

2016 ASCCC Curriculum Institute

*Improving Student Success –
Acceleration in ESL and
Developmental English*

Who We Are

Sarah Jones, Cypress College, Professor, English/Reading

- English/Reading Department Coordinator
- SLO Coordinator

Kathy Wada, Cypress College, Professor, ESL

- Former ESL Department Coordinator
- Accreditation IIA Subcommittee Chair
- Cypress Academic Senate Division Senator

Why We Are Here

- To share ways we have improved student success at Cypress College



STUDENT SUCCESS SCORECARD

Cypress College

[Click here to select a different college](#)

CURRENT PROFILE	MOMENTUM POINTS			DEGREE/TRANSFER OUTCOMES		CAREER TECHNICAL EDUCATION METRICS	
	REMEDIAL/ESL	PERSISTENCE	30 UNITS	DEGREE/TRANSFER	CAREER TECHNICAL EDUCATION	SKILLS BUILDER	

[View Rates](#)

[Metric Profile](#)

Remedial/ESL

[Click here to view trend data](#)

Percentage of credit students tracked for six years through 2014-15 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2009-10 and completed a college-level course in the same discipline.

REMEDIAL MATH	REMEDIAL ENGLISH	ENGLISH AS A SECOND LANGUAGE (ESL)
38.6% N=2,196	67.5% N=1,303	63.2% N=155
Gender %	Gender %	Gender %
FEMALE 40.1	FEMALE 70.3	FEMALE 68.2
MALE 36.5	MALE 63.9	MALE 57.6
Age %	Age %	Age %
UNDER 20 43.0	UNDER 20 75.4	UNDER 20 75.0
20-24 33.4	20-24 55.6	20-24 76.5
25-39 32.8	25-39 53.1	25-39 53.2
40 OR OVER 30.4	40 OR OVER 54.3	40 OR OVER 52.6
Ethnicity/Race %	Ethnicity/Race %	Ethnicity/Race %
AFRICAN AMERICAN 23.2	AFRICAN AMERICAN 61.1	AFRICAN AMERICAN 60.0*
AMERICAN INDIAN/ ALASKA NATIVE 50.0*	AMERICAN INDIAN/ ALASKA NATIVE 50.0*	AMERICAN INDIAN/ ALASKA NATIVE N/A*
ASIAN 49.1	ASIAN 75.2	ASIAN 64.2
FILIPINO 51.4	FILIPINO 78.1	FILIPINO 71.4*
HISPANIC 37.8	HISPANIC 64.9	HISPANIC 47.8
PACIFIC ISLANDER 16.0	PACIFIC ISLANDER 50.0	PACIFIC ISLANDER N/A*
WHITE 38.1	WHITE 64.7	WHITE 66.7

0%: Cohort with no students attaining an outcome
N/A: Cohort has no students

Four Years of Ranking among the Top Ten for the 2013-2016 Scorecards

“Remedial - English/ESL” Momentum Point

English

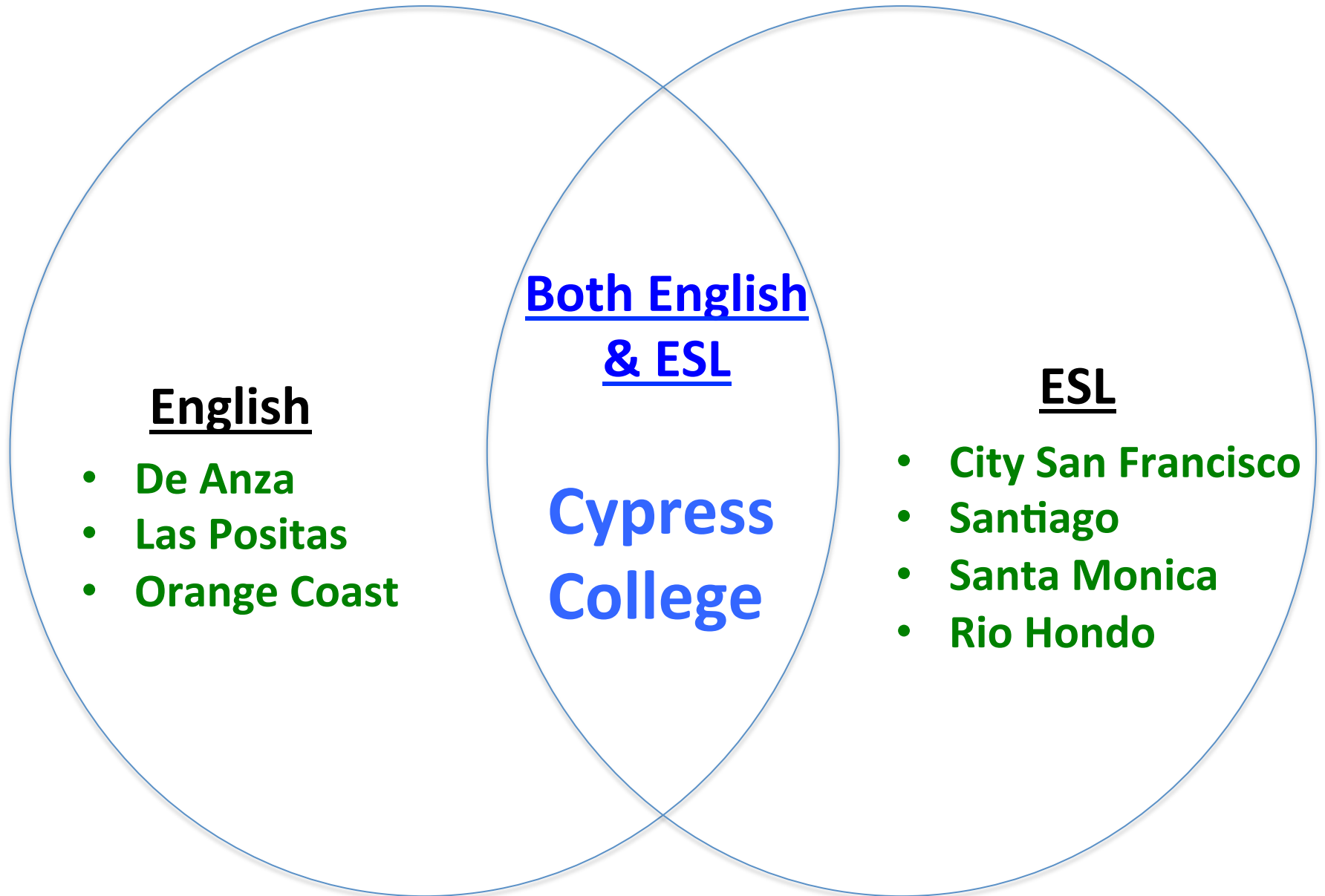
- De Anza
- Las Positas
- Orange Coast

ESL

- City San Francisco
- Santiago
- Santa Monica
- Rio Hondo

Four Years of Ranking among the Top Ten for the 2013-2016 Scorecards

“Remedial - English/ESL” Momentum Point



**Three ways that we successfully
accelerate into and through Freshman
composition:**

1) Integration

2) Appropriate placement

3) ESL as advanced foreign language

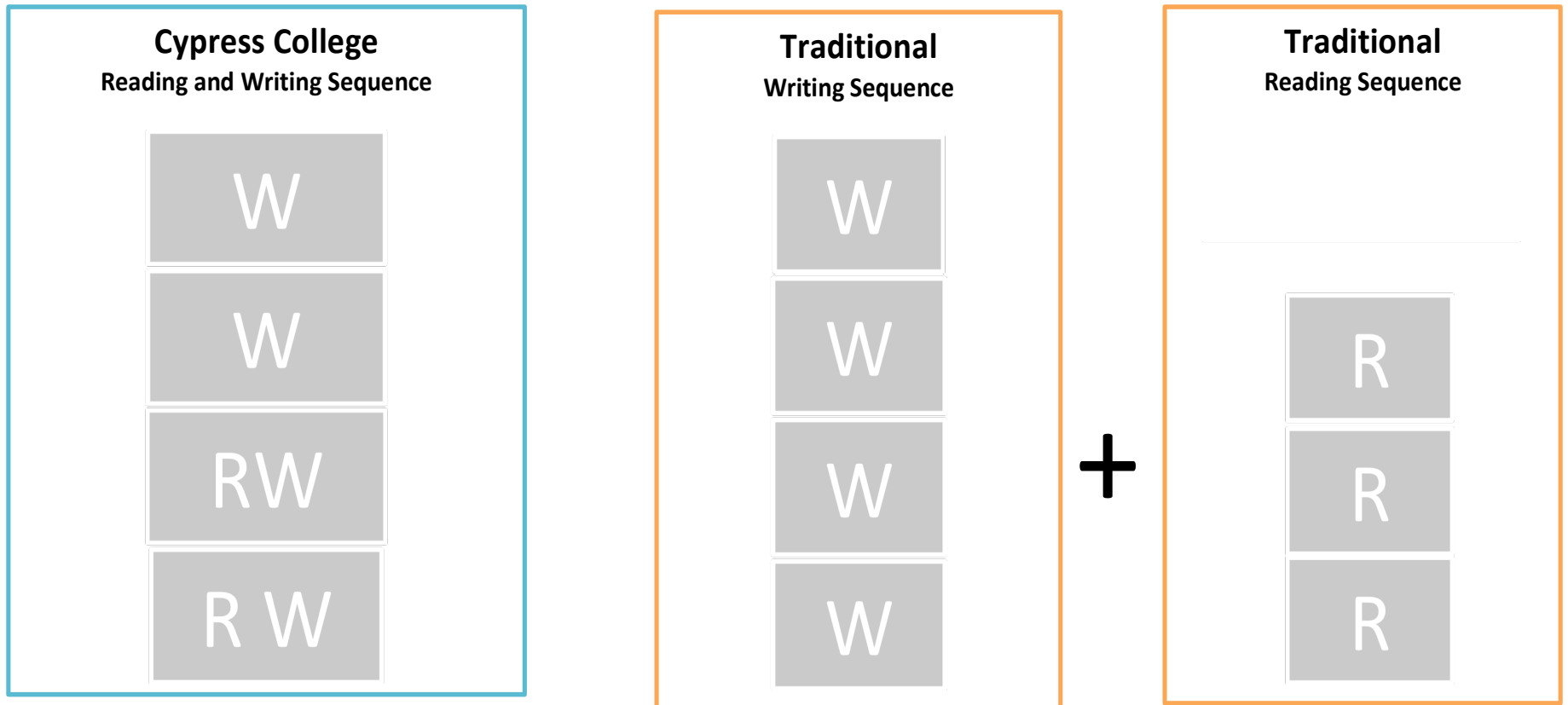
Acceleration via Integration

- There are various ways to accelerate.
- Acceleration alone is not the goal.
- Integration of skills has demonstrated high levels of success at Cypress College.
- This model has been in place for decades.
- It has documented, proven success.

What do we mean by “Integration”?

At Cypress College the lower levels of the English sequence integrate reading and writing classes.

These classes focus on 50% writing instruction and 50% reading instruction.



Integration for the ESL Sequence

INTEGRATED = Integrated skills, pathways, & courses

TRADITIONAL Model = Separate, discrete skills, pathways, & courses

Cypress College

Integrated Academic ESL Sequence

RWG

RWG

RWG

RWG

Traditional ESL Reading Sequence

R

R

R

R

Traditional ESL Writing Sequence

W

W

W

W

Traditional ESL Grammar Sequence

G

G

G

G

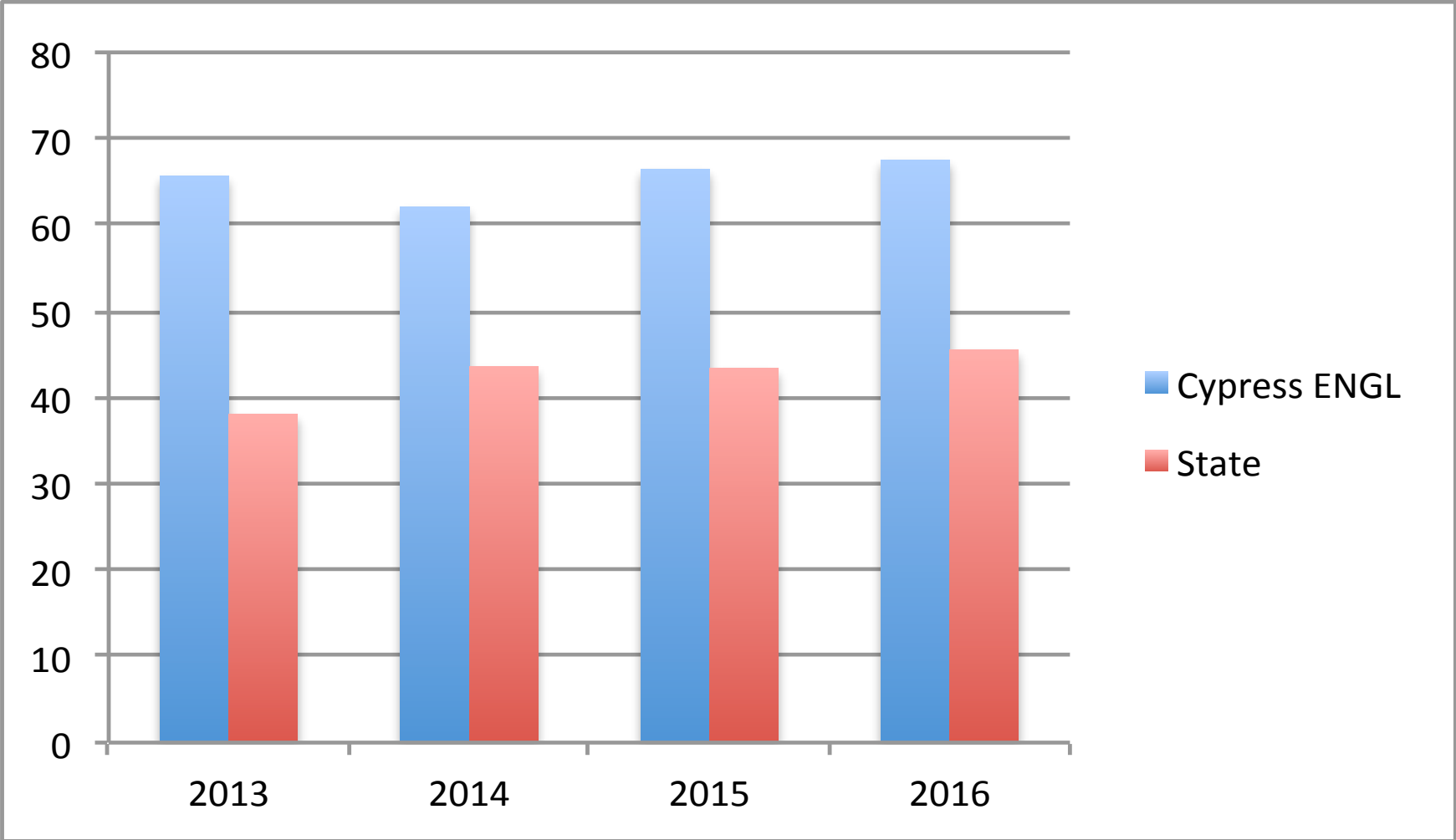
Principle 1

- Students will be most successful when the English course sequence reflects reading and writing as connected, inter-related skills.

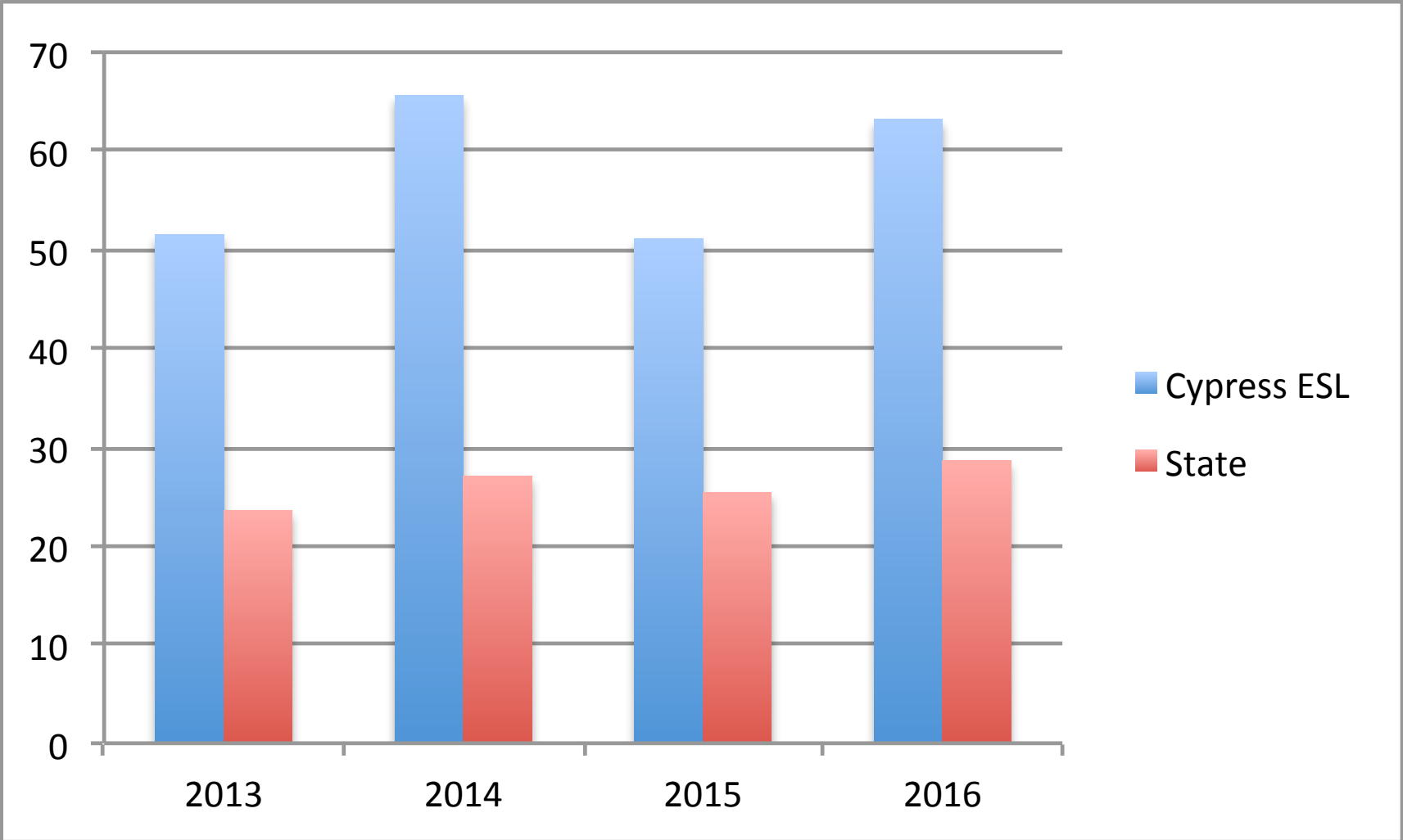
Outcome

**High Success on the
Scorecards**

2013 – 2016 Scorecards: Cypress vs. State Developmental English



2013 – 2016 Scorecards: Cypress vs. State ESL



High Success on the Scorecards

- **Cypress Developmental English = TOP 4 or higher for all four years!
Four years in the Top #4!**
- **Cypress ESL = TOP 7 or higher for all four years! Two years at #2!**

Acceleration via Appropriate Placement

- SSSP Faculty Advisors – A collaboration with English/Reading, ESL, and Counseling
- Faculty work across disciplines to successfully place students into best sequence.
- Inappropriate placement decreases success.

What We Do

- Collaborate among English/Reading, ESL, and Counseling for intake & writing **samples**
- Emails across **disciplines**

Principle 2

- Students will be most successful when they are appropriately **placed** in the best sequence for their academic background.

Outcomes

- Research Findings
- Majority of these students fall into “at-risk” demographic groups

Acceleration via ESL as advanced foreign language

- Academic ESL \neq Developmental English
- “Go Straight to Freshman Comp”

Quang (from Vietnam)

He has already taken and passed:

- ESL (one-, two-, three-, and four-levels below)
- Calculus I & Calculus II
- Computer Information Systems
- Intro to Programming concepts in C++
- Elementary Physics
- General Physics
- General Physics III (a 200 level course)
- Educational Planning

Maria (from Mexico)

She has already taken and passed:

- ESL (one-, two- and three-levels below)
- History of the United States
- Intro to Psychology
- Survey of Medical Terminology
- Pre-Algebra
- Algebra 1
- Algebra II

Principle 3

- Non-native English Learners will be most successful when they advance **directly** to Freshman Composition rather than go through the developmental English sequence.

Outcome

**High Success on the
Scorecards**

Questions?