

# ESL – a.m.

## WASC Student Focus Group

### I. Communication

1. How do you get news and information about the ESL program?

a. Can you name some of the ways? (How did you find out about Mt.SAC ESL)

- Other students who study at Mt.SAC ESL, friends
- Internet
- Husband who took classes at Mt.SAC ESL
- Daughter who took credit classes at Mt.SAC
- Church friend
- Schedule of classes was sent to home in the mail
- Neighbor who is in the Mt.SAC ESL
- Cousin who attends the Mt.SAC ESL
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b. (Examples if students get stuck) Teacher? Surveys? Suggestion box? (How do you find out about ESL Events now that you are in the ESL Program)

- Friends, classmates
- Teachers
- Internet, Mt.SAC website
  - a. Look at other courses (credit)
  - b. Look at other noncredit classes offered
- Bulletin Board
- Assume ESL is only program, nothing else to the program
- Career Fair

2. What are some other ways you would like to get news and information about the ESL Program?

- Email – updates, new courses (those with email can tell others)
- Flyers are not a good idea (trying to save paper)
- Facebook updates

3. Do you have a chance to share your own ideas or to make suggestions about the ESL Program?

8# Yes                      0 # No

a. If yes, what are some ways that you pass along your own ideas?

- Do not take initiative (lazy), unless they have something taken away
  - a. Teacher had website with info, but then the account was closed
- Tell teacher in class
- Edmodo

4. What are some new or additional ways we can hear about your ideas or your feedback about our program?

- Give teacher note with suggestion and they can turn it into the office
- Teacher can ask students to write suggestions and turn them in to office confidentially
- Have “suggestions” email address

### Summary:

*Most students initially discovered Mt. SAC ESL through a network of family and friends in the community. Peers in the classroom continue to be a primary source of ESL information. Formal communication through teachers, the*

*ESL website, and bulletin boards have also been helpful resources. Students would like to use email and Facebook as additional communication tools for information and updates about ESL. Students acknowledge that although they have the opportunity to share ideas through the teacher, they do not take the initiative to do this. Students desire a formal, confidential method for sharing their feedback, such as an opportunity to write suggestions that the teacher submits to the office or a “suggestions” email address.*

II. Student Support Services

1. Did you attend an orientation?

8# Yes

0# No

a. If yes, how did it help you?

- Took test, got information packet, handbook
  - a. Get ID
  - b. Get parking permit
  - c. Library

b. How many of you use the handbook?

- 5

2. Do you know that we have counselors and advisors that can see you?

8# Yes

0# No

a. If yes, how did you first find out about them?

- Registration front desk
- Husband
- Internet
- Level 4 classes counselor goes to classes
- Classmate, friends

3. Have you used a counselor or advisor?

3# Yes

5# No

a. If yes, how has it helped you to meet your learning goals?

- Talked with counselor about moving levels since the level he was put in was too easy. Circumstances such as cell phone use during the placement test.
- Met with counselor since teacher refused to let student take test at a later date when he was at court. Counselor did not help, up to teacher

4. Other than a counselor, who else at Mt. SAC has helped you to make good choices about your classes?

- Advising for credit classes
- Registration dates, getting into the class they want

b. In what ways did they help you?

- Know what to do to move to credit, which classes to take

c. Who else has helped you with choosing classes, next step

- Teachers
- Classmates
- Internet

5. Have you had any tutoring that has helped you succeed in your class? (in class or out of class tutoring)

# Yes

8 # No

a. If yes, how did it help you?

- First time in class, no idea what to do. Other student helped.
- Classmates help
- No TA help in class

**Summary:**

**Students found the orientation process to be extremely helpful in satisfying their immediate needs regarding the student ID, parking permits, and library use. Half of the students continue to use the student handbook as a resource for information. All students were aware of the availability of counselors and advisors. Counselor and advisor support was discovered from a variety of sources. Most students have not yet taken advantage of support services. Students who had used a counselor shared that the meetings focused mainly on level placement and testing policies, with one student noting they had received advisement regarding transition to credit. Students also benefit from support provided by teachers, classmates, and the Internet as they make class registration decisions. There is not an awareness of tutors/TAs in the ESL program; however, students cite that peer assistance is commonly utilized in class.**

III. Learning Resources

1. Do you use any kind of technology in your classes?

5# Yes

3 # No

a. If yes, what kinds of technology do you use?

- Projector, teacher uses
- Computer lab with class, 4 students
- Computer lab on your time, 7 students
- Computer in class, teacher uses
- Electronic translator, 2 students

b. How were you trained to use this technology or software?

- Part of homework, Teacher explained how to use
- Projects, Teacher explained how to use

c. What kinds of technology would you like to use that you currently don't use?

- Mt.SAC has enough, good software
- **In class, more speaking and listening activities, do more projects, presentations, practical real world**
- **Read a few pages out loud in class, do reading**

2. Do you use any online resources that Mt. SAC has helped you discover or access?

5# Yes

3 # No

a. If yes, what kinds of online resources are they?

- Links to other webpages to learn at home.
  - a. Online quizzes, reading, speaking, listening, writing
- Mt.SAC website, library link

b. How have these helped you to learn?

- Extra to study at home

3. Are there online resources that you have discovered (i.e. that Mt. SAC didn't tell you about) that have helped you with your learning?
  - - b. Resources that you would like
      - Facebook, webpages to link to
4. Have you used the language lab, what do you think?
  - a. Too far away, no one wants to go
  - b. Lab 169 not open enough
  - c. Why can't we have those programs here
  - d. If lab here is open for student use, more hours
  - e. Parking lot is too full at LLC

**Summary:**

*Most students cite the use a variety of learning tools such as the computer, LCD projector, computer lab and electronic translator. Students find the ESL Lab and software to be more than adequate. Training for the use of software is available as needed. Instructors assign projects and homework that require the use of this technology. Students desire more projects and presentations because these provide opportunities to develop speaking and listening skills in a practical, "real world", setting. Some of the students have used online resources such as the Mt. SAC website and library link to study at home. Although all students are aware of the LLC as a learning resource, they cite crowded parking and distance from the ESL building as a deterrent to its use. The ESL Lab is viewed as more convenient, however, students would appreciate more "open lab" time to take advantage of the software available.*

# ESL – p.m.

## WASC Student Focus Group

### I. Communication

1. How do you get news and information about the ESL program?

a. Can you name some of the ways?

- Front desk, registration
- Friends
- Bulletin board

b. How did you find out about the program?

- a. A classmate from another program told her
- b. Thought it was a fee based program, but found out it was free, learned a lot
- c. Cousin recommended taking classes in college, started at a community center (too many people, too slow, didn't learn). Got info about Mt.SAC in the mail. Took the test and orientation. Had to be on waitlist for 6 months.
- d. Taxi driver told her of Mt.SAC ESL
- e. Never received info at home before they registered at ESL
- f. Tried to add and get classes for 3 years
- g. Front desk, registration
- h. Online, found out about testing

2. What are some other ways you would like to get news and information about the ESL Program?

- Get emails
- Other departments on campus don't know how to help ESL students

3. Do you have a chance to share your own ideas or to make suggestions about the ESL Program?

# Yes                      # No

a. If yes, what are some ways that you pass along your own ideas?

- Talk to counselors
- Teacher, it is difficult to express suggestions sometimes when teachers are not clear on their explanation
- Other classmates
- Data entry, ask you questions about ESL program

b. Suggestions:

- Internet was not clear on how to make an appointment and which building to go to, how to meet with a counselor
- Difficult to understand schedule of classes and how to register
- Feel like they are missing out on some information outside of ESL
  - a. Gym, CNA class, Health services use
- Can learn more from certain teachers because of the resources and way they teach. Also the way they answer questions. Teacher makes sure students understand, use resources other than textbook to explain lessons. Some teachers let students speak more. Learned more info from one teacher in 2 weeks than with another teacher in a month.
- Speaking classes only focus on idioms, why?

4. What are some new or additional ways we can hear about your ideas or your feedback about our program?

- Make info clearer online

**Summary:**

*Most students initially discovered Mt. SAC ESL through a network of family and friends in the community. A few students used the Internet or front desk to learn about the ESL program and registration. The front desk, classmates, and bulletin boards are all utilized as communication resources. The bulletin boards (both upstairs and downstairs) are perceived as important sources of information, especially for those students too shy to ask questions. It was noted that the second floor bulletin boards have more information than those on the 1<sup>st</sup> floor near lower level classes. Students would like to receive program updates and event information through email. Students expressed a feeling of “missing out” on information regarding which campus resources are available (or not) for noncredit student use (ex. Health services, the gym, etc.). Many stated that other departments on campus don’t know how to help ESL students and direct them back to building 66 without providing answers to questions. On-line information was also found to be confusing.*

*Students express ideas and suggestions during the ESL data entry process and in conversations with counselors. Feedback regarding teacher quality is shared among classmates, but not often directly with the teacher.*

II. Student Support Services

1. Did you attend an orientation?

8 # Yes                      0 # No

a. If yes, how did it help you?

- Understood process of ESL program with orientation, very helpful
- Bulletin boards are different upstairs and downstairs
  - a. Need bulletin boards with information, if students are too shy to ask others info
  - b. Second floor has more info since they have higher levels and more programs

2. Do you know that we have counselors and advisors that can see you?

6 # Yes                      2 # No

a. If yes, how did you first find out about them?

- Friends have told her, since they met the counselor to change classes
- Saw counselor pictures in magazine (schedule of classes?)
- Front desk, registration

3. Have you used a counselor or advisor?

3 # Yes                      5 # No

a. If yes, how has it helped you to meet your learning goals?

- What other classes that he can use to learn speaking and writing
- Was unsure which sheet to sign in to meet with counselor
  - a. Made two appointments, but never met with counselor yet. Got response by email, but not by call.
  - b. Tried to meet with counselor, but did not get help, got help on other side of campus, explained process.
  - c. Received correspondence through email quickly, did not use the sheet

4. Other than a counselor, who else at Mt. SAC has helped you to make good choices about your classes?

- Teacher, but some teachers don't know about AMLA or other programs. Teachers need to be trained to know about other programs, teacher needs to be clearer when they explain
- Classmates

b. In what ways did they help you?

- Know which classes to take

5. Have you had any tutoring that has helped you succeed in your class? (in class or out of class tutoring)  
 # Yes                      8 # No

**Summary:**

*ESL orientation helped students to understand the ESL program and processes. Most students were aware of counselor and advisor availability and learned about this support service through friends, the front desk, and the schedule of classes. Only a few students had met with a counselor/advisor. Several students shared that making a counseling appointment was difficult. Repeated attempts to use the front desk "sign-up sheet" were not effective. However, students who had emailed a direct request to the counselor received quick responses. One student sought counseling assistance in Building 9 as an alternative. Teachers and peers are used as additional resources for making choices about classes. Students suggested training teachers about AMLA and other programs, so that students can rely on teachers for more information in these areas.*

III. Learning Resources

1. Do you use any kind of technology in your classes?  
 8 # Yes                      # No

a. If yes, what kinds of technology do you use?

- Projector, Teacher uses
- Computer, Teacher
- Go to computer lab and use different programs to study listening/speaking
- Use the computer to do presentation
- Use computer to read news in English and get a test on it weekly
- Use computer lab every week when in morning class, but not so much now

b. How were you trained to use this technology or software?

- Tutor and teacher help to teach
- Other classmates
- LLC to learn powerpoint and use programs

c. What kinds of technology would you like to use that you currently don't use?

- There is enough technology to use

2. Do you use any online resources that Mt. SAC has helped you discover or access?  
 8 # Yes                      0 # No

a. If yes, what kinds of online resources are they?

- ESL Website
- Online newspaper in English, need password and login, specifically from one teacher
- Teachers have a different format for teaching classes, teachers use different resources or none at all. Depends on who is your teacher. More variety of resources to learn.
- LLC website

- b. How have these helped you to learn?
- Help with reading and vocabulary
  - More practice
3. Are there online resources that you have discovered (i.e. that Mt. SAC didn't tell you about) that have helped you with your learning?
- Get most info from teachers or other classmates
  - Study with a group of students. Want a standardized syllabi so that students from other classes in the same level can study together.
4. Have you used the language lab, what do you think?
- a. Do not have time to go to LLC, need more hours
  - b. Know of the LLC online website to access programs
  - c. Received sheet with websites that students can use
  - d. LLC is good, but do not go on own
  - e. Would like more info about what ESL/Non credit students can use and cannot use
  - f. Are sent to building 9 for credit info
  - g. Are sent to ESL for ESL info

**Summary:**

*Technology is regularly used by students for improvement of listening/speaking skills, access to the Internet, and development/presentation of classroom projects. Technology tools include computers, LCD projectors, and the ESL computer lab. Students find the technology available more than adequate to meet their learning needs. Tutors, teachers, classmates, and the LLC have all provided students with technology and software training. Students use on-line resources such as the ESL website, LLC website, on-line newspapers, and other instructor directed websites to practice reading and vocabulary development. Students are aware of the LLC as a "good" learning resource but do not use it. Several students noted that they access the LLC on-line instead of going there in person.*