QUINEBAUG VALLEY COMMUNITY COLLEGE
Discipline Review
COLLEGE SELF-STUDY REPORT

College: Quinebaug Valley Community College
742 Upper Maple Street
Danielson, CT 06239

Discipline: ENGLISH AS A SECOND LANGUAGE

Report Prepared by: Discipline Member(s): Elkin Espitia-Loaiza

_____   _____   7/13/2018
College Discipline Member   *Signature*   *Date*

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College Discipline Member   *Signature*   *Date*

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College Discipline Member   *Signature*   *Date*

Report Submitted To: College Academic Dean and College President

Mr. John Lewis

_____   _____   7/16/2018
Dean's Name   *Signature*   *Date*

Dr. Carlee Drummer

_____   *Carlee Drummer*   7.23.18
President's Name   *Signature*   *Date*

Report Copy for Institutional Effectiveness

Received by: Office for Institutional Effectiveness

_____   _____   _____
Name   *Signature*   *Date*

1) Mission Statement
List the mission statement of your discipline.

The ESL program exists to teach English language skills to speakers of other languages who need to improve their command of English in order to study at the college level in and English-Speaking environment. The program also exists to improve the English language skills of learners who want to improve their employment opportunities.

2) Historical Enrollment Data
a. Provide five years of enrollment data and three years of retention data. List on ground and online (if any) separately.

Seat count, duplicated students:

Subject	Course_Nr	Title	FA10	FA11	FA12	FA13	FA14	FA15	FA16	FA17
ESL*	L025	Grammar II	16	8	11	9	4	3	11	3
ESL*	L132	Reading/Writing III		5	6	3	5	3	0	6
ESL*	L135	Grammar III	4	5	0	2	5	2	5	5
ESL*	L137	Oral Communications III	13	0	9	7	4	5	8	not offered
ESL*	L142	Reading/Writing IV	8	0	5	1	7	3	1	1
ESL*	L145	Grammar IV	12	7	0	0	7	0	1	7
ESL*	L147	Oral Communications IV		9	0	0	7	1	5	not offered
ESL*	L152	Reading/Writing V	2	0	3	6	6	4	1	0
ESL*	L155	Grammar V	4	4	0	6	8	6	5	4
ESL*	L157	Oral Communications V	14	6	2	2	5	2	0	not offered
ESL*	L162	Reading/Writing VI	6	0	3	0	0	3	1	4
ESL*	L175	Grammar VI		0	6		0	0	4	1

Subject	Course_Nr	Title	SP11	SP12	SP13	SP14	SP15	SP16	SP17
ESL*	L025	Grammar II			0	8	3	4	5
ESL*	L132	Reading/Writing III			3	3	0	2	0
ESL*	L135	Grammar III	12	3	0	5	1	1	8
ESL*	L137	Oral Communications III	8	0	0	9	5	3	4
ESL*	L142	Reading/Writing IV	0	6	7	4	3	2	0
ESL*	L145	Grammar IV	5	7	6	6	10	2	5
ESL*	L147	Oral Communications IV	11	6	6	5	3	1	6
ESL*	L152	Reading/Writing V	5	3	0	0	1	1	2
ESL*	L155	Grammar V	7	8	0	0	0	4	5
ESL*	L157	Oral Communications V		7	1	1	1	2	1
ESL*	L162	Reading/Writing VI	6	4	0	8	5	3	0
ESL*	L175	Grammar VI	1	3	0	0	4	3	2

Student Enrollment in ESL per Term. (Unduplicated)

Acad Yr	Students Enrolled in ESL (unduplicated)	
	Fall Terms	Spring Terms
10-11	46	36
11-12	29	27
12-13	27	15
13-14	22	29
14-15	33	25
15-16	22	19
16-17	28	27
17-18	29	17

A. Analyze the data and draw conclusions.

1) Student enrollment fluctuates from semester to semester and from level to level. In the fall of 2010, sixteen students enrolled in Grammar II. Twelve students continued with Grammar III in the spring 2011 semester.

2) Most ELL students in ESL at QVCC may take one or two courses every semester. A combination of Grammar and Oral Communications; Grammar and Reading and Writing; or Oral Communications and Reading and Writing.

3) The rate of attrition in student enrollment increases as students move up the levels in ESL. Several factors may influence this trend include: lack of success due to unrealistic expectations regarding learning English, unclear goals for college, financial and/or personal situations influencing decisions which interrupt their studies, student mobility within the state, country or between the US and their place of origin among others.

4) During the period of data collection (fall 10 – spring 18), student enrollment in ESL has steadily decreased from 46 students during the fall 2010 to 29 students during the fall 2017; a 37% decrease. Thirty-six students enrolled in the spring 2011, and 17 in the spring 2018; a 53% decrease. It is important to note that during the fall 2018, the ESL program had moved to Windham Tech, which affected class schedules eliminating the ability to offer instruction utilizing the flexible model being employed before the move. ESL classes at Windham Tech meet from 5-8 PM only, whereas prior to that we had classes in the morning and early afternoon as well as in the evening.

5) There is an ample pool of ELL students in the Willimantic area. However, a great number of them do not qualify for ESL at QVCC because they lack a high school diploma or GED certificate and may still be working on achieving English proficiency at the high beginner level as a pre-requisite for entry into the ESL Program at QVCC. Our program is not designed to receive true language beginners. Thus, most of the adult ELL population in Willimantic may still be in pursuit of their GED and/or a minimum entry level of ESL to be able to place in our lowest entry level at Grammar II. ELL students are evaluated with the Accuplacer (LOEP version for ELL students) test to determine their level of proficiency in addition to a conference with the lead instructor prior to be enrolled in our program. As part of the conference, ELL students are given a an additional placement evaluation to confirm or modify the placement from the LOEP.

Retention data:

Student Retention (Students enrolled in ESL in fall and subsequent spring term, unduplicated):

| Acad Yr | Students Enrolled in ESL | | Retention Rate |
	Fall Enrollment (unduplicated)	Subsequent Spring Enrollment	
1011	46	23	0.5
1112	29	19	0.7
1213	27	10	0.4
1314	22	17	0.8
1415	33	20	0.6
1516	22	14	0.6
1617	28	16	0.6
1718	29	16	0.6

B. Analyze the data and draw conclusions.

1) Student retention from fall to spring semester starting with the fall 2010 to spring 2018 has remained steady. The ESL program at QVCC has retained 60% of its students throughout this period of data collected.

2) Several factors could account for the above results. The 5 to 6 multi-level courses of ESL makes it difficult for students to maintain the same level of persistence and consistency throughout their studies at QVCC. In addition, situations outside of the college environment (work, family, finances, etc.) contribute to the 40% decrease in retention between fall and spring semesters.

3) Many of the ELL students at QVCC are attending college for the first time and have little familiarity with the expectations of college work. Such situations may contribute to students failing to obtain passing grades at first. This may result in loss of financial aid or being placed in academic probation. Because, ELL students at QVCC rely heavily on financial aid, they may choose to stop taking classes when losing this source of funding. Students may also feel frustrated at the perception that the pace of progress appear to be too slow

and decide to concentrate on work instead of going to school. Changes in work schedule may also influence a student's decision to put college on hold. Frequently, students who have taken a break from college classes, re-enroll once they realize that economic progress is tied to education.

Enrollment Status of ESL students in English 096, 101, or 101S (FA10-SP17, unduplicated)		
096	8	4%
101	17	8%
101S	2	1%
Did not enroll in 096, 101, or 101S	180	87%
Total ESL students	207	

C. Analyze the data and draw conclusions.

1) During the collected data period (fall 2010 – spring 2017), 207 students took ESL classes at QVCC.

2) Eighty-seven percent of students did not enroll in credit bearing English courses, 4% enrolled in ENG 096 (Introduction to College Composition), 8% enrolled in ENG 101 (Composition), and 1% enrolled in ENG 101S (Composition with Embedded Support).

3) ELL students may not have intentions on continuing with degree bearing classes. Their objective may include only improving their English skills in order to obtain a promotion at work, or to be able to communicate better with their children or their children's teachers. Some of our ELL students have moved out of the area cutting their studies short. Students may also become discouraged by their lack of progress or what they perceive as the slow pace of the program.

4) When students successfully reach the highest levels of ESL, they are advised (after completing a challenge essay) as to which ENG course to take first; ENG 096 Introduction to College Composition or ENG 101 Composition, as well as other courses in their major.

5) During the last three semesters, students at the highest levels of ESL are encouraged to take other courses (with no ENG 101 prerequisite) in their chosen degree program in order to provide them with a starting path toward reaching their ultimate goal of starting to work toward a degree.

3) Curriculum Review

a. List all courses specific to your discipline that are in the catalog or have been offered anytime in the last three years. Note the semester each course was taught.

Subject	Course_Nr	Title	Offered	
ESL*	L025	Grammar II	Fall 10 – Fall 17	Spring 11 – Spring 17
ESL*	L132	Reading/Writing III	Fall 10 – Fall 17	Spring 11 – Spring 17
ESL*	L135	Grammar III	Fall 10 – Fall 17	Spring 11 – Spring 17
ESL*	L137	Oral Communications III	Fall 10 – Fall 16	Spring 11 – Spring 17
ESL*	L142	Reading/Writing IV	Fall 10 – Fall 17	Spring 11 – Spring 17
ESL*	L145	Grammar IV	Fall 10 – Fall 17	Spring 11 – Spring 17
ESL*	L147	Oral Communications IV	Fall 10 – Fall 16	Spring 11 – Spring 17
ESL*	L152	Reading/Writing V	Fall 10 – Fall 17	Spring 11 – Spring 17
ESL*	L155	Grammar V	Fall 10 – Fall 17	Spring 11 – Spring 17
ESL*	L157	Oral Communications V	Fall 10 – Fall 16	Spring 11 – Spring 17
ESL*	L162	Reading/Writing VI	Fall 10 – Fall 17	Spring 11 – Spring 17
ESL*	L175	Grammar VI	Fall 10 – Fall 17	Spring 11 – Spring 17

A. Analyze the data and draw conclusions.

1) Low enrollment of ELL students in ESL courses at QVCC has required the college to look at creative forms of instruction including multi-level, blended classes, individualized instruction, computer enhanced instruction, linked courses.

2) The majority of ELL students are part-time students taking one or two courses every semester.

3) ELL students taking only one or two classes per semester, move up the sequence of courses between Grammar, Oral Communications, and Reading and Writing. With 5 to 6 levels in each subject, the period for completing the program is extended when students take only one or two classes per semester and also depends on how high they place in the sequence. Occasionally, students feel discouraged and drop out, returning to school one or two semesters later when they realize that they need to improve their English skills in order to improve their economic standing and get a promotion or a better job. A consequence of such gaps in schooling can manifest itself in the regression in ESL skills.

4) Frequently, ELL students alternate classes every semester between Grammar and Oral Communication or Reading and Writing. After taking the institutional placement test (LOEP), students enroll in Grammar. Placement in Oral Communications and/or Reading and Writing is made following a conference with the instructor. A few ELL students take all three ESL subjects per semester but the majority of students enroll in only one or two classes a time.

5) When a student is identified as a good candidate for acceleration, the recommendation is made to complete material for two consecutive levels. If the student is successful, the student will be accelerated though the sequence and exiting the ESL program can be achieved faster.

Is there a syllabus on file in the Academic Affairs Office for each course specific to your program that includes course outcomes and processes for assessment?   **YES**   NO

If the answer is "NO," list the courses below that lack outcomes and assessment; provide a plan and timeline for completing this work.

b. List any online classes in your discipline. How often are each offered, and what are the plans for future online classes? What is the rationale for this plan?

Courses are listed as traditional, but they include significant computer online assisted instruction, online student work assignments and traditional classroom instruction directed by the college professor. Classes are taught using the blended instruction method where traditional instruction is delivered side by side with student based computer activities. This instructional method permits for higher flexibility. At each level, students find targeted instructional lessons for them and at their level and in all three subjects.

4) Discipline Delivery Strategies
Is the discipline semester course sequence listed in the catalog? Has the sequence been followed for the current and past two academic years? How does the sequence serve part-time students? Do you coordinate course offerings with other programs?

The discipline sequence (proficiency levels ranging from Level II up to Level VI) is clearly listed in the college catalogue. All levels of language proficiency have been offered during past five years because the program's flexibility, linking of courses in each discipline, and individualized student programs which permits the offering of all ESL courses without interruption.

Until the fall 2017, this instructional method allowed part-time students to choose from a flexible class schedule offered by the ESL program. Students were able to choose from three class schedules: morning, afternoon or evening. Starting with the fall 2017, QVCC's class schedule offers a

Monday/Wednesday (Reading & Writing) option from 5-8 PM or Tuesday (Grammar) option from 5-8 PM. This change was due to the relocation/downsizing of the college offerings at the Willimantic location. Thus, the ESL program's flexibility has been reduced. Reducing the hours of operation has limited or offerings to a 3-hr window. Students unable to attend classes during this narrow time frame, may not be able to take advantage of QVCC's ESL program.

Starting in the fall 2018, Oral Communications will be added to the schedule again. This class will be taught using a Hybrid model. Classroom instruction will take place on Thursdays from 5-8 on five specified dates with the rest of the instruction taking place on-line.

The ESL program's mission is to prepare students to enter the sequence of required English courses that students need to take in order to complete a certificate or degree program at the college if they choose to. Our program coordinates learning and content objectives with the aim of successfully preparing ELL students to embark in ENG 101 Composition, which is the pre-requisite for a majority courses needed to fulfill Certificates and Associate Degree programs at QVCC. Determination to enroll an ELL student in ENG 101 is made on an individual basis. A challenge essay assessment is used to determine if the student is in need of additional developmental instruction and may be recommended for ENG 096 (Introduction to College Composition) or ENG 101 S (Composition with Embedded Support) when exiting the ESL program.

5) Trends
a. What have been two major national and/or state trends specific to your discipline during the current and past two academic years?

- Computer Assisted Learning Integration (CALL)
- Voice Controlled Devices as learning tools
- Hybrid/Blended Instruction/Flipped Classroom model
- Integrated Skills Teaching
- Scaffolding Language for Context
- Integration of Language in Oral Language and Literacy
- Learning experiences that respond to different rates and learning styles

b. What are the emerging trends that will dominate during the next three years? (Do not include enrollment or retention issues here.)

The further implementation and development of Computer Assisted Instruction and the integration of learning skills should play an important role in the teaching of languages including English as a Second Language. More and more ELL students are interested in improving their speaking, writing and

communication skills in order to achieve a higher degree of education. These objectives will be facilitated by the utilization of technology and individualized instruction.

c. What transfer articulation agreements exist with other institutions? (List each and include expiry data.) What are your future plans for transfer articulation?

The ESL program at QVCC is structured to follow the Common Course Numbering System at the Connecticut Community College System. ELL students at QVCC can take courses at any of the 12 Community Colleges. Many students may not be able to continue in a specific ESL program at any of the other 12 community colleges due to various situations (mobility, course availability among others); therefore, they can continue their studies of ESL at QVCC without much difficulty. Due to the upcoming Community College consolidation, the transfer process could become even easier. Courses should be aligned across the system, a unified college application should allow students to move between locations, single founding application should help students get student financial aid easily, a one stop course registration processes should allow students to enroll in any ESL program with just one application process. One area of concern with the consolidation of the Community College locations being proposed may be the negative impact on small ESL programs like ours at QVCC. The new centralized system may determine that ESL classes be offered only at larger colleges with greater ELL populations. Such move could cut ESL instruction availability to students who can't travel to other locations due to work, family schedules or unavailability of transportation.

The ESL program at QVCC also coordinates with the Adult Education Program at EastConn and Tolland as well as the Bilingual Program at Windham High School. QVCC receives Adult Education and High School Late Arrival graduates as they continue to pursue higher education at the college level through our academically guided ESL program, and refers potential students to Adult Education requiring additional ESL services before commencing at QVCC at the higher beginning level.

6) Institutional Barriers
a. What are the major institutional barriers to success that students experience in your discipline? (Focus on teaching, learning, and curricular issues.)

1. Multi-Level Classes due to low and unpredictable student enrollment

    Multi-level classes are a consequence of low and unpredictable student enrollment at each level compared to the size of the local ELL proficient population in need of instruction. We have found that the only way to avoid the interruption of the ESL sequence is to design a program

that imparts instruction in a multi-level instructional environment. Low enrollment has led to implementation of multi-level linked instructional model which may not be most ideal learning approach. For each subject in ESL, student instruction has been individualized creating an environment where level II exist along all the other levels in the program.

2. High mobility of Limited-English students

   ELL Student high mobility prevents many from progressing in achieving proficiency in the language in a consistent manner. When students interrupt their study of English, the unintended consequence is regression. ELL Students decide to start and stop taking ESL classes for varied reasons. Some can be financial, personal or the frustrations that they may not be progressing fast enough for their expectations.

3. Pressure to complete the ESL sequence

   ELL students feel pressure to complete the ESL course sequence with the objective of taking ENG 101 (Composition) and start on their chosen degree program. This pressure can stem from financial issues as well as the program's extensive multi-level sequence. Many ELL students may feel that there are too many levels in the curriculum creating a situation where it may take them 2-3 years to complete the program when taking one or two classes per semester.

4. Ambiguous, erratic CCC system regulations combined with new and fluctuating BCIS (formerly INS) policies

   The presence of two universities in the immediate area has the potential to generate a significant number of students for the ESL program because each university has a large number of foreign ELL students with family members in need of ESL instruction. However, the CCC system has not been consistent in implementing criteria for the level of tuition and fees to charge those in this category.

   At QVCC, students are not admitted on student visa status. This policy prevents QVCC from taking advantage of the pool of international ELL students who need additional ESL instruction as they prepare to enroll in the two major 4-year institutions in the immediate area (ECSU and UConn).

5. Lack of full-time ESL faculty/administrator to coordinate the program, advise, recruit, instruct

    At the present time and for the past five years, the ESL program has not had a full-time faculty member teaching in the program, revising curricula, coordinating student placement and advising, and recruiting potential ESL students in and around the local area businesses and schools. The program has been managed by the full-time Foreign Language/ESL faculty member who among the duties, also is responsible for interviewing, recommending and observing adjuncts, curriculum development, proposing course schedules, ordering textbooks, advising students, and coordinating the Sign Language Program.

6. Lack of a professional ESL library to supplement the program

    The library holdings at QVCC are quite minimal for ESL. At other CCC universities, dedicated sections of the library include impressive collections of materials geared toward the ELL student population, facilitating their enhancement of the development of their English skills.

7. Three to six skill levels in each ESL course subject

    QVCC has three to six skill levels each in Grammar, Oral Communications (temporarily removed from schedule starting with the fall 2017 semester and reinstated for the fall 2018 semester), and Reading and Writing. With the history of low student enrollment each semester, courses do not fill up with enough students to warrant running them individually. Often levels have to be cross-listed which creates a situation in which a course contains students with a wide range of abilities within the narrow definition of the course. An example, is the cross-listing of all Grammar courses. Levels II to VI. Instruction occurs in a Multi-Level environment.

    Also, only one section of an ESL course is offered every semester and if a student has a conflict with another course, work, and or family; they may need to skip taking the course in their sequence of studies. For students, this may be detrimental because it breaks the learning pattern. Progress in English proficiency is made more difficult when students can't take courses because of time and day conflicts.

8. Lack of dedicated Language Lab computer space for ESL courses

    Although the ESL classes have been taught consistently in a computer lab since the program's redesign in 2013, the lack of a Language Computer Lab with appropriate software and hardware for language learning, is an obstacle to the maximization of language instruction.

b. What is your plan to address these issues?

1. Student Recruitment and Retention

   QVCC should develop a mission and strategy that goes beyond instruction of ESL. The college should be assigning new resources to the recruitment of new students. This effort could include media, networking development with educational and employment institutions to develop integration agreements which can include: grants for tuition reimbursement, time allowance for workers to attend ESL classes at QVCC, work place space availability to hold ESL classes on site.

2. Advising/Program Director

   The ESL Program at QVCC requires the appointment of a Program Coordinator or Program Director to dedicate time to recruit new students, manage student placement, advise current students, network with student providers (schools, employers), manage curriculum development, manage adjunct instructors, etc.

3. Collapsing of levels/Acceleration

   In collaboration with other ESL programs across the Community College System, the ESL program at QVCC should evaluate the current ESL course structure with the objective of collapsing levels of proficiency in the three disciplines to facilitate students' progress through the program and transition into a degree program in a more efficient manner.

4. ESL Certificate

   This Discipline Review proposes the adoption of an Institutional ESL Certificate. Several Community Colleges award Institutional ESL Certificates to its students. Such certificate would award between 15-18 credits to students who complete the highest levels of ESL courses plus English 101 Composition and COM 173 Public Speaking. An Institutional ESL Certificate can have two benefits: Serve as a guided pathway to a Career bound Certificate and/or Associate Degree; Provide ELL students returning to their original countries with a Certificate of English which can be useful in securing employment.

7) Instructional Support
What are your current classroom, media, and IT needs? How will those needs change in the future? What support will be necessary to meet those needs?

There is a lack of support designated for the ELL students at QVCC. Whereas other community colleges have specifically designated learning centers, tutoring services, ESL library materials and space reserved for ELL students only, QVCC lacks such support. Instruction in the classroom is given by only one instructor per multi-linked course. He/She is responsible for student support in and out of classroom.

Library holdings of ESL-themed titles is limited to a set of Penguin readers, Spanish-English and English dictionaries and a few individual outdated software programs. It is the recommendation of this discipline self-study that ESL library holdings continue to be developed/improved to include additional resources in print, video and audio, and electronic resources that can be paired with tutoring support services available to students by the Learning Center/Library staff.

8) Budget
What is your current budget and how is it spent? Are there any crucial budget needs you can forecast now that will emerge in the next three years?

Report Parameters

Organization Budget Status Report			
By Account			
Period Ending Jun 30, 2017			
As of Jan 17, 2018			
Chart of Accounts	9 CT BD OF TRST COMM-TECH COLL COAS		
Fund	LA2000 QV OP FUND - CURR UNRESTR	Program	All
Organization	L315C ESL-FOREIGN LANGUAGE	Activity	All
Account	All	Location	All

Account	Account Title	FY17/PD1 2 CF Budget	FY17/PD1 2 Original Budget	FY17/PD1 2 Current Budget	FY17/PD1 2 YTD	FY17/PD1 2 Encum	FY17/PD1 2 Avail Bal
7201	ADVERTISING GENL	0.00	0.00	0.00	375.00	0.00	(375.00)
7203	ASSOCIATION DUES	0.00	227.00	227.00	85.00	0.00	142.00
7224A	NON-PROF SVC-TEMP SVC	0.00	300.00	300.00	0.00	0.00	300.00
7315	EDUCATIONAL SUPPLIES	0.00	250.00	250.00	0.00	0.00	250.00
Report Total (of all records)		0.00	777.00	777.00	460.00	0.00	317.00

The budget for the ESL Discipline is part of the overall budget item including Foreign Language and American Sign Language. The amount allocated is for the most part dedicated to copying of materials, the purchase of occasional instructional classroom materials for ESL/ASL and Foreign Language. Advertisement for ESL is allocated through the Marketing Department and is geared toward recruitment of students in the Windham area through twice a year radio and free newspaper ads. QVCC also has an ESL page on its website with information about the ESL Program. The table above shows the limitations that a small budget has in the overall capability of the ESL program.

9) Public Disclosure
Does discipline information published on the website provide sufficient information to allow students and prospective students to make informed decisions about registering for classes within the discipline?

The program information on the QVCC website is a work in progress and should continue to develop a more informative site to support potential and current ELL students.

10) Resource requests/suggestions
List resources that will be needed over the next 5 years; financial, physical, personnel

1. Appointment of a Program director and/or coordinator to oversee recruitment, advising, placement, program development and articulation with QVCC degree programs available to ELL students.

2. Developing/strengthening relationships with local high schools, adult education programs, local employers, and surrounding universities.

3. Full day program to serve ELL population in the Windham area. A clear impact of the class schedule reduction since the move to Windham Technical High School has been the lack of morning and early afternoon ESL classes. Potential students unable to attend classes during the evening, have found themselves out of options for ESL instruction or looking at community colleges in Norwich or Manchester.

4. Increasing financial assistance through Grants and Scholarships. ESL students at QVCC rely heavily on Financial Aid or personal funds to support their education at QVCC. For those receiving Financial Aid, the maximum allocation could be reached prior to completing an associate degree. Financial pressure is greater for ELL students which do not qualify for Financial Aid. There has been an increase in the number of ELL students applying for institutional Scholarships. In addition, we have obtained a small ESL Grant from Liberty Bank providing some financial relief to students attending the ESL Program. Scholarships and/or the ESL Grant do not provide for complete financial relief for all ESL students.

5. Establishing and increasing ESL library holdings. The library holdings geared toward ELL students is growing. However, additional ELL offerings need to include audio/visual and electronic resources.

6. Establishing a dedicated Language Lab with appropriate hardware and software. Currently, ESL classes are taught in a computer lab. The lab includes computers with internet connection and the utilization of a commercial web-based program (Pearson) and Blackboard course management system developed by faculty. Plug in headphones/microphones are used for audio. The optimal teaching/learning environment should include a dedicated Language Lab equipped with adequate software and hardware designed for the teaching of ESL, Foreign Languages and American Sign Language.

7. Additional support with specialized imbedded tutoring support. Tutoring and academic support is available through the Learning Center. Embedded support is not available in the classroom on a consistent basis. When we have been able to add embedded support, it is through volunteers. Volunteering is inconsistent and varies from semester to semester. Therefore, the weight of providing additional student support falls onto the classroom instructor because students may not be available to schedule tutoring sessions at the time the Learning Center has scheduled tutors.

The proposal of an Institutional Advanced English as a Second Language Proficiency Certificate (15 to 18 cr.). English as a Second Language Certificates have been adopted at several community colleges and offer a path for ESL students to degree programs by including the highest levels of ESL as a path to English Composition and Public Speaking. English Composition and Public Speaking courses serve as gateway courses to a great number of degree programs. An ESL Certificate may also attract students who plan to return to their home countries and express an interest to teach English as a Second Language in their home country. Two possible course sequences can be: ESL 152 R&W V, ESL 162 R&W VI, ENG 096 or ESL 192 Advanced Writing Workshop, ENG 101 English Composition, ENG 102 Composition and Literature, COM 173 Public Speaking or ESL 175 Gr VI, ESL 157 Oral Communications V

ESL Self-Study Visiting Team Recommendation Summary

Discipline Review Form

Recommendations

1. Based on unduplicated enrollment 2010-2011 was an outlier with subsequent years fluctuating within a stable range. Course availability has been reduced due to restricted instructional time. The program was housed in a center that offered day and evening classes but it now reduced to three nights per week with three hours of class time per evening.

Recommendation is to increase instructional time with a focus on daytime availability.

2. Strategic partnerships should be developed to attract UCONN spouses and Eastern International students as a way to stabilize minimum enrollments.

Recommendation: Create a Director position who is responsible for establishing partnerships and developing a robust outreach strategy.

3. Focus on community-based presence and recruitment is necessary. There is a significant potential pool on English Learners who are not being served.

Recommendation: Create Director Position, hire student workers, allocate dedicated funds for promotional materials.

4. Part-time students are not able to complete the curriculum in a timely fashion.

Recommendation: Compact course curriculum to streamline student progression.

5. Student would benefit from recognition of ESL attainment.

Recommendation: Micro-credential or institutional certificate.

6. ESL students need additional support for course completion.

Recommendation: Tutors embedded with the ESL program.

7. Students and staff need access to an ESL oriented library collection.

Recommendation: Collaborate with public library, Eastern and EASTCONN

8. Students need access to a language lab

Recommendation: Explore opportunities on and off site for developing language labs in Danielson and Willimantic

9. Student need financial support

Recommendation: develop ESL specific scholarships