CATESOL 2016 | Community College Rap Session

Drawing the Lines:
Redesigning Non-Credit / Credit ESL Pathways

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Let Go, or Not Let Go?

- Re-envisioning credit ESL vs. non-credit ESL in light of current campus priorities and legislative pressures
- The current mandates:
  - Graduate and transfer; AA-T
  - Divide adult ed into meaningful, integrated components
  - Quantitative accountability of ESL programs (student success rates)
  - Concerns about unpaid financial aid

Let Go, or Not Let Go?

- Where does ESL , a non-terminal academic program, fit?
- How do we justify our funding? 66 units (ESL) vs. 15 (native sp.)?
- Which populations do we serve?
- What is our mission vis-à-vis the current mandate?
- *Credit ESL programs prepare non-native speakers of English for academic success in English and regular academic courses.*

Let Go, or Not Let Go?

- What are our student success rates in Freshman Comp, college graduation, and university transfer?
- How many levels are reasonable to have as COLLEGE CREDIT (DA/DC)?
- What about Non-Degree-Applicable Credit (NDA/NDC) courses?
- How to deal with the Credit and Non-Credit curricular overlap?

Some Concerns from around the State

- Credit ESL is often excluded from adult ed decision-making (Santa Rosa; Palomar).
- Some campuses pay for adult ed work (East LA), others don't (LACC).
- Tenured ESL credit positions are being 'slowly choked': retire, but not rehire.
- Few, if any, tenured non-credit ESL jobs

Some Concerns from around the State

- Some ESL programs are asked to offer non-credit courses: great pathway, and/or Trojan horse? (Contra Costa; Pierce)
- Some dual-listed (credit/non-credit) courses are now non-credit only (Long Beach)
- Non-credit ESL Completion Certificates "*prepare students with instruction in ESL as related to . . . transitioning to post-secondary education. Emphasis is placed on assisting non-native speakers of English increase proficiency in listening, speaking, reading, writing, and critical thinking skills. Upon completion of the Vocational ESL Certificate of Completion, students will be able to meet academic, employment and community expectations as active members of the community.*" (LACC)

Some Strategies from around the State

- Let go, but shift the units upwards.
- Make non-credit courses pre-requisite to credit. *Yes, you can.*
- Develop bridge curriculum. (Santa Ana SCE; LACC)
- Improve assessment procedures (e.g., comprehensibility of test instructions).
- Increase international student enrollment. (Glendale, ELAC)

Some Strategies from around the State

- The shorter the program, the higher student success rate.
- Accelerate through levels. ("The Peralta Model," Lisa Cook, Laney College)
- Offer content-based instruction to tie ESL to degree-producing courses.
- Work with English on improving student success in English classes.
- Feature ESL prominently in your college Equity Plan. (West LA; Leigh Anne Shaw, Skyline College)

Benefits to Credit from Non-Credit programs

- Larger student pool; better preparation. 7% NC->CR transfer (Liza Becker, Mt Sac study)
- Move lowest credit levels to 'enhanced non-credit'. Advantages: free to students; full reimbursement to the college; students not using up financial aid (Golden West).

The Role of CATESOL

- Credit ESL programs under threat: fewer teaching hours and faculty positions
- Immigrant student population under threat
- Non-credit programs burdened; insufficient f/t hiring; unequal pay
- CATESOL-CC listserv – a great forum
- CATESOL members reached out to ASCCC (Nov. 2016 Resolution to Include English Language Learners in Equity and Scorecard Categories)
- Possible alliances with community groups
- Lobbying legislators, directly and by mail
- Statewide separation of credit and non-credit: pros and cons

Thank you for listening.

This PowerPoint is available on my website or on the conference site.

PS. A related presentation from CATESOL 2015 "Collaborating with English Programs to Ensure Long-Term ESL Student Success" can be found on my website, or in *CATESOL News*, Spring 2015 (as "English and ESL: Different Paths, Common Goals")

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