



Chabot College English as a Second Language (ESL) Needs Assessment Survey Summary

Submitted to: Chabot College ESL Program

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Introduction

WestEd was contracted by Chabot College to conduct a needs assessment survey of its community. Chabot's English as a Second Language (ESL) Program is interested in identifying whether the community has a need for types of ESL instruction that Chabot currently does not offer. In this document we provide a summary of the descriptive analysis of survey data. As specified in the scope of work, this summary includes tabled and bulleted findings. These data are for Chabot ESL Program staff to use while they examine their current program and consider restructuring.

The initial scope of work called for a sampling of the community surrounding Chabot College, specifically through local adult education schools and local school district-based parent organizations. Access to a sample of this breadth, however, was unavailable. Nonetheless, Chabot's ESL Program was able to obtain 370 surveys from within Chabot's current ESL program, as well as 166 surveys from parents of Hayward Unified School District (HUSD) students. HUSD parent surveys represent a community perspective.

Following we provide a brief overview of the sample and survey methods. This is followed by tabled results and bulleted descriptions of findings.

METHODOLOGY

Through Chabot College's ESL Program, WestEd collected and analyzed a total of 536 surveys. Sixty-nine percent of these surveys (370) were collected from current Chabot ESL students. The remaining 31 percent (166) were collected from parents of HUSD students. These surveys were collected at parent centers in ten HUSD schools.

Additionally, WestEd interviewed three Chabot ESL program staff and two community organization leaders. Feedback from these individuals contributed to understanding Chabot's current program, identifying the perceived needs and challenges of the surrounding ESL population, and developing the survey. WestEd, in collaboration with Chabot ESL program staff, developed a two-page needs assessment survey (appendix A). This survey was translated into Spanish, Chinese, and Vietnamese.

WestEd provides a brief overview of the major elements of local ESL programs in appendix B.

GROUPS OF INTEREST

WestEd and Chabot staff identified specific subgroups of students that were of interest for data analysis. These groups were based on primary language (four major groups), respondent type (*Chabot student* or *HUSD parent*), and intention (learning English to *prepare for continued study* or *other*). Where appropriate, findings were disaggregated by these subgroups.

Findings

Following we provide an overview of respondents' language groups. Thirty-four respondents (6%) did not indicate their primary language.

Exhibit 1 – Respondents' primary languages

Language group	Number	Percent
Amharic	7	1
Arabic	11	2
Burmese	2	<1
Cantonese	4	<1
Chinese	61	11
Dari	11	2
English	9	2
Hindi	3	4
Hungarian	1	<1
Japanese	2	<1
Korean	4	<1
Mongolian	2	<1

Language group	Number	Percent
Pashto	1	<1
Portuguese	4	<1
Punjabi	8	2
Romanian	1	<1
Russian	8	2
Spanish	291	54
Tagalog	8	2
Taiwanese	1	<1
Tamil	1	<1
Thai	2	<1
Urdu	4	<1
Vietnamese	33	6

For analyses, languages were grouped into four major categories:

- *Spanish* speakers: Spanish, Portuguese (n=295)
- *East Asian* language speakers: Chinese, Japanese, Korean, Mongolian (n=69)
- *South East Asian* language speakers: Burmese, Cantonese, Tagalog, Taiwanese, Tamil, Thai, Vietnamese (n=51)
- *South Asian* language speakers: Dari, Farsi, Hindi, Pashto, Punjabi, Urdu (n=49)

WestEd and Chabot ESL staff reviewed possible language groupings and determined the four listed above were suitable for intended analysis. Language groups not reflected in the four listed major categories were not included in analyses because sample sizes were too small.

Data presented in the remainder of this summary are disaggregated by major language groups, respondent type, and intention, where appropriate.

OCCUPATION

In examining occupation, our survey included categories as used by the U.S. Census Bureau and Chabot-Las Positas Community College District in demographics reports.

- Overall, there was no specific area of work that was predominant.
- The highest overall percentages of respondents indicated they were homemaker/parents (28%), followed fairly evenly by other (16%), restaurant/store (15%), sales/office (11%), and construction/maintenance (11%).
- There were slight differences in this pattern when looking across the various subgroups of interest.
 - For *Chabot students*, *South East* and *East Asian* language speakers, the highest proportion of respondents worked in sales/office (25%, 24%, & 22%, respectively).
 - For *HUSD parents* and *Spanish* speakers, the highest proportion of respondents indicated they were homemakers/parents (51% & 36%, respectively).
 - The greatest proportion of *South Asian* language speakers indicated they worked in restaurant/store (21%).
- For respondents who indicated they wanted to learn English to *prepare for continued study*, their most popular area of work was “other” (21%). Of those who specified, four were related to providing care: family, childcare, or other; and six were school-related: teacher, aide, or assistant.

Exhibit 2 – Occupations for different subgroups

	Overall	Chabot students (n=317)	HUSD parents (n=160)	South East Asian (n=42)	East Asian (n=60)	South Asian (n=38)	Spanish (n=276)	Prepare for continued study (n=85)
Construction/Maintenance	11%	10%	12%	5%	5%	3%	15%	12%
Management/Professional	8%	10%	3%	14%	12%	13%	4%	8%
Production/Transportation	4%	5%	2%	2%	3%	8%	4%	8%
Sales/Office	11%	25%	8%	24%	22%	13%	10%	14%
Landscape/Fish/Forestry	<1%	0%	<1%	0%	0%	0%	<1%	0%
Other	16%	19%	9%	10%	15%	16%	15%	21%
Restaurant/Store	15%	18%	8%	19%	18%	21%	11%	14%
Homemaker/Parent	28%	16%	51%	17%	13%	16%	36%	19%
Indicated multiple areas of work	7%	7%	6%	10%	12%	11%	4%	4%

CURRENT INVOLVMENT WITH ESL PROGRAMS

The survey included questions about respondents' involvement and experience with ESL programs, Chabot or otherwise. Respondents were asked about enrollment, how they learned of ES programs, and their experiences.

- Of the 166 respondents who were *HUSD parents*, only 11 percent (19 respondents) indicated they were taking ESL classes at local adult schools.

We asked respondents to indicate how they heard about their ESL program. Because the overwhelming majority of respondents who were enrolled in ESL classes were Chabot students (only 19 HUSD parents were enrolled in ESL programs in local adult schools), the following section is reflective of Chabot students specifically.

Exhibit 3 – How respondents heard about Chabot's ESL program

	Percent
Multiple methods	27%
Friends	26%
Family	18%
Community organization	9%
Internet	7%
School-related source	7%
Other	3%
Work	1%
TV	<1%
Newspaper	<1%

N=354

- The biggest proportion of respondents heard about Chabot's ESL program from more than one of the listed methods (27%).
- The next two most common methods were family (26%) and friends (18%).
- In disaggregating multiple methods, family and/or friends were one of the multiple methods for over 60% of these respondents. As a whole, word of mouth accounted for a clear majority of how information about Chabot's ESL program spreads to its constituents.
- This pattern was similar for all subgroups detailed below. (Exhibits 4-5)

Exhibit 4 – How respondents heard about Chabot’s ESL program by language groups

	South East Asian (n=44)	East Asian (n=56)	South Asian (n=43)	Spanish (n=167)
Multiple methods	50%	23%	37%	19%
Family	16%	18%	19%	19%
Friends	9%	32%	30%	29%
Internet	9%	7%	7%	5%
Community organization	5%	13%	5%	11%
School-related source	5%	4%	0%	13%
Other	5%	4%	2%	2%
Work	2%	0%	0%	1%
TV	0%	0%	0%	<1%
Newspaper	0%	0%	0%	1%

Exhibit 5 – How respondents heard about Chabot’s ESL program by intention

	Prepare for continued study (n=87)	Other (n=267)
Multiple methods	29%	27%
Family	22%	16%
Friends	22%	28%
Community organization	9%	9%
School-related source	9%	7%
Internet	6%	8%
Other	2%	3%
Newspaper	1%	<1%
Work	0%	2%
TV	0%	<1%

ADDITIONAL INFORMATION ABOUT INVOLVEMENT WITH ESL PROGRAMS

We asked respondents how many ESL classes they had taken. Two hundred eighty responded; a summary of their data follows.

- Mean number of classes: 2.37
- 35% of respondents had taken 1 class; 30% had taken 2 classes
- Range: 0 to 16 classes

The following summary is based on qualitative feedback provided by respondents about their ESL program. These data were disaggregated by subgroup. Overall, themes in responses were fairly consistent across subgroups. Where differences emerged, they are noted below.

Aspects of Chabot's ESL program respondents thought were most important

- Improving English language abilities (e.g., reading, writing, speaking, listening, pronunciation).
 - This was fairly consistent across all subgroups. Between 49% and 65% of respondents indicated improving language abilities was the most important aspect of their ESL program.
 - *South East Asian* language speakers and students *preparing for continued study* were the two subgroups with the highest proportion of students indicating that improving language abilities was most important: 63% and 65%, respectively.
- Specific attributes of Chabot's ESL program (e.g., instructors, courses, cost, schedule, convenience, resources).
 - This theme emerged in approximately 13%-35% of respondents' answers across all subgroups.

Aspects of their ESL program respondents liked most

- Improving English language abilities again emerged as the most consistent theme, although many of these respondents added practicing their language to this theme.
 - Between 43% and 47% of responses from all subgroups had the common theme of improving language abilities and skills.
- The second most common theme was related to instruction and instructors.
 - Descriptions included professionalism, pace, patience, and methods
 - Between 11% and 26% of responses from the different subgroups had the common theme of instruction or instructor.
- Smaller numbers of respondents noted convenience as something they liked most.
 - Descriptions included location, schedule, and flexibility.

Aspects of their ESL program respondents disliked

- There were no common themes that emerged related to dislikes with proportions of students above 10%.
- Some of the areas students listed in small numbers included:
 - Expense/cost
 - Pace, both too slow and too fast
 - Other students
 - “Other students” was accompanied with descriptions of other students being unprepared, slowing down classes, difficulty understanding, and working in groups.

WHY STUDENTS NEED ENGLISH

Respondents completed the statement, “I need English to...” This question allowed respondents to freely express what they want from learning English. Responses overwhelmingly reflected wanting to better oneself and improve one's life, including that of their families. The bullets below identify some of the ways in which respondents clarified what they meant by bettering themselves and improving their lives.

- Although all subgroups identified similar themes, subgroups had different *most* prominent themes.
 - For *South East* and *South Asian* language speakers, improve/increase communication with family, friends or at work was the most commonly identified theme (49%, 47%, and 29%, respectively).
 - For *East Asian* language speakers, finding a job or improving their work situation was the most commonly identified theme (28%).
 - For students *preparing for continued study*, continued education or attain a higher degree was the most commonly identified theme (39%).
- Second most prominent themes are listed below for each subgroup:
 - *South East Asian* language speakers: finding a job or improving their work situation (24%).
 - *South Asian* language speakers: continuing their education (26%).
 - *East Asian* language speakers: improve/increase communication (25%).
 - *Spanish* language speakers: finding a job or improving their work situation (24%).
 - *Prepare for continued study*: finding a job or improving their work situation (27%).

SELF-REPORTED ENGLISH ABILITY

We asked respondents to rate their current English abilities in four areas: reading, writing, speaking, and listening. Respondents rated themselves on a five-point scale from *CAN NOT AT ALL* to *VERY GOOD*. *CAN NOT AT ALL* was accompanied with the description: I do not try. *NOT TOO GOOD* was accompanied with the description: I try but stop. *OK* was accompanied with: can do, but need lots of help. *GOOD* was accompanied with: can do with a little help. *VERY GOOD* was accompanied with: can do by myself.

There are two ways to examine these data. One involves looking at the percentage of respondents who rate themselves at the each level. The second involves looking at group means. Following we present data using both methods. Percentage of respondents per level allows one to see how each group is distributed along the response categories. It allows one to examine how many respondents are at each given level. Means allow one to see how the group performs as a whole and compared with other groups.

Exhibit 6 – Self-reported English *reading* ability: Percent

Respondent type	Can not at all	Can, but not too good	Ok	Good	Very good
Chabot student (n=363)	<1%	5%	29%	46%	20%
HUSD parent (n=158)	13%	28%	31%	18%	10%
Reason for learning English					
Prepare for continued study (n=108)	0%	6%	21%	52%	21%
Other (n=412)	6%	14%	32%	33%	15%
Primary language					
South East Asian (n=51)	0%	8%	31%	47%	14%
East Asian (n=69)	0%	9%	48%	33%	10%
South Asian (n=46)	0%	7%	9%	46%	39%
Spanish (n=290)	8%	15%	30%	37%	11%

Exhibit 7 – Self-reported English *reading* ability: Means

Respondent type	Mean
Chabot student (n=363)	3.79
HUSD parent (n=158)	2.83
Reason for learning English	
Prepare for continued study (n=108)	3.89
Other (n=412)	3.40
Primary language	
South East Asian (n=51)	3.67
East Asian (n=69)	3.45
South Asian (n=46)	4.17
Spanish (n=290)	3.29

1=can not at all, 5=very good

- *Chabot students* rate their English reading ability higher than *HUSD parents*.
- *South Asian* language speakers tend to rate their reading ability higher than all other groups. Eighty five percent of *South Asian* language speakers indicate their English reading ability is *GOOD* or *VERY GOOD*.
- *Spanish* language speakers and *HUSD parents* rated their English reading abilities as lowest.

Exhibit 8 – Self-reported English *writing* ability: Percent

Respondent type	Can not at all	Can, but not too good	Ok	Good	Very good
Chabot student (n=364)	1%	9%	48%	35%	7%
HUSD parent (n=156)	17%	30%	31%	14%	9%
Reason for learning English					
Prepare for continued study (n=108)	3%	10%	36%	44%	7%
Other (n=411)	7%	17%	44%	27%	8%
Primary language					
South East Asian (n=50)	0%	8%	54%	32%	6%
East Asian (n=69)	4%	12%	57%	23%	4%
South Asian (n=47)	2%	9%	28%	40%	21%
Spanish (n=287)	9%	19%	41%	27%	4%

Exhibit 9 – Self-reported English *writing* ability: Means

Respondent type	Mean
Chabot student (n=364)	3.36
HUSD parent (n=156)	2.68
Reason for learning English	
Prepare for continued study (n=108)	3.42
Other (n=411)	3.09
Primary language	
South East Asian (n=50)	3.36
East Asian (n=69)	3.12
South Asian (n=47)	3.70
Spanish (n=287)	2.98

1=can not at all, 5=very good

- Self-report patterns for writing were similar as for reading.
- *Chabot students* rate their English writing ability higher than *HUSD parents*.
- *South Asian* language speakers tend to rate their English writing ability higher than all other groups. Sixty-one percent rated their ability to write in English as GOOD to VERY GOOD.
- *Spanish* language speakers and *HUSD parents* rate their English writing abilities as lowest.

Exhibit 10 – Self-reported English *speaking* ability: Percent

Respondent type	Can not at all	Can, but not too good	Ok	Good	Very good
Chabot student (n=364)	<1%	11%	39%	36%	14%
HUSD parent (n=158)	11%	24%	41%	16%	8%
Reason for learning English					
Prepare for continued study (n=108)	1%	14%	33%	36%	16%
Other (n=413)	4%	16%	41%	28%	11%
Primary language					
South East Asian (n=50)	0%	14%	38%	38%	10%
East Asian (n=69)	1%	20%	45%	23%	10%
South Asian (n=46)	0%	0%	58%	46%	26%
Spanish (n=290)	6%	17%	42%	29%	7%

Exhibit 11 – Self-reported English *speaking* ability: Means

Respondent type	Mean
Chabot student (n=364)	3.51
HUSD parent (n=158)	2.85
Reason for learning English	
Prepare for continued study (n=108)	3.52
Other (n=413)	3.26
Primary language	
South East Asian (n=50)	3.44
East Asian (n=69)	3.20
South Asian (n=46)	3.98
Spanish (n=290)	3.14

1=can not at all, 5=very good

- Self-report patterns for speaking were similar as for reading and writing.
- *Chabot students* rate their English speaking ability higher than *HUSD parents*.
- *South Asian* language speakers tend to rate their English speaking ability higher than all other groups. Seventy-two percent rated their ability to speak in English as GOOD to VERY GOOD.
- *Spanish* language speakers and *HUSD parents* rate their English speaking abilities as lowest.

Exhibit 12 – Self-reported English *listening* ability: Percent

Respondent type	Can not at all	Can, but not too good	Ok	Good	Very good
Chabot student (n=358)	<1%	9%	27%	49%	15%
HUSD parent (n=153)	8%	22%	41%	20%	9%
Reason for learning English					
Prepare for continued study (n=106)	0%	7%	22%	52%	20%
Other (n=404)	3%	14%	33%	38%	12%
Primary language					
South East Asian (n=50)	0%	12%	30%	48%	10%
East Asian (n=67)	0%	19%	40%	30%	10%
South Asian (n=46)	0%	2%	11%	57%	30%
Spanish (n=280)	4%	14%	34%	39%	9%

Exhibit 13 – Self-reported English *listening* ability: Means

Respondent type	Mean
Chabot student (n=358)	3.70
HUSD parent (n=153)	3.00
Reason for learning English	
Prepare for continued study (n=106)	3.85
Other (n=404)	3.40
Primary language	
South East Asian (n=50)	3.56
East Asian (n=67)	3.31
South Asian (n=46)	4.15
Spanish (n=280)	3.35

1=can not at all, 5=very good

- Self-report patterns for listening were similar as for other areas.
- *Chabot students* rate their English listening ability higher than *HUSD parents*.
- *South Asian* language speakers tend to rate their English listening ability higher than all other groups. Eighty-seven percent rated their ability to listen to English as GOOD to VERY GOOD.
- *Spanish* language speakers and *HUSD parents* rate their English listening abilities as lowest.

PROFICIENCY IN PRIMARY LANGUAGE

We asked respondents to indicate how well they could read and write in their primary language. Respondents rated themselves on a five-point scale where 1=cannot, 2=a little, 3=average, 4=well, and 5=excellent.

Exhibit 14 – Self-reported primary language reading ability: Means

Respondent type	Mean
Chabot student (n=359)	4.65
HUSD parent (n=154)	4.41
Reason for learning English	
Prepare for continued study (n=108)	4.78
Other (n=404)	4.53
Primary language	
South East Asian (n=50)	4.56
East Asian (n=68)	4.63
South Asian (n=48)	4.56
Spanish (n=289)	4.57

Exhibit 15 – Self-reported primary language writing ability: Means

Respondent type	Mean
Chabot student (n=354)	4.48
HUSD parent (n=148)	4.38
Reason for learning English	
Prepare for continued study (n=106)	4.66
Other (n=395)	4.40
Primary language	
South East Asian (n=50)	4.42
East Asian (n=68)	4.51
South Asian (n=46)	4.41
Spanish (n=279)	4.46

As is evident from the tables above, all subgroups rate their primary language reading and writing abilities as *WELL* to *EXCELLENT*. Although variability in scores is small, one trend that emerges is

that those students who want to learn English because they are *preparing for continued study* rate their abilities in their primary language higher than all other groups in both reading and writing. *HUSD parents* rated their abilities in the primary language lower than all other groups in both reading and writing.

REASONS FOR LEARNING ENGLISH

We provided respondents with a list of “reasons” for learning English and asked them to indicate their top three most important reasons. There are at least two ways to analyze responses: 1) which reason received the highest number of *most important* rankings, and 2) which reason was most often ranked in the top three. We refer to these two methods as “metrics.” Findings for the overall sample are listed below.

- Using the first metric, the “reason” that was given the greatest number of most important rankings was *prepare for academic classes*.
- The reason with the second highest number of most important rankings was *family literacy* followed by *feel more comfortable in my community*.
- Using the second identified metric for analyzing these data—most often included in the top three—*prepare for academic classes* was ranked highest.
- This was followed by *feel more comfortable in my community* and then *communicate better a work*.

Exhibit 16 – Importance of reasons for learning English: Overall

	Most important reason	Second most important reason	Third most important reason	Total top three
Prepare for academic classes	93	47	49	189
Family literacy (read to your kids, help your kids with school work, communicate more with kids)	69	29	28	126
Feel more comfortable in my community	65	42	62	169
Prepare to look for work	46	64	33	143
Communicate better at work	33	65	54	152
Advancement at work	25	48	39	112
Participate more in my community	23	33	50	106
Prepare for other classes	15	23	25	63
Prepare for citizenship class	6	13	11	30
Learn how to use computers	4	9	17	30

Table reflects number of respondents.

The number of respondents in the Total top three column reflects the sample size for that given reason.

The following tables (Exhibits 17-22) disaggregate these data by the various subgroups of interest.

- When examining differences between *Chabot students* and *HUSD parents*, Chabot students’ responses mirrored the entire sample: *prepare for academic classes* was the most important reason according to both metrics.
- The second most important reason, also according to both metrics, was *feel more comfortable in my community*.
- *HUSD parents* however, ranked *family literacy* as the most important reason by both metrics, followed by *feel more comfortable in my community* (metric one) and *participate more in my community* (metric two).

Exhibit 17 – Importance of *reasons for learning English* by respondent type

	Chabot students				HUSD parents			
	Most	2nd most	3rd most	Total top 3	Most	2nd most	3rd most	Total top 3
Prepare for academic classes	83	35	33	153	10	12	16	38
Family literacy (read to your kids, help your kids with school work, communicate more with kids)	21	18	17	56	48	11	11	70
Feel more comfortable in my community	55	37	44	136	10	5	18	33
Prepare to look for work	34	41	27	102	12	23	6	41
Communicate better at work	31	55	48	134	2	10	6	18
Advancement at work	22	43	33	98	3	5	6	14
Participate more in my community	14	13	32	59	9	20	18	47
Prepare for other classes	15	20	18	53	0	3	7	10
Prepare for citizenship class	4	9	9	22	2	4	2	8
Learn how to use computers	1	4	11	16	3	5	6	14

Table reflects number of respondents.

The sum of the number of respondents in the two Total top three columns reflects the sample size for that given reason.

- When examining differences between the groups *prepare for continued study* and *others*, it is more informative to look at responses for the *other* group because data from two listed reasons was used to create the *prepare for continued study* group.
- Of note here, when you remove from the sample students who want to learn English because they want to prepare for continued study, the most important reasons are *family literacy* (metric one), *feel more comfortable in the community* (metric one and two), and *communicate better at work* (metric two).

Exhibit 18 – Importance of *reasons for learning English* by intention

	Prepare for continued study				Other			
	Most	2nd most	3rd most	Total top 3	Most	2nd most	3rd most	Total top 3
Prepare for academic classes ^a	93	1	2	96	0	46	47	93
Family literacy (read to your kids, help your kids with school work, communicate more with kids)	0	9	9	18	69	20	19	108
Feel more comfortable in my community	0	17	24	41	65	25	38	128
Prepare to look for work	0	25	8	33	46	39	25	110
Communicate better at work	0	18	23	41	33	47	31	111
Advancement at work	0	19	14	33	25	29	25	79
Participate more in my community	0	7	20	27	23	26	30	79
Prepare for other classes ^a	15	6	3	24	0	17	22	39
Prepare for citizenship class	0	6	2	8	6	7	9	22
Learn how to use computers	0	9	17	26	4	9	17	30

Table reflects number of respondents.

^a Data from these variables was used in creating the “prepare for continued study” group.

The sum of the number of respondents in the two Total top three columns reflects the sample size for that given reason.

- When looking at differences among language groups, *South East Asian* and *East Asian* language speakers both ranked *feel more comfortable in my community* highest according to both metrics.
- *South Asian* language speakers listed *prepare for academic classes* as the most important reason by one metric (which reason was listed as most important), but rated *preparing for academic classes* and *feel more comfortable in my community* equally by the second metric (which reason was most often ranked in the top three).
- *Spanish* speakers listed *prepare for academic classes* highest according to both metrics.

Exhibit 19 – Importance of reasons for learning English for South East Asian language speakers

	Most important reason	Second most important reason	Third most important reason	Total top three
Feel more comfortable in my community	12	6	8	26
Prepare for academic classes	8	4	6	18
Prepare to look for work	6	7	2	15
Communicate better at work	5	6	6	17
Participate more in my community	4	5	7	16
Advancement at work	2	3	3	8
Family literacy (read to your kids, help your kids with school work, communicate more with kids)	2	5	4	11
Prepare for citizenship class	1	0	0	1
Prepare for other classes	0	3	2	5
Learn how to use computers	0	1	2	3

Table reflects number of respondents.

The number of respondents in the Total top three column reflects the sample size for that given reason.

Exhibit 20 – Importance of *reasons for learning English* for East Asian language speakers

	Most important reason	Second most important reason	Third most important reason	Total top three
Feel more comfortable in my community	17	11	6	34
Prepare to look for work	10	10	5	25
Communicate better at work	10	9	13	32
Prepare for academic classes	8	7	7	22
Participate more in my community	4	1	8	13
Advancement at work	3	12	5	20
Prepare for other classes	2	4	6	12
Learn how to use computers	2	0	1	3
Prepare for citizenship class	1	2	4	7
Family literacy (read to your kids, help your kids with school work, communicate more with kids)	1	1	2	4

Table reflects number of respondents.

The number of respondents in the Total top three column reflects the sample size for that given reason.

Exhibit 21 – Importance of *reasons for learning English* for South Asian language speakers

	Most important reason	Second most important reason	Third most important reason	Total top three
Prepare for academic and classes	9	4	2	15
Family literacy (read to your kids, help your kids with school work, communicate more with kids)	3	4	1	8
Feel more comfortable in my community	5	5	5	15
Prepare to look for work	1	1	4	6
Communicate better at work	2	5	6	13
Advancement at work	2	2	2	6
Participate more in my community	1	1	2	4
Prepare for other classes	4	3	3	10
Prepare for citizenship class	1	2	0	3
Learn how to use computers	0	1	1	2

Table reflects number of respondents.

The number of respondents in the Total top three column reflects the sample size for that given reason.

Exhibit 22 – Importance of *reasons for learning English* for Spanish language speakers

	Most important reason	Second most important reason	Third most important reason	Total top three
Prepare for academic classes	64	25	29	118
Family literacy (read to your kids, help your kids with school work, communicate more with kids)	52	18	19	89
Feel more comfortable in my community	17	14	38	69
Prepare to look for work	24	39	10	73
Communicate better at work	11	37	24	72
Advancement at work	14	24	24	62
Participate more in my community	11	22	28	61
Prepare for other classes	9	11	11	31
Prepare for citizenship class	1	8	6	15
Learn how to use computers	4	7	15	26

Table reflects number of respondents.

The number of respondents in the Total top three column reflects the sample size for that given reason.

Across the entire sample, using both approaches/metrics for examining these data, it seems *prepare for academic classes* was the most important reason for learning English. It is also clear the *feel more comfortable in my community* ranked high in respondents reasons for learning English. Another clear conclusion is that *learn how to use computers* and *prepare for citizenship class* were consistently least important.¹

It should also be noted that for the reason *prepare for other classes* some respondents specified the type of class for which they were preparing. In many cases, these classes were academic in nature. For example, English, general education, business, early childhood. Some responses also reflected preparing for further vocational study, for example, nursing. These respondents were included in the group *prepare for continued study*.

¹ A note on all analyses related to importance of reasons for learning English: There were a number of respondents who indicated certain reasons were important to them, but they did not select their top three nor rank reasons. In some case they would simply check off one reason; in others they would check off three reasons but not indicate an order of importance; in others they would check all reasons. These responses are not included in analyses because their relative importance could not be identified.

TYPES OF ESL CLASSES

We asked respondents whether they would take various types of ESL classes. The ESL for job skills class was reflective of vocational classes as it was accompanied by the following description: day care teacher, auto repair and maintenance, computer systems, etc.

- High proportions of respondents indicated they would take all listed classes. Across the entire sample of respondents, the proportions of students that would take all listed ESL classes ranged from 92 (grammar) to 71 (job-related English).
- The general trend in ranking classes (i.e., greatest to smallest proportion of students) was similar across all groups.
- One noteworthy observation was the consistency with which classes focused on job-related English seemed the least popular class. This should be considered when determining the role of vocational study in Chabot’s ESL program.

Exhibit 23– Percent of respondents that would take a given ESL class by respondent type²

	Overall	Chabot student	HUSD parent
Grammar ESL class	92%	92%	93%
Writing ESL class	91%	92%	90%
Speaking ESL class	90%	88%	92%
Reading ESL class	89%	89%	90%
Pronunciation ESL class	88%	86%	92%
Listening ESL class	86%	85%	89%
Class focused on job-related English	71%	66%	86%

Overall n ranged from 375 to 463.

Chabot student n ranged from 254 to 327.

HUSD parent n ranged from 116 to 140.

² Individuals responded to each type of class separately, and individuals did not respond to every class. Percentages were calculated based on the total number of individuals who responded to that specific class.

Exhibit 24– Percent of respondents that would take a given class by intention

	Prepare for continued study	Other
Grammar ESL class	94%	92%
Writing ESL class	93%	91%
Speaking ESL class	90%	90%
Reading ESL class	91%	89%
Pronunciation ESL class	88%	88%
Listening ESL class	82%	87%
Class focused on job-related English	74%	70%

Continued study group n ranged from 73 to 99.
Other group n ranged from 301 to 392.

Exhibit 25 – Percent of respondents that would take a given class by primary language

	South East Asian	East Asian	South Asian	Spanish
Grammar ESL class	95%	89%	87%	97%
Writing ESL class	100%	88%	88%	94%
Speaking ESL class	94%	85%	88%	94%
Reading ESL class	90%	86%	87%	95%
Pronunciation ESL class	84%	79%	82%	95%
Listening ESL class	85%	77%	80%	93%
Class focused on job-related English	60%	66%	66%	79%

South East Asian n ranged from 34 to 49.
East Asian n ranged from 52 to 68.
South Asian n ranged from 25 to 41.
Spanish n ranged from 210 to 266.

IMPORTANCE OF ESL CLASSES

The types of ESL classes respondents indicated they would take should be considered along with the level of importance they associate with these classes. The following series of tables reflects respondents' perceived importance of various classes. They were asked to rank their top four most important ESL classes.

The same two metrics described previously were applied here: 1) which reason received the highest number of *most important* rankings, and 2) which reason was most often ranked in the top four.

- In the overall sample, according to both metrics *speaking* was the most important class.
- A *combined reading, writing, and grammar* class was the second highest ranked most important class.
- However, more respondents indicated that *speaking* was their *second most important* class than said a *combined* class was the *most important*.

Exhibit 26 – Importance of *ESL classes*: Overall

	Most important	Second most important	Third most important	Fourth most important	Total top four
Speaking	145	106	60	19	330
Combined reading/ writing/grammar	102	41	38	35	216
Listening	44	70	54	39	207
Writing	37	61	49	43	190
Grammar	37	29	35	28	129
Reading	27	20	65	48	160
Pronunciation	19	57	78	42	196
ESL job skills class	9	20	15	44	88

Table reflects number of respondents.

The number of respondents in the Total top four column reflects the sample size for that given reason.

- When examining respondent type, *speaking* again emerged as the most important class for both *Chabot students* and *HUSD parents* according to both metrics.
- A *combined reading, writing, and grammar* class received the second highest number of most important rankings from both *Chabot students* and *HUSD parents*.
- However, by the second metric (most often in the top four), *writing* was the second highest ranked class for *Chabot students* and *combined reading, writing, and grammar* was the second highest ranked class for *HUSD parents*.

Exhibit 27 – Importance of *ESL class* by respondent type

	Chabot students					HUSD parents				
	Most	2nd most	3rd most	4th most	Total top 4	Most	2nd most	3rd most	4th most	Total top 4
Speaking	102	82	50	15	249	43	24	10	4	81
Combined reading/ writing/grammar	76	24	27	26	153	26	17	11	9	63
Listening	32	56	35	26	149	12	14	19	13	58
Writing	32	50	43	36	161	5	11	6	7	29
Grammar	32	25	30	24	111	5	4	5	4	18
Reading	18	9	43	36	106	9	11	22	12	54
Pronunciation	13	36	51	31	131	3	21	27	11	62
ESL job skills class	5	10	9	32	56	4	10	6	12	32

Table reflects number of respondents.

The sum of the number of respondents in the two Total top four columns reflects the sample size for that given reason.

- When examining these data for students who want to learn English because they want to *prepare for continued study*, the class *speaking* was the most important according to both metrics.
- A *combined reading, writing, and grammar* class was the second most important according to both metrics.
- For respondents who did not indicate that preparing for continued study was their most important reason for learning English (i.e., other group), *speaking* was the most important class according to both metrics.

Exhibit 28 – Importance of *ESL class* by intention

	Prepare for continued study					Other				
	Most	2nd most	3rd most	4th most	Total top 4	Most	2nd most	3rd most	4th most	Total top 4
Speaking	38	21	16	4	79	107	85	44	15	251
Combined reading/writing/grammar	29	13	7	13	62	73	28	31	22	154
Listening	6	19	7	11	43	38	51	47	28	164
Writing	6	20	15	17	58	31	41	34	26	132
Grammar	11	10	14	5	40	26	19	21	23	89
Reading	4	1	15	9	29	23	19	50	39	131
Pronunciation	6	14	22	13	55	13	43	56	29	141
ESL job skills class	2	4	5	7	18	7	16	10	37	70

Table reflects number of respondents.

The sum of the number of respondents in the two Total top four columns reflects the sample size for that given reason.

- When examining these data for primary language groups (Exhibits 29-32), the *speaking* class received the highest number of most important ratings from all groups except for *East Asian* speakers.
 - A higher number of *East Asian* speakers ranked a *combined* class as most important (16), followed closely by *speaking* class (15).
- According to the second matrix, *speaking* was always the highest ranked class, but there were three different second highest ranked classes, *combined*, *listening*, and *writing*.

Exhibit 29 – Importance of *ESL class* for South East Asian language group

	Most important	Second most important	Third most important	Fourth most important	Total top four
Speaking	13	11	4	2	30
Combined reading/writing/grammar	6	3	5	6	20
Listening	9	8	5	5	27
Writing	7	8	8	3	26
Grammar	3	2	8	2	15
Reading	0	3	5	4	12
Pronunciation	3	4	5	5	17
ESL job skills class	0	1	0	3	4

Table reflects number of respondents.

The number of respondents in the Total top four column reflects the sample size for that given reason.

Exhibit 30 – Importance of *ESL class* for East Asian language group

	Most important	Second most important	Third most important	Fourth most important	Total top four
Speaking	15	19	13	6	53
Combined reading/writing/grammar	16	2	6	4	28
Listening	13	18	11	2	44
Writing	4	11	7	12	34
Grammar	6	4	5	3	18
Reading	6	3	13	6	28
Pronunciation	0	3	4	5	12
ESL job skills class	1	1	2	11	15

Table reflects number of respondents.

The number of respondents in the Total top four column reflects the sample size for that given reason.

Exhibit 31 – Importance of *ESL class* for South Asian language group

	Most important	Second most important	Third most important	Fourth most important	Total top four
Speaking	11	5	6	2	24
Combined reading/writing/grammar	6	2	1	1	10
Listening	2	6	1	4	13
Writing	2	9	4	5	20
Grammar	3	3	5	4	15
Reading	6	2	4	4	16
Pronunciation	1	3	4	4	12
ESL job skills class	0	0	3	0	3

Table reflects number of respondents.

The number of respondents in the Total top four column reflects the sample size for that given reason.

Exhibit 32 – Importance of *ESL class* for Spanish language group

	Most important	Second most important	Third most important	Fourth most important	Total top four
Speaking	85	58	27	8	178
Combined reading/writing/grammar	64	30	22	22	138
Listening	14	30	33	22	99
Writing	18	22	25	19	84
Grammar	15	15	15	11	78
Reading	10	11	31	26	78
Pronunciation	14	41	54	24	133
ESL job skills class	5	15	7	25	52

Table reflects number of respondents.

The number of respondents in the Total top four column reflects the sample size for that given reason.

Across all subgroups, it is fairly clear that a *speaking* class is ranked as a very important class. In considering data from the previous section on what class individuals would take, it seems a *speaking* class would be valued and well attended.³

³A note on the analyses related to importance of ESL classes: There were a number of respondents who indicated these classes were important to them, but they did not select only four nor rank classes. In some case they would simply check off one class; in others they would check four classes

The importance of the *pronunciation* class is worth noting. This class was never ranked as *most important* by a high number of respondents. However, by the second metric, total number of times a class was ranked in the top four, it often emerges as more importance than is reflected by the first metric.

It is also worth noting that *ESL for job skills* is consistently among the lowest ranked class.

SCHEDULING

As a part of the needs assessment survey we collected data that could help inform class scheduling. These data are summarized below.

- For all subgroups of interest, morning classes were preferred (over evening and afternoon classes) by greater proportions of students.
- The only exception was with respondents in the group *prepare for continued study*. This group was fairly evenly split between morning (42%) and evening (43%).

Exhibit 33 – Best time for taking ESL classes for different groups of students

	Chabot student (n=364)	HUSD parent (n=153)	South East Asian (n=51)	East Asian (n=66)	South Asian (n=48)	Spanish (n=286)	Prepare for continued study (n=107)
Morning	47%	63%	53%	44%	63%	51%	42%
Afternoon	16%	9%	18%	33%	10%	9%	15%
Evening	37%	28%	29%	23%	27%	41%	43%

Table reflects percent of students from within listed group.

but not indicate an order of importance; in others they would check all classes. These responses are not included in analyses because their relative importance could not be identified.

In the following table we list the proportions of respondents from the different subgroups that indicated whether a given day would be “good” for them to take an ESL class. Individuals responded “good” or “not” for each separate day.

Exhibit 34 – Percentage of students from different groups who indicated a given day was good for taking ESL classes

	Overall	Chabot student	HUSD parent	South East Asian	East Asian	South Asian	Spanish	Prepare for continued study
Monday	68%	66%	72%	65%	70%	76%	71%	73%
Tuesday	68%	70%	63%	78%	62%	59%	68%	71%
Wednesday	64%	64%	65%	63%	65%	71%	66%	70%
Thursday	67%	68%	66%	73%	65%	53%	70%	74%
Friday	48%	41%	62%	39%	39%	45%	54%	46%
Saturday	23%	26%	18%	14%	17%	16%	30%	33%

Based on the combined days respondents indicated were “good” for taking ESL classes, we compiled the following table (Exhibit 35). In this table we list some of the more popular combined weekly class schedules that emerge from the “good” day data. In this table, we only note schedules with at least 10 percent of respondents.

Exhibit 35 – Schedule based on respondents’ indications of “good” days for ESL classes

	Overall	Chabot student	HUSD parent	South East Asian	East Asian	South Asian	Spanish	Prepare for continued study
Monday-Friday	19%	15%	30%	20%	13%	12%	22%	18%
Tuesday/Thursday	13%	18%	-	10%	10%	14%	-	-
Monday-Thursday	12%	15%	-	18%	25%	20%	-	19%
Monday/Wednesday/Friday	10%	11%	-	24%	12%	25%	-	-
Monday-Saturday	-	-	-	-	-	-	10%	14%

Only instances of 10% or greater are noted.

In a separate question, we asked respondents whether attending classes one, two, three, or four days per week would be best for them. These data add to the interpretation of the projected schedules listed in Exhibit 35. Following we list the preferred weekly schedule for each subgroup.

- *Chabot students*: 49% indicated two days/week
- *HUSD parents*: 43% indicated four days/week

- *South East Asian* language speakers: 53% indicated two days/week
- *East Asian* language speakers: 44% indicated two days/week
- *South Asian* language speakers: 45% indicated two days/week
- *Spanish* language speakers: 37% indicated three days/week
- *Prepare for continued study*: 44% indicated two days/week

We also asked respondents to indicate how many hours per week of class work and homework would be best for them.

Exhibit 36 – Best number of hours for class work and homework

Respondent type	Class work	Home work
Chabot student (n=351)	7.32	6.66
HUSD parent (n=117)	7.95	4.38
Reason for learning English		
Prepare for continued study (n=108)	7.93	6.31
Other (n=404)	7.36	6.03
Primary language		
South East Asian (n=49)	7.52	6.78
East Asian (n=64)	7.86	6.98
South Asian (n=47)	7.53	7.76
Spanish (n=249)	7.56	5.33

It is evident from these data that there are comparable levels of availability/commitment to classroom hours across the subgroups (7.32 - 7.95). However, there is a fair amount of variability in the number of hours individuals have available/can commit to homework (4.38 - 7.76).

CHALLENGES

Related to attending classes, respondents identified their most difficult challenges to taking ESL classes they would want to attend.

Exhibit 37 – Challenges to taking ESL classes for different groups of students

	Overall (n=418)	Chabot student (n=309)	HUSD parent (n=109)	South East Asian (n=48)	East Asian (n=61)	South Asian (n=37)	Spanish (n=218)	Prepare for continued study (n=96)
Work Schedule	43%	51%	20%	48%	61%	38%	42%	53%
Childcare	22%	13%	47%	13%	8%	19%	28%	15%
Tuition	18%	19%	12%	29%	13%	16%	15%	20%
Transportation	12%	11%	16%	4%	13%	19%	12%	9%
Other	5%	6%	5%	6%	5%	8%	4%	3%

Table reflects percent of students from within listed group.

- For all groups of interest, work schedule was the greatest challenge to taking ESL classes, with the exception of *HUSD parents*.
- For *HUSD parents*, childcare was the greatest challenge.

Work schedule should be of particular importance to Chabot ESL staff as they consider implication from these data because it is the challenge that is most out of the control of respondents, and the challenge that Chabot as an institution is least situated to influence.

However, 65 percent of all students indicated that if Chabot offered an evening ESL class at a community organization or place of business, they would attend. When data were disaggregated by subgroups, *HUSD parents* and *Spanish* language speakers were the largest contributors to the 65 percent. Eighty-two percent of *HUSD parents* and 76 percent of *Spanish* speakers indicated they would take evening classes out in the community. By comparison, for all other subgroups only between 52 and 58 percent would take an evening class out in the community.

It merits noting that the community organization leaders interviewed indicated a need for basic literacy and beginning ESL instruction. They also indicated community members would attend these types of classes if held in the community or at local places of business. In one case, a local adult school was provided basic ESL courses that were fairly well attended by community members (approximately 20 students per class). These courses, however, were eliminated due to budget cuts.

TUITION COST AND COURSE LOAD

To try to determine the balance of course load and cost that would be most appealing to respondents, we asked respondents to indicate the likelihood for taking a series of classes that increased in cost and course load. We also asked them to indicate whether they would take a full course load of 12 units if financial aid was available.

- Regarding taking a full course load if financial aid was available, over 80% of all subgroups indicated they would be interested in taking 12 units if financial aid was available. (However, this should be interpreted with caution because the average number of hours respondents indicated would be best for class work was approximately 7.5 per week.)
- If classes were free, high proportions of students from all subgroups indicated they would *definitely* take ESL classes (82% to 96% said they would).
 - The *prepare for continued study* group accounted for the 96% yes response.
- When asked the likelihood of taking a three-unit class for \$78 per semester, the percentages of respondents indicating they would definitely take classes dropped dramatically.
 - Percentages that would definitely take classes dropped from 82% - 96% to 5% - 17%.
 - *HUSD parents*, *Spanish* language speakers, and the *prepare for continued study* group had the highest definitely yes percentages with 17%, 17%, and 16%, respectively.
- When asked the likelihood of taking a four-unit class that costs \$104 per semester, the percentages of students indicating they would definitely take the class continued to drop.
 - The range dropped to between 4% and 12% definitely yes.
- When asked about a six-unit class that cost \$156 per semester, percentages indicating definitely yes rose slightly.
 - The range corresponding to definitely yes increased to 5% to 21%.
 - The most notable increase was for the group *prepare for continued study*. Their percentage of definitely yes jumped to 21%.

SUGGESTED NEXT STEPS

Following are suggested next steps, some of which Chabot College may currently be undertaking.

- Identify priorities for Chabot's ESL Program, specifically for students at different English language levels.
- Identify resources available to restructure current program and expand offerings. These may include resources acquired through community partnerships.
- Align resources with priorities, as limited resources may result in a reorganization of priorities.

- Examine “gap” between priorities and current offerings.
- Review needs assessment survey data for community feedback that informs the identified gap and provides insight in to closing or addressing the gap.
- Develop a strategic plan.
- As an early step in addressing emergent gaps, develop a time line for implementation of strategies to ensure action is not so far removed from the community’s input as to limit its applicability.

Appendices

- Appendix A: Chabot Community ESL Needs Assessment Survey
- Appendix B: Nearby ESL Program Overview
- Appendix C: ESL Chabot staff follow up questions/additional analyses and responses

APPENDIX A: NEEDS ASSESSMENT SURVEY

Thank you for taking time to answer these questions. The English as a Second Language (ESL) program at Chabot College would like to know about the types of ESL classes the community wants and needs.

Please answer the following questions as honestly as possible. All the information you share will be anonymous and private. We do not ask for your name or any personal information.

1. How would you rate your current English?

Reading (check 1 below)	Writing (check 1 below)	Speaking (check 1 below)	Listening (check 1 below)
<input type="checkbox"/> Very good (can do by myself)	<input type="checkbox"/> Very good (can do by myself)	<input type="checkbox"/> Very good (can do by myself)	<input type="checkbox"/> Very good (I always understand everything)
<input type="checkbox"/> Good (can do with a little help)	<input type="checkbox"/> Good (can do with a little help)	<input type="checkbox"/> Good (can do with a little help)	<input type="checkbox"/> Good (I understand a lot but need a little help)
<input type="checkbox"/> OK (can do, but need a lot of help)	<input type="checkbox"/> OK (can do, but need a lot of help)	<input type="checkbox"/> OK (can do, I need a lot of help but people understand)	<input type="checkbox"/> OK (I sometimes understand, I need a lot of help)
<input type="checkbox"/> Not too good (I try, but stop)	<input type="checkbox"/> Not too good (I try, but stop)	<input type="checkbox"/> Not too good (even with help people do not understand)	<input type="checkbox"/> Not too good (I try, but barely understand)
<input type="checkbox"/> Can not read English (I do not try)	<input type="checkbox"/> Can not write English (I do not try)	<input type="checkbox"/> Can not speak English (I do not try)	<input type="checkbox"/> Can not understand English (I do not try)

2. Please tell us why you would like to learn English? What are your 3 most important reasons? (Write “1” next to the **most important** reason, “2” next to the second most important, “3” for the third most important reason.)

- ___ Feel more comfortable in my community
- ___ Participate more in my community
- ___ Family literacy (read to your kids, help your kids with school work, communicate more with kids)
- ___ Prepare for citizenship class
- ___ Prepare to look for work
- ___ Communicate better at work
- ___ Advancement at work
- ___ Prepare for academic classes (e.g., classes at community colleges, university, adult school)
- ___ Prepare for other classes (please describe) _____
- ___ Learn how to use computers

3. What kind of work do you do?

<input type="checkbox"/> Construction, maintenance	<input type="checkbox"/> Sales, office	<input type="checkbox"/> Restaurant or Store
<input type="checkbox"/> Management, professional	<input type="checkbox"/> Landscape work, fishing, forestry	<input type="checkbox"/> Homemaker/Parent
<input type="checkbox"/> Production, transportation	<input type="checkbox"/> Other _____	

4. Do you need English for your job? Yes No

- a. Would you take a class focused only on the English used for job skills (day care teacher, auto repair & maintenance, computer systems, etc)? Yes No
- b. Would you take any of the following classes:

Reading ESL class?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Speaking ESL class?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Writing ESL class?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Pronunciation class?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Listening ESL class?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Grammar class?	<input type="checkbox"/> Yes <input type="checkbox"/> No

5. How important are each of the following types of ESL classes? (“1”=**most important**, “2”=second most important, “3”=third most important, “4”=fourth most important)

- ___ Reading ___ Writing ___ Listening ___ Speaking ___ Pronunciation ___ Grammar
- ___ Combined reading, writing, and grammar ___ ESL used for job skills ___ Other _____

6. Are you taking classes at any ESL program? Yes No (go to question 7)
- a. If yes, please list the program. _____
- b. What is the most important thing for you about the ESL program where you take classes?

- c. What do you *like* most about the ESL program?

- d. What do you *dislike* most about the ESL program?

- e. How did you hear about the ESL program? Family Friends Work
 TV Radio Internet Newspaper Community org. Other _____
- f. How many ESL classes have you taken? _____
7. What time of the day would be best for you to take an ESL class? (check *one*)
 Morning (8am-12pm) Afternoon (1pm-4pm) Evening (5pm-9:20pm)
8. What days of the week would be good for an ESL class? (check *all that apply*)
 Monday Tuesday Wednesday Thursday Friday Saturday
9. How many hours of class would be best for you each week? (number of hours in school) _____
10. How many hours of homework a week would be best? (number of hours working by yourself at home) _____
11. Which of the following class schedules would be best for you?
 One day/week Two days/week Three days/week Four days/week

12. If Chabot College offers an ESL class you want to take, how likely are you to take the class if it is...

	Definitely, yes	Very likely	Maybe	Not really	No, would not take
a) Free.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) \$78 for 18 weeks (3 hrs class/week).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) \$104 for 18 weeks (4 hrs class /week).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) \$156 for 18 weeks (6 hrs class /week).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. If you could get financial aid by taking 12 units of classes (approximately 12 hours of class work and 10-20 hours of homework per week), would you be interested? Yes No
14. If Chabot College offers an ESL class that you want to take, which of the following reasons would make it **most difficult** for you to take the class. (check *one*)
 Transportation Childcare Tuition Work schedule Other _____
15. If Chabot College offers ESL classes in the evening at a company or at a community center instead of at Chabot's campus, would you attend? Yes No
16. If Chabot College offers ESL classes in the evening after you finished work, would you have the...
a. energy to take the class? Yes No
b. time to take the class? Yes No

17. What is your primary language? _____

18. How well can you...

	Excellent	Well	Average	A little	I can not
a) read in your primary language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) write in your primary language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Please complete the following sentence thinking about what is most important to you about learning English.

"I need English to _____."

APPENDIX B: NEARBY ESL PROGRAM OVERVIEW

Following is an overview of major program characteristics for adult schools and colleges nearby Chabot that offer ESL programs. Information below was obtained through a review of school and department website.

School	Cost	Placement test	Class levels	Online courses	Saturday classes	Additional notes
Hayward Adult school	\$30/class	Yes	Various levels noted, none specified	No	No	
San Leandro Adult school	\$20/class	No	Not specified	No	No	Child care offered
Castro Valley Adult school	\$25/class	Yes	Beginning to Advanced	Yes	No	
New Haven Adult school	\$10/25 ⁴	No	Not specified	No	No	Child care offered
Freemont Adult school	\$10-\$60 ⁵	Yes	Beginning to Advanced	Yes	Yes	
Ohlone College	\$25/unit	Yes	Four levels noted, then transfer to classes with native English speakers	No	No	Preparation for academic and professional careers; courses range form 1 to 5 units; English supports ESL students; three fulltime faculty.
College of Alameda	\$26/unit	Yes	Basic, college, and transfer level courses (6 total levels)	No	Yes	Preparation for degree/transfer programs, academic programs, vocational programs, or immediate employment; .5 to 5 unit courses; limited Saturday classes.
Laney College	\$26/unit	Yes	Basic, college, and transfer level courses	No	Yes	Is a Peralta College, but school ESL program site does not contain much information; limited Saturday classes.
Las Positas College	\$26/unit	Yes	Beginning to Advanced	No	Yes	1 to 6 unit courses; program focuses on academic preparation; limited Saturday classes.
Berkley Community College	\$26/unit	Yes	Beginning to Advanced	No	No	Is a Peralta College, but school ESL program site does not contain much information; 1 to 6 unit courses; focus on academic preparation.
Mission College	\$26/unit	Yes	Seven levels, beginning to advanced	Yes	Yes	Partners with Workplace Learning Center to offer workplace ESL; limited Saturday classes; website indicates distance learning.

⁴ \$10 per quarter or \$25 per year.

⁵ Depending on course.

APPENDIX C: FOLLOW UP QUESTIONS/ADDITIONAL ANALYSIS AND RESPONSES

After a preliminary review of survey findings, Chabot ESL staff had follow up questions and requests for additional analyses. These are listed below accompanied with responses as appropriate or available.

1. *What were the results of the interviews with people working with community organizations? These weren't included in the draft report. Did these shed any light on what types of ESL classes might be needed in our community? We'd especially be interested if anything in the interviews (or in any of the other data) indicated that there's a demand for beginning level classes at Chabot.*

Response: Feedback from community organization leaders contributed to development of survey questions through an improved understanding of what questions would tap into community's needs.

Community leaders identified a need for basic and beginning level English speaking and literacy classes. Both community leaders indicated their constituents had low literacy levels in both English and their primary languages, and thus needed very basic ESL courses. One community leader identified vocational classes as particularly important because they would be most immediately relevant to constituents.

One community leader indicated they previously offered literacy classes at their establishment through a partnership with an adult school. These classes were well attended, approximately 20 individuals per class. Both community leaders indicated constituents were interested in learning English, as they understood its importance in finding work and making themselves more marketable to employers.

One community leader commented that once constituents begin to learn English they want to learn more. This leader also indicated that once constituents begin to develop basic English skills, their commitment grows and they might be willing to pay for courses. Both community leaders indicated classes out in the community would be well received.

Both community leaders identified work as constituents' highest priority, and transportation and childcare as the biggest challenges.

2. *Is there any way we can tell how many of the respondents have taken adult school classes? And then break that down by HUSD parents & Chabot students?*

Response: Chabot students did not indicate whether they attended adult school. In response to the question on whether they were taking ESL classes, they responded by elaborating on their Chabot courses.

Only 19 HUSD parents indicated they attended adult school. Most, however, did not specify a school. Seven indicated they had taken Community Based English Tutoring classes. A few identified Lorin Edin Elementary as the location.

3. *The analysis of item 12 indicated the numbers of students who would “definitely” take the classes described. Could we also get the number of students who indicated that they would “very likely” or “maybe” take these classes?*

Response: Percents are provided below for all likelihood categories for all subgroups. (Note: the sample size for each subgroup changes as the cost of classes changes because different numbers of individuals responded to the different class costs.)

Exhibit C-1 – Percent that would take ESL classes if they were *free*

	No	Not really	Maybe	Very likely	Definitely
Chabot student (n=328)	<1	<1	2	7	89
HUSD parent (n=149)	3	1	2	3	91
South East Asian (n=45)	0	0	2	16	82
East Asian (n=65)	0	2	3	12	83
South Asian (n=43)	2	2	5	0	91
Spanish (n=262)	1	1	1	3	94
Prepare for continued study (n=94)	1	0	0	3	96

Exhibit C-2 – Percent that would take ESL classes if they were \$78

	No	Not really	Maybe	Very likely	Definitely
Chabot student (n=278)	8	9	37	34	12
HUSD parent (n=83)	31	4	16	32	17
South East Asian (n=40)	13	10	42	30	5
East Asian (n=58)	10	9	36	36	9
South Asian (n=34)	9	21	29	29	12
Spanish (n=178)	15	6	26	35	17
Prepare for continued study (n=73)	4	7	36	37	16

Exhibit C-3 – Percent that would take ESL classes if they were \$104

	No	Not really	Maybe	Very likely	Definitely
Chabot student (n=270)	22	24	32	14	8
HUSD parent (n=72)	50	13	19	14	4
South East Asian (n=43)	21	23	42	7	7
East Asian (n=58)	24	26	34	7	9
South Asian (n=30)	27	23	33	10	7
Spanish (n=167)	30	19	23	21	7
Prepare for continued study (n=74)	18	20	32	18	12

Exhibit C-3 – Percent that would take ESL classes if they were \$156

	No	Not really	Maybe	Very likely	Definitely
Chabot student (n=288)	40	18	20	9	13
HUSD parent (n=72)	65	18	4	7	6
South East Asian (n=43)	35	23	26	7	9
East Asian (n=55)	43	22	20	9	6
South Asian (n=35)	51	17	14	3	14
Spanish (n=179)	47	13	13	11	15
Prepare for continued study (n=81)	37	17	14	11	21

4. *Not all of the findings are broken down to separate the results for HUSD parents and Chabot students. We'd like all the findings broken down in this way.*

Response: All questions that could be disaggregated by Chabot and HUSD parent respondent were broken down in this way. Some questions could not be disaggregated in this manner, for example, how respondent heard about the ESL program, because there were so few HUSD parents who had taken ESL classes.

5. *On page 4, the report indicates that the data were disaggregated by intention. Was intention determined by responses to item #2 or item #14? If it was determined by item #2, was this category (Prepare for continued study) reached by adding the positive responses for "Prepare for academic classes" and "Prepare for other classes"?*

Response: The group *Prepare for continued study* was created using survey item #2, specifically the "Prepare for academic classes" and "Prepare for other classes" subquestions. If a respondent

indicated “Prepare for academic classes” or “Prepare for other classes” as *most* important (and the “other” class was academic in nature), these respondents were grouped into *Prepare for continued study* group. This is explained on page 21.

6. *The number of students in the category “Prepare for continued study” seems to vary in the report. In Exhibit 9 and a number of other exhibits, the number in this category is listed as 108. However, in Exhibit 2, the number is 85; in Exhibit 5, the number is 87, and in Exhibit 13, the number is 106. We were puzzled by this.*

Response: The sample size for the *Prepare for continued study* subgroup differs for different questions. This occurs because different total numbers of individuals from this subgroup responded to different questions. When we report percentages, it is computed based on the *total valid number of respondents* for that specific question. The total valid number of respondents is typically listed in parentheses by each subgroup.

7. *There’s an apparent discrepancy among the findings regarding respondents’ reasons for wanting to learn English. On page 9, the report concluded “Responses overwhelmingly reflected wanting to better oneself and improve one’s life, including that of their families.” If we take 108 as the accurate number of students whose intent is to “Prepare for continued study,” then this conclusion is borne out; 80% of the respondents want to take English for reasons other than continued study. However, in Exhibit 16, “Prepare for academic and classes” scored by far the highest in respondents’ top three reason for learning English. We’re not sure how to interpret this data in terms of deciding which types of classes to offer.*

Response: Your observations are accurate, though this is not necessarily a discrepancy as much as a need to clarify and understand the context and sample around these data. The data noted on page 9 was in response to “I need English to...” This was an open-ended question where individuals could respond uninhibited by predetermined categories. Within this context, 496 of the 536 respondents provided feedback. Their responses are described on page 9.

Exhibit 16 presents responses to certain predetermined categories. Respondents were required to choose only three from a specific set of 10 categories. Consequently, not all respondents provided feedback on each category. Of the predetermined categories identified in the survey (survey question #2), *Prepare for academic classes* was the highest rated. However, it was rated highest (i.e., identified in the top three most important reasons for learning English) by 189 respondents—approximately 35% of the entire sample.

8. *Could we also please get the data in Exhibits 16-22 by percentage as well as by number?*

Response: In the following tables we present data from Exhibits 16-22 in terms of percentages. As with follow up question #7 noted above, it is important to understand the context and sample for the following tables.

Percentages in the following tables are computed based on the *entire sample* for each specific *subgroup*. This is different from other tables in this summary report where percentages are based on the *total valid number of responses* for a specific *question*.⁶

Exhibit C-4 – Importance of *reasons for learning English*: Overall (n=536)

	Most important reason	Second most important reason	Third most important reason
Prepare for academic and classes	17%	9%	9%
Family literacy (read to your kids, help your kids with school work, communicate more with kids)	13%	5%	5%
Feel more comfortable in my community	12%	8%	12%
Prepare to look for work	9%	12%	6%
Communicate better at work	6%	12%	11%
Advancement at work	5%	9%	7%
Participate more in my community	4%	6%	9%
Prepare for other classes	3%	4%	5%
Prepare for citizenship class	1%	2%	2%
Learn how to use computers	<1%	2%	3%

⁶ An additional note on all analyses related to importance of reasons for learning English: There were a number of respondents who indicated certain reasons were important to them, but they did not select their top three nor rank reasons. In some case they would simply check off one reason; in others they would check off three reasons but not indicate an order of importance; in others they would check all reasons. The relative importance of these responses could not be identified.

Exhibit C-5 – Importance of *reasons for learning English* by respondent type

	Chabot students (n=370)			HUSD parents (n=166)		
	Most	2nd most	3rd most	Most	2nd most	3rd most
Prepare for academic classes	22%	9%	9%	6%	7%	10%
Family literacy (read to your kids, help your kids with school work, communicate more with kids)	6%	5%	5%	29%	7%	7%
Feel more comfortable in my community	15%	10%	12%	6%	3%	11%
Prepare to look for work	9%	11%	7%	7%	14%	4%
Communicate better at work	8%	15%	13%	1%	6%	50%
Advancement at work	6%	12%	9%	2%	3%	4%
Participate more in my community	4%	4%	9%	5%	12%	11%
Prepare for other classes	4%	5%	5%	0%	2%	4%
Prepare for citizenship class	1%	2%	2%	1%	2%	1%
Learn how to use computers	0%	1%	3%	2%	3%	4%

Exhibit C-6 – Importance of *reasons for learning English* by intention

	Prepare for continued study (n=108)			Other (n=427)		
	Most	2nd most	3rd most	Most	2nd most	3rd most
Prepare for academic classes ^a	86%	1%	2%	0%	11%	11%
Family literacy (read to your kids, help your kids with school work, communicate more with kids)	0%	8%	8%	16%	5%	4%
Feel more comfortable in my community	0%	16%	22%	15%	6%	9%
Prepare to look for work	0%	23%	7%	11%	9%	6%
Communicate better at work	0%	17%	21%	8%	11%	7%
Advancement at work	0%	18%	13%	6%	7%	6%
Participate more in my community	0%	6%	19%	5%	6%	7%
Prepare for other classes ^a	14%	6%	3%	0%	4%	5%
Prepare for citizenship class	0%	6%	2%	1%	2%	2%
Learn how to use computers	0%	8%	16%	1%	2%	4%

High percentages of “other” students did not indicate importance level and therefore their feedback could not be included.

Exhibit C-7 – Importance of *reasons for learning English* for South East Asian language speakers (n=51)

	Most important reason	Second most important reason	Third most important reason
Feel more comfortable in my community	24%	12%	16%
Prepare for academic classes	16%	8%	12%
Prepare to look for work	12%	14%	4%
Communicate better at work	10%	12%	12%
Participate more in my community	8%	10%	14%
Advancement at work	4%	6%	6%
Family literacy (read to your kids, help your kids with school work, communicate more with kids)	4%	10%	8%
Prepare for citizenship class	2%	0%	0%
Prepare for other classes	0%	6%	4%
Learn how to use computers	0%	2%	4%

Exhibit C-8 – Importance of *reasons for learning English* for East Asian language speakers (n=69)

	Most important reason	Second most important reason	Third most important reason
Feel more comfortable in my community	25%	16%	9%
Prepare to look for work	14%	14%	7%
Communicate better at work	14%	13%	19%
Prepare for academic classes	12%	10%	10%
Participate more in my community	6%	1%	12%
Advancement at work	4%	17%	7%
Prepare for other classes	3%	6%	9%
Learn how to use computers	3%	0%	1%
Prepare for citizenship class	1%	3%	6%
Family literacy (read to your kids, help your kids with school work, communicate more with kids)	1%	1%	3%

Exhibit C-9 – Importance of *reasons for learning English* for South Asian language speakers (n=49)

	Most important reason	Second most important reason	Third most important reason
Prepare for academic classes	18%	8%	4%
Family literacy (read to your kids, help your kids with school work, communicate more with kids)	6%	8%	2%
Feel more comfortable in my community	10%	10%	10%
Prepare to look for work	2%	2%	8%
Communicate better at work	4%	10%	12%
Advancement at work	4%	4%	4%
Participate more in my community	2%	2%	4%
Prepare for other classes	8%	6%	6%
Prepare for citizenship class	2%	4%	0%
Learn how to use computers	0%	2%	2%

Exhibit C-10 – Importance of *reasons for learning English* for Spanish language speakers (n=295)

	Most important reason	Second most important reason	Third most important reason
Prepare for academic classes	22%	8%	10%
Family literacy (read to your kids, help your kids with school work, communicate more with kids)	18%	6%	6%
Feel more comfortable in my community	6%	5%	13%
Prepare to look for work	8%	13%	3%
Communicate better at work	4%	13%	8%
Advancement at work	5%	8%	8%
Participate more in my community	4%	7%	9%
Prepare for other classes	3%	4%	4%
Prepare for citizenship class	0%	3%	2%
Learn how to use computers	1%	2%	5%

9. *Could we get the all the information about HUSD parents broken down by language groups?*

Response: HUSD parents were predominantly Spanish speakers. One hundred fifty six HUSD parents provided primary language information. Of these, 146 were Spanish speakers; five were English speakers; two were South East Asian language speakers; two were East Asian language speakers; and one was a South Asian language speaker.