered at three different levels of proficiency, from beginning to advanced. Students at each level take two courses—a core class and a practicum—totaling six semester hours of credit each semester, none of which are credited toward their graduation. The remaining semester hours of credit needed to fill the minimum full-time requirement of twelve semester hours must be drawn from regularly scheduled courses in the traditional undergraduate curriculum offered each semester.

Students in the ESL program have struggled with integrating into regular credit courses and completing the requirements to graduate from La Verne. The need to improve and "grow" the ESL program must be part of the larger conversation with regard to improving the academic and student support of international students at La Verne. In general, the graduation rate for international students between Fall 2002 and Spring 2010 has been below average: only eleven of the 105 international students enrolled since 2002 have graduated. In assessing the academic standing of the thirty-eight students who left La Verne without a degree, nineteen students were in good standing. Of the fifty-three international students currently enrolled as of Spring Semester 2010, thirty-four students are in good standing, twelve are on academic probation, five have received academic warnings, and two have been academically disqualified, but were reinstated by petition (statistics provided 4/6/10 by Academic Advising).

The reasons for such a low graduation rate need to be studied on a larger scale and are beyond this program review.

The assessment procedures included an evaluation of ESL course syllabi; an evaluation of Spring 2010 ESL final exams, final essays and final grammar exam grades; ESL Focus Groups with students and faculty, and a SWOT analysis with program stakeholders.

The findings suggest the following:

1. The ESL program needs a Teaching English as a Second Language (TESL) expert to run the ESL program and evaluate the admission levels, curriculum, policies, and placement of students in the program. The program and its faculty need to be assessed regularly.

2. The ESL program needs structure as a program of study that includes student cohorts and advanced classes. The university needs to fully support these efforts.

3. The faculty who teach in the ESL program have been supportive and accessible to ESL students. They have been sensitive to the religious and cultural practices of their students while also helping them learn and acculturate.

4. The ESL program curriculum helps facilitate language acquisition, writing, reading, grammar, and research skills; however, students who complete the program require further study of or assistance with the English language (grammar, sentence structure, etc).

5. While students within the program are required to be full-time students and take a minimum of 12 and no more than 14 semester hours of credit each semester in order to receive financial aid, the majority of students who are in low-level ESL courses (namely, ESL 101 and 103) are unprepared to take university-level courses. Consequently, many are eventually academically disqualified.

6. Students, administrators, faculty and other stakeholders mentioned the need for more resources, such as lab space, ESL lab materials, tutors and ESL tutorials, advising, courses/training in American culture and customs, etc.

7. Students expressed a desire for more cultural immersion experiences, i.e. placement with a family, courses in American culture and customs, etc.

8.   Administrators, faculty and other stakeholders suggest that ESL students receive support from various departments and campus programs (such as the Learning Enhancement Center and International Student Organization), and that there are not enough resources designed specifically with the needs of ESL/international students in mind. Student feedback also suggests that, while the ESL program helped prepare them for university coursework, they felt a stigma attached to being an ESL/international student.

Specific recommendations for action are as follows:

1. Request a faculty line and funding for an ESL program director/administrator who specializes in the teaching of ESL (TESL).

2. Assess placement exam levels and insure consistent application of the placement exam procedures and policies by a TESL expert/administrator.

3. Hire a full-time tenure track ESL instructor, or maintain part-time instructors who specialize in TESL.

4. Consider revising, developing and expanding the program curriculum to include core content classes and elective/advanced classes with student cohorts for a total of twelve-fourteen semester hours of classes each semester, so ESL students can integrate into regular credit classes only after they have successfully completed ESL 101/101P and 103/103P.

5.   Raise the ESL program standard by: (1) changing the passing grade for ESL classes from a D- to a C- to parallel the general education Written Communication requirement and (2) increase the number of hours per week of ESL courses, including content-specific courses for international students to provide a more intensive English language immersion experience, accelerated acculturation, and preparation for regular, undergraduate coursework.

6. Garner support for ESL lab resources (language tapes, audio visual language tapes, etc)

7. Enhance academic support for international students by hiring regular ESL tutors in math, writing and other content-specific courses in the Learning Enhancement Center and/or for study skills classes.

8. Request funding for a "First Year Experience" type class for international students.

9. Request a dedicated advisor specifically for ESL program students.

10. Enhance international student services to include academic advising, cross-cultural training or immersion experiences (family placement), and student activities.

I. Introduction

The Modern Languages Department at the University of La Verne conducted a program review of the ESL Program during spring and fall semesters, 2010. Documents related to the program were examined and interviews were conducted with ESL students, university faculty and other stakeholders during the review process to examine the mission and to assess the curriculum and learning outcomes of the program. Results from analysis provide a summary of strengths and weaknesses of the program and provide the basis for action items to improve program effectiveness. Specifically, the review includes a description of the program, a description of assessment procedures, an assessment of learning outcomes, and a list of action items to address the future direction of the program.

II. Mission

The mission of the ESL program at the University of La Verne is to improve college-level reading, writing, and grammar skills of English language learners in preparation for the challenges they will encounter in university courses.

III.   Program Goals and Learning Outcomes

The program consists of scaffolded classes that promote language acquisition and cultural understanding necessary to fully participate in the university environment. The goals of the ESL program are the following:

1. Students will be able to identify the main and supporting ideas of a level-appropriate text.

2. Students will be able to write a composition by developing a single idea with good organization and appropriate support.

3. Students will be able to locate appropriate reference sources using the library and the Internet.

4. Students will use correct grammar, appropriate vocabulary, and a variety of sentence structures to communicate ideas effectively.

5. Students will demonstrate awareness of themselves as responsible, self-directed language learners through class participation and self-assessment.

6. Students will be prepared to enter university course work and succeed in a language and culture that may differ from their native language and/or culture.

IV. Program Capacity and Description

A. Organization

The ESL program offers courses that help students to improve their reading, writing, and grammar skills and to prepare students for college-level courses. The program serves the needs of students who have met university admission standards, but require further part-time language study.

Prior to 1988, the program had been a "full-range intensive program" jointly administered by the university's Humanities Division and the American Armenian International College. It then became part of the Department of English and Foreign Languages. Janice Johnson, who helped design the curriculum, was program director of the ESL program until 2004. Currently, the program is housed within the Department of Modern Languages and has no program director and no dedicated full-time faculty.

Scheduling for each semester is done in ad hoc fashion by the adjunct faculty in response to the Department of Modern Languages chair, while scheduling for the English Proficiency Test is coordinated by the adjunct faculty, the director of International Students, and the administrative assistant in the Department of Modern Languages. Scoring for the exam is also the responsibility of the adjunct faculty.

B. Faculty and Staff

At present, the ESL program has two adjunct faculty who teach the ESL courses. Steve Pell, who specializes in TESL, is a full-time, tenured faculty member at Pasadena City College. He received his master's degree in Rhetoric & Composition and his master's degree in TESL from California State Polytechnic University, Pomona. Lindsey Pilgreen received her master's degree in English with a specialization in TESL and American literature from California State Polytechnic University, Pomona. She teaches at various other universities, including Pasadena Community College's ESL Program and USC's Language Academy.

Since the 2004-2005 academic year, the ESL program has been without a program director or any full-time, tenure-track faculty members. The administrative assistant in the Modern Languages Department provides secretarial support to adjunct faculty who teach ESL courses.

C. Courses and Course Enrollment History

The ESL program consists of six classes: ESL 101 and 101 Practicum (101P); ESL 103 and 103 Practicum (103P); and ESL 105 and 105 Practicum (105P). All classes are listed in the catalog as three or four semester hours, but are generally offered as three semester hours each semester. Qualified adjunct faculty members teach the ESL classes. Classes emphasize skills in reading, writing, research, grammar, and language acquisition.

The course descriptions:

ESL 101, Language Development I: Focuses on integrated development of linguistic skills including listening, speaking, reading, and writing.

ESL 101P, Language Development I, Practicum: Extended practice in written and spoken communication.

ESL 103, Language Development II: A continuation of 101.

ESL 103P, Language Development II, Practicum: Extended practice in written and spoken communication.

ESL 105, Communication Skills in ESL: A continuation of 103. Fulfills WRT 106 requirement for non-native speakers of English.

ENG 105P, Communication Skills in ESL, Practicum: Extended practice in written and spoken communication.

All courses in the ESL program have an enrollment cap of 22. In ESL 103/103P and ESL 105/ESL 105P, students must receive a grade of D- or higher in order to pass the class; this is the same grade level considered passing for all general education classes (except for courses that are part of or equivalent to the Written Communication requirement which require a passage rate of C- or higher) in the undergraduate curriculum. In reviewing the ESL classes taught over the last five academic years, ESL classes have remained small. The largest class size has been 12 students. As a result, usually two —if not all three—ESL classes have been combined and taught at the same day/time by one professor.

ESL Courses/enrollment	2005-F	2006 Sp	2006-F	2007 Sp	2007-F	2008 Sp	2008-F	2009 Sp	2009-F	2010 Sp
101/101P	6	1	2	1	2	0	12	7	3	0
103/103P	6	2	3	3	0	4	1	6	8	3
105/105P	4	3	1	3	4	0	2	1	7	11

In addition, while class sizes have been small, the total number of students in the ESL program has increased:

ESL Program	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
# of students Fall semester	16	6	6	15	18
# of students Spring sem.	6	7	4	14	14

The lack of additional courses in the ESL program is an area of concern. International students must register as full-time students, which means they must

be enrolled in at least twelve semester hours of coursework each semester. In the ESL program, students usually take two ESL classes and at least two regular university classes for credit per semester. Students who have placed in low-level ESL classes and need further study to improve their English skills have, in general, been unprepared for such a course load.

Other universities that run ESL programs have set curriculums that provide students with an average of twenty or more hours of ESL classes per week compared to our requirement of six hours per week. For example, Cal Poly Pomona's English Language Institute (which divides its year-round program into four 10-week quarters) requires students to take two two-hour core courses five mornings-a-week (twenty hours of ESL per week), plus an elective and/or a conversation class which are offered four afternoons a week. The University of Southern California's Language Academy (which runs on a 14-week fall and spring semester and two six-week summer terms) offers students three content-based courses and afternoon electives five days a week for a total of 21 hours of class each week.   As a result, low-level ESL students at these (and other) universities are immersed in learning English and American culture before taking regular university classes (see program brochures in Appendix 11).

D. Testing/Placement Procedures

ESL placement procedures for international students at La Verne have been confusing and problematic.

As of the 2010-2011 academic year, ESL placement is based on the TOEFL score or its equivalent (the ULV English Proficiency Test, IELTS-International English Language Testing System, or the English Language Service Level 112 minimum score). Students who have a TOEFL score between 475 and 524 (TOEFL computer: 152-195; iBT: 53-69) are placed in ESL 101 or 103 classes. Students then go through the sequence of ESL classes (101, 103, 105) prior to beginning the sequence of Writing courses 109, 110 and 111 in the Writing Program. Students with scores above 525 are placed in Writing 106 or 110 (See Appendix for the complete guidelines).

At the same time, the placement policy for international students appears in different, contradictory forms in the academic catalog as opposed to the advising handbook and possibly in other administrative forms involving the different constituencies related to teaching, placing, and advising students. For example, according to the academic catalog, ESL 105 fulfills Writing 106 for non-native speakers, yet La Verne's Advising Handbook (2009-2010) lists Writing 106 as the next course in the sequence of courses after completion of ESL 105, unless a student receives a C- or better in ESL 105 at which point the student would enroll in WRT 109. In addition, prior to the 2010-2011 academic year, international students were also required to take a placement examination upon their arrival at La Verne, regardless of their TOEFL (or its equivalent) score. Student scores on the examination placed them in the appropriate ESL or Writing class. Furthermore, for

the past five years, adjunct faculty in the ESL program have not been kept up to date on the curriculum changes in the Writing Program. These changes have had a direct and chilling effect on ESL student placement, i.e., ESL students are no longer automatically transitioned directly into Writing 110. This in turn has affected their academic program planning and has been the cause of much frustration among international students. This confusion has been further exacerbated by the lack of communication between the different constituencies involved with making these changes in placement and policy.

Another area of concern is whether La Verne should increase their minimum TOEFL score for admissions and re-establish a placement exam. Stakeholders have commented that admission levels have been inconsistently applied to students and passing levels fluctuate. This has become a concern of note among the upper administration of La Verne as well, to the point where in July 2010 the provost unilaterally increased the English proficiency admission requirement for international students beginning Fall 2011.

E. Advising

International students are advised by regular, full-time faculty in their chosen major.   Prior to the declaration of a major, students are advised by a general advisor in Academic Advising. Students may take no more than 14 semester hours of credit each semester until the ESL requirement is complete.

F. Facilities and Resources

Facilities and resources available for ESL students are generally lacking, with a limitation in funding frequently cited as the reason for this deficiency. For example, the absence of ESL language lab materials is a major area of concern. In 2008, when the language lab located in Miller Hall was moved to a different location in Miller Hall, all ESL language lab materials and resources (tapes, videos, workbooks,) disappeared. These materials were invaluable to ESL students' achievement and need to be replaced. Currently, there is no language lab coordinator who oversees or maintains inventory of language lab resources.

In addition, the absence of tutors who specialize in working with second-language learners is another vacuum in resources necessary for the success of ESL students.

In the 2009-2010 academic year, the College of Arts and Sciences supplemented the budget of the Learning Enhancement Center (LEC), under the direction of Steve Kinzie, with the express intent of funding two ESL-dedicated tutors. The LEC worked with ESL instructors Steve Pell and Lindsey Pilgreen and Department of Modern Languages' chair Ann Hills, to provide supplementary instruction and support to the unusually large number of entering ESL students. Supplementary assignments to be completed with the assistance of a tutor were designed by the ESL instructors. This pilot program appears to have been beneficial.

Unfortunately, funding was limited to the academic year and has not been continued.

For the academic year 2010-2011, LEC director Corinne Hinton received funding from the Provost Contingency Fund to again hire two tutors with expertise in ESL to serve La Verne's international students. Unlike the previous program, however, there has been no structured coordination between ESL instructor Steve Pell and the current tutors at the LEC.

G. Curriculum Comparisons

La Verne offers six ESL courses at three different proficiency levels. Each course is offered for credit as 3 semester hours, which equates to about a three-hour meeting per class each week.

The curricula of five local and California State University ESL programs (San Francisco State University, Pasadena City College, Cal Poly Pomona, USC, Cal State Northridge) were analyzed in comparison to La Verne's ESL program: all offered their students at least twenty hours (the number of ESL courses at each university varies, but the two or three core content-courses of these programs meet for a total of twenty hours per week regardless of whether the program is on a semester or quarter system) of ESL class hours per week at various skill levels. Separate classes in composition, grammar, reading, vocabulary and pronunciation, speaking, and general electives on American culture were offered. These programs provided instruction at four to seven proficiency levels compared to La Verne's three proficiency levels. Cal State Northridge allowed advanced ESL students (who were academically eligible) to substitute university credit courses for one or more of their intensive ESL courses.

Chapman University and Whittier College do not have ESL programs. However, ESL Educational Services conducts ESL classes at Chapman University and Kaplan International College conducts ESL classes on Whittier College's campus. For a detailed curricular comparison, please see Appendix 10.

V. Assessment Procedures

The following methods were used to assess the ESL program learning outcomes.

Focus Group with ESL program students

Focus Group with selected faculty members in the College of Arts and Sciences and the College of Business and Public Management

SWOT interviews with stakeholders

Evaluation of student final exams, final essays, and final grammar exam grades

Evaluation of ESL course syllabi

VI. Findings

Findings for each of the five learning outcomes will be discussed in turn.

(1) Students will be able to identify the main and supporting ideas of a level-appropriate text.

The evaluation of syllabi and student grades for ESL 103 and 105 (Spring 2010) suggests that, according to instructor assessment, students have the ability to identify the main and supporting ideas of a level-appropriate text. All students in ESL 103/103P and 105/105P passed.

(2) Students will be able to write a composition by developing a single idea with good organization and appropriate support.

According to a review of the syllabi, all courses are structured to meet this goal.

In ESL 103 (Spring 2010), all three students received an A on their final essay. The evaluation of eleven ESL 105 final essays (Spring 2010) shows that the average grade on this research assignment is B (86%). Six students received an A, two students a B, 1 student a C, and two students a D. All are passing grades. This indicates that, according to instructor assessment, all students had fulfilled this learning outcome.

(3) Students will be able to locate appropriate reference sources using the library and the Internet.

According to a review of the syllabi, all courses are structured to meet this goal.

The evaluation of eleven ESL 105 final essays (Spring 2010) shows that the average grade on this research assignment is B (86%). Six students received an A, two students a B, 1 student a C, and two students a D. This indicates that, according to instructor assessment, all students fulfilled this learning outcome.

(4) Students will use correct grammar, appropriate vocabulary, and a variety of sentence structures to communicate ideas effectively.

According to a review of the syllabi, all courses are structured to meet this goal.

The evaluation of eleven ESL 105 grammar exam grades shows that the average grade is C (76%). Five students received a failing grade(65%). This indicates that, according to instructor assessment, almost half of the students in ESL ESL 105/105P still needed to work on their grammar, vocabulary, and sentence structure and did not fulfill this learning outcome.

(5) Students will demonstrate awareness of themselves as responsible, self-directed language learners through class participation and self-assessment.

According to a review of the syllabi, all courses are structured to meet this goal.

The findings from the ESL Student Focus Group show that students in the ESL Program enjoy the challenge of course work because "they are able to compete in their regular courses." Several students mentioned how much they "enjoy the active classrooms" at ULV because "they feel that their opinion is 'worth something.'"

Students, however, also mentioned the limited resources of the ESL program (lack of tutors, adequate lab and proper ESL lab material/software). Adequate lab space and lab materials would allow them to further their language studies outside of the classroom.

The findings from the Focus Group with faculty and SWOT interviews with stakeholders suggest that the limited tutors and lack of lab resources were problematic and detrimental to student learning.

(6) Students will be prepared to enter university course work and succeed in a language and culture that may differ from their native language and/or culture.

According to a review of the syllabi, only ESL 105/105P is structured to meet this goal.

Based on the statistics for international students who have been enrolled at ULV between Fall 2002 and Spring 2010, more than half of the international student population have struggled or are struggling academically (i.e. have been on academic probation, received academic warnings, or have been academically reinstated by petition). Only eleven out of the 105 international students admitted since 2002 have graduated.

At the same time, students currently in the ESL Program are successfully completing the ESL curriculum. An evaluation of the final grades of the eleven students in ESL 105/105P (Spring 2010) shows that all 105/105P students passed (D or better). The average grade for ESL 105 and 105P was B (85% and 83%), which indicates that, according to instructor assessment, students fulfilled the learning outcomes of the ESL program and were prepared for university coursework. All three students in ESL 103/103P (Spring 2010) passed with a B+/A-.

The findings from an ESL Student Focus Group suggest that the ESL courses "help prepare them for their other courses and that they can see how their writing and grammar skills have improved since being in the ESL program." They consider themselves "just as competitive as their classmates" and "can understand information from their other courses better."

On the other hand, during the ESL Student Focus Group, students also mentioned the "stigma attached to a student in the ESL program." Some students commented that some professors at ULV "may feel that ESL students are not at the same level as their other students."

Students also shared that other ESL programs had each student placed with a family "to learn the culture and adapt better to the local customs." Several students shared their experience with "culture shock" when arriving at ULV "and not much was done to help with the transition." Students suggested that ESL courses about American culture and customs would be helpful for a better understanding and integration into the community.

The findings from the faculty focus group and SWOT interviews with stakeholders suggest that students in the ESL program need better preparation in order to enter regular university coursework and succeed (that is, receive good grades and graduate). They recommend the re-structuring of the ESL program into a formal program of study that includes summer classes, student cohorts and advanced classes. To help integrate students into student life at La Verne, the faculty focus group and stakeholders also suggest that acculturation practices be formally integrated into ESL classes. In addition, they want to see an assessment of the scheduling and sequencing of ESL courses. They are concerned about the inconsistent university admission levels for international students and the perception that some students are allowed to skip classes. La Verne faculty and administrators are confused by these fluctuating passing levels, and note that ESL students are not "equitable scholastically" and are not able to complete their regular, university assignments. They suggest the need for ESL faculty and courses to be reviewed and reassessed to ensure that students are being prepared for regular university coursework.

At the same time, the findings suggest that the faculty focus group and stakeholders are aware of the lack of resources and assistance for ESL students and the difficulty of finding extra courses for ESL students who need six to eight additional units every semester in order to be considered full-time students and receive financial aid. They note that the university needs to take on the responsibility of giving these students an equal education, similar to all other students.

The findings from focus groups and SWOT interviews also suggest that the entire university needs to be educated about the religious and cultural practices of international students. There were suggestions that sensitivity training extended to all members of La Verne would assist in acknowledging cultural differences and diversity among students.

The faculty focus group recommended that the ESL program be renamed owing to the stigma attached to "ESL" and that the program should provide a more intensive and concentrated experience for international students to accelerate their integration into the rest of the university (taking on a more Academy-like structure).

An accelerated program can include an intensive summer program, as well as content-specific courses (and possibly GE related courses) that are geared toward enhancing the acculturation process and which integrate more exposure to English language practice and application. They further recommended creating student-faculty mentorships to assist in the adjustment to a new culture and increasingly rigorous academic demands.

VII. Action Recommendations

1. Request a faculty line and funding for a full-time ESL program director/administrator who specializes in the teaching of ESL (TESL).

2. Assess placement exam levels and insure a consistent application of the English placement exam procedures and policies by a TESL expert/administrator.

3. Hire a full-time tenure track ESL instructor, or maintain part-time instructors who specialize in TESL.

4. Consider revising, developing and expanding the program curriculum to include core content classes, and elective/advanced classes with student cohorts for a total of 12-14 semester hours of classes each semester, so ESL students can integrate into regular credit classes only after they have successfully completed ESL 101/101P and 103/103P.

5.   Raise the ESL program standard by: (1) changing the passing grade for ESL classes from a D- to a C- to parallel the general education Written Communication requirement and (2) increase the number of hours per week of ESL courses, including content-specific courses for international students, to provide a more intensive English language immersion experience, accelerated acculturation, and preparation for regular, undergraduate courses.

6. Secure support for ESL lab resources (language tapes, audio visual language tapes, etc)

 7. Enhance academic support for international students by hiring regular ESL tutors in math, writing, and other content-specific courses in the Learning Enhancement Center and/or for study skills classes.

8. Request funding for a "First Year Experience" type class for international students.

9. Request a dedicated advisor specifically for ESL program students.

10. Enhance international student services to include academic advising, cross-cultural training or immersion experiences (family placement), and student activities.

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APPENDIX 1: Faculty Vitas

STEVE A. PELL
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Degrees
BA - drama (California State University. Los Angeles)
MA- drama (California State University- Los Angeles)
MA- English/ Rhetoric & Composition- Cal Poly, Pomona)
MA- TESL / Teaching English as a Second Language (Cal Poly Pomona) dual master's
Ph.D (in the dissertation stage at Claremont) Higher Education- specializations in Linguistics/Anthropology, cultural studies, reading, and language acquisition

Credentials/Licenses
1) California State Adult Education Credential in ESL and Basic Skills
2) California Community College Lifetime
3) California Multiple Subject credential (renewable)

Current Employment
Full-time tenured faculty at Pasadena City College-
   ESL, English, Linguistics, and Drama (Home Department is Languages)
part-time
ULV- ESL classes

Past Employment
Cal Poly Pomona- Theatre History 1996-1998
ULV- taught in both the ESL program and the English/writing program
...1998 to current
UCLA- 2000- 2005..... taught ESL writing, grammar, reading, (undergrad and graduate programs)
Glendale College.... taught ESL writing, grammar, reading
Woodbury University.. developed their entire ESL program- wrote curriculum etc
Pasadena City College- started in 1987 and have been here without a pause-- taught NON-Credit and Credit ESL all levels beginning through advanced ESL- writing, grammar, reading, listening/speaking/ and pronunciation.
LAUSD- 1989-2000 (off-and-on) Adult ED ESL (Like the ESL Center that is on ULV's campus)

Lindsey A. Pilgreen

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Education

Master of Arts in English	California State Polytechnic University, Pomona (June 2008)

Options:

- TESL (Teaching English as a Second/Subsequent Language)
- Literature (20th Century American)

Bachelor of Arts in English	University of California, Irvine
	(June 2004)

Minor:

- Spanish

Sep 2003-Dec 2003	UCI Education Abroad Program
	Universidad de Alcalá de Henares
	Alcalá de Henares, Spain

Other Training

October 2009	CPR Training, USC
September 2009	Faculty Training Workshop, ULV (Office of Information & Technology): BlackBoard, SafeAssign
March 2009	Faculty In-service, ULV: Technology Training (Blackboard, SafeAssign, Google/Gmail Features, Tracking Changes in Word Documents, Jing), Writing for Child Development
September 2008	Best Assignments Workshop: Collaborative Learning Activities & First Day Assignments, Moorpark College

Professional Experience

September 2008-present

Faculty, Part-Time

USC Language Academy, Rossier School of Education

• TOEFL iBT Reading/Writing & Speaking/Listening

○Vocabulary building/development, including roots & affixes

○Reading comprehension

○Listening Comprehension

○Composition skills (timed integrated/independent reading & writing practice)

○Speaking skills (vocabulary, fluency, stress, intonation, pitch)

○Test-preparedness strategies (scanning, skimming, inferences, main idea, author's purpose)

•Reading & Writing

○Guess meaning of unfamiliar vocabulary using context clues

○Use new vocabulary in sentences

○Identify main idea & important details of a text

○Discuss American culture from readings & vocabulary work

○Understand the structure of a paragraph

○Write a loosely-organized paragraph using vocabulary in context

•Grammar

○Verb tenses, subject-verb agreement

○Modals

○Infinitives & gerunds

○Nouns & articles

○Clauses (noun, adjective, adverb)

○Increasing self-monitoring of grammar errors

•Oral Skills

○Improvement of discussion & critical thinking skills by participation in class discussions using appropriate vocabulary & phrases

○Expressing an opinion & taking a position on a controversial issue

○Interviewing native English speakers

○Preparing & conducting oral presentations

○Understanding & application of basic aspects of pronunciation, including syllable stress, sentence stress, & intonation

○Note-taking skills on main ideas & limited details of presentations & academic lectures in English

•Summer Law in English Program (SLE) with USC Gould School of Law

○Content-based English, business law focus

○Acclimate students to an active, American classroom university environment

○Familiarize students with legal vocabulary

○Improve reading through skimming & scanning techniques

○Provide resources (dictionary list & Blue Book citation style/rules)

○Immerse students in an active, communicative-style classroom

September 2008-present

Faculty, Part-Time

University of La Verne, Main Campus

•ESL 101/101P, ESL 103/103P, & ESL 105/105P

○Reading skills, integration of reading into writing

○Vocabulary, context clues

○Composition skills—paragraph design using targeted grammatical structures

○Grammar, mechanics, & punctuation usage

○Research skills, using reference sources

- WRT 106

  - Organize & write an essay with clear beginning, middle, & end

  - Write a composition developing a single idea with good organization & appropriate support

  - Use correct grammar, vocabulary, & a variety of sentence structures

  - Identify & analyze theses, main topics, & developmental & concluding sentences in readings

  - Evaluate essays written at intermediate level for sufficiency of unity, development, & coherence

  - Use context clues

  - Locate appropriate reference sources using library & Internet

  - Cultivate awareness as responsible, self-directed learners through class attendance, participation, & self-assessment

- WRT 110

  - Correctly use sentence structures studied in written discourse

  - Organize & write essays with a clear beginning, middle, & end (with transitions), using target grammatical structures

  - Using process techniques, write a composition with organization & appropriate support

  - Use correct grammar, appropriate vocabulary, & a variety of sentence structures to communicate ideas effectively

  - Analyze & identify theses, main topics, & developmental & concluding sentences in reading passages

  - Analyze themes & literary devices in a novel & examine in college-level composition

  - Evaluate essays written at the intermediate level for sufficiency of unity, development, & coherence

  - Locate appropriate reference sources using the library & Internet

  - Demonstrate awareness as responsible, self-directed learners through class attendance, participation & self-assessment

October 2008-present

Faculty, Part-Time

University of La Verne, RCA (Off-Campus)

•EDUC 352, Writing for Child Development (Moorpark College, San Fernando Valley Campus, Pico Rivera (shadowed) & Directed Study)

  ○Development of writing fluency through frequent practice

  ○Critical thinking, reading, & writing skills

  ○Development and incorporation of research, APA format

  ○Improvement of revision skills through peer review & multiple drafts

June 2009-December 2010

Faculty, Part-Time

Pasadena City College, Community Education Center

•Grammar A (Non-credit)

  ○Master spelling, grammar, & sentence structure

  ○Compose a correctly-punctuated & clearly-focused piece of writing

  ○Demonstrate knowledge of parts of speech

  ○Utilize mnemonic techniques for correct spelling

  ○Demonstrate correct use of punctuation, capitalization, & grammar

  ○Compose sentences using appropriate structure & mechanics

  ○Recognize & employ an increased vocabulary

  ○Build reading & writing skills

•Writing & Vocabulary Skill Building A (Non-credit)

  ○Analyze written composition

  ○Compose a correctly-punctuated & clearly-focused essay

  ○Read a selection & determine its thesis

  ○Increase reading comprehension & speed

  ○Improve writing proficiency

  ○Implement grammatical justification in formal writing

  ○Explain appropriate punctuation & format

○Demonstrate knowledge of principles of essay writing: introduction, body, & conclusion

○Use prewriting techniques of brainstorming, limiting, & outlining

August 2008-December 2008

Faculty, Part-Time

Moorpark College

• English M01A, Freshman Composition

○Expository writing with demonstration of the principles of thesis & support

○Logical organization & development of composition

○Clear paragraph & sentence construction & control of diction

○Command of the conventions of English usage

○Research & documentation of sources

○Development of analytical & interpretive reading skills

August 2007-August 2008, June 2009-July 2009

Instructor, ESL

ELS (English Language Services), La Verne

•Taught international students

○Speaking/pronunciation skills

○Reading skills

○Research skills

○Grammar & composition

September 2008-December 2008

Instructor, ESL

CPELI (Cal Poly English Language Institute)

•TOEFL preparation course for international students

○Reading skills

○Speaking skills

○Listening skills

○Test-preparedness strategies

○Research skills

June 2008-August 2008

Instructor, ESL

FLS International, Citrus College

•Taught international students

○Speaking/pronunciation skills

○Reading skills

○Grammar & composition

September 2007-June 2008

TESL Mentor Teaching Associate

California State Polytechnic University, Pomona

•Lead & mentored two TESL Teaching Associates

○Provided feedback & advice to beginning TESL instructors

○Suggested effective teaching ideas & supplied class materials & activities

○Held regular meetings to accommodate communication, exchange of ideas, & development of pedagogy

•Taught one ESL undergraduate course per quarter (Basic Grammar and Composition for Multilingual Speakers and College Composition for Multilingual Speakers of English), which included extensive work in:

○Learning grammar points to improve writing, including verb tenses, parts of speech, subject-verb agreement, modals, passive voice, clauses, phrases, & conditional

○Development of content & form in academic writing

○Encouragement of receptive & productive English skills in class & out

○Reading efficiently, speaking effectively, & contributing to class discussion

○Research skills

June 2008-July 2008, June 2007-July 2007

Instructor

Upward Bound Program, California State Polytechnic University, Pomona

•College skills development class to high school juniors & seniors preparing for college transition

○Study/note-taking skills

○Test-preparedness strategies

○Composition skills

○Oral presentation skills

○Online research/citation skills

○University/college demands & expectations

•Literature classes (2) to high school seniors

○Reading comprehension & analysis

○Composition skills

August 2007

Instructor

GEAR-UP Program (Gaining Early Awareness and Readiness for Undergraduate Programs), California State Polytechnic University, Pomona

•CSU EPT College Readiness Summer Program course for La Puente high school seniors

○Test-preparedness strategies

○Composition skills

○Vocabulary development

○University/college demands & expectations

July 2007-August 2007

Teaching Assistant and Interim Literacy Center Coordinator

The Literacy Center, University of La Verne

•Assisted & contributed to a Study Skills class aimed at improving the academic success of elementary school students (Grades 3-6)

○Test-preparedness strategies

○Special emphasis on the development of reading skills

•Performed as the Interim Literacy Center Coordinator, maintenance of the Center

○Library duties

○Communication with tutors & parents of tutees (often in Spanish)

○Various necessary tasks

June 2007-July 2007

Tutor

The Literacy Center, University of La Verne

•Prepared & implemented lesson plans for one-on-one tutoring with a high-school sophomore

○Reading skills

○Note-taking skills

○Study skills

September 2006-June 2007

TESL Teaching Associate

California State Polytechnic University, Pomona

•One ESL course per quarter (Basic Grammar & Composition for Multilingual Speakers & College Composition for Multilingual Speakers of English)

○Learning grammar points to improve writing, including verb tenses, parts of speech, subject-verb agreement, modals, passive voice, clauses, phrases, & conditional

○Development of content & form in academic writing

○Encouragement of reading, writing, & speaking in English in class & out

○Reading & speaking effectively, & contributing to class discussion

March 2007-June 2007

Graduate Research Assistant

TQE (Teacher Quality Enhancement) Grant, California State Polytechnic University, Pomona

•Created computer-based language modules to assist students in learning multiple grammar points

○Subject-verb & pronoun agreement

○Causatives

○Verbs of perception

July 2006-August 2006

Instructor, EFL

China, through California State Polytechnic University, Pomona

•Taught English to junior high and high school students in Suzhou, Jiangsu, China

○Development of American English skills & pronunciation

○Improvement in speaking, listening, reading, & writing

○Presentation of activities to enhance vocabulary, pronunciation, rhythm, intonation, listening skills, & grammatical control

March 2006-June 2006

Tutor

College Reading Skills Program (CRSP), California State Polytechnic University, Pomona

• Taught reading skills to college-level students

○Development of reading comprehension, reading speed, vocabulary, & effective study habits

○Transitioning of reading abilities into writing abilities

March 2006-June 2006

Graduate Assistant

College of Science, California State Polytechnic University, Pomona

• Assisted university professors in grading written assignments

○Graded university-level assignments, focusing on English language usage, grammar, & punctuation

○Held weekly office hours to assist students with writing difficulties

-References available upon request-

Professional Affiliations

◊TESOL (Teachers of English to Speakers of Other Languages)

◊CATESOL (California Teachers of English to Speakers of Other Languages)

◊NCTE (National Council of Teachers of English)

◊IRA (International Reading Association)

◊AAAL (American Association for Applied Linguistics)

Professional Service

June 2008 Volunteer	Facilitator and Faculty Award Coordinator/Presenter—Graduate Student Symposium, Cal Poly Pomona University, CA
June 2007 Volunteer	Facilitator and Faculty Award Coordinator/Presenter—Graduate Student Symposium, Cal Poly Pomona University, CA
March 2007	Facilitator—Graduate Student Forum
Volunteer	TESOL 41st Annual International Convention (Seattle, WA)
March 2006	Facilitator—Graduate Student Forum
Volunteer	TESOL 40th Annual International Convention (Tampa, FL)

Professional Presentations and Publications

April 2009 Presentation	"Reciprocity of Reading and Writing Processes: Teaching Explicit Text Structures" CATESOL 40th Annual State Conference, Pasadena, CA
December 2008 Presentation	"Helping English-language Learners Develop Academic Language Proficiency Through Explicit Comprehension Instruction" 26th Southeast IRA Regional Conference, Nashville, TN
November 2008 Presentation	"Using Explicit, Scaffolded Reading Comprehension Instruction to Develop Academic Language Proficiency for Upper-Grade English Language Learners" 2008 Annual Convention of the NCTE, San Antonio, TX
June 2008	"An Effluence of Words: Toni Morrison's Language"
Panel Presentation	Graduate Student Symposium, Cal Poly Pomona University, CA

June 2008 Panel Presentation	"Effectiveness of Implicit and Explicit Focus on Form Tasks in the L2 Classroom" Graduate Student Symposium, Cal Poly Pomona University, CA
April 2008 Poster Session	"Games: Fun and Functional Tools for Teaching" CATESOL 39th Annual State Conference, Sacramento, CA
April 2008 Presentation	"Negotiation Sequences of Display and Referential Questions" TESOL 42nd Annual International Convention, New York, NY Graduate Student Forum
October 2007 Presentation	"Let's Play! Making Learning Fun and Effective with Games" CATESOL Regional Conference 2007, Long Beach, CA
June 2007 Panel Presentation	"ESL Writing Proficiency: Peer Review or Teacher Feedback?" Graduate Student Symposium, Cal Poly Pomona University, CA
June 2007 Panel Presentation	"Feminist Presence in the Antifeminist *Sir Gawain*" Graduate Student Symposium, Cal Poly Pomona University, CA
2007 (Pending) Book Review	"*Focus on Grammar: An Integrated Skills Approach, Level 3*" The Journal of Language (Language Magazine)
April 2007 Presentation	"Teaching Explicit Text Structures for Proficient Reading and Writing" CATESOL 38th Annual State Conference, San Diego, CA
April 2007 Presentation	"Communicative Tasks in a Multilingual Classroom" CATESOL 38th Annual State Conference, San Diego, CA
March 2007 Presentation	"Promoting Intelligibility in English Language Learners" TESOL 41st Annual International Convention, Seattle, WA Graduate Student Forum
March 2007 Presentation	"Communicative Tasks, Friend or Foe?" TESOL 41st Annual International Convention, Seattle, WA Graduate Student Forum

June 2006	"The New 'Cinderella' and the Death of the Madwoman:
Panel Presentation	Liberating the Nineteenth-Century Woman Writer and her Female Reader"
	Graduate Student Symposium, Cal Poly Pomona University, CA

Technological Highlights

- Online research

- *Blackboard*

- *SafeAssign*

- Microsoft *Works*

- *PowerPoint* and *Connect/Breeze* multimedia software

- Experienced in Windows and Macintosh environments

Language Skills

- Spanish: Intermediate writing, reading, and speaking abilities

- Education Abroad Program (UCI) in Alcalá de Henares, Spain

Honors/Awards

May 2008	Outstanding Graduate Student in English Award, TESL Emphasis
	California State Polytechnic University, Pomona
2006-2008	Dean's Honor Roll
	California State Polytechnic University, Pomona
June 2004	Humanities Scholastic Achievement Award
	University of California, Irvine
2003-2004	Sigma Delta Pi National Collegiate Hispanic Honor Society (Xi Tau Chapter)
	University of California, Irvine
2001-2004	Dean's List

University of California, Irvine

Volunteer Work

Feb 2009-present   Animal Advocates Alliance (www.animaladvocatesalliance.org)

•Assisted LA County animal shelters and mobile adoption units

APPENDIX 2: ULV course catalog description of ESL program

English as a Second Language Program

The English as a Second Language Program is designed to assist international students in gaining the English skills necessary to successfully complete a degree at ULV. It is a part-time program for students who have been admitted into regular academic work, but who still need to improve their skills. ESL courses carry college credit and can be used to fulfill the foreign language general education requirement.

While the TOEFL score grants admission, students must enroll in ESL/English courses each semester, until all courses are successfully completed. At the central campus placement criteria are as follows:
TOEFL of 475-500 or EPT of 2-2.9: ESL 101/101P
TOEFL of 501-525 or EPT of 3-3.9: ESL 103/103P
TOEFL of 526-550 or EPT of 4-4.9: ESL 105/105P
TOEFL of 551+ or EPT of 5.0+:   ENG 110/111

Students enrolled in ESL courses may also take up to six semester hours per term of other course work with their advisorSs approval.

APPENDIX 3: Summary of ESL student focus group

University of La Verne ESL Program

Student Focus Group

Report

Prepared by Michelle Alfaro

March 30, 2010

Executive Summary

The ESL Program review process included one focus group that was conducted in March 2010. There were a total of ten students in the focus group. All students are participating in the University of La Verne ESL program, but come from various backgrounds and programs of study at the university. All students participated in the focus group. Participants identified key aspects of the ESL program that included positives and challenges, the faculty, what the program should include, and the facilities that are provided to the students. A summary of the findings is provided in the following write-up.

Purpose

The goal of the focus group was to gather student feedback regarding the positives and challenges of the ESL program, the faculty, what the program should include, and the facilities that are provided to the students at the University of La Verne.

Methods

Participants

There were a total of ten students who volunteered to participate in the focus group. The participants included both male and females who were traditional, undergraduate students at the University of La Verne. All participants come from different majors at ULV but are all part of the ESL program.

Procedure

The focus group was conducted during the participants' ESL class. All students agreed to participate. Students were informed that their comments would be kept confidential and that identifying, demographic information would never be recorded or provided in the final summary. The professor was contacted by the program reviewer for permission to allow students to participate in the focus group during regular class time. The professor agreed and a ULV doctoral student served as the focus group leader. The students in the focus group gave verbal consent to participate. Students' comments were recorded on a laptop.

Instrumentation

The following questions were used to guide the focus groups:

1. Overall, how do you feel about the ESL program at La Verne?

2. What are the strengths of this program?

3. What are the weaknesses of this program? How would you like to see these weaknesses improved?

4. In what ways do ESL classes prepare you for college level courses at La Verne?

5. In what ways have your reading and writing skills improved as a result of being in this program?

6. Does the program provide you with the adequate time and resources to improve your reading, writing, and grammar skills?

7. Do you feel like you have learned more about the college and the culture through the ESL program?

8. Any additional comments

After the focus group was completed, student comments were subjected to a thematic content analysis to identify underlying themes.

Summary of Findings

Strengths of the Program:

The students who participate in the ESL program expressed an overall level of satisfaction with the program in terms of improving their grammatical skills so they are able to understand information in their other classes. The students stated that the ESL program was a good one, with understanding and helpful professors to assist them. The students also felt comfortable being in the program because of the professors' willingness to work with them and help them develop the skills they need for other classes.

By participating in the ESL program, the students feel as though they are part of the larger ULV community and feel that they are "part of the university." They enjoy having access to multiple resources and feel that they are competitive with other classmates.

The students also shared that they enjoyed going to a school that is relatively small because of the one-to-one communication between students and professors. As well, they enjoy being able to finish their work for other courses without relying on the assistance of a tutor for every assignment. The students stated that they enjoy being challenged because then they are able to compete in their regular courses. Several of the students noted that schools in their native country are more passive and pure lecture, but enjoy the active classrooms that ULV has because they feel that their opinion "is worth something." Lastly, another important strength of the ESL program is that the grammar and writing skills that the students are learning are implemented in other coursework.

Needs and Challenges:

Although the students stated that they enjoy being in the ESL program and find it helpful for their grammatical and writing skills, some expressed concern that there is a stigma attached to a student in the ESL program. One student commented that while some professors understand, there have been encounters where the professor would not call on the student owing to an assumption that the ESL student did not understand the material fully. Some professors may feel that ESL students are not at the same level as their other students.

The students also shared that not having these classes transferable can be discouraging, as well as not having them apply toward graduation. Another challenge was the scheduling of the classes and the length of the classes; these run for a few hours. As well, the students would like to see ESL courses offered in the winter or summer, since they are not currently. Overall, students feel that "scheduling is weak". There is a lack of variety in the time and day classes are offered; students would like to see more variety.

Preparation:

Students feel that the courses help prepare them for their other courses and that they can see how their writing skills have improved since being in the ESL program. As well, students feel prepared for their other courses and feel that they are just as competitive as their classmates. Students have seen both their grammar and writing skills improve. Lastly, they can understand information from their other courses better.

Resources:

Students and faculty both commented that the resources are limited for ESL students in terms of having their own tutors, proper software on computers, and an

adequate lab with ample amount of computers. It would be helpful for the students to have a writing lab with professional tutors who know both English and other languages in order to help ESL students in the transition of learning English.

Learning the Culture:

Students feel that compared to other programs, the ESL program at La Verne does not take the approach of immersing students with native students. Students shared that in other programs they were allowed to live with a family or shadow a family in order to learn the culture and adapt better to the local customs. Several students shared that they did experience culture shock when coming to ULV and not much was done to help with the transition. However, students did feel that they could turn to professors because of their "open door policy". Students suggested that it would be helpful to teach ESL students about the culture and customs so that there is a greater understanding of expectations and integration into the local community when classes begin.

ESL Focus Group, Raw Comments

1. Overall, how do you feel about the ESL program at La Verne?

- Stigma attached to being in the ESL program (some professors may think that student is not up to level of other students)
- Good program
- Good professors
- Feel comfortable being in the program

2. What are the strengths of this program?

- Access to university
- Gives you a chance to take tests (student is up to level of other students) Cathy note: gives them confidence to feel included in a "regular" class and take tests with other "regular" students; feeling 'included")
- Be part of the university
- Program is helpful
- Helps in writing skills, and grammar
- Can finish up courses slowly or quickly
- Advisers can be helpful in scheduling (ESL advisers and "general" advisors)
- Like one day class
- Small university
- Quiet
- No lag on paperwork
- One to one
- Professor makes effort for students to learn

3. What are the weaknesses of this program? How would you like to see these weaknesses improved?

- Not transferable courses
- Doesn't count towards graduation
- Would be nice if courses counted towards something
- See classes count for credit
- Time of the class---too long scheduling—would be nice if classes did not go for so long
- No variety in timing and scheduling – more sections- more ESL offered
- Sequencing of classes---if a student is put in a beginner course then make sure student belongs there and finishes sequencing
- Don't have class 3 days a week
- Most are commuters- so coming three days is difficult
- No January or summer courses

- Scheduling is weak (Cathy note: don't know when class is going to be/meet, etc; when tests are scheduled))

4. In what ways does ESL classes prepare you for college level courses at La Verne?

- Yeah they do help prepare you
- Writing skills are improved
- Study it and practice it and writing gets better
- Feel prepared for other courses
- Feel as ready as other students in the course

5. In what ways have your reading and writing skills improved as a result of being in this program?

- Writing skills improved
- Grammar skills are better
- Learn it better
- Can understand information from other courses

6. Does the program provide you with the adequate time and resources to improve your reading, writing, and grammar skills?

- Yes
- No resources—very limited
- Used to have a lab, never put back the English software for the students
- Writing lab, no funding for writing tutors that are specific for ESL students
- Tutors available but for native speakers (Cathy note: but tutors may not understand/know the language of the ESL student)
- Professional tutors (Cathy note: peer and those who "know" ESL and explain things that ESL students understand)are needed
- Books are expensive
- Tutors were helpful

7. Do you feel like you have learned more about the college and the culture through the ESL program?

- No – do not share as much as the students would like
- Would like students and professors to be more open
- In other programs – go to see families and learn about the culture
- Writing class has nothing to do with the culture
- Gradual way of learning about others
- Learn more about the culture before starting the classes (Cathy: don't feel acculturated)
- Not aware of international club

- A lot of culture shock
- Religious issues, like praying
- Collaborative classes-back home they are passive- likes it here more because they are active
- Open door policy

Any Additional Comments:

- Professor is good-helps in teaching material
- Not enough resources
- Computer software
- Larger scale program – inviting students from all levels-language institute
- 101- Is a conditional acceptance- lowest level of understanding- stigma attached with that

APPENDIX 4: Summary of SWOT interviews with stakeholders

University of La Verne ESL Program

SWOT Interview

Report

Prepared by Michelle Alfaro

October 23,2010

Executive Summary

The ESL Program review process included SWOT interviews with administration, professors, and other stakeholders of the ESL program. The interviews were conducted between Spring semester 2010 and September 2010. All those who participated in the SWOT interviewing are individuals who are involved, teach, or have interest in the University of La Verne's ESL program, but who come from various backgrounds and programs of study at the university. Participants identified key aspects of the ESL program that included positives and challenges, that focused on the faculty, what the program should include, and the facilities that are provided to the students. A summary of the findings is provided in the following write-up.

Purpose

The goal of the SWOT interviews was to gather as much feedback regarding the strengths, weaknesses, threats, and opportunities of the ESL program as well as gathering information about the program overall, its faculty, program organization , and the support facilities provided to the international students at the University of La Verne.

Methods

Participants

The participants included both male and females who were administrators, professors, or stakeholders in the ESL program at the University of La Verne. All participants have had some interaction with the ESL students, and all volunteered to be interviewed and were willing to provide essential feedback for the project.

Procedure

SWOT interviews were individually scheduled and conducted at the participant's availability. Participants were informed that their comments would be kept confidential and that identifying, demographic information would never be recorded or provided in the final summary. Participants were contacted through phone, email, and in vivo in order to determine if they would be willing to participate and to schedule the interview day and time. Participant's comments were recorded on a laptop and on paper as well.

Instrumentation

The following questions were used to guide the interviews:

1. Overall, how do you feel about the ESL program at La Verne?

2. What are the strengths of this program?

3. What are the weaknesses of this program? How would you like to see these weaknesses improved?

4. What threats and challenges does the ESL program face?

5. What opportunities could be added to the ESL program in order to assist it overall?

6. Any additional comments

After the SWOT interviews were completed, participants' comments were collectively grouped into the four main categories of Strengths, Weaknesses, Opportunities, and Threats (or Challenges). The comments were then subjected to a thematic content analysis to identify underlying themes.

Summary of Findings

Based on interviews conducted with key stakeholders who have an interest in the University of La Verne's ESL program, the following results were produced. Four different aspects were touched on: Program Strengths, Weaknesses, Opportunities, and Threats (or Challenges).

Strengths:

Strengths of the ESL program include the professors who teach in the program, the outside support from various departments on campus, and the accessibility and intimacy students have in their classes. By having professors who are dedicated to the ESL students, the students are able to learn their lessons better and able to manage in other classes because they are able to grasp the materials. The professors within the ESL program are a strength because of their ability to relate the course material to the students within a learning context and are able to implement learning lessons that effectively help the student succeed in other aspects of their college life.

Another strength of the program is the ability of the university to meet their religious needs. Students are allowed to pray during their specific prayer times (a space has been provided for their use in the University Chapel), and they are allowed to have that time free from class to participate in their religious activities. The university also has multiple resources (LEC, International Student Organization, etc...) that are available to the students to assist them in transitioning and immersing into college life at the University of La Verne. An important element to the ESL classes is that they can be viewed as acculturation classes as well. They provide an opportunity for students to learn more about the university and larger student body, as well as provide an environment for them to learn without pressure.

Weaknesses:

Weaknesses of the ESL program include scheduling of the classes, a lack of resources available to the students, lack of support, and a lack of socialization for the students. Scheduling of the ESL courses can be limiting because they often conflict with students' major courses and there have been instances where a student falls behind because s/he is unable to complete his/her sequence of ESL courses as originally planned. Another weakness of the program is that the passing level for the student fluctuates. University admission levels are inconsistently applied to international students, and this creates disadvantages for some students because some are permitted to skip courses when they should be enrolling in all of them. This only confuses students, professors, as well as administrators because the students are not equitable scholastically and are not able to complete assignments in their courses. Another difficulty for students is their enrollment status. It becomes difficult in finding extra courses for the students to enroll in since their ESL courses are only 6 units, but they need 12 units to be considered full time. Most importantly, the university must also take into consideration that by accepting these students, there is now a responsibility toward them, and that responsibility should be carried out fully; students should receive an equal education similar to all other students.

The lack of resources for students is an issue to address since there are limited tutors, limited lab resources, limited grammar programs, and lack of structure within the program as well as its place in the Modern Languages Department; all of this is preventing the program from functioning at its optimal. As well, it would be helpful to educate all University of La Verne students, faculty, administrators, and staff to the religious practices of international students, in particular Saudi students, because complaints have been made about why these students are allowed "special privileges" and that having international students on a Christian campus is not appropriate. Having sensitivity training classes extended to all University of La Verne would assist in stressing the importance of acceptance and educating students about other cultural practices. This would allow international students to integrate into the larger student body without fear or judgment.

Opportunities:

One of the common issues that arose from all the interviews was that acculturation should be formally integrated into the ESL classes. It is an important component that should be stressed because it helps the student integrate into student life. As well, the program is a benefit for students but should be restructured and should develop into a formal program of study. Students in the ESL program have demonstrated over time that they want to learn and take a deep interest in learning proper linguistics. Continuing their passion is essential and perhaps creating an advanced level class where students can mentor would be beneficial.

It would be important for the professors and department to acknowledge the cultural differences among students and attempt to facilitate these differences among international students. One idea mentioned is to have students work as a cohort, where they work with one another, and from that interaction they would be

able to support one another and further their learning processes. Another suggestion would be to have summer classes available to the students to help them further their linguistic development. By having students start in the summer, student evaluations would be more comprehensive and reflective of their true skills.

Threats/Challenges:

Issues that surface as challenges in the program include having courses that do not count toward graduation credit, not having full time faculty, having students maintain a good student standing in all their courses in order to progress through the university and receive their financial aid, dealing with religious issues, and a lack of resources in totality. Acculturation is another factor that some feel should be incorporated, but should be a factor that is present throughout the entire program. It should not just be incorporated into classes, but an issue that is integrated into all aspects of the ESL program. Faculty should also be reevaluated; having more full time faculty would be beneficial to retain consistency throughout the program.

Another challenge that is present in the program is that students do not remain in the program for a long time because their grades begin to decline and eventually they are academically disqualified and are not reinstated into the university. Having a lack of resources also poses a problem for students because they are unable to get assistance for their ESL courses and without proper language equipment, there is little assistance available to the students; their grades reflect this inconsistency in the program. Overall, students are not able to perform at levels that make them competitive with other students. Some of the ESL students cannot write in English, and there is no excuse that students are being allowed to pass without proper preparation. ESL courses as well as ESL professors need to be reviewed and reassessed so that students are completing their courses well prepared to move on to upper division courses.

APPENDIX 5: Summary of ULV faculty focus group

University of La Verne Faculty Focus Group

ESL Program

Summary Report

Prepared by Michelle Alfaro

November 12, 2010

Executive Summary

The ESL Program review process included a focus group with invited faculty members from the College of Arts and Sciences and College of Business and Public Management. The focus group was conducted on 30 September 2010, during the Fall 2010 semester. All those who participated come from various backgrounds and programs of study at the university, and have had some level of involvement with ESL students. Participants were asked about key aspects of the ESL program, including topics such as the continuation of the ESL program, whether the ESL program should assist in the students' acculturation process, and other related topics. A summary of the findings is provided in the following write-up.

Purpose

The goal of the faculty focus group was to gather as much feedback regarding issues about the ESL program: should it be offered at the University of La Verne; should the ESL program assist in the students' acculturation process; what should the ESL program ideally look like; where should the ESL program be housed; and other related topics.

Methods

Participants

The participants included six faculty members from both the College of Arts and Sciences and Business and Public Management. There were both male and females participants, and all have taught in various programs across the two colleges. All participants have had some interaction with the ESL students, and all volunteered to be a part of the focus group and were willing to provide essential feedback.

Procedure

Participants were informed that their comments would be kept confidential and that identifying information would not be recorded or provided in the final summary. Participants' comments were recorded manually, with pencil and paper, in as unobtrusive a manner as possible.

Instrumentation

The following questions were used to guide the focus group discussion:

1. Should University of La Verne continue to offer an ESL Program?
2. Should the ESL Program assist in acculturation?

3. What should an ESL Program look like (Academy? Pre-college? College credit toward graduation? Mentorships? Summer classes and/or camps? Comparisons with programs at other institutions, e.g. USC, Cal Poly, Northridge, SF State)?
4. Where should an ESL Program be housed?
5. Any additional comments.

After the focus group was completed, participants' comments were collectively grouped into broad categories: Issues, Program Related Comments, Program Composition. To further assist in a content analysis, the comments were then sorted into four main categories of Strengths, Weaknesses, Opportunities, and Threats (or Challenges). The comments were then subjected to a thematic analysis to identify underlying themes and to address the primary questions addressed by the faculty focus group.

Summary of Findings

Based on the focus group conducted with faculty who teach at the University of La Verne, the following results were produced. Two major categories of content were identified through the analysis: Program Related Issues and Other Related Topics.

Program Related Issues

Offering the ESL Program

A strength that was emphasized was the increase in recruiting international students and with such an increase occurring, the program should not be cut. However, the faculty recognize that there needs to be a support system put into place for the students and the difficulties they may be experiencing. The faculty also addressed the need for full-time faculty with an ESL background to better serve the students, as well as more tutors skilled in the particular needs of ESL students. The faculty clearly expressed the need for the University of La Verne to offer an ESL program, but implementing certain changes would be beneficial for all and further the students' educational goals.

It is important to assist ESL students because many of them may experience culture shock and it is imperative that we assist them through this process. As well, students may not be aware of the university's policies and may not fully comprehend life at the university. The university welcomes these students and should make a commitment to them.

Assisting in Acculturation

The faculty emphasized the importance of acculturation for the ESL students, because for many this is their first time away from home. Some of the suggestions included implementing a summertime intensive ESL program that would assist students in their transition to a new culture and would not mix these students into

the content classes of traditional undergraduates. Another suggestion was to provide students with a basic introductory ESL class that incorporates acculturation aspects and an introduction to curriculum across the disciplines. Most importantly, it is important for international students to have integrated classes, and a summer program would be most appropriate for them because it allows them time to integrate into the college life in the U.S.

Composition of the ESL Program

Multiple faculty stressed the importance of possibly renaming the program because of the stigma that is associated with the word 'ESL'. As well, there are some governments that will not give students credit because of the ESL label on their transcripts. As well, by incorporating hybrid (i.e., a combined ESL/subject content class) GE credit courses into a remade ESL program, the credit can then count towards students' graduation. As well, it would be helpful to create a student-faculty mentorship for students to better assist them in their acculturation process as well as their adjustment to their new college life. Most importantly, it is important for the program to be able to integrate into the rest of the university so that the students do not feel as though they are separate from the rest of the university students.

There should also be a relationship with the Writing program to assist students with their writing abilities. There should also be ESL classes that focus on content course materials so that students can be introduced to subject content across disciplines. It would also be helpful for the ESL program to take on an Academy-like structure and have a director who is full-time with an ESL background. Lastly, it would be helpful to implement language-in-use courses to help students practice what they are learning.

Housing the ESL Program

Numerous faculty members stressed the importance of creating a welcoming environment for international students. Just as the Honors Program has their own physical space, it would be helpful for international students to have a similar space.

The ESL Program should be housed in an academic department so that there is that connection with other academic programs at the university; however, ties still need to be maintained with student services. Suggestions that were offered were to house ESL in the College of Arts and Sciences or have it remain where it is currently housed, in the Modern Languages department.

Other Related Comments

Concerns voiced by the faculty were that there needs to be a growing awareness of the ESL program across the campus. There are other freshmen programs that are developed and emphasized on campus, and the ESL program should have that type of commitment as well. This would also include a growing

awareness of the religious practices of international students and respecting that uniqueness of the student. Participants also suggested a faculty orientation in order to better help the students and assist in the transition to a new college life. As well, reintroducing International Day at the campus would also help demonstrate the diversity of the campus as represented in the composition of international students. Department representation for the international students was also recommended, as it would assist in having someone speak for them and their concerns.

APPENDIX 6: Summary of Academic Advising Tracking of International students

Confirmed International Student Tracking, Fall 2002-Spring 2010

105 Total (3 excluded from stats below).

102 w/ GPA's and Academic Status:

36 students w/ GPA of 3.0<

36 students w/ GPA 2.0-2.99

30 students w/ GPA 1.99 >

Ave. Group GPA: 2.47

53 students in Good Standing (2.0 or higher)

38 students with Marks of AD, AP, AW, or AX:

25 AP (Academic Probation)

8 AW (Academic Warning)

3 AD (Academic Disqualification)

2 AX (Academically Disqualified, but Academically Reinstated by petition)

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102 Total separated by enrollment status:

53 students are enrolled in spring 2010:

34 students w/ GS

12 students w/ AP

5 students w/ AW

2 students w/ AX

38 students are no longer enrolled at ULV:

19 students w/ GS

13 students w/ AP

3 students w/ AW

3 students w/ AD

11 students graduated (not included in the 38 students who are no longer enrolled at ULV).

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16 Class Cohorts:

200230: 1

200250: 4

200330: 1

200350: 2

200430: 3

200530: 2

200550: 6

200630: 1

200650: 6

200730: 5

200750: 9

200830: 5

200850: 23

200930: 9

200950: 25

201030: 3

Cohort Comparisons.

Compared two largest International Student Cohorts (200850 and 200950) with Domestic Cohorts from the same class.

200850 (N: 23):

International ULV GPA Ave: 2.15

Domestic ULV GPA Ave:

200950 (N: 25):

International ULV GPA Ave: 2.35

APPENDIX 7: Analysis of ESL program syllabi

ESL Program, Syllabus Analysis

ESL: Program Goals	Identify the main and supporting ideas in level-appropriate text	Write a composition by developing a single idea with good organization and appropriate support	Locate appropriate reference sources using the library and internet	Use correct grammar, appropriate vocabulary, and a variety of sentence structures to communicate ideas effectively	Demonstrate awareness of themselves as responsible self-directed language learners through class participation and self-assessment	Prepare to enter university course work and succeed in a language and culture that may differ from their native language and/or culture
101/101P	x	x	x	x	x	
103/103P	x	x	x	x	x	
105/105P	x	x	x	x	x	x

Comparative Analysis of ESL 105 and WRT 106

Prepared by Cathy Irwin, Modern Languages Dept.

I. Course Content (based on course outlines)

Content of class	ESL 105	WRT 106
Read college level texts, Fiction and non-fiction	X	X
Use library resources for research paper	X	X
Study college level vocabulary	X	
Understanding reading material on an inferential and literal level, and the relationship between them.	X	
Practice the rules of Standard American English	X	X
Identify and discuss the discourse styles at work in assigned readings; apply discourse styles to writing assignments		X
Keep reading logs and journals by writing summary-analyses of assigned texts		X
Write meta-cognitive, reflection papers to analyze the processes employed in their writing assignments.		X
Write thesis-driven essays (intro with thesis or central body, body, conclusion) of one to several pages, in a variety of modes	X	X
Conduct library research and write research paper(s) using MLA style format to integrate sources; Works Cited page	X	X
Use writing process techniques, including outlines, drafts, and generating ideas through reflection, etc.	X	X
Write essay exams	X	
Use sources appropriately to write summaries and paraphrases without plagiarism	X	X
Become familiar with grammar terminology used in composition classes	X	
Independent work/study on grammar problems	X	

II. Learning Outcomes (based on course outlines)

Learning Outcomes	ESL 105	WRT 106
Identify main idea of a level-appropriate text and analyze the development of thought	X	X
Organize writing around a central point, focus or thesis		X
Using process technique, synthesize and evaluate ideas from variety of texts to produce a well-written text	X	
Identify, define, and use writing process technique/steps useful in generating ideas, drafting, revising, and editing one's own writing		X
Locate, evaluate, and document sources from the library and internet	X	X
Use accurate and varied sentence structure and vocabulary appropriate for academic writing	X	X
Correctly apply conventions of Standard American English to all writing assignments	X	X
Read, summarize, and analyze texts, demonstrating an understanding of the underlying themes, ideas, and assertions of text		X
Distinguish a range of discourse styles in public prose		X
Demonstrate awareness of themselves as responsible, self-directed language learners through class participation and self-assessment	X	

III. Assessment*

Assessment Plan	ESL 105/105P*	WRT 106*
Writing Assignments	3-5 high-stakes writing assignments (includes argument essay, mini-research paper, writing abstracts, classification essay, research paper, in-class essays)	5-9 high-stakes writing assignments; final portfolio that illustrates student's competence in the writing process (drafting, writing, editing, etc); reflection papers/journal writing that demonstrates the writing processes they employ.
Quizzes	Quizzes on reading, paragraph/essay, writing, and grammar/punctuation.	Quizzes on Library usage/source location, integrating/quoting source material, grammar, punctuation, readings
Midterm/Final	Demonstrates college reading, writing, and grammar skills	Demonstrate college reading and writing skills
Reading & Process Writing	Demonstrate skills learned during class lectures, ranging from language/grammar, library, or research assignments.	Master basic college reading skills through in-class reading and writing practices & discussions

*Because the ESL courses outlines had no "assessment" section, the ESL 105 assessment plan is based on the syllabi provided by instructors Steve Pell and Lindsey Pilgreen; The WRT 106 Assessment Plan is based on the WRT 106 course outline/proposal and sample syllabus prepared by Kirsten Ogden, former director of the Writing Program.

IV. Evidence of Learning Outcomes

Evidence	ESL 105	WRT 105
Overall Grading	Must pass course with a 60% (D-) or higher average on all writing assignments, library and source material assignments, grammar, punctuation and writing quizzes, midterm, final, and participation/discussion.	Must pass course with a 70% (C-) or higher average on all writing assignment, library & source material assignments, grammar and punctuation quizzes, reading quizzes, and midterm, final, and participation/discussion.
Breakdown of Final Grade	Syllabus #1: 2 separate grades, one for grammar and related (reading) and one for essay assignments. Syllabus #2: grammar: 30% writing exams: 15% essays: 15% final exam: 20% quizzes, homework, and participation: 20%	Sample Syllabus and course outline: Grammar: 20% Essays/Final Portfolio: 50% Reading/Writing Process: 20% Midterm/Final: 10%

V. Findings

Based on their course outlines, both ESL 105 and WRT 106 work toward preparing students for writing essays with a thesis or central point, using appropriate source material derived from library/internet research, using writing process techniques to draft and edit essays, reading college level texts, and practicing the rules of standard American English.

At the same time, because these courses serve different populations (ESL 105 served international speakers; WRT 106 serves unprepared native English speakers and/or native English speakers with ESL traits), they stress the different needs of these two populations. Both ESL and WRT students must demonstrate "basic college reading and writing skills and practices" on quizzes as well as their midterm and final exams.

However, based on an analyses of syllabi, ESL 105 students seem to spend just as much time on practicing grammar, punctuation, and vocabulary building as they do on essay writing and developing their reading skills.

WRT 106 students, on the other hand, seem to spend more time on essay writing and developing an understanding of writing modes, reading/analytical skills and their own writing process. Based on course outlines and syllabi, WRT 106 students potentially write twice as many "high-stakes" essays as ESL students.

The way ESL 105 and WRT 106 students are assessed underscores this difference. In WRT 106, essay/final portfolio grades are given 50% and grammar 20% weight of the final grade. In ESL 105, essay writing is given equal or less weight than grammar skills and knowledge.

To pass ESL 105, students must receive a 60% (D-) on all requirements; to pass WRT 106, students must receive a 70% (C-) on all requirements.

APPENDIX 8: Sample of ESL program student exams

APPENDIX 9: ESL program writing rubric and sample student essays

	Exemplary (A)	Good (B)	Acceptable (C)	Unacceptable (D/F)
Purpose	The writer's central purpose or argument is readily apparent to the reader.	The writing has a clear purpose or argument, but may sometimes digress from it.	The central purpose or argument is not consistently clear throughout the paper.	The purpose or argument is generally unclear.
Content	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights.	Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains few insights.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.
Organization	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.

Feel	The writing is compelling. It hooks the read and sustains interest throughout.	The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention.	The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest.	The writing has little personality. The reader quickly loses interest and stops reading.
Tone	The tone is consistently professional and appropriate for an academic research paper.	The tone is generally professional. For the most part, it is appropriate for an academic research paper.	The tone is not consistently professional or appropriate for an academic research paper.	The tone is unprofessional. It is not appropriate for an academic research paper.
Sentence Structure	Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another.	Sentences are well-phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth.	Some sentences are awkwardly constructed so that the reader is occasionally distracted.	Errors in sentence structure are frequent enough to be a major distraction to the reader.
Word Choice	Word choice is consistently precise and accurate.	Word choice is generally good. The writer often goes beyond the generic word to find one more precise and effective.	Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately.	Many words are used inappropriately, confusing the reader.

Grammar, Spelling, Writing Mechanics (punctuation, italics, capitalization, etc.)	The writing is free or almost free of errors.	There are occasional errors, but they don't represent a major distraction or obscure meaning.	The writing has many errors, and the reader is distracted by them.	There are so many errors that meaning is obscured. The reader is confused and stops reading.
Length	Paper is the number of pages specified in the assignment.			Paper has more or fewer pages than specified in the assignment.
Use of References	Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented.	Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented.	Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas.	References are seldom cited to support statements.
Quality of References	References are primarily peer-reviewed professional journals or other approved sources (e.g., government documents, etc.). The reader is confident that the information and ideas can be trusted.	Although most of the references are professionally legitimate, a few are questionable (e.g., trade books, internet sources, popular magazines, …). The reader is uncertain of the reliability of some of the sources.	Most of the references are from sources that are not peer-reviewed and have uncertain reliability. The reader doubts the accuracy of much of the material presented.	There are virtually no sources that are professionally reliable. The reader seriously doubts the value of the material and stops reading.
Use of Most Recent Edition	MLA format is used accurately	MLA format is used with	There are frequent errors	Format of the document is not

of the MLA Style Manual	and consistently in the paper and on the "Works Cited" page.	minor errors.	in MLA format.	recognizable as MLA.

APPENDIX 10: Spreadsheet of comparative language schools

Name of College	Class hours per week	Class size	Proficiency Levels	Number of Courses	Type of Course
San Francisco State University American Language Institute	22	Average: 15-18	Four levels, from low intermediate (TOEFL 325 and above) to advanced (TOEFL 520-600). No beginning course.	12	Academic English; Literacy skills for college;First year composition;advanced grammar;second year composition;Grammar/editing workshop;Elements of Writing;literature and composition;Grammar/Editing workshop
Pasadena City College: English as a Second Language	Varies	Varies	Five levels, from beginning ESL to Advanced	38 (with multiple sections)	ESL (level 1-5); ESL conversation;Basic Writing Skillls; ESL reading and writing;literature in a second language; Speaking and listening for academic success I and II;Study skills for College success;Grammar and writing;Reading; Advanced Grammar Workshop;American Culture through speaking and listening;Pronunciation of American English (different levels);Supplementary Skills for College Composition; Exploring Topics in ESL; ESL for the Workplace; ESL Skills Workshop; ESL for Vocational students; Grammar Review;Vocabulary Development; Grammar and Writing (different levels) Basic Speaking and listening; ESL learning through computers;ESL reading and Writing for Deaf students (different levels)
Cal Poly Pomona English Language	20 hours core	15	Five levels		Core Classes #1 and #2; Electives such as American Accent, American

Institute	courses and 5 hours elective				Culture/Cinema/Slang; TOEFL preparation; conversation club; computer courses; field trips
USC Language Academy	21	14	Seven levels of instruction: foundations to advanced	Did not say	Courses focus on core courses that focus on academic reading, writing, and grammar; listening, speaking (public speaking; discussion leading), and pronunciation; reading and writing scholarly articles, American essay format and style; research skills; special interest and topical electives (slang/idioms; Business communication;Life in Los Angeles; English through film; Journalism; Spelling and vocab; TOEFL prep) language labs;weekly social, cultural and education activities
Pitzer College Bridge Program	4 courses	Did not say	Outstanding international students who demonstrate advanced proficiency in English (iBT 70-95)are eligible for full admission to Pitzer through the Bridge Program		To graduate from Pitzer, Bridge students must complete 32 courses (128 semester units), including four Bridge courses offered through the Modern Languages, Literature, and Culture (MLLC) field group: MLLC 111: public speaking MLLC 122: Critical Analysis MLLC 144: Advanced Speech and Rhetoric—Argument and Debate MLLC 155: Reading and Writing Across the Curriculum-Integrated Analysis
University of Redlands	Could not find any program				Redlands does have "International Student Services"

Whittier College	Any classes?				Kaplan International College conducts ESL classes on Whittier College campus
Cal State Northridge Intensive English and University Pathway Program (IEP)	Students required to attend 20 hours of instruction per week	15-20	Based on placement exam: 1. Foundation (beginning) for students who need to build basic English skills 2. Academic Skills (intermediate)-core skills for university study prep (levels 1-5) 3. University Bridge (advanced)— transitional courses from the IEP to university and for students who plan to receive a TOEFL waiver for undergrad/grad studies		Core classes provide instruction in all language areas: reading, writing, speaking, listening, public speaking and presentation, and academic research and writing (15 hours per week). Elective courses, which are also required, are offered in areas such as TOEFL, TOEIC, and IELTS prep, Grammar, Conversation, Slang, and Vocabulary (5 hours per week); free after-class tutoring and activities classes, state of the art language labs **TUC: Taking University Classes allows students enrolled in Academic Skills level 3 or higher who are academically eligible to substitute university credit courses for one or more IEP courses. This allows sudents to begin working on their undergrad/grad degree while still enrolled in IEP.
La Verne	Most ESL classes held on Friday 10-3:25pm	Varies, but usually very small (5-15)	3 levels: ESL 101/101P ESL 103/103P ESL 105/105P	3	

APPENDIX 11: Program brochures of other local language schools