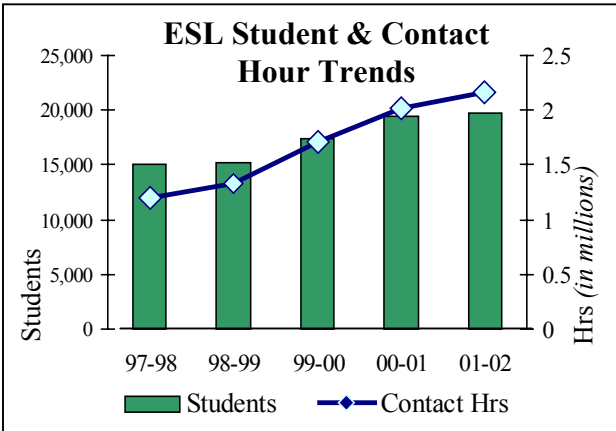


Goal 3: Basic Skills – English as a Second Language

DCCCD students will acquire basic literacy skills and developmental education to live more functionally and become ready to participate successfully in college-level curricula.
 Indicators: contact hours, student enrollments and performance

English for Speakers of Other Languages (ESOL) and English as a Second Language (ESL) programs prepare students for academic study or the workplace. For reporting ease, credit and continuing education courses are both referred to as ESL in this report.



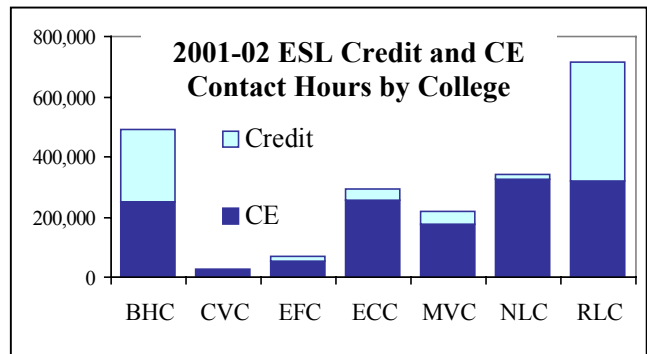
and continuing education courses are both referred to as ESL in this report.

The 19,775 ESL students, a slight increase over last year, represented 13% of the 2001-02 DCCCD student population.

The 2.16 million contact hours reflected growth in continuing education (+7%) and credit (+8%) instruction. Two-thirds of ESL contact hours are taught through continuing education.

However, college combinations of credit and continuing education differ to best address student course taking, skill level and local community needs.

Credit students tend to pursue intensive study and average 5 ESL courses per academic year compared to 2.2 courses for continuing education students.



As in prior years, credit ESL students continue to achieve high retention (92% non-W) and success (71% A, B, C) rates. When progress grades¹ are included, the success rate is 82%.

2001-02 ESL	BHC	CVC	EFC	ECC	MVC	NLC	RLC
CE Students	3,321	276	1,101	3,159	2,011	2,774	4,157
1-Yr Change	-2%	37%	36%	-7%	6%	-10%	4%
CE Contact Hrs	252,130	25,666	52,821	257,958	174,216	325,942	320,086
1-Yr Change	17%	21%	40%	-8%	8%	3%	9%
CR Students	1,131	0	134	188	304	78	1,762
1-Yr Change	15%		18%	-10%	6%	3%	2%
CR Contact Hrs	239,136	0	15,216	35,424	42,928	13,536	392,384
1-Yr Change	22%		22%	4%	10%	11%	no chng

1. "E" grade = Student participated/attended class, attempted course work, progressed but did not yet achieve passing level.