

**MIDDLESEX COMMUNITY COLLEGE**

**ACADEMIC DEPARTMENT REVIEW**

**FOR**

**World Language/ English Language Learner Department**

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**2007 – 2008**

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# MIDDLESEX COMMUNITY COLLEGE

## Academic Department Review

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## **Middlesex Community College**

### **Academic Department Review**

#### **Section I: Introduction**

*This is an opportunity to provide background or contextual information, set goals for the departmental review and/or include any other introductory information that the committee believes will be helpful to the reader. Include information about previously completed departmental reviews, such as findings, improvements, and unfinished items.*

#### **A. Historical Background of the English Language Learner Area**

The ESL classroom program was established in 1987, offering a full daytime curriculum in the three skill areas of grammar, reading and writing at five levels. Prior to 1987, ESL courses were offered in a self-paced format through the Center for Individualized Instruction (currently Self-Paced Studies Department – SPSD). In 1987 the ESL department was staffed with one full-time coordinator. Two additional full-time faculty were hired in 1988. In 1990, a fourth full-time faculty joined the department as ESL enrollment on both the Bedford and Lowell campuses continued to increase. A 30-carrel multi-media language lab with networked Macintosh computers with video and audio components was installed in a language lab in the City campus in 1992. In 1997, the ESL curriculum underwent a major revision as a result of our participation in a two-year FIPSE-funded grant, adopting a “Fluency First” approach, which combined the reading and writing classes, and separated grammar from listening and speaking. In 1999, the computers in the language lab were completely updated and a digital, multi-media software package was installed.

Our students currently come from many different countries and more are immigrant students than international students. The countries of birth include Brazil, Cambodia, Colombia, the Dominican Republic, Egypt, El Salvador, Haiti, India, Liberia, People’s Republic of China, Peru, South Korea, Thailand, Vietnam, and Zimbabwe. Two students come from the Associated State of Puerto Rico.

The majority of our students work either part-time or full-time: many hold jobs on the second shift, starting in mid-afternoon; many of our students have child-care and extended family responsibilities. As a result, our students attend classes primarily between 8:30am and 1:30pm. In the last few years, we have found our high school graduate students coming to Middlesex to be more computer literate in contrast with our non-traditional, older, student population who are entering our classrooms with lower literacy levels in both their native and English languages.

In Fall 2004 in support of the program review recommendations, the ESL program eliminated the lower level classes of ES 1202 (Beginning Reading and

Writing), ES 3112 (Beginning Grammar) and ES 7102 (Beginning Listening and Speaking). For those beginning level students who did not have the test scores to enroll in the academic ESL program, the English Language Institute was created. The ELI courses were designed to meet the needs of students who needed academic preparation skills or who desired survival rather than academic skills. The lower fees and shortened semester (8 weeks) targeted a different ESL population. One of the objectives for establishing the ELI was for the ELI program to serve as one recruiting conduit for the academic ELL program. At this date, no hard data has been gathered to evaluate how effective a recruiting tool the English Language Institute is for the academic ELL program.

In 2007 The ESL academic program was renamed the English Language Learner Program (ELL) to keep up with current trends in the field, which recognize the fact that many students in ELL classes are multi-lingual already, before starting their study of English.

## **B. Historical background of World Language Area**

During the early years of the college, language courses were offered in the classroom. Some years later, all language instruction moved to the Self-Paced Studies area. In 1986, French and Spanish classes were again offered in the classroom, and lower enrollments were allowed in order to allow the program to grow. In the 1990s higher enrollments were required across the college, and the language classes were able to keep up with this requirement. In 1992, when a full-time World Language instructor was hired, efforts were made to offer equivalent language courses at the Lowell campus as at the Bedford campus, and within a couple of years, language enrollments in Lowell were strong. Furthermore, the new fulltime language coordinator regularly spent time working with the SPS Director and with the language specialists to assure that the overall language program would run smoothly. A number of joint projects were undertaken: developing an Intermediate Spanish curriculum and a series of Spanish courses for the workplace. At the same time there was a strong effort on both sides to develop a collegial, supportive working relationship between the SPS and the classroom. More recently there has been work done to design an LAN Option under the Liberal Arts and Sciences Associate degree. (See p. 14, IV. 4b.)

## **C. Goals of the Program Review**

As work has been done on the Program Review these are the areas of study that have evolved from discussions and concerns:

- Who are the ELL and LAN students?
- What are the enrollment numbers of ELL and LAN students?
- What does institutional data say about changes in enrollments?

- What do students surveys say about student confidence and competence?

Finally, since the language area has never been through a Program Review, it is time that a review is done. The guiding principles of language teaching here at Middlesex have been that it is grounded in culture, that the language is learned in context and is to be used, and that novice students are encouraged to learn that they are perfectly capable of learning a world language. In the years since Kent Mitchell laid down these guidelines for language teaching and learning, there has been a societal change. Now most students coming out of both high schools and vocational-technical high schools have had some language experience. Thus, it is time to look at what abilities these students have before they continue their language studies at Middlesex. Again, a survey will give us some of this information, as will instructor observation of students.

#### **D. Changes from the last Program Review**

One of the program weaknesses listed in the 2002 Program Review was that some students didn't realize how long it would take them to finish the ELL program if they started in the lower levels, 3111 and 3112, Beginning Grammar for ESL I and II. The department was encouraged to phase out these lower level courses, and this was done so that there were no beginning level courses left by Fall of 2004.

Another comment made in the 2002 Program review was that potential students had low level study skills and language proficiency, and that such students were not well served by an academic program. It was suggested that a language institute be developed to be offered along with PAC courses, and this has been done. The English Language Institute was established in 2004. Its Director, Maryanne Mungovan, points out that the students she sees in the ELI classes are mostly low level students, and that many, if not most of them, are not ready for the College's intermediate level ELL courses when they finish the ELI courses.

#### **Section II: Mission and Goals**

1. *State the mission of the department/area. Please indicate if the mission statement is new or has been significantly revised as part of a prior departmental review process.*

Under the new World Language/ English Language Learner Department there are two linked missions:

The aim of the ELL area is to prepare students for integration into Middlesex's degree and certificate programs by providing them with a series of courses at

four levels of instruction. These courses consist of reading and writing, structure of English language, and listening and speaking for nonnative speakers of English.

The World Language area is designed to prepare students for a world in which there is urgent and immediate need for people to learn to understand, appreciate and interact with people from other cultures. Students are expected to master culturally authentic, oral and written language.

2. a. *What is the relationship of the department/area's mission to the overall mission of the College as adopted by the Trustees and approved by the BHE?*

**ELL:** The goals of the ELL area parallel several of the College's overall mission statements. The ELL program focuses on preparing students for matriculation into the College's degree and certificate programs. The ELL curriculum emphasizes academic preparedness, skills development and critical thinking. The ELL area is committed to providing a learning environment that fosters students' academic and personal growth and enhances their opportunities for achievement. ELL instruction is characterized by varied pedagogical strategies, which respond to different learning styles. We offer small classes in which students learn through collaboration, and small group work. Our course activities and assignments are student centered and draw on students' life experiences.

**LAN:** The aims of the World Language area fit closely with two aspects of the College's mission- that of supporting the personal growth of students and that of educating students to fit into the work force once they leave Middlesex. In a multicultural country such as this one it is as necessary as ever that students who leave college for the work force or for further study have a sense of respect for the struggle that people have to learn a second language, and to have a sense of perspective, in that they can respect differences in cultural traditions and beliefs. The experience of learning a second or third language teaches two very important lessons. One is that the whole world does not necessarily exist in English and the second is that respect for and knowledge of another culture enhances one's own life.

- 2b. *Please explain what specific institutional goal(s) the department/area satisfies. You may include any goals referenced in the College Mission Statement or any goals illustrated in the Pillars of the College Mission Statement.*

**ELL:** The ELL area is unique in that it is a preparatory program rather than a degree or certificate program.

One key goal of the ELL area is to improve student success and achievement in MCC courses and programs. The policy of open access and equal opportunity allows admission to students whose English language proficiency needs further development for success in higher education. The ELL curriculum provides students with the English language preparation necessary for success in college level courses, which require a minimum reading score of 68 (68 out of a possible score of 120) on the CPT and academic writing skills. Through the ELL advising, placement and registration process, we guide the student through each step of the curriculum sequence. Our ESL tutors and language lab coordinator offer additional support to foster the student's personal and academic growth.

**LAN:** The Language area supports the College's goal for the personal growth of the student by encouraging a spirit of respect for people of other cultures. Another important College goal is to encourage the transfer of students to a four-year institution, in which case many students need to have several semesters of a world language. These students may be taking a language for the first time, or as a refresher in order to be ready to take higher level courses when they reach the four-year school. Therefore the World Language area has a practical mission as well as a mission to aid in the building of respect for other cultures.

### **Section III: Data**

*The Institutional Research Office will provide a significant portion of the data. Your committee is encouraged to request additional relevant information from Institutional Research and to develop and conduct alternative assessments as well. Some examples of assessments that the committee may choose to implement are student focus groups and/or student surveys. Input from relevant internal groups such as Advising, Admissions, and/or connected departments will also be necessary. Please include a copy of the data from Institutional Research and all departmentally-developed surveys or focus questions in the Appendix of the review.*

3. a. *Please note important trends, patterns and issues that emerge through the enrollment, academic progress and retention data. (Data from Institutional Research Office)*

#### **i. ELL Trends**

The following data from the Institutional Research Office were used in this study: *English as a Second Language/ Program Review Data, 2002-2006, ESL Enrollments by Course Sections and ESL Enrollments by Course.*

Several patterns emerge from the data, one of which has to do with completion rates, and the other concerns fluctuations in the numbers of enrollments. The collected data spans the period of time, 2002-2006, during which the Beginning II level courses were phased out (three Beginning II courses.) These courses

were gone by Fall of 2004, at which point there was a clear drop in total number of ELL students. Fall '05 also showed a drop in enrollments, perhaps due to the confusion to students about the change in courses offered. There was an increase in enrollments in Fall '06, and in Fall '07 the numbers were about the same as Fall '06. These numbers reflect the number of enrollments, in terms of seats taken, in all FTF ELL classes, not the number of actual students, many of whom enroll in two or three courses.

When it was decided to phase out the beginning level of ELL courses, it was hoped that the gap would be taken up by the English Language Institute, but the ELI program has proven to serve a different group of students. The Director of ELI, Maryanne Mungovan, reports that the ELI program serves a very great need, but that the students she sees in ELI have very, very low English skills. Thus there is a gap between the ELI and the college ELL courses.

The Self Paced Studies ELL enrollment numbers are slightly lower than the classroom ELL numbers. The SPS offers evening classes, but there are no classroom ELL sections in the evening. Because SPS "class sizes" are computed differently than classroom enrollments, we requested that the class size numbers be separated out so that we could see what the actual classroom numbers have been. Most of the ELL courses in the classroom have a limit of 15 students, with the exception of the Listening and Speaking courses which have a cap of 18, and the actual enrollment has averaged 12.

Concerning completion rates, the overall average completion rates for ELL courses is 79%, 5 points better than the All College rate. The ELL classroom completion rate is 8 points better than the All College classroom rate, and the SPS ELL rate is 18 points better than the All College SPS completion rate. These are statistics that attest to the hard work done by both classroom and SPS ELL instructors.

The completion rates of ELL courses indicate that the advanced level courses have better completion rates than the Intermediate courses. For example, the classroom Intermediate Grammar I and II courses had completion rates ranging from 60-83%, whereas the completion rates for Advanced I ranged from 86-96%. The completion rates in the SPS courses showed a much greater range, probably due to the fact that the SPS has fewer students taking any one course at a time. Therefore the loss of just one student can change the percentage of completions drastically. (See Appendices A1, 2.)

## **ii. LAN trends**

The total number of language students has stayed pretty much stable in the length of time of the study, 2002-2006. Thirty per cent of language students take courses in the evening, which is higher than the college average of 25%.

Classroom section sizes average 18-22 students, which is close to the All-College average. Evening sections are slightly smaller, at 12-19.

It is interesting to note that Language courses have lower successful completion rates than does the average of the whole College. The percentage of students successfully completing a language course is from 70-73%. The All-College number is 75-77%. Withdrawals are higher and failures are about the same. This is an area that merits further study. It may have to do with the fact that there is no pre-requisite for Beginning Language I, and that for some of our students who may, for example, have a learning disability, learning a language is almost impossible.

SPS language completion rates are lower than the classroom rate, but are quite a bit higher than the All-College SPS completion rates. SPS language completion rates are between 53 and 66%, whereas the All-College numbers are between 40 and 60%. SPS languages have lower failure and lower withdrawal rates than the All-College SPS rates. (See Appendices A 3, 4.)

*3. b. Please comment on significant information that emerges from the Student Transfer and Employment Follow-up data. (Data from Institutional Research Office and Department Records)*

**ELL:** Theresa Mullin of the Institutional Research Office did a data search tracking the 144 students who enrolled in their first ELL course here at Middlesex in Fall 2000. Of these 144 students, 47% of them successfully completed one of two exit courses, ELL 055, Reading and Writing for ELL Advanced I (6 credits), or ELL 075, Grammar for ELL Advanced I (three credits), as of Fall 2007. Of these 68 students, 47% graduated, transferred or are still enrolled, and out of the 47%, 20 of them, or 14% of the original 144, have graduated. Eleven of them graduated within five years of starting the ELL courses, and nine more graduated between 2005 and the time the survey was done in Fall 2007. A total of 14 students, or 9.7% of the original group, is known to have transferred, with seven of these being included among the 20 graduates. Five students who started ELL in 2000 are still enrolled at the college. (See Appendix A5.)

According to the MCC on-line *View book*, 53% of all the students entering the college in 2002 have graduated, transferred or are still enrolled, compared to 22% of the ELL students. Of this 53%, 37% graduated or transferred and 16% are still enrolled. Clearly the graduation rate for ELL students, at 14%, is much lower. On the other hand, it is important to think of the specific problems the LEP, Limited English Proficiency, population faces and to take this into account when looking at the numbers. Furthermore, it is common for ELL students to do their ELL courses at one or several schools, and then to start their college-level student career at another school. We are not able to track these students.

**LAN:** No data was pulled for LAN students transferring away from Middlesex, but according to the LAN Student Survey about 74% of them plan on transferring to a four-year institution. (See Section III, 3,c,i.)

*c. Please summarize findings from student surveys, student focus groups, and/or other types of surveys and focus groups the Committee chose to undertake. (Data from surveys and/or questions developed by the Committee)*

In the Spring of 2007, the students in four Face-to-face and SPS courses were surveyed in order to collect a snapshot of the ELL students. In Fall 2007, a similar survey was undertaken in the face-to-face and Self-Paced Studies language classrooms. Statistics about the overall Middlesex student population are also included in this commentary. This latter information was gleaned from the *MCC View book* and from a Professional Day presentation by Admissions, Financial Aid and Advising, called *MCC Students, Yesterday, Today and Tomorrow*.

#### **i. ELL and LAN students at Middlesex**

ELL students tend to be older than the LAN students. Around 70% of LAN students are 21 or younger, compared to 53% of the general student population and 48% of the ELL students. Almost 30% of ELL students were older than 27, compared with 25% of the general population and 15% of the LAN students.

72% of the LAN students are studying full-time, taking four, five or six courses, compared to 43% of the general population and 36% of ELL students.

70% of the ELL students reported being employed. 81% of the LAN students were employed, similar to the All-College number of 82%. Otherwise the number of hours worked followed the same pattern with the largest number of students working 15-30 hours per week.

More than half of the ELL students and 74% of the LAN students plan to transfer to a 4-year college. More ELL students plan to complete a certificate than do LAN students, 47% versus 27%. Perhaps this indicates the need of Limited English Proficient students to keep practical goals in mind. About the same number of ELL students who want to go to a four-year school, 58%, want to complete an Associate's degree. Again the percentage is higher for LAN students, at 73%. When one considers that ELL students come from a completely different place in life, where many things are in flux, it is not surprising that the percentages are different. About 43% of the ELL students had been in the U.S. for two years or less, and more than 50% for five years or less.

Many LAN students indicated that they had signed up for a World Language because they had always been interested in studying that language or because the language course filled Humanities requirement. Furthermore, students offered individual reasons varying from the usefulness of knowing a second language in a job or for getting a job, to needing to fill an elective, and many other reasons in between.

ELL students mentioned many of the same reasons that LAN students did. Some of the common reasons are these:

- that Middlesex is a good school from which to transfer.
  - because it's a great school
  - because the teachers are friendly and helpful
  - because it's close to home and affordable.
  - because I want to have a career or degree
  - to enter a specific program
  - for a better future
  - to improve my English
- (See Appendix B1,2.)

## **ii. Other Data concerning ELL students, Face-to-face and SPS**

34% of the 73 ELL students surveyed said that their primary motivation in taking ELL courses was to improve their English. This response might indicate that for many immigrant/ international students, their priority is to deal with the present- to improve their English so that the rest of their life can follow. When the language is learned then it will be time to concentrate on other things like choosing a major or transferring to a university or college. 36% of these students reported that they had taken classes with PAC or ELI. According to Maryanne Mungovan, most students in PAC and ELI have very low abilities in English, though a few are able to move into ELL courses. (Mungovan, 5/13/08)

The countries of origin of ELL students show clearly the multi-cultural nature of our students. The top three countries with thirteen or fourteen students each were the Dominican Republic, India and Cambodia. Other countries with four to eight students are Vietnam, Columbia and Brazil. Countries with two students each are Liberia, China, South Korea and Haiti. Peru, Thailand, Zimbabwe and Egypt each had one. The Associated State of Puerto Rico had two students.

ELL students are restricted in what courses they may take, because they need to finish the ELL sequence first. Out of the 31 students taking courses outside of ELL courses, 21 were taking one other course, 6 were taking two, and four were taking three. (See Appendix B1.)

### **iii. Other Data on World Language students, Face-to-face and SPS**

39% of the 179 world language students surveyed are in or have attended the first year of college. Of the face-to-face students in Bedford 50% of them were in this category. 25% of students indicated that they were in or had completed the second year of college.

Eighteen percent of the language students surveyed speak a first language other than English. These languages include Arabic, Armenian, Creole, Igbo, Khmer, Korean, Latvian, Mandarin Chinese, Marathi, Navajo, Tagalog and Twi, as well as French, German, Italian and Portuguese.

Almost all language students are taking only one World Language course. Several students are taking the Accelerated Spanish I and II for six credits in the SPS.

Of the 179 students surveyed, 111 had studied one or more languages before. 56% of the students listed Spanish as the language studied before. French was listed by 26% of the survey respondents and German by 7%. Other languages were listed by one or a few students each.

45% of students who are taking language courses here at Middlesex have already studied the same language elsewhere for more than two years. The problem of false beginners has been recognized for a long time in the field. The solution to this is not so clear. It seems to me that this is a project needing to be pursued as an outcome of this Program Review.

74% of language students are full-time students, and 84% are employed full-time. 76% of these students plan to complete an Associate's degree at Middlesex; 74% plan to transfer; and 16% hope to major or minor in a world language. (See Appendix B 2.)

## **Section IV: Department/Area Analysis**

### ***Target Populations:***

4. a. *Is this department/area intended to serve a target population(s)? Please explain.*

**ELL:** According to the MassINC report sponsored by the Center for Labor, Market Studies in June 2005, there is statistical data that indicates from 2000 to 2004, Massachusetts gained 172, 054 immigrants. The numbers of immigrants entering our workforce in the next decade as projected by the Census Bureau indicates that Massachusetts will have long-term issues facing the state requiring English language and workforce training. The immigrant population is concentrated in the Greater Boston, Northeast and Southeast regions of the

state. A demographic analysis of “foreign born population that speaks English not well or not at all (5 years and over)” was undertaken for the state’s 20 most populous cities in 2000. In these 20 large cities combined, 5.2 percent of the population was classified as immigrant with severe English speaking deficits. The share of residents with such traits ranged from 7 to 8 percent in Lowell (41). According to a presentation by Andrew Sum given in November 2005, one out of every seven residents in Massachusetts is foreign born, two out of every three students in the Lowell Public Schools are foreign born. The above statistics report the findings of immigrant patterns from 2000 to 2004 but do not include the English language needs of the current numbers of high school graduates who are residents of Massachusetts but live in immigrant communities.

A recommendation made by this report which should influence college policy is the need to make multiple levels of education available and affordable to incoming immigrants. Findings which support this need are on page 12 of the report: “In addition, a significant number of high school graduate immigrants who speak English still lack the literacy skills required in today’s knowledge economy. They are not illiterate in the traditional sense of being unable to read or write, but rather they have limited reading, math, and analytical skills. The higher standard of literacy reflects the demands of the twenty-first century. We estimate that an additional 221,986 immigrants face what we call the “New Literacy Challenge.” Thus, the combined, unduplicated number of adult immigrants who are not adequately prepared for the knowledge-based economy is 467,147 or 71 percent of all immigrants in Massachusetts.”

Previous research from MassINC found that more hours of instruction translates into more learning, and a primary goal must be to get students to stay in class for more hours. The average number of hours of student instruction has increased from 97 hours in 1998 to 128 hours in 2004. Although this increase is a big improvement, the averages don’t address the reality that too many students still drop out too soon. The report also noted the fact that the state’s ELL classes serve only a small fraction of the immigrants in need of English instruction. Although immigrant population is on the increase, federal funding and financial aid has remained roughly the same. Additional public investment is needed but the dollars should be targeted to the urban areas with the greatest need. Lastly, the report states that the state’s labor force is highly dependent on immigrants, thus public investors, private foundations, and nonprofits should tie investments in education with the needs of the workforce.

*Priscilla Eng: from Andrew M. Sum, John Uvin, Ishwar Khatiwada, Dana Ansel, The Changing Face of Massachusetts, A Project of the New Skills for a New Economy Awareness and Action Campaign By MassINC and Center for Labor Market Studies. June 2005.*

**LAN** - The target population for language courses has several facets. First there are students who either need a language to transfer to a university or who will need to have intermediate level ability in one language in order to graduate from a four-year college or university with a B.A. These students need to start their language courses here at the community college. Students also use language courses to fill Humanities and General Education requirements. Furthermore, many students want to improve their professional skills by learning a language which will be useful to them in a future career such as Nursing, Criminal Justice, Paralegal and Teaching. Finally, some of our students want to learn the language of their special friend, spouse or extended family.

*b. Are there plans to market the courses in this department/area to any new or different groups that are not currently being served by this department/area? Please explain.*

**ELL:** (from Elliot Wheelwright's report on his reassigned time project, Spring 07.) "On June 1 and June 28, (of 2007) I performed outreach to the Lowell community. The June 1 effort targeted the Lowell Asian community with the help of Tooch Van, (and June 28) . . . the Hispanic community. . . I feel that both efforts were successful in reaching a number of organizations and business centers in the two communities. . . . Altogether about 250 ELL fliers were distributed and we now have a list of contacts for further recruitment efforts." However, it is felt that it is not an appropriate use of time for the teaching faculty to be doing the marketing. (See Appendix C for the list of contacts in the Asian community.)

**LAN:** Over the past semester, Fall 07 Michael Badolato and David Coleman led a small group of interested faculty and administrators to plan a new way of marketing language courses that will be of help to both the classroom language area and the Self-Paced Studies language area. It was decided that a World Language Option be proposed as a part of the Global Studies concentration under Liberal Arts and Sciences. When this proposal was prepared and presented to the Curriculum Committee, the committee strongly felt that the Language Option should be a separate option. The Language Option will be brought to Curriculum Committee again in the fall of '08 with the suggested changes.

In the language areas the SPS area has recently added two less-taught languages, Arabic and Chinese. Russian and Japanese have been offered over a period of time. At the moment, these less-taught languages are offered for two semesters, though the language specialists are continuing work to develop the two Intermediate semesters also. Spanish can already be taken for four semesters, and French and German have three semesters to offer. The language requirement for the language option would be the completion of one

language at the Intermediate II level (Spanish only at this point) and two semesters of a second language.

- c. Are there plans to change or add to strategies currently in place to assess the department/area's fit with student interest and market demand?*

**ELL:** There is continued need for the teaching of English to immigrant populations. The flood of immigrants to this area of the country has slowed, but there is still great need. The primary goal of the ELL Department has remained the same- to prepare non-native students to learn to use English well enough to be able to matriculate into college-level courses. In the ELL Student Snapshot Survey it was found that 24% of the students surveyed said that their goal was even simpler- to simply better their English. In other words, some of these students may hope to attend college some day, but at the present they are looking at their future in the near term, not the long term.

A very important factor for the majority of ELL students is the availability or not of financial aid.

**LAN:** As mentioned before, language textbook publishing companies are very much on the cutting edge of teaching techniques and the use of technology, and are thus in touch with the interests of the students. At the current time the people involved in the language area are discussing the possible use of electronic workbooks instead of paper ones. The other choice is to start using a paper text that includes both textbook material and workbook pages, at a significant savings for the students. Either choice will necessitate the polling of students to see what their preferences are. There are excellent materials that come with the text in either case, including a video soap opera and many good web activities, which appeal to students.

- d. Are department/area faculty and staff currently working with the Academic Planning Center or other areas of the College to interest students in taking courses in the department/area? Describe these interactions and the roles that the parties play.*

**ELL:** The Enrollment Center and the Testing Center are very much involved in identifying and testing potential ELL students. ELL part and full-time faculty take part in the testing and placement process, under the direction of Maryanne Mungovan of the International Department. The Enrollment Center will also identify and contact potential students for the new ELL Sprint courses in the summer of 2008.

**LAN:** The Advising staff often suggests that a new student take a language course, as being a course without pre-requisite. Now that most high school

students in Massachusetts are required to have studied a world language before leaving high school, the challenge is to help advisors' better place students into an appropriate level of language study.

*e. Are there additional student recruitment/marketing efforts in which department/area faculty and/or staff would like to be involved? Please be as specific as possible.*

**ELL:** Since there are recruitment professionals on staff, it is felt that recruitment efforts are best done by them. ELL faculty would of course be happy to give an update to advisors and recruiters about the offerings available and the sequence of courses offered through the ELL area. Within the ELL area there are collective memories of Pecki Wilson, the Coordinator of Community Outreach at the College in 1992-93, who had an active outreach program to potential ELL students in the Hispanic community. The feeling is that this kind of outreach is not happening now. This is something that needs work.

The ELL/LAN Chair takes part in Open Houses as a part of the recruiting effort. These events are really meant for students looking for a field of study, but the presence of someone from ELL also reminds the students that ELL courses are available.

**LAN:** The new LAN Option, if it is accepted in the fall, will be advertised and marketed in various ways, to be determined later.

*f. Please comment on any Advanced Placement (high school) or Articulation Agreements (4-year institutions) that apply to your department/area. Are the agreements current and signed by all partners? What percentage of students takes advantage of each agreement?*

**ELL:** Other areas at Middlesex, like English and Math, have connections to Lowell High School, through which they make easier the articulation between the high school and Middlesex. There is need for this connection in the ELL area. There are stories of students who believed to have finished their ELL courses at Lowell High, and then arrived here to be placed into more ELL courses. This is a very discouraging situation for these students and creates some very negative attitudes about the ELL area and the College in general. Several suggestions have come up as ways to deal with this. One is to have the LAN/ELL Chair or a faculty member meet with the ELL department at the high school to compare curriculum. Secondly, the exit exams from the high school could be compared to the placement exams here at Middlesex. There may be some way of giving our placement exam as an exit exam at the high school. This whole project would involve a fair bit of work, but would be easier because of the relationship already established by English and Math.

**LAN:** The same kind of connection could be developed relating to the study of world languages. One of the reasons why high school students try to start their language study at the beginning again, as false beginners, is that they lack the confidence to face higher level courses. A marketing effort could be made in the high school to encourage thoughts of majoring or minoring in a world language, and therefore of the benefits of building onto what the students already know instead of starting again.

***External Perspectives:***

5. a. *Based on a review of other college catalogs, list the colleges in our general area that have similar departments/areas and comment on significant differences from the MCC offerings that bear further exploration.*

### ELL Programs at Other Massachusetts Community Colleges

College	Enrollment Day/Eve/.	No. of Sections Fall/Spring	No. of Levels	SPS/Bridge Content	Course Skills	Exit Criteria	Pre-ESL
Bunker Hill	N/A	F 100 S 103 (26 Night, 4 Sat, 6 Sun)	4 non-credit; 3/2/1 levels academic (All 3 credit courses)	SPS ("CSDL") for Writing II/III; Paired Courses at adv levels	Note-taking, Speaking, Reading, Writing, Grammar w/ Editing, Vocab, Pronunciation	N/A	4 levels non- credit (61 Sections): Read/Write, Conversation, Grammar/Vocab , & Computer Literacy (1 Sect)
Middlesex	FTF day: 186 SPS day/eve	F FTf 15 S FTF 11 F SPS 11 S SPS 11	3 levels of Reading and Writing (6 cr.), 4 levels of grammar (3cr) , 4 levels of Listening and Speaking. 6 credits allowed for graduation credit	SPS offers the same courses.	Reading/Writing, Grammar, Listening/Speaking	Placement into Basic Writing or above.	PAC, ELI
Mass Bay	N/A	S 15(10 day) (spr 2008)	4 Integrated (6 credits, day/ evening) 2 Communi- cation (3 cr) 2 Grammar & Editing (3cr)	No SPS	Reading, Writing, Speaking, Listening, Grammar	N/A	2 "Bridge to Academic English" 1 "ESL" (Au Pairs) 1 Accent Reduction

<b>Northern Essex</b>			<b>5 levels 3,4,6 and 8 credit courses offered</b>	<b>None</b>	<b>Core English 1-4, Reading 1-4, Listening and Speaking 1-4, Writing 1-4, Advanced Integrated Writing Skills Level 5</b>		
North Shore	N/A	F 34 (14 Day) S 42 (15 Day) (fall 07/spr08)	1 Integrated Writing/Gram (6 credits) 3 Grammar (2@6 credits and 1@3 credits) 4 Rding/Vocab (3credits) 4 Listen/Speak (3credits) 2 Writing (3 cr)	Catalog lists bridge courses in Business	Grammar, Reading, Writing, Pronunciation, Listening, Speaking	N/A	Non-credit ESL through Div of Corp and Continuing Education

Of the local community colleges, Bunker Hill has the largest ELL enrollment. They are able to offer linked courses, with courses such as psychology and electronics. Mass Bay offers Reading and Writing as a linked course, as is done here at Middlesex, whereas North Shore links Writing and Grammar. Bunker Hill seems to offer 4 non-credit and 3 credit levels of ELL, and Northern Essex offers five levels. The other three schools offer four levels.

### LAN Programs at Other Massachusetts Community Colleges

College	Enrollment Day/Eve/Sem.	No. of Sections Fall/Spring	No. of Levels	SPS/Bridge Content	Course Skills	Exit Criteria
Bunker Hill		28 sections	4 levels of French and Spanish. 2 levels of Arabic and Japanese. Elementary Persian and Italian.	None	Listening, speaking, reading and writing.	Note: Sections of French, Japanese and Spanish are taught on the web.
Middlesex	FTF day- 191 Eve- 94 FTF Tot.-285  SPS day-165 Eve- 63 SPS Tot-228  FTF and SPS Total- 513	Face-to-face: F -8 sections S -7 sections.  SPS- Certain days and certain times.	4 levels of Spanish, 3 of French and, 2 of all others. French and Spanish are taught both in classroom and in SPS.	Other SPS Courses: Arabic (2), Chinese (2), Finnish (3), German (3), Japanese (2), Russian (2), Latin (2).	Listening, speaking, reading and writing.	
North Shore		27 sections	2 levels of French 4 levels of Spanish 1 of German	None		

b. Based upon the committee’s knowledge of institutions beyond our geographical area that have exemplary departments/areas or are known for their ‘best practices,’ comment on significant similarities or differences from the MCC offerings that bear further exploration.

**ESL Programs at Other Community Colleges**

College	Enrollment Day/Eve	No. of Sections Fall/Spring	No. of Levels	SPS/Bridge Content	Course Skills	Exit Criteria	Pre-ESL
LaGuardia Queens, NY	Fall I 2007 469 day 228 night  Spring I 2008 317 day 201 night	Fall 33 (22 day, 11 Night)  Spring 25 (15 day, 10 night)	3 levels: ESL II: 0 crs., 9 hrs (7 lecture, 2 lab) ESL III: 0 cr, 9 hrs. (7 lecture, 2 lab) ESL IV: 0 crs., 10 hrs (8 lecture, 2 lab) Accelerated ESL III: 0crs., 10 hrs. (6 lecture, 4 lab) & ESL IV 0 crs., 8 hrs.(6 lecture, 2 lab) for those with higher reading scores		All levels Integrated skills: reading, writing, speaking & listening  ESL IV uses college level materials.	Demonstrate increased competency	CLIP program for those who don’t qualify for college ESL

Glendale C.C. Glendale, CA		54 sections   27  36  5  8	*Grammar & Writing-4 levels. The 5 <sup>th</sup> is called Reading and Composition. *Listening & Speaking, 5 levels *Reading and Vocab for ESL- 4 levels *Listening Comprehension and Vocabulary Development- 2 levels *Spelling for ESL-2 levels				
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Glendale Community College also has a number of non-credit courses: Literacy, Older Adult, Beginning, High Beginning, Intermediate, High Intermediate, Advanced, Conversational Beginning, Conversational Intermediate, Conversational Advanced and Citizenship.

LaGuardia Community College is well-known in the North-East for its successful ELL program. Its combined skills classes are 9 credit ones, and some of its ELL courses are linked to content courses. They have bridge courses to the healthcare areas.

### LAN at Other Community Colleges

College	Enrollment Day/Eve	No. of Sections Fall/Spring	No. of Levels	SPS/Bridge Content	Course Skills	Exit Criteria	Pre-ESL
Northern Virginia Community College			Some of the 14 languages offered for 3-6+ semesters are: Arabic, Korean, Chinese, Hindi, Latin, Vietnamese plus the well-known ones.				
Salt Lake Community College		108 different language courses are offered, with an average of 8 sections per language.	13 languages are taught, including American Sign Language, Tongan, Samoan and Navajo				

At Salt Lake Community College there is an emphasis on cultural understanding as well as language skills. They offer study abroad opportunities. The language requirement for the Associate of Arts degree is Beginning Language II. Both Salt Lake and Northern Virginia Community Colleges have about 60,000 students, and Salt Lake is the largest institution of higher learning in Utah.

6. *\*Please describe mechanisms or procedures currently in place to monitor the currency and fit of the content areas and teaching methodology with the educational interests and needs of our students.*

### **ELL**

i. Beginning in the academic year 1997-1998, the formerly separate, three-credit reading and three-credit writing classes were combined into six-credit classes at three different levels of proficiency. The combined reading and writing classes use a whole language, or Fluency First, approach. Students do massive amounts of reading, i.e. 400 to 800 pages of timely, authentic works of fiction and nonfiction that are not annotated. They also do massive amounts of writing. They keep double-entry, reader-response journals, and complete several essays or longer projects, using a process approach, as they work through three or four drafts. Grammar, sentence structure, and vocabulary are taught by using the content of the books, as the needs of the students become evident during the semester. While the students develop their writing through multiple drafts, we encourage first fluency of expression, then clarity, and finally correctness. This challenging amount of reading and writing helps transition students whose native language is not English into college-level content courses.

ii. When students start their ELL courses here at Middlesex, it is obvious that they lack vocabulary for college courses; that they are often unable to read a book all the way through; and that they have poor study skills. These are skills that the Fluency First method is especially good at developing.

Some of the ELL professionals brought up that fact that other colleges group writing and grammar as one six-credit course, as opposed to reading and writing, and this too is a well-respected approach in the field.

**LAN:** Current textbooks reflect current trends in language teaching, and as a matter of fact some of the most recent texts include the ACTFL Standards of language teaching in the teacher's notes. The standards give emphasis to the 5 Cs of language teaching- culture, communication, connections, comparisons and communities. All textbooks come with excellent resources and suggestions for classroom activities using technology, including online activities and videos from the textbook company as well as open-ended activities on the web. Students often express interest in speaking the language, so group work and pair work are frequently used to help them develop their proficiency.

*\*Explain how these groups have contributed and/or impacted the department's/ area's offerings.*

a. *Relevant external parties, such as professional organizations, content skill standards, local, state, and national task forces, etc.*

**ELL:** Faculty attend TESOL and MATSOL conferences whenever possible. The local MATSOL Conference this spring has as a subject: Acquisition of Academic Vocabulary, and one of the ELL full-timers will attend. The international TESOL Conference will be held in Boston in a couple of years, so proximity will make attendance easier.

**LAN:** When possible, faculty attend conferences such as the ACTFL, the American Council for the Teaching of Foreign Languages, Annual Conference. Sessions cover teaching techniques, inclusion of cultural material, technology in the classroom, new Francophone or Hispanic writers, academic research papers and more, all current concerns of language instructors. As teaching Arabic has become more prevalent a number of sessions have been devoted to the teaching of Arabic and the culture of Muslim peoples. When conversational partners became popular again, information from the Conference was used to set up the Chat Times program at Middlesex. There is a Community College interest group, and the email conversations about issues specific to Community colleges are very useful.

*b. Relevant internal groups or individuals, such as other departments, programs or areas at the college that: (1) utilize your courses as prerequisites for their courses and/or program or (2) supply prerequisites for your courses.*

**ELL:** The faculty of ELL courses are very aware that they must be rigorous in covering the appropriate material, so that ELL students will be able as quickly and competently as possible to develop the appropriate skills and to move into English courses such as Basic Writing for ELL ENG 070, Basic Writing ENG 071, one or more of the Preparation for College Reading courses; and finally ENG 101, English Composition I. ENG 070 is a course in the English Department, but traditionally taught by a member of the ELL area. Its content is as close as possible to the content of ENG 071.

It is true that some professors in other areas are wary of ELL students, and this needs to change. The department needs to keep up its rigor in teaching English, and to talk more about its successes, as students move from ELL into regular college courses and then to graduation from Middlesex.

**LAN:** A world language is a common course used to fill one of the Humanities electives. Language courses are good experiences in developing study skills, critical thinking and multicultural awareness, all of which add to the skills a student needs to be successful in other courses in college.

*c. Other populations (i.e., students, alumni, community members, cooperative*

*education supervisors, practicum supervisors, service learning supervisors, community agencies).*

N/A

## **Section V: Curriculum**

### **Departmental Student Learning Outcomes (DSLOs)**

#### *7. a. Identify your Departmental Student Learning Outcomes*

- i. ELL students will be able to demonstrate increasing confidence and competence as students, and LAN students, increasing confidence and competence in using the target language.
- ii. ELL and LAN students will be able to demonstrate awareness and respect for people of other cultures.
- iii. ELL students will be able to use the English language appropriately enough to place into Basic Writing or higher and into one of the Preparations for College Reading or be exempted from same.
- iv. LAN students will be able to communicate successfully, using the written and spoken target language, on a level appropriate to the language course they are taking.

#### *b. Please describe your department's plan for ongoing, annual assessment of its DSLOs.*

An assessment will be done of one DSLO per year. An attempt will be made to match the DSLO with the year's ISLO. For example, this year the joint DSLO is that *ELL and LAN students will be able to demonstrate increasing confidence and competence as students*. One of the two ISLOs for 2007-2008 is the following: *The MCC graduate will demonstrate the capacity for on-going personal and professional development*. This year we will collect surveys done by ELL and LAN students, one at the beginning of the semester and one at the end. A comparison of the results will be undertaken. Next year's DSLO will study the students' sense of global perspective, which again matches one of the ISLOs for the year. Since we have three DSLOs, we will redo two of them within the five year cycle.

- c. *If applicable, discuss any changes you have made to your DSLOs and/or the ways in which the courses in the department support those DSLOs since your last program review.*

NA

- d. Map the way in which your department provides opportunities for students to progress towards achievement of each Departmental Student Learning Outcome, by noting in which courses the outcomes are **Introduced (I)**, **Developed (D)**, or where students are expected to demonstrate **Proficiency (P)**.

**Curriculum Map I:  
Course Opportunities for Student Achievement of DSLOs**

DSLO	Course ELL 053	Course ELL 054	Course ELL 055	Course ELL 063	Course ELL 064	Course ELL 073	Course ELL 074	Course ELL 075
#1	I	D	P	I	D	I	D	Low P
#2								
#3								
#4								

DSLO	Course ELL 076	Course ELL 085	Course ELL 086	Course ENG 070	Course LAN 101	Course LAN 102	Course LAN 111	Course LAN 112
#1	High P	Low P	High P	High P	I	D	I	D
#2								
#3								
#4								

<b>DSLO</b>	<b>Course LAN 121</b>	<b>Course LAN 122</b>	<b>Course LAN 131</b>	<b>Course LAN 132</b>	<b>Course LAN 141</b>	<b>Course LAN 142</b>	<b>Course LAN 151</b>	<b>Course LAN 152</b>
#1	I	D	I	I	I	I	I	D

<b>DSLO</b>	<b>Course LAN 153</b>	<b>Course LAN 155</b>	<b>Course LAN 156</b>	<b>Course LAN 161</b>	<b>Course LAN 162</b>	<b>Course LAN 175</b>	<b>Course LAN 176</b>	<b>Course LAN 181</b>
#1	D	I	D	I	D	I	I	I

<b>DSLO</b>	<b>Course LAN 182</b>	<b>Course LAN 185</b>	<b>Course LAN 186</b>	<b>Course LAN 191</b>	<b>Course LAN 192</b>	<b>Course LAN 201</b>	<b>Course LAN 211</b>	<b>Course LAN 221</b>
#1						Low Prof.	Low Prof	Low Prof

<b>DSLO</b>	<b>Course LAN 251</b>	<b>Course LAN 252</b>
#1	Low Prof	High Prof

- e. Please comment on the **sequencing of opportunities** for students to develop and achieve each DSLO within the department, as noted on Curriculum Map I.

**ELL:** Since the ELL courses are tightly sequenced, and each successive course depends on successful completion of the previous one, the sequencing of the development of the DSLO is carefully built into the courses. In terms of the first DSLO, that the student increase in competence and confidence, the sequence of the courses gives students the time they need to develop self-confidence and competence. In the combined Reading and Writing course students are encouraged to take progressively more risks in their writing, as they learn to write more and more complex essays. The students gain more confidence in their own writing skills as they become more competent in using English. The Grammar courses provide the same progressive steps. In the Speaking and Listening classes, students have to progress from answering the professor's questions and asking their own questions, to being able to stand in front of the class to make a prepared presentation. Thus, skills and self-confidence are developed together. Because of the small size of classes and the personal SPS setting, and because of the supportive teaching styles of ELL professionals, students are encouraged to develop their skills and self-confidence through the carefully sequenced courses. After the sequence of ELL courses it is hoped that the students will have gained the confidence and competence to allow them to move successfully into Basic Writing and one of the Academic Reading courses, so that in one more semester they will be able to do English Composition I.

**LAN:** In similar fashion the sequential language courses take the skills learned at one level and turn them into more complex skills at a higher level. A student in Beginning Language I may feel awkward about answering the professor's question in the target language. Students are given many chances to use the language as responses to the professor/ language specialist, or in the classroom by working in groups. By the time the student is in Beginning Language II, he/she can make a short, oral presentation in front of the class in the target language. Again, skills and self-confidence grow together, as students gain the competence and confidence to move on to the Intermediate level language learning.

- f. On the following pages, please indicate **how each DSLO is attained and how the attainment of each is assessed**. If the strategy for attainment of a DSLO is contained within a particular course, please list the course first, with the relevant activity (or activities) listed next to each course. If there is nothing currently in place that is intended to provide for the attainment of a particular outcome or to assess the extent to which the outcome has been realized, please leave the appropriate space blank. The blanks will help to identify areas which need further development.

**DSLO I**

*Students completing significant coursework within the ELL Department will be able to demonstrate increasing confidence and competence as students and within the World Language area, to demonstrate increasing confidence and competence in using the target language. The student will be able to. . .*

<b>Strategies for Attainment</b>		<b>Assessment Strategies</b>
<b>Course</b>	<b>Activities</b>	
ELL 053	<ol style="list-style-type: none"> <li>1. Develop the ability and the self-confidence to respond to another student's writing and to provide feedback.</li> <li>2. Be open to examining other students' ideas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Instructor observation of student behavior.</li> <li>2. Student self-assessment of attitudes and behaviors.</li> <li>3. Assessment rubrics.</li> <li>4. Traditional quizzes and tests.</li> </ol>
ELL 054	<ol style="list-style-type: none"> <li>1. Read and comprehend both concrete and inferential material.</li> <li>2. Respond accurately and clearly in spoken and written form to knowledge and comprehension level questions.</li> </ol>	As above.
ELL 055	<ol style="list-style-type: none"> <li>1. Be more independent in recognizing the clarity and correctness of his/her speech and writing.</li> <li>2. Understand the metaphorical side of written and oral material.</li> </ol>	1-4 above.
ELL 063	Willingly speak up in class using basic phrases and expressions.	Instructor observation of degree of comfort of student.
ELL 064	Ask questions for clarification and information.	Instructor observation of degree of comfort of student.
ELL 073	Comfortably recognize and use in speech and writing certain simple grammatical forms.	<ol style="list-style-type: none"> <li>1. Instructor observation of student behavior.</li> <li>2. Assessment rubrics.</li> <li>3. Traditional quizzes and tests.</li> </ol>
ELL 074	Comfortably recognize and use in speech and writing simple and somewhat more complex grammatical	As above.

	forms.	
ELL 075	Comfortably recognize and use in speech and writing more complex grammatical forms.	As above.
ELL 076	Understand how both grammatical form and function work together to produce meaningful spoken and written structures.	As above.
ELL 085	<ol style="list-style-type: none"> <li>1. Give a rehearsed presentation in English in front of the class.</li> <li>2. Begin to learn to take class notes and to be able to use them for study purposes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Instructor observation of degree of comfort of student.</li> <li>2. Student will be able to voluntarily ask questions and present material to whole class.</li> <li>3. Instructor will use grading rubrics for oral presentations</li> </ol>
ELL 086	<ol style="list-style-type: none"> <li>1. Make a presentation using good posture, eye contact and clarity of voice.</li> <li>2. Take competent class notes and use them successfully for studying.</li> </ol>	As above.
ENG 070	Write informally to express ideas and formally to create a unified, coherent, well developed essay which is virtually error free.	<ol style="list-style-type: none"> <li>1. Instructor reads and grades student essays according to standardized grading rubric.</li> <li>2. Instructor tracks improvement in writing.</li> </ol>
Beginning Language I: LAN 101 LAN 111 LAN 121 LAN 131 LAN 141 LAN 151 LAN 175 LAN 185 LAN 191	<ol style="list-style-type: none"> <li>1. By eye contact and body language that he/she is ready to risk speaking in the target language.</li> <li>2. Engage with the instructor and with other students around the subject matter.</li> </ol>	<ol style="list-style-type: none"> <li>1. The professor observes the student focusing on the material presented.</li> <li>2. Professor observes student working in an engaged fashion in group work.</li> <li>3. Instructor grades oral output according to an oral presentation grid.</li> </ol>
Beginning Language II, second semester: LAN 102 LAN 112 LAN 122 LAN 132	<ol style="list-style-type: none"> <li>1. Respond to oral and written questions in the target language.</li> <li>2. Ask questions about the course material, thus</li> </ol>	<ol style="list-style-type: none"> <li>1. Professor observation.</li> <li>2. Students are tested on comprehension of oral and written questions.</li> </ol>

LAN 142 LAN 152 LAN 176 LAN 182 LAN 186 LAN 192	taking an active role in learning. 3. To play a consistently active and engaged role in the classroom and SPS setting.	
Intermediate Language I LAN 201 LAN 211 LAN 221 LAN 231 LAN 251	1. Take increasing responsibility for participation in learning. 2. Respond orally with more detail and accuracy. 3. Recognize what more needs to be learned and how to go about learning it.	1. Traditional testing. 2. One on one conversations between instructor and student. 3. Guided conversations between students.
Intermediate Language II LAN 252	1. Comfortably hold a conversation with the ability to express oneself more fully and confidently. 2. Feel confident that he/she knows what he/she does know and doesn't know and how to correct the latter. 3. Use well-developed study skills to learn the more complicated material.	As above.

- Describe how this Departmental Student Learning Outcome is **assessed for proficiency** at the **department level**.

#### i. A comparison of the initial and final DSLO surveys

A set of questions was drawn up to survey English Language Learner (ELL) and World Language (LAN) students' sense of confidence and competence in doing the basic tasks necessary to learn a world language. For ELL students the survey questions focused on general skills necessary to be successful in an ELL course. The questions for LAN students focused more on the use of the target language. Six daytime FTF LAN classes in Bedford and Lowell, one evening LAN class in Bedford, five day FTF ELL classes and the students of one SPS ELL specialist were included. Seventeen evening ELL SPS students were also included in the initial survey.

The survey was distributed at the beginning of the spring semester, 2008, and again at the end of the semester. The questions of the initial survey began with "Do you think you will be able to. . ." and included these questions, among others:

- ELL: understand what the instructor says?
- LAN: respond to the professor in the target language?

- do the homework on time?
- speak up in class?
- ask a question of the professor?

The questions on the final survey were the same, but began with the phrase “Were you able to. . . ?”

The categories for the responses were *most of the time*, *some of the time* and *not often*. There were questions about the student’s ability to hear and understand information, questions about the actual doing of the learning tasks, and finally, about the ability of the student to reach out or to speak out.

A total of 104 ELL students responded to the initial survey and 62 students filled out the final survey. 95 language students responded to the initial survey and 71 to the final one. (See Appendix D1,2.)

## **ii. A comparison of students’ level of confidence and competence with a recent grade.**

Ten sample initial and final surveys were chosen randomly from two LAN 152, Beginning Spanish II, classes, and ten from two ELL 055, Reading and Writing for ELL Intermediate I, classes. The Spanish classes were both FTF, one in Bedford and one in Lowell. The ELL courses were both in Lowell, one a FTF course and one an SPS course. A recent grade was provided for each of the students whose survey was chosen. The surveys were assigned letters to identify them, to protect the privacy of the students. The goal of this exercise was to look for a correlation between the grade earned by the student and the student’s level of confidence and competence. (See Appendix E1,2.)

- *What does the department’s data analysis reveal about student achievement of this DSLO within the department?*

## **i. The results of a comparison of the initial and final surveys of all students**

The results of the surveys showed that the questions about the actual doing of the learning activities, doing homework and coming to class, showed a decrease in level of success. For ELL students, *Question c, completing the assignments on time*, was the question that dropped the most, from 83% down to 52%. *Questions e and i, coming to class regularly and coming to class prepared*, dropped from 89% to 79% and from 83% to 68% respectively. This data reflects the fact that even though most students start out the semester with good intentions, many end up by struggling to finish. There could be many reasons for this including the demands of family and work responsibilities and issues of time management.

Like the ELL students, LAN students in their surveys reflected the end of semester droop. There was a 13% drop in *question c, completing the assignments on time*, down to 82%, and a 10% drop in *question e, coming to class regularly*, down to 80%.

A surprising piece of data is that the percentage of ELL students answering *question g, asking the professor questions*, dropped from 53% to 45%. *Question f, speaking up in class*, for which only data from the FTF classes were used, remained stable at 44-45% between the initial and final surveys. Considering the cultural values that many immigrant students hold, especially students from Southeast Asia, speaking up in class is difficult. Helping students develop self-initiated speaking skills remains one of the many challenges of teaching ELL.

One of the two questions relating to the LAN student's increasing confidence and competence in using the target language was the question about *answering a professor's question in the target language*. 76% of the students indicated confidence and competence in this category, up 8% from the beginning of the semester. Another question about *speaking up in class* in the target language showed results which remained the same from the initial to the final survey at 62%.

There was an increase in confidence among both ELL FTF and SPS students about understanding what the professor said in class, from 77% to 87%. Finally, only 39% of the FTF ELL students felt that they could ask the professor a question "most of the time," whereas 69-74% of the SPS students indicated comfort asking the professor a question most of the time.

Information was gathered about hours spent studying for the LAN and ELL courses. ELL students reported being more assiduous about the amount of time they spent studying. Of the 62 ELL students who filled out the final survey, 60% of them reported studying between 8 and 18 hours a week, whereas 38% of them said they studied 7 hours a week or less. Only 20% of the LAN students in the final survey said they studied eight or more hours a week and 79% said that they studied seven hours a week or less. In both cases there was an increase in the number of students reporting that they had studied for the longer period of time. 3% of the language students moved to the higher category of hours studied and 6% of the ELL reported an increase in their hours of study. (See Appendix D3.)

Another key question which sets the stage for success in language learning is that of understanding the homework. 90% of LAN students indicated that they were comfortable in doing this and 81% of the ELL students.

Finally, the last question of both ELL and LAN surveys asked "*What was the most important thing you did to be successful in the course?*" The categories which received the most mentions by students overall were the following: to

study hard, to do homework, and to attend class. Other answers that appeared half a dozen times in the answers of the ELL students were to stay focused, to be motivated, to pay attention and to practice. There were several comments made by ELL students that seemed especially poignant: “I need learn English,” “I try to learn hard” and “to give my best effort.” (See Appendix D 1,2.)

## **ii. The results of a comparison of students’ level of confidence and competence with a recent grade.**

In looking for a correlation between LAN students’ grades and their level of confidence, the questions were divided into three categories: receptive skills (understanding the homework), active skills (passing the homework in on time, attending class regularly and being prepared for class) and skills of speaking out (answering the professor’s questions in the target language, speaking out in the target language and asking the professor questions). The grades earned by the ten students were these: 6 As, 2 Bs and 2 Cs. On the average, students maintained the same level of confidence and competence throughout the semester according to most answers. Out of 72 possible responses, there were four answers that indicated a decrease in confidence and four that indicated an increase. The question about working in groups was not studied, because it was clear that group work was not used to the same degree in the two classrooms.

Looking only at the third category, the ability to speak out in class, three students, C, F and H, indicated an increase in confidence in asking the professor a question, and two students, F and D, indicated a decrease in confidence in speaking up in the language or in answering questions in the target language. Two of the three students who showed an increase in confidence had received a 90 or above on the grade which had been provided for them, and one of the students who decreased in confidence had received a C grade. The grade of student F, who went up in confidence on one question and down on two, was an 88. This would indicate that there is a slight correlation between better grades and an increase in confidence and competence.

For the ELL students there were a total of 80 responses. *Question h, working in groups*, was not used because of the different settings of the Reading and Writing class, one in a classroom and one in the SPS area. The ten students whose surveys were chosen received the following grades on a recent quiz or test: 4 As, 4 Bs and 2 Cs.

There were three answers indicating an increase in confidence for the questions about understanding the professor and understanding the homework. These were A students who indicated this increase.

Five students showed a decrease in 6 questions relating to the mechanics of the course: doing assignments, coming to class, being prepared. These five students had grades of A, B and C, so these were questions that did not

correlate level of confidence with grade. These questions are ones affected by outside forces, such as family and work.

Many ELL students clearly felt that they had no time to use the ELL lab, but in the case of the ten students in the study, two A students indicated an increase in ELL lab use, as did two C students. Perhaps the latter two needed the extra tutoring to pass, whereas the former wanted extra tutoring to really solidify an already good understanding of the material.

Finally, in the category of speaking out and asking questions, only one student indicated an increase, and three students indicated a drop in confidence on four questions. Interestingly, the one student who indicated a drop on two questions was a student who had received an A as the grade provided. This student may either have very low self-confidence, or he may have excellent written skills and needs to work on speaking skills.

On the whole, 74% of the answers showed that ELL students maintained the same level of confidence over the course of the semester. Adding together the answers that stayed at the same level and the answers that indicated an increase in confidence brings the percentage to 85%.

Whether or not these students pass the course is one kind of final assessment of the competence of these students. At the same time, the surveys were intended to look at confidence and competence as aspects of personal growth, rather than as strictly a question of grades. (See Appendix E 1, 2.)

- *What curricular and/or instructional changes are planned within the department as a result of this data (if any)? Consider:*
    - *The scope and sequence of Introductory, Developing, and Proficiency level student learning opportunities*
    - *The adequacy of the range of learning experiences and assessment methodologies that your department offers to meet student learning needs*
1. It is planned to have a series of discussions in LAN/ELL Department meetings about opportunities for speaking up in class and for asking questions:
    - a. Do all courses encourage this, not just Listening and Speaking courses?
    - b. How is speaking up in class encouraged?
    - c. What are classroom activities to encourage students to speak out?
    - d. To what extent are students encouraged to ask questions?

2. It is planned to have discussions in LAN/ELL Department meetings about lab use:

- a. Is it useful?
  - b. How much is it used?
  - c. What are the benefits to students from working in the lab as opposed to working with the professor in class?
  - d. What percentage of class time should be spent in the lab?
  - e. Can lab time be required as a part of the homework?
  - f. Which is better for helping students increase their confidence – class time or lab time?
  - g. Would Chat Times benefit ELL students?
  - h. How is competence in Listening and Speaking courses assessed?
3. Discussion will be held about whether or not to require ELL 076 and ELL 086 as prerequisites for ENG 070 or as requirements on their own. More practice leads to more confidence and competence.
4. It is planned to have virtual area meetings with LAN faculty to discuss opportunities for using the target language in the classroom.
- a. How much of the target language should the professor be using?
  - b. How much target language should the students be using?
  - c. What are fun and useful activities in which students can use the target language?
  - d. How can false beginners benefit from the course or provide benefit to other students in the course?
  - e. Should we invite native speakers into the classroom on a regular basis?
5. It is planned to have virtual area meetings with LAN faculty to discuss the issue of false beginners.
- a. False beginners in LAN classes may have plenty of confidence because they have covered all of the material before. How can they be encouraged to take a language course at an appropriate level?
  - b. How can those who feel lacking in confidence be encouraged to stretch to a higher level course?

## 8. Institutional Student Learning Outcomes

- a. *Please describe your department's plan for ongoing, annual assessment of MCC's ISLOs that are supported to proficiency within your department.*

An assessment will be done of one DSLO per year, and an attempt will be made to match the DSLO with the year's ISLO. For example, this year the joint DSLO is that *ELL and LAN students will be able to demonstrate increasing confidence and competence as students*. One of the two ISLOs for 2007-2008 is the

following: *The MCC graduate will demonstrate the capacity for on-going personal and professional development.* This year we will collect surveys from ELL and LAN students, one at the beginning of the semester and one at the end. A comparison of the results will be undertaken. Since we have three DSLOs, we will redo two of them within the five year cycle.

- b. *If applicable, discuss any changes you have made to your department's support of MCC's ISLOs since your last program review.*

NA

- c. *As appropriate, map the way in which your department provides opportunities for students to progress towards proficiency level of MCC's Institutional Student Learning Outcomes, by noting in which courses outcomes are **Introduced (I)**, **Developed (D)**, or where students are expected to demonstrate **Proficiency (P)**.*

**Curriculum Map II:  
Departmental Opportunities for Student Progress toward ISLOs**

	<b>Course ELL 053</b>	<b>Course ELL 054</b>	<b>Course ELL 055</b>	<b>Course ELL 063</b>	<b>Course ELL 064</b>	<b>Course ELL 073</b>	<b>Course ELL 074</b>	<b>Course ELL 075</b>
<b>Knowledge &amp; Skills</b>								
<b>Critical Thinking</b>								
<b>Communication</b>								
<b>Global Perspectives</b>								
<b>Social Responsibility</b>								
<b>Personal &amp; Professional Development</b>	I	D	P	I	D	I	D	Low P

	<b>Course ELL 076</b>	<b>Course ELL 085</b>	<b>Course ELL 086</b>	<b>Course ENG 070</b>	<b>Course LAN 101</b>	<b>Course LAN 102</b>	<b>Course LAN 111</b>	<b>Course LAN 112</b>
<b>Knowledge &amp; Skills</b>								
<b>Critical Thinking</b>								
<b>Communication</b>								
<b>Global Perspectives</b>								
<b>Social Responsibility</b>								
<b>Personal &amp; Professional Development</b>	High P	Low P	High P	High P	I	D	I	D

	<b>Course LAN 121</b>	<b>Course LAN 122</b>	<b>Course LAN 131</b>	<b>Course LAN 132</b>	<b>Course LAN 141</b>	<b>Course LAN 142</b>	<b>Course LAN 151</b>	<b>Course LAN 152</b>
<b>Knowledge &amp; Skills</b>								
<b>Critical Thinking</b>								
<b>Communication</b>								
<b>Global Perspectives</b>								
<b>Social Responsibility</b>								
<b>Personal &amp; Professional Development</b>	I	D	I	I	I	I	I	D

	<b>Course LAN 153</b>	<b>Course LAN 155</b>	<b>Course LAN 156</b>	<b>Course LAN 161</b>	<b>Course LAN 162</b>	<b>Course LAN 175</b>	<b>Course LAN 176</b>	<b>Course LAN 181</b>
<b>Knowledge &amp; Skills</b>								
<b>Critical Thinking</b>								
<b>Communication</b>								
<b>Global Perspectives</b>								
<b>Social Responsibility</b>								
<b>Personal &amp; Professional Development</b>	D	I	D	I	D	I	I	I

	<b>Course LAN 182</b>	<b>Course LAN 185</b>	<b>Course LAN 186</b>	<b>Course LAN 191</b>	<b>Course LAN 192</b>	<b>Course LAN 201</b>	<b>Course LAN 211</b>	<b>Course LAN 221</b>
<b>Knowledge &amp; Skills</b>								
<b>Critical Thinking</b>								
<b>Communication</b>								
<b>Global Perspectives</b>								
<b>Social Responsibility</b>								
<b>Personal &amp; Professional Development</b>	I	I	I	I	I	Low P	Low P	Low P

	<b>Course LAN 251</b>	<b>Course LAN 252</b>
<b>Knowledge &amp; Skills</b>		
<b>Critical Thinking</b>		
<b>Communication</b>		
<b>Global Perspectives</b>		
<b>Social Responsibility</b>		
<b>Personal &amp; Professional Development</b>	Low P	High P

*d. Please comment on the **sequencing of opportunities** for students to develop and achieve to ISLO proficiency within the department as appropriate, as noted on Curriculum Map II.*

**ELL:** Since the ELL courses are tightly sequenced, and each successive course depends on successful completion of the previous one, the sequencing of the development of the DSLO is carefully built into the courses. In terms of the first DSLO, that the student increase in competence and confidence, the sequence of the courses gives students the time they need to develop self-confidence and competence. In the combined Reading and Writing course students are encouraged to take progressively more risks in their writing, as they learn to write more and more complex essays. The students gain more confidence in their own writing skills as they become more competent in using English. The Grammar courses provide the same progressive steps. In the Speaking and Listening classes, students have to progress from answering the professor's questions and asking their own questions, to being able to stand in front of the class to make a prepared presentation. Thus, skills and self-confidence are developed together. Because of the small size of classes and the personal SPS setting, and because of the supportive teaching styles of ELL professionals, students are encouraged to develop their skills and self-confidence through the carefully sequenced courses. After the sequence of ELL courses it is hoped that the students will have gained the confidence and competence to allow them to move successfully into Basic Writing and one of the Academic Reading courses, so that in one more semester they will be able to do English Composition I.

**LAN:** In similar fashion the sequential language courses take the skills learned at one level and turn them into more complex skills at a higher level. A student in Beginning Language I may feel awkward about answering the professor's question in the target language. Students are given many chances to use the language as responses to the professor/ language specialist, or in the classroom by working in groups. By the time the student is in Beginning Language II, he/she can make a short, oral presentation in front of the class in the target language. Again, skills and self-confidence grow together, as students gain the competence and confidence to move on to the Intermediate level language learning.

*d. Please indicate on the following pages as appropriate **how each ISLO is supported to proficiency achievement within the department and how that achievement is assessed. Where ISLO achievement is directly supported by DSLO achievement, you can refer the reader back to that section in Question 7, rather than re-writing it. If the strategy for attainment of an ISLO is contained within a particular course, please list the course first, with the relevant activity (or activities) listed next to each course. If***

*there is nothing currently in place that is intended to provide for the attainment of a particular outcome or to assess the extent to which the outcome has been realized, please leave the appropriate space blank. The blanks will help to identify areas which need further development.*

**Personal (and Professional) Development**

*The MCC graduate will demonstrate the capacity for on-going personal development.*

<b>Strategies for Attainment</b>		<b>Assessment Strategies</b>
<b>Course</b>	<b>Activities</b>	
ELL 053	1. Develop the ability and the self-confidence to respond to another student's writing and to provide feedback. 2. Be open to examining other students' ideas.	1. Instructor observation of student behavior. 2. Student self-assessment of attitudes and behaviors. 3. Assessment rubrics 4. Traditional quizzes and tests.
ELL 054	1. Read and comprehend both concrete and inferential material. 2. Respond accurately and clearly in spoken and written form to knowledge and comprehension level questions.	As above.
ELL 055	1. Be more independent in recognizing the clarity and correctness of his/her speech and writing. 2. Understand the metaphorical side of written and oral material.	1-4 above.
ELL 063	Willingly speak up in class using basic phrases and expressions.	Instructor observation of degree of comfort of student.
ELL 064	Ask questions for clarification and information.	Instructor observation of degree of comfort of student.
ELL 073	Comfortably recognize and use in speech and writing certain simple grammatical forms.	1. Instructor observation of student behavior. 2. Assessment rubrics. 3. Traditional quizzes and tests.

ELL 074	Comfortably recognize and use in speech and writing simple and somewhat more complex grammatical forms.	As above.
ELL 075	Comfortably recognize and use in speech and writing more complex grammatical forms.	As above.
ELL 076	Understand how both grammatical form and function work together to produce meaningful spoken and written structures.	As above.
ELL 085	<ol style="list-style-type: none"> <li>1. Give a rehearsed presentation in English in front of the class.</li> <li>2. Begin to learn to take class notes and to be able to use them for study purposes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Instructor observation of degree of comfort of student.</li> <li>2. Student will be able to voluntarily ask questions and present material to whole class.</li> <li>3. Instructor will use grading rubrics for oral presentations</li> </ol>
ELL 086	<ol style="list-style-type: none"> <li>1. Make a presentation using good posture, eye contact and clarity of voice.</li> <li>2. Take competent class notes and use them successfully for studying.</li> </ol>	As above.
ENG 070	Write informally to express ideas and formally to create a unified, coherent, well developed essay which is virtually error free.	<ol style="list-style-type: none"> <li>1. Instructor reads and grades student essays according to standardized grading rubric.</li> <li>2. Instructor tracks improvement in writing.</li> </ol>
Beginning Language I: LAN 101 LAN 111 LAN 121 LAN 131 LAN 141 LAN 151 LAN 175 LAN 185 LAN 191	<ol style="list-style-type: none"> <li>1. By eye contact and body language that he/she is ready to risk speaking in the target language.</li> <li>2. Engage with the instructor and with other students around the subject matter.</li> </ol>	<ol style="list-style-type: none"> <li>1. The professor observes the student focusing on the material presented.</li> <li>2. Professor observes student working in an engaged fashion in group work.</li> <li>3. Instructor grades oral output according to an oral presentation grid.</li> </ol>

Beginning Language II, second semester: LAN 102 LAN 112 LAN 122 LAN 132 LAN 142 LAN 152 LAN 176 LAN 182 LAN 186 LAN 192	1. Respond to oral and written questions in the target language. 2. Ask questions about the course material, thus taking an active role in learning. 3. To play a consistently active and engaged role in the classroom and SPS setting.	1. Professor observation. 2. Students are tested on comprehension of oral and written questions.
Intermediate Language I LAN 201 LAN 211 LAN 221 LAN 231 LAN 251	1. Take increasing responsibility for participation in learning. 2. Respond orally with more detail and accuracy. 3. Recognize what more needs to be learned and how to go about learning it.	1. Traditional testing. 2. One on one conversations between instructor and student. 3. Guided conversations between students.
Intermediate Language II LAN 252	1. Comfortably hold a conversation with the ability to express oneself more fully and confidently. 2. Feel confident that he/she knows what he/she does know and doesn't know and how to correct the latter. 3. Use well-developed study skills to learn the more complicated material.	As above.

- Describe how this Institutional Student Learning Outcome is **assessed for proficiency** at the **department level**.

See Section V, question f.

- What does the department's data analysis reveal about student achievement of this ISLO within the department?

See Section V, question f.

- What curricular and/or instructional changes are planned within the department as a result of this data (if any)? Consider:
  - The scope and sequence of Introductory, Developing, and Proficiency level student learning opportunities

- *The adequacy of the range of learning experiences and assessment methodologies that your department offers to meet student learning needs*

See Section V, question f.

***Additional Curricular Opportunities:***

9. *Please describe any interdisciplinary courses which are provided as an integral part of this department/area.*

ELL: N/A

LAN: N/A

10. *Please comment on experiential learning opportunities with the department/area (i.e., internships, service learning). Discuss how the content of the experience relates to course credit. How do you calculate the number of contact hours required in relationship to the credit awarded? What percent of students participate in each of these activities?*

**ELL:** In the course, Reading and Writing for ELL-Advanced, ELL 055, there is an optional service learning component. Participation varies each semester, but usually less than half of the students in the class choose this option. In the Spring 2008 semester, only four of the seventeen students are participating in service learning. The students may select the site where they will serve. Those who complete twenty-two hours of service, i.e. volunteer two hours of their time for eleven weeks, will satisfy the **Values or Ethics or Social Policy Intensive Value**, which is one of the graduation requirements at the college. Course reading and writing assignments relate to the meaning of community, civic engagement, and the role of the individual, so participants are given the opportunity to reflect and write about their service activities, as well as use their experiences to contribute to class discussions. Additionally, the service learning students are building their resumes, and are also able to qualify for scholarships that require evidence of community service.

LAN: N/A

11. *Please comment on the uniformity and appropriateness of content in multi-section courses and subsequent courses now in place. Do all courses have the proper prerequisites? Is the flow and relationship of courses to one another satisfactory? Are there changes indicated, based upon department/area objectives and/or new needs identified through the assessment process?*

**ELL:** Thanks to an on-going dialogue between the ELL faculty and the full-time ELL specialist from the Self-Paced Studies Department (SPSD), every effort has been made to synchronize the content areas of ELL instruction. Thus, even though the textbooks (or textbook series) vary, they cover the same scope of material. So far, there have not been any cases of students experiencing difficulty with the content area when transferring from the regular classroom setting to the SPSP and vice versa. Collective grading sessions of reading and writing final examinations enable all the ELL instructors, regardless of methodology, to adhere to the set of curricular standards while teaching this subject. In the grammar sequence, the scope of the material covered in each level is identical and supplemented, when needed, by other educational resources. The listening and speaking sequence, as it is currently taught at the SPSP, has been developed by a speech specialist colleague from the classroom section Cathryn Edelstein in accordance with the requirements of that curriculum.

While currently the flow from one level to another is relatively smooth and predictable (including the moving of ELL 055 students to ENG 070), it would certainly benefit some of our to-be students if we re-introduced or developed anew a lower level of reading and writing course. At present, the lowest is ELL 053 which poses a huge challenge to a large number of students. Additionally, it would be helpful if we could develop a common final examination for the grammar and communication blocks.

**LAN:** The face to face and the SPS language areas work together to ensure that the language classes offered are comparable. Even when using different textbooks, the two areas try to keep the content consistent.

The classroom language instructors jointly choose a new textbook so that all are using the same text. This is a benefit to students who may want to change campuses or go from day to evening.

It has become apparent through the student surveys, that students are coming into the beginning language classes even though their preparation indicates that they should be taking a higher level course. This issue needs discussion by the language faculty to decide whether this is a problem or not, and if it is, what to do about it. In the process of advising, students often do not tell or are not asked how much language they have studied before. Thus, the prerequisites are not used as a standard by which to place students. This past semester a student who enrolled in Beginning Spanish I was moved to Intermediate I during the first week of classes.

12. a. *Please comment on the role of developmental courses within your department/area. Which ones are relied upon by significant numbers of students in the department/area? What conclusions are you able to*

*draw about the impact of these courses on students' preparation levels?*

ELL: N/A  
LAN: NA

- b. *Please comment on the role of developmental courses outside your department/area. Which courses in the department/area are relied upon by significant numbers of students, and which courses outside the department/area are relied upon by significant numbers of students? What conclusions are you able to draw about the impact of these courses on students' preparation levels?*

ELL: N/A  
LAN: N/A

13. *Describe the array of instructional methodologies in required or elective courses. (e.g. face to face, online, hybrid, self-paced, experiential, inquiry/problem-based, case studies, projects, etc.)*

**ELL:** In ELL 076, ELL 054 and ENG 070, The Blackboard Learning System is used to complement face-to-face instruction. Students are able to access the learning modules from home, class, and in the language arts lab. The learning modules include power point presentations, links to related websites, and assessment features. Students also use the Bb modules to independently review lessons, obtain instructions for assignments and monitor their scores and grades. Other ELL courses are taught in a traditional face to face classroom, or are taught in the Self Paced Studies area where students are able to work along at their own pace under the supervision of SPS ELL specialists. One of the classroom professors uses service learning as an aspect of her classroom presentation. See question 10 above.  
ALL ELL students have access to Blackboard.

**LAN:** Most courses are face to face, though there is one on-line course which runs successfully each semester. Most courses use a Blackboard site in order to have supplementary materials available at all times to the students.

## **Section VI: Instructional Support**

14. a. *Please discuss the adequacy of the staffing level in the department/area to teach students enrolled in the department/area.*

**ELL:** It was hoped that this year would see the hiring of a new ELL instructor because of the retirement of one of the three current full-time professors. The

plan was to find someone who could teach both ELL and a language such as Spanish. This request will be made another year.

In the meantime, there is a need to find a few more adjunct ELL instructors to pick up a few more courses because of the above retirement.

LAN: Since there is a strong language program on the Lowell campus, it would be appropriate to have a full-time language person on that campus.

- b. Please discuss the adequacy of the staffing level in the department/area to advise students enrolled in the program.*

ELL: There have recently been problems concerning the assignment of ELL students to advisors. Formerly, ELL students were assigned to ELL professors, the people most adept at advising them. Recently the students given to ELL professors to advise include former ELL students, who don't need ELL advising, and new students who are not in the program. This is a problem that has been brought to the attention of the Enrollment Center several times. Recently, Scott O'Neil has offered to bring together the people who will be able to sort this situation out, including Eileen Fagan, Kevin Gately, Pat Hunt and others.

When there are only two full-time professors next year, it is clear that either some part-time ELL instructors need to be hired to advise, or that some ELL students will need to be sent to specific advisors at the Enrollment Center where they can be appropriately advised.

Furthermore, ELL advisors have recently been given more advisees than has been agreed upon, according to the contract, and this is another issue that needs to be resolved.

**LAN:** The language area does not have dedicated advising.

15. *What specific support services and activities (i.e., tutoring, media, library, disabled student support, computer labs, and service learning) does this department/area require? Please comment on the availability and adequacy of these services. Be specific about any current deficiencies or projected needs.*

**ELL:** a. The Language Arts Center, under Kenna Broadbent, and ELL Tutoring under Jo Mucci, are available to ELL students. The Language Arts Center has new computers, but the space needs reconfiguration.

b. Service Learning is offered as an option in one professor's ELL 055 course.

c. Testing for ELL placement is overseen by a full-time employee of the International Department, with funds and oversight coming from the Humanities Division. The ELL Placement Testing Coordinator sets the dates for testing with the Testing Office and runs the testing sessions. The ELL and Language Chair solicits and hires ELL instructors to assist in the testing and to do the advising. Because of the nature of the testing process, students often finish and are ready to be advised at the same time. At a placement testing session in Bedford in January, some students had to wait more than 45 minutes before they could be advised by the ELL person. In spite of efforts to work with the Enrollment Center, it is often left to the ELL person alone to advise all students. This process really needs the help and support of the Enrollment Center advisors.

**LAN:** Tutoring is available for language students on the Lowell campus. Disabilities Support offers much-needed services when a L.D. student signs up to take a language.

Computer access through the Blackboard site is needed at home or at the College for the recorded oral activities.

16. *How adequate and appropriate are department/area facilities and equipment? Please be specific about any current deficiencies or projected needs.*

ELL: The *Focus on Grammar* series should have an updated audio disc to match the 3<sup>rd</sup> editions. The listening and speaking texts should have updated audio materials as well.

There are not enough smart rooms to meet the faculty requests.

LAN: N/A

17. *Please describe any professional development needs of department faculty or staff.*

ELL: It would be nice to have professional development time to learn new programs such as *Camtasia*, or other new technologies, such as Streaming.

**LAN:** Language faculty need training in the technology that comes with the new textbook. The textbook representative has offered to provide the training.

Further training is needed in using the plagiarism website.

18. *Describe the sources of department/area funding. Are the funds adequate to support the department/area? Is the current use of funds effective to realize department/area goals? Does the department/area leadership have input into the department/area budget?*

ELL: The LAN/ELL Department has adequate funds to hire ELL full-timers or adjuncts to do the testing and advising of ELL students twice a year, from May to September and from November through January. The Testing Coordinator, Maryanne Mungovan is paid from the International Office budget

LAN: For guest speakers or activities the LAN faculty would have to request HU funds through the HU Dean.

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*Please provide any additional information that you consider important in assessing this department/area.*

### **Section VII: Department Evaluation Summary**

*This section should be completed based upon review and consideration of both the data supplied in **Section II** and the questions posed in **Sections III, IV, V, VI and VII.***

A. *Department Strengths*  
(Bulleted List with reference to the question(s) numbers in the department/area review where this strength is noted.)

#### **ELL:**

- There is a professional, dedicated full and part-time staff.
- Tutoring is provided.
- The group grading is done holistically.
- SPS offers the same levels of courses as face to face classes.
- Reading and Writing courses continue to use authentic literary materials.
- Grammar is implicit in all courses.
- ALL ELL students have Blackboard accounts.
- Language Lab use and materials such as Passkey and E-tutoring are available to ELL students.
- Overall ELL course completion rates are at 79%, 5% higher than the All-College rate.
- Advanced ELL courses have an 86-96% completion rate.

#### **LAN:**

- Solid Beginning Language program
- Dedicated faculty
- Good student following
- SPS has introduced a number of less-commonly taught languages.
- Emphasis on cultural awareness.
- 74% of LAN students are planning to transfer.
- 15% of LAN students hope to major or minor in a world language and another 7% might be interested.

*B. Department Needs for Improvement, Proposed Plans for Improvements, Budgetary Implications, Timelines.*

<b>Department Needs</b> (Reference the question in the program review where this need is explained.)	<b>Proposed Plans for Improvement</b> (Bulleted list of suggestions.)	<b>Financial Needs to Make Improvements</b>	<b>Proposed Timelines for Implementation</b>
<b>ELL:</b> Language Lab needs updating. There is a proposal in the works.	Dean Michael Badolato and Language Lab Director Kenna Broadbent have drawn up a plan for the lab update. Funding needs to be found.	?	?
<b>ELL:</b> ELL Department and College Advising need to cooperate in advising new ELL students.	Chair of ELL and new Dean of Enrollment will meet to discuss this.		Fall 08
<b>ELL:</b> College Advising will work out a way to meet the needs of returning ELL students and their ELL advisors.	Scott O'Neil will organize a meeting with Eileen Fagan, Vinnie Funaro, Kevin Gately and Pat Hunt to resolve this issue.		Early fall 08, before advising for Spring 09.
<b>ELL:</b> Temporary loss of one full-time faculty line.	Chair will make a request for another ELL faculty or ELL/LAN faculty for FY '10.	Full-time line	Spring 09
<b>ELL:</b> Discussion of the benefits of using the same textbook in FTF and SPS needs to be taken up again.	Start the conversation during ELL Department meetings in Fall 08 and Spring 09.		Fall 08 and Spring 09
<b>ELL:</b> More coordination needed in Listening and Speaking courses between FTF and SPS.	Start the conversation during ELL Department meetings in Fall 08 and Spring 09.		Fall 08 and Spring 09
<b>ELL:</b> There's a need to hire and train ELL testers and advisors, both for Placement Testing and for regular advising of returning students.	Put out an ad in summer 08 for qualified ELL teachers who could also do testing and advising.		Summer '08
<b>ELL:</b> The ELL Department should			

work with Enrollment Management to devise a course management system where published courses do not get cancelled so that scheduling and staffing can be planned and established in advance. (Eng)			
<b>ELL:</b> There needs to be an articulation plan worked out between Middlesex and Lowell High School around ELL competencies.	1. The Chair will consult with MAT and ENG about their connections with LHS. 2. The Chair will then connect with LHS around ELL issues.		Spring 09
<b>ELL:</b> Training is needed in the use of the plagiarism site	Set this up with Tom Loughlin or with Library.		Fall 08 and Spring 09
<b>LAN:</b> Explore the issue of false beginners.	1. Discuss issue with SPS and face to face professionals. 2. If needed, develop a placement test.		Fall 08 and Spring 09
<b>LAN:</b> Study issue of lower completion rates.			Fall 08 and Spring 09
<b>LAN:</b> Training is needed in the use of the plagiarism site	Set this up with Tom Loughlin or with Library.		Fall 08 and Spring 09
<b>LAN:</b> There is a need for a full-time language faculty on the Lowell campus.	1. Make request for FY '10.		Spring 09
<b>LAN:</b> To educate students about majoring or minoring in a world language.	1. Develop an ad campaign- flyers and, announcements in all language classes.		Fall 08 and Spring 09
<b>LAN:</b> to take advantage of the technology that comes with the new Spanish textbook.	1. Set up workshops with in-house people or with textbook company representatives. 2. Meet periodically to share experiences and ideas with each other.		Summer and Fall 08