December 26, 2013

To: Leon Richards

From: Frank Noji

Re: Increasing enrollment in ESOL program

Thank you for meeting with us and sharing your plan to increase the number of F-1 students and giving us an opportunity to share our concerns.

As a talking point, I have put together some data that gives a snapshot of the program in Fall 2013 and what needs we will have if the F-1 population increases to the proposed 800. I have used a national standard measure of classroom demand and classroom utilization.

Because the primary concern of the program is student learning, I have also included some data on how the students who have exited the program are doing in the foundations courses. Guy Kellogg’s role is to continue to work with keeping the balance between intake and learning. We know that the majority of the students will never have native proficiency of English so we have begun to try to determine what is “good enough.” In 2014, we will begin to explore what is “good enough.” One aspect of “good enough” is performance in college and completion of programs. The other aspect of ‘good enough” is how well they perform in ESL/ENG 100 and what faculty in the content courses feel is “good enough.”

I would like to have an opportunity to discuss the data with you and get your feedback on the projections and requests. I am available during the winter break. Thank you.

Faculty Demands (Spring 2016)

Faculty Offices (18 faculty members)

Faculty Demands (Fall 2013)

Faculty Offices (15 faculty members)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Office | # of full time  | # of lecturers |  | Office | # of full time  | # of lecturers |
| 223 | 1 (coordinator) |  |  | 223 | 1 (coordinator) | 2 |
| 221 |  | 3 |  | 221 |  | 3 |
| 220 | 2 |  |  | 220 | 2 |  |
| 219 |  | 3 |  | 219 |  | 3 |
| 218 | 2 |  |  | 218 | 2 |  |
| 217 | 2 |  |  | 217 | 2 | 1 |
| 216 | 1 | 1 |  | 216 | 1 | 1 |

Teaching Load in teaching equivalencies (TE)

Spring 2016

Spring 2016

Teaching Load in teaching equivalencies (TE)

Fall 2013

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Faculty | ESOL TE | Other TE |  | Faculty | ESOL TE | Other TE |
| Elaina Malm | 27 |  |  | Elaina Malm | 27 |  |
| Kris Lambert | 27 |  |  | Nicole Otero | 27 |  |
| Yoneko Kanaoka | 27 |  |  | Yoneko Kanaoka | 27 |  |
| Anthony Silva | 15 | 12 (assessment) |  | Anthony Silva | 15 | 12 (assessment) |
| Guy Kellogg | 14 | 13 (coordination) |  | Guy Kellogg | 14 | 13 (coordination) |
| Frank Noji | 14 | 13 (coordination) |  | Frank Noji | 14 | 13 (coordination) |
| Cary Torres | 18 | 9 (SLT) |  | Cary Torres | 18 | 9 (SLT) |
| Shawn Ford | 9 | 18 (SLT) |  | Shawn Ford | 9 | 18 (SLT) |
|  |  |  |  | Demand = 245.1 TE | 97 TE |  |
|  |  |  |  | 148.1 TE (lecturers) |  |  |

Fall 2013 Spring 2016 Fall 2016

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Lecturers | # credits teaching |  | Lecturers | # credits teaching | TE |
| Jody Yamamoto | 14 |  | Jody Yamamoto | 14 | 16.6 |
| Greg Romano | 14 |  | Greg Romano | 14 | 16.6 |
| Anna Dudzik | 14 |  | Anna Dudzik | 14 | 16.6 |
| Vai Tapiero-Kight | 14 |  | Pamela Stacey | 14 | 16.6 |
| Cheryl Tsuyuki | 14 |  | Marilyn Whitehorse | 14 | 16.6 |
| Michael Rollins | 14 |  | Michael Rollins | 14 | 16.6 |
| Brian Howell | 7 |  | Tamara Smith | 14 | 16.6 |
|  |  |  | Eugenia Wang | 14 | 16.6 |
|  |  |  | Mai-Han Nguyen | 14 | 16.6 |
|  |  |  | Jennifer Shanahan | 7 | 00.0 |
|  | Total = 91 |  |  | Total = 133 | Total = 149.4 (TE) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ESOL Classes | Fall 13 | Spring 14 | Fall 15 | Spring 16 |
| 90/91 | 1 | 1 | 1 | **1** |
| 92 | 4 | 2 | 3 | **3** |
| 94 | 11 | 11 | 12 | **15** |
| 100 | 7 | 6 | 7 | **7** |
| 197B | 3 | 3 | 4 | 4 |
| 197C | 3 | 3 | 4 | 4 |
| IS | 3 | 3 | 4 | 4 |

CLASSROOM DEMANDS

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Spring 2012 | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 | Fall 2014 | Spring 2015 | Fall 2015 | Spring 2016 |
| # seats filled | 377 | 522 | 443 | 576 | 518 | 692 | 597 | 699 | 551 |
| Capacity | 89% | 97% | 105% | 98% | 90% | 99% | 85 | 97%5 | 70% |

Classroom demand calculations for ESOL classrooms:

**FUTURE DEMANDS**

Strategic Plan goal = 800 international students by Fall 2015

Fall 2013 – 550 students

Fall 2014 – 630 students

Fall 2015 – 699 students

Offerings

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course | # of sections (F13) | # of sections(F14) | # of sections(S 15) | # of sections(F15) | # of sections(S16) | # of sections(F16) |
| ESOL 90/91 | 1 | 1 | 1 | 1 | 1 | 1 |
| ESOL 92 | 4 | 4 | 3 | 3 | 3 | 3 |
| ESOL 94 | 11 | 14 | 9 | 15 | 14 | 13 |
| ESL 100 | 6 | 8 | 8 | 9 | 7 | 7 |
| ESOL 197B | 3 | 4 | 4 | 4 | 4 | 4 |
| ESOL 197C | 3 | 4 | 4 | 4 | 4 | 4 |
| IS | 3 | 4 | 4 | 4 | 4 | 4 |
| TOTAL | 31 | 39 | 38 | 41 | 38 | 36 |

**PART TWO**

**Good Enough?**

**Good Enough**

Question 1: Are ESOL 197 doing “good enough” in college level courses?

ESOL 197 is an intensive course designed for F-1 Visa students who don’t meet the TOEFL score or other tests required for admissions into KCC. In order to give these students access to KCC, ESOL 197, a 16-week, 8-hours a day intensive program, was developed. After 16-weeks are these students gaining access, i.e. successful, at KCC.

In the 2013 study student success was defined as a 2.0 GPA or higher. The study looked at the term GPA and the Cumulative GPA of the ESOL 197 students who took ESOL 94. The GPA of those who got a CR+ and those who got a CR were looked at separately. It is important to note that the ESOL 94 grade is not calculated in the GPA because it is a CR/NCR grading.

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| --- | --- | --- |
| Fall 11 | CR+ | CR |
| ESOL 197 | 2.838 (term) | 2.961 (cum) | 2.424 (term) | 2.454 (Cum) |
| Non ESOL 197 | 2.979 (term) | 2.994 (cum) | 2.124 (term) | 2.302 (cum) |
|  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| Fall 12 | CR+ | CR |
| ESOL 197 | 2.479 (term) | 2.693 (cum) | 1.583 (term) | 1.680 (Cum) |
| Non ESOL 197 | 3.024 (term) | 3.044 (cum) | 1.920 (term) | 2.137 (cum) |
|  |  |  |  |  |

Discussion:

How did ESOL 197 students do in ENG 100 and ESL 100. In Fall 2010,

DEGREE COMPLETION AND TRANSFER.

An average of 2000 students complete a degree or complete a degree at KCC. 500 of the 2000 students completed ESOL 94. This is about 25% of the students who transfer or complete degrees have completed ESOL 94. On the average ESOL 94 makes up 7% of the student population in any given semester. They make up 7% of the entire student population and 25% of the students who complete degrees or transfer.

In the 2012 study, it was evident that ESOL 197 students are performing as well as students who place into ESOL 94. Although ESOL 197 is a “non-credit” class, it has been treated as part of the ESOL program and the teachers are part of all the professional development activities and data analysis.

For this reason, in the present study, ESOL 197 is examined as part of the cohorts and not looked at or treated separately.

How did students who passed ESOL 94 with CR+ perform in ENG 100 and ESL 100. Between Fall 20012 and Spring 2015 there were 111 students who successfully passed ESOL 94 who took English 100. Of the 111 students 89 students or 80% received a C or higher. 35 students or 32% received an A in English 100.

During this same period 260 students took ESL 100. 227 students of the 260 or 87% received a C or higher in ESL 100. 27 or 28% received an A in ESL 100.

How did these students who completed Eng 100 or ESL 100 perform in WI courses. Of the 371 students who took ENG or ESL 100, 333 (89%) took WI courses. 288 (86%) of the students received a C or higher in the WI courses.

How did the students perform in the other foundation courses: global multicultural and symbolic reasoning.

364 students who successfully completed ESOL 94 took one of 8 Global Multicultural courses. 317 or 87% received a C or higher in these courses. 87 or 51% received an A in these courses.

245 students took one of the courses that satisfied their Symbolic Reasoning requirement. 213 or 87% if the students received C or higher. 51% received an A in their courses.

**First Question:** Are students from ESOL 94 completing college?

164 of 336 students—51.19% of students taking ESOL 94 during each of the fall terms from fall 2007 to fall 2009, graduated with an Associate degree or transferred to a UH 4-yr institution.

KCC completion rate is 15%. The national average is 17% (23% in some data).

**Second Question:** Are ESOL 94 students successful in foundation courses?

The same three cohorts developed for question one were used to examine the success rates (C grade or higher) for five foundation courses over three academic years for each of the ESOL 94 student cohorts. If a foundation course was taken multiple times, only the first grade was used. The data are presented below.

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| **Foundation Course Success for ESOL 94 Students** |
|  | **Fall 2007 Cohort** | **Fall 2008 Cohort** | **Fall 2009 Cohort** |
| **ESOL 94 Grade** | **ESOL 94 Grade** | **ESOL 94 Grade** |
| **CR+**95.92%(47 / 49) | **CR+** | **Other** | **CR+** | **Other** |
| **GEOG 102** | 91.38%(53 / 58) | 94.44%(17 / 18) | 95.45%(63 / 66) | 90.91%(10 / 11) |
| **GEOG 151** | 100.00%(3 / 3) | 100.00%(2 / 2) | 100.00%(10 / 10) | 75.00%(3 / 4) | 100.00%(7 / 7) | N/A(0 / 0) |
| **HIST 151** | 73.68%(14 / 19) | 40.00%(6 / 15) | 63.16%(24 / 38) | 22.22%(2 / 9) | 66.67%(18 / 27) | 22.22%(2 / 9) |
| **HIST 152** | 100.00%(5 / 5) | 11.11%(1 / 9) | 64.29%(9 / 14) | 50.00%(2 / 4) | 81.82%(9 / 11) | 50.00%(2 / 4) |
| **REL 150** | 92.59%(25 / 27) | 69.23%(9 / 13) | 91.30%(42 / 46) | 87.50%(14 / 16) | 93.65%(59 / 63) | 94.74%(18 / 19) |

Of the students who successfully completed ESOL 94, 388 of 443 course attempts or 87.58% successfully completed the foundation courses.

**Third Question:** Were ESOL 94 students promoted accurately?

 **Part 1:** What was the fall GPA of spring ESOL 94 students?

The fall 2011 term GPA of spring 2011 ESOL 94 students was 2.928 for students who received a CR+ grade in ESOL 94.

Successful ESOL 94 students from the spring 2012 term had a GPA of 2.860.

Cumulative Fall GPAs were 2.938 for students who successfully completed ESOL 94.

F1 visa status successful ESOL 94 students did not have significantly higher fall 2011 cumulative GPAs than ESOL 94 students without F1 visas.

 **Part 2:** What were the ESL 100 grades of students who completed ESOL 94 with a CR+ since fall 2010?

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| **ESL 100 Grade Distribution of All Students Who Completed ESOL 94 With a CR+ Grade** |
| **A** | **B** | **C** | **D** | **F** | **I** | **NC** | **W** |
| 58(30.05%) | 81(41.97%) | 20(10.36%) | 8(4.15%) | 10(5.18%) | 0(0.00%) | 1(0.52%) | 15(7.77%) |

ESL 100 grades also were examined relative to visa status. The overall pattern shows that the successful completers of ESOL 94 with F1 visas tend to receive more As and fewer Ws in ESL 100 than the students without F1 visas.

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| --- |
| **ESL 100 Grade Distribution of All Students Who Completed ESOL 94 With a CR+ Grade** **by Visa Type** |
| **Visa Status** | **A** | **B** | **C** | **D** | **F** | **I** | **NC** | **W** |
| **F1** | 35(36.46%) | 39(40.63%) | 9(9.38%) | 2(2.08%) | 5(5.21%) | 0(0.00%) | 1(1.04%) | 5(5.21%) |
| **Other** | 23(23.71%) | 42(43.30%) | 11(11.34%) | 6(6.19%) | 5(5.15%) | 0(0.00%) | 0(0.00%) | 10(10.31%) |

ESL 100 grades also were examined relative to whether the successful ESOL 94 completers also had taken ESOL 197. The students who took both ESOL 94 and 197 tended to receive fewer As and more Bs and Ws in ESL 100.

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| **ESL 100 Grade Distribution of All Students Who Completed ESOL 94 With a CR+ Grade** **by Enrollment in ESOL 197** |
| **ESOL 197** | **A** | **B** | **C** | **D** | **F** | **I** | **NC** | **W** |
| **Yes** | 8(22.22%) | 17(47.22%) | 4(11.11%) | 1(2.78%) | 2(5.56%) | 0(0.00%) | 0(0.00%) | 4(11.11%) |
| **No** | 50(31.85%) | 64(40.76%) | 16(10.19%) | 7(4.46%) | 8(5.10%) | 0(0.00%) | 1(0.64%) | 11(7.01%) |

 **Part 3:** What were the ENG 100 grades of students who completed ESOL 94 with a CR+ since fall 2010?

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| --- |
| **ENG 100 Grade Distribution of All Students Who Completed ESOL 94 With a CR+ Grade** |
| **A** | **B** | **C** | **D** | **F** | **I** | **NC** | **W** |
| 73(32.88%) | 63(28.38%) | 48(21.62%) | 7(3.15%) | 12(5.41%) | 3(1.35%) | 3(1.35%) | 13(5.86%) |

ENG 100 grades also were examined relative to visa status. The overall pattern shows that the successful completers of ESOL 94 with F1 visas tend to receive more Cs and fewer Bs and Ws in ENG 100 than the students without F1 visas.

|  |
| --- |
| **ENG 100 Grade Distribution of All Students Who Completed ESOL 94 With a CR+ Grade** **by Visa Type** |
| **Visa Status** | **A** | **B** | **C** | **D** | **F** | **I** | **NC** | **W** |
| **F1** | 51(33.77%) | 39(25.83%) | 39(25.83%) | 5(3.31%) | 9(5.96%) | 3(1.99%) | 3(1.99%) | 2(1.32%) |
| **Other** | 22(30.99%) | 24(33.80%) | 9(12.68%) | 2(2.82%) | 3(4.23%) | 0(0.00%) | 0(0.00%) | 11(15.49%) |

ENG 100 grades also were examined relative to whether the successful ESOL 94 completers also had taken ESOL 197. The overall pattern shows that the successful completers of ESOL 94 who also took ESOL 197 as compared to the ESOL 94 students who did not take ESOL 197 received fewer As and Ws and more Cs in ENG 100.

|  |
| --- |
| **ENG 100 Grade Distribution of All Students Who Completed ESOL 94 With a CR+ Grade** **by Enrollment in ESOL 197** |
| **ESOL 197** | **A** | **B** | **C** | **D** | **F** | **I** | **NC** | **W** |
| **Yes** | 26(29.21%) | 25(28.09%) | 27(30.34%) | 2(2.25%) | 5(5.62%) | 1(1.12%) | 2(2.25%) | 1(1.12%) |
| **No** | 47(35.34%) | 38(28.57%) | 21(15.79%) | 5(3.76%) | 7(5.26%) | 2(1.50%) | 1(0.75%) | 12(9.02%) |