SELF-STUDY REPORT
CUNY LANGUAGE IMMERSION PROGRAM (CLIP)

Program Overview

The CUNY Language Immersion Program (CLIP) of Hostos Community College was established in Spring 1999 under the auspices of the City University of New York (CUNY). The program was established to provide prospective incoming ESL freshmen—who are deemed in need of extensive support in developing reading and writing skills for college-level work—the opportunity to study English for an intensive period of time before they enroll in formal college courses. The program includes classroom instruction, computer-assisted learning, tutoring, books and other materials, college orientation and advisement. Because of the intensity of the language instruction (25 hours a week), students do not take additional college course work while they are attending the CUNY Language Immersion Program at Hostos.[1]

The CLIP Program at Hostos serves, on average, 250 students a semester. Students can remain in the program for up to three semesters—which include the Summer, Fall, and Spring semesters—for a total of 900 instructional hours. Once students have completed the program and feel ready, they can return to their original CUNY college of admission and enroll in courses; CLIP students make this decision in consultation with their instructors. However, students can also return to college after only one semester in CLIP.

Classes meet Monday through Friday for approximately 5 hours a day for either a day schedule or evening schedule. The day schedule is from 8:45am to 2:30pm and the evening schedule is from 5 to 10pm. Two different schedules are offered to accommodate students' with differing scheduling needs. The program offers six levels of instruction, ranging from beginning to advanced.[2]

Curriculum and Pedagogy

CLIP focuses on Reading and Writing only (not skills in mathematics) and the development of skills needed to be a successful college student:

- Oral communication skills
- Critical thinking
- Analytical skills
- Study skills
- College Success skills

The CLIP curriculum's language skills competencies are contextualized around academic content areas such as history, social sciences, and humanities. Students immerse themselves in deep reading and studying of questions and issues connected to aspects of American culture and

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[1] CLIP is offered at eight (8) other CUNY colleges (including all the CUNY community colleges).

[2] Placement levels are determined by CLIP instructors and are based on the CLIP Essay Test and the Michigan Test (an ESL assessment for reading, grammar, vocabulary and listening).

history while learning about language. For example, students may read novels and non-fiction books about the great depression; visit FDR's mansion in Hyde Park, as part of a field trip; conduct follow up research about the underlying reasons that led to the events during that particular time in history; or even conduct interviews of people who lived through the era and write summaries and compare/contrast essays as a follow-up.

CLIP instructors with at least 2 years of seniority develop their own curricula using the CLIP course guidelines for reading, writing, speaking, listening, critical thinking, research, and college knowledge skills (See *Appendix A* for a sample course description). The guidelines are established by the CLIP Central Office Professional Development Team in consultation with CLIP instructors from the various CLIP sites.

New Instructors, however, do not develop their own curricula; they must select from a collection of already developed courses which help them become familiar with the CLIP pedagogy and instructional philosophy. In addition, they must attend new teachers' professional development workshops and participate in various coaching activities with a CUNY Central Office Professional Development Specialist. In addition, all new instructors at Hostos, are assigned an experienced Hostos-based CLIP instructor who provides the new instructor on-site assistance and support for the first few months of instruction. New instructors are also observed and evaluated at least once a semester, by the Director of CLIP, during their first year of appointment. As a result of these observations and evaluations, new teachers are given opportunities for additional staff development opportunities to improve their teaching skills.

Additionally, CLIP leverages the potential benefits of technological enhancements in CLIP courses to better support student learning. One of the components of CLIP is that students spend one hour a day in CLIP computer labs engaging in self-directed learning. To augment this self-directed learning via computers, the use of iPads in courses has recently been piloted in the program.[3]

Criteria for Enrollment into CLIP

CLIP is primarily designed to serve incoming freshmen and transfer students who need to strengthen their English language skills before starting college. However, CLIP also serves matriculated students who have been academically dismissed from a four-year college, having failed the same ESL course twice and matriculated students who are not succeeding in their ESL classes at Hostos or another CUNY college.

Students are placed in CLIP based on their scores on the CUNY-wide ACT-Reading and CATW (writing) exams, which all entering students are required to take prior to enrollment[4]; students who score below 30 on the CUNY reading or 25 on the CUNY Writing tests are automatically placed in the program. CAT W tests are read by Hostos ESL faculty. Based on their review and the reading test results, students are placed in the appropriate ESL level, which may include

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[3] Although preliminary analyses seem to indicate that the use of iPads has a positive impact on student learning, CLIP hopes to be able to assess the efficacy of iPad usage and possibly expand the pilot in coming years.
[4] Students may be exempted from these exams based on their high school New York State Regents examination scores or SAT scores.

placement in CLIP. International students are not permitted to enroll in CLIP, even if given and automatic placement, since these students must enroll in the college, as per the requirements of their visa.

Students who are not automatically placed into the program may be accepted into the program if they are referred by a faculty member or academic advisor at their college. Regardless of the method of acceptance into CLIP, students are placed into specific levels of CLIP based on their reading and writing test scores (see *Appendix B* for the complete CLIP Level Placement Rubric).

Placement Process of students who complete CLIP

Students who complete the program retake the CUNY Placement tests in reading and writing, and the CLIP tests in order to determine what level of ESL they should be placed in (if at all) once they enroll in college. Their college placement in English is determined on their test results and their CLIP level upon exiting the program. CLIP utilizes a placement rubric, which was designed by the Hostos CLIP program, in consultation with the College' s Language and Cognition Department to determine the appropriate placement for each student who completes CLIP (see *Appendix B* for the complete CLIP Level Placement Rubric).

Advantages of CLIP

CLIP offers several benefits to program participants such as:

- The ability to remain in the program for up to 3 cycles, thus allowing them the opportunity to increasingly improve their reading and writing skills prior to enrolling in college;
- A college preparatory component to the program, in addition to intensive academic skill building, which helps students prepare for college-life;
- All books and materials are provided at no cost to students; and
- Low program costs for participants, compared to course-based interventions, so that students do not have to use their financial aid money on intensive remediation (See *Appendix C* for specific program cost information).

Program Mission, Goals, and Objectives

CLIP is a pre-college program that is housed within the Division of Continuing Education and Workforce Development (CEWD) at Hostos Community College. The division plays a prominent role in the mission of Hostos Community College, which is to provide access to higher education opportunities leading to intellectual growth and socio-economic mobility. The CUNY Language Immersion Program (CLIP) contributes greatly to the role of CEWD by providing students for whom English is a second language with the tools necessary to be successful in their higher education opportunities. CLIP, itself, has two primary goals:

1. To help students gain the language and academic skills needed for college and
2. To ensure that they are retained once they matriculate into college and, ultimately, go on to earn their degree.

To help ensure that CLIP reaches these goals, the program adopts the following objectives:

- Ensure that students make gains on their CUNY post tests and matriculate in college at a higher level in English or college English as a Second Language (ESL) than their original English level, when they first enrolled in CLIP;
- Ensure that students have the college-readiness skills to succeed in college; these include academic career planning, study skills, familiarity with the CUNY systems, and research and critical thinking skills.
- Ensure that students enroll in college with their financial aid packages intact, since new financial aid policies have limited the amount of financial aid and the time to complete their degree.
- Foster resilience and persistence in students so that when they matriculate into college they are independent and self-directed learners.[5] CLIP students are expected to become continuous learners who seek opportunities for growth and advancement in all their college experiences within and outside of the classroom.
- Help students matriculate in college and make steady or rapid progress toward the completion of their college degree.

Outcomes Assessment

To assess the degree to which the above objectives are met, the CLIP Program continuously conducts assessments to monitor program progress. Since CLIP is a program that is supported by City University of New York (CUNY) and is located at several CUNY colleges, the CLIP CUNY Central office systematically assesses outcomes for the CLIP program across all 9 colleges that have the program. Although the central office conducts these assessments, CLIP at Hostos conducts its own analyses that look more deeply into the outcomes of students in CLIP at Hostos. These analyses are based on the following program targets that are set specifically by CLIP at Hostos:[6]

1. Ensure that at least 80% of enrolled students including 275 each for Spring and Fall and 250 for summer complete the program
2. Ensure that 80% make at least 5 points gains on the ACT-Reading and CATW (Writing) CUNY TESTS after completing CLIP
3. Ensure that 75% of those who complete the program subsequently enroll in Hostos Community College
4. Ensure that 70% skip at least one ESL level, and 50% will skip 2 ESL levels of college ESL once they enroll in college

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[5] The goal is to prepare students who are resourceful and knowledgeable about how to function successfully in college.
[6] Note: these anticipated program targets are not set by the CLIP CUNY Central Office.

To assess the outcomes, with regards to reaching the aforementioned targets, a study was conducted of 4 cohorts of students *exiting* the CUNY Language Immersion Program (CLIP) at the end of the Fall 2011, Spring 2012, Summer 2012, and Fall 2012 terms.[7]

Ensure that 80% make gains on the ACT-reading and CATW (writing) CUNY Tests after completing CLIP

All students who complete CLIP are required to re-take the ACT-Reading and CATW exams to determine their placement in college level ESL or English courses. The testing analysis focused on the pass rates and proficiency gains-that is, how much students' scores have improved from their pre-test scores-of students who took the reading and writing exit tests.

Since many of the students who enroll into CLIP enter at a low level of ESL, the program is primarily focused on students improving their skills and making gains on their post-test scores. Figures 1 and 2, below, present the proficiency gains status of each cohort, broken down by the percentage of students whose scores increased, decreased, or did not change from their pre-test scores.[8]

For the Reading exam, more than 89% of students in all cohorts experienced gains in exit test scores. In the Fall 2011, Summer 2012, and Fall 2012 cohorts a smaller percentage of students showed a decrease in their scores and in the Fall 2011 and Fall 2012 cohorts approximately 2% of students showed no change in scores.

For the Writing exam, more than 82% of students in all cohorts experienced gains in exit test scores. Between 1% - 4% of students in each cohort showed a decrease in their scores and a small percentage of students in the Fall 2011 and Fall 2012 cohorts experienced no change in scores (11.4% and 2.1%, respectively).

Most notable is that further analysis demonstrated that, in Reading, the majority of CLIP completers across all cohorts experienced between an 11-20pt. increase from pre-test scores (except the Summer 2012 cohort in which a majority of students experienced a 21-30pt. increase). With regards to the Writing test, the majority of students in both the Fall 2011 and 2012 cohorts experienced between an 11-20pt. increase from pre-test scores, whereas the majority of students in the Spring and Summer 2012 cohorts experienced a 21-30pt. increase (see *Appendix D* for a more detailed table).

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[7] The analysis focused on cohorts of students exiting CLIP at the same time, as opposed to entering at the same time, because students who enter CLIP at the same time may exit at different times (depending on how many cycles of CLIP they complete). The study goes as far back as the Fall 2011 cohort to be able to track the retention and other outcomes of students exiting CLIP for at least 2 years.

[8] Since this analysis required that students have both a pre- and post-test in reading or writing, students for whom a pre- or post-test was missing were excluded from this analysis. The most common scenario for which students were excluded from the analysis was students who took the ACT Writing Test as their writing pre-test. Since the CATW exam was implemented, CUNY-wide, in Fall 2010, any students who took the (earlier) ACT Writing Test prior to that term were excluded because their pre-test scores could not be compared to their post-test scores.

# Figure 1. Reading Post-Test Status of Students Exiting CLIP

Percentage

| | Fall 2011 Cohort (N=93) | Spring 2012 Cohort (N=28) | Summer 2012 Cohort (N=75) | Fall 2012 Cohort (N=100) |

- No Change from Pre-Test
- Score Decreased from Pre-Test
- Score Increased from Pre-Test

Fall 2011 Cohort (N=93): 2.2%, 4.3%, 93.5%
Spring 2012 Cohort (N=28): 100.0%
Summer 2012 Cohort (N=75): 10.7%, 89.3%
Fall 2012 Cohort (N=100): 2.0%, 8.0%, 90.0%

READING
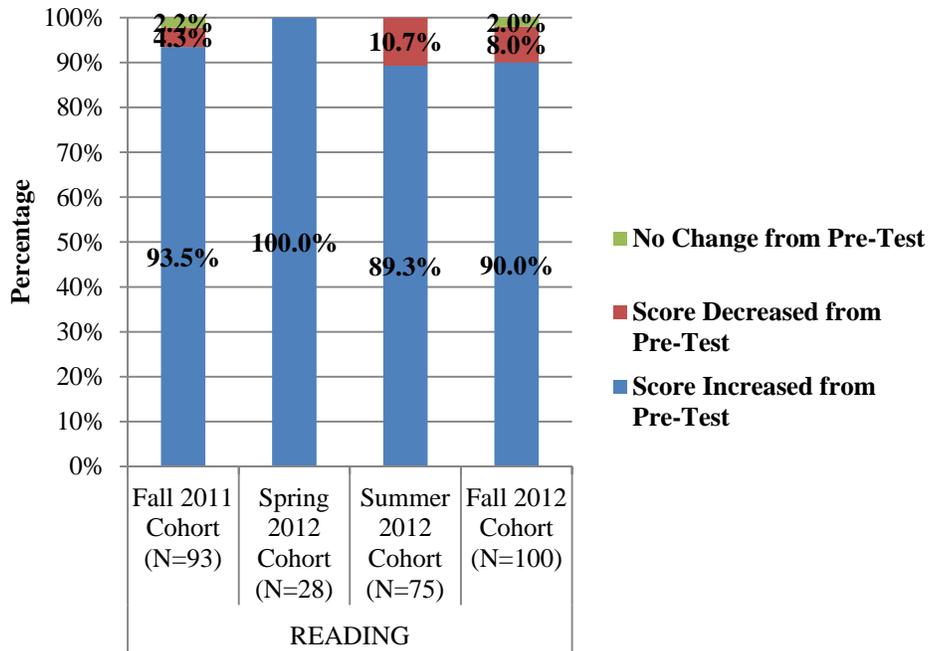
Figure 2. Writing Post-Test Status of Students Exiting CLIP
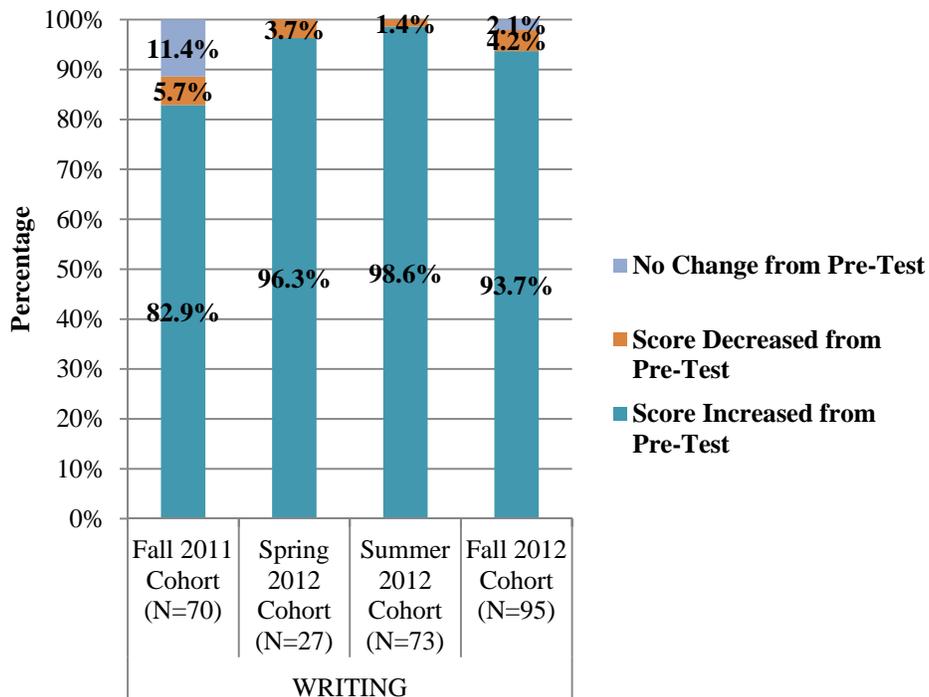
Percentage

- No Change from Pre-Test
- Score Decreased from Pre-Test
- Score Increased from Pre-Test

Fall 2011 Cohort (N=70): 11.4%, 5.7%, 82.9%
Spring 2012 Cohort (N=27): 3.7%, 96.3%
Summer 2012 Cohort (N=73): 1.4%, 98.6%
Fall 2012 Cohort (N=95): 2.1%, 4.2%, 93.7%

WRITING

Ensure that 75% of those who complete the program subsequently enroll in Hostos Community College

Analyses were conducted to determine the percentage of students who enroll in Hostos after exiting CLIP and to determine the retention rate of students who enroll (See *Appendix D* for more detailed tables). Although a majority of students who enroll in Hostos enroll the semester immediately following their exit from CLIP, some students enrolled in subsequent semesters. Overall, approximately more than 80% of each cohort enrolled in Hostos at some point following their exit from CLIP (exceeding CLIP's target).

With regard to retention, table 1, below, shows the one year retention rate for students in each cohort who enrolled the semester immediately following their exit from CLIP (Note: when the analysis was run one year retention rates were not calculated for the Fall 2012 cohort). The table illustrates that the 1 year retention rate for each cohort was above 65% (See *Appendix D* for more detailed retention tables).

Table 1. One Year Retention Rates of Students				
Cohort	*Semester First Enrolled*	*Number of Students Enrolled*	*Number that returned 1 year later*	*Percent that returned 1 year later*
Fall 2011	Spring 2012	82	56	68.3%
Spring 2012	Fall 2012	23	19	82.6%
Summer 2012	Fall 2012	66	49	74.2%
Fall 2012	Spring 2013	n/a	n/a	n/a

Ensure that 70% skip at least one ESL level, and 50% will skip 2 semesters of college ESL once they enroll in college

Table 2, below, presents the initial ESL course placement (regardless of when they enrolled) of students in each cohort who enrolled into Hostos after completing 3 cycles of CLIP (this subgroup was selected since most CLIP students enrolled after completing 3 cycles).

Table 2. Initial ESL Course placement of CLIP Students who Enrolled in Hostos After Completing 3 Cycles of CLIP								
	Fall 2011 Cohort		Spring 2012 Cohort		Summer 2012 Cohort		Fall 2012 Cohort	
	Number	*Percent of Total*	*Number*	*Percent of Total*	*Number*	*Percent of Total*	*Number*	*Percent of Total*
ESL 15	24	31.2%	3	15.8%	10	14.3%	10	15.6%
ESL 25	11	14.3%	1	5.3%	9	12.9%	9	14.1%
ESL 26	0	0.0%	0	0.0%	0	0.0%	1	1.6%
ESL 35	7	9.1%	1	5.3%	8	11.4%	6	9.4%
ESL 81	13	16.9%	1	5.3%	3	4.3%	4	6.3%
ESL 82	1	1.3%	0	0.0%	5	7.1%	5	7.8%

ESL 86	8	10.4%	2	10.5%	12	17.1%	11	17.2%
ESL 91	6	7.8%	6	31.6%	6	8.6%	7	10.9%
ESL 92	2	2.6%	1	5.3%	1	1.4%	2	3.1%
Exempt from ESL[9]	3	3.9%	0	0.0%	5	7.1%	4	6.3%
Not Placed in ESL Course[10]	2	2.6%	4	21.1%	11	15.7%	5	7.8%
Total	**77**	**100.0%**	**19**	**100.0%**	**70**	**100.0%**	**64**	**100.0%**

The table demonstrates the following:

- In the Fall 2011 cohort 68.8% of CLIP completers who enrolled at Hostos skipped at least 1 ESL level (skipped ESL 15) and 55.5% skipped at least 2 levels (skipped ESL 15, ESL 25, and ESL 26).
- In the Spring 2012 cohort, 84.2% skipped at least 1 ESL level and 78.9% skipped at least 2 levels.
- In the Summer 2012 cohort 85.7% of CLIP enrollees skipped at least 1 ESL level and 72.8% skipped at least 2 ESL levels upon enrollment.
- Finally, in the Fall 2012 cohort 84.4% skipped at least 1 ESL level upon enrollment and 68.7% skipped at least 2 levels.

These results illustrate that, for the most part, in all 4 cohorts the targets for percentage of students skipping at least 1 or 2 levels of CLIP were met or exceeded.

External Partnerships and Collaborations

CLIP's contextualized and accelerated curricula tap into external resources in order to augment instruction and lead to improved outcomes for CLIP students. The program utilizes museum trips, cultural events, guided tours, and live speakers to enrich classroom instruction. Volunteers and mentors are constantly used to help students further develop their English language skills.

The following are some of the partners the Hostos CLIP program uses or has used within the past three years to achieve the aforementioned effects:

- **Metropolitan Museum of Art's Education Department**

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[9] This category represents enrollees who passed both the ACT-Reading and CATW exams prior to enrolling and are thus exempt from being placed in ESL.

[10] Enrollees in this category were not placed in an ESL course upon enrollment because they fall into 1 of the 4 following groups: 1. The students were placed in Reading and/or Writing workshops based on their post-test scores, 2. The students were placed in a Reading and/or Writing remedial course, 3. The students immediately re-took the ACT and/or CATW shortly after taking the CLIP exit test and passed (thus deeming them exempt from ESL), or 4. The students eventually received an exemption in Reading and/or Writing (thus deeming them exempt from ESL).

Hostos has had a long term relationship with the MET. Each semester, classes are offered special guided visits, free passes for their families and special art demonstrations and presentations by MET staff. Teachers have also reciprocated by training MET guides to work with immigrants or ESL visitors. Typically, 8 to 9 classes a semester visit the MET.

- **International Center in New York City**
  For many years until its closing in late 2012, CLIP had successfully partnered with the center to have volunteers from the center offer additional language experiences for new beginning level students from CLIP, free of charge. The International Center in New York City was a not-for-profit foundation- supported institution. Starting fall 2014, CLIP will be developing partnerships with local institutions to help recruit language partners for students in need of one on one additional language practice.

- **CUNY Works**
  CLIP alums have been employed as tutors and office aides for CLIP through the CUNY Works program of CUNY paying them $10/hour for 15 hours a week. We have had this program beginning Fall 2011 in which 4 to 5 CLIP alums serve as interns each semester. These successful CLIP graduates, who are matriculated at Hostos are carefully selected to help enrolled CLIP students in class, in the computer lab and during the College-readiness activities offered for those who are about to complete CLIP.

- **Partnership as a teacher-training site with various institutions**
  Hostos' CLIP program is a-sought- after training site for prospective ESL teachers. Each year, we receive at least three interns from various institutions including the MA TESOL programs of City College, Hunter College, the New School and Columbia University Teachers' College. CLIP teachers open their classrooms for short visits, class observations and long-term mentoring experiences for graduating teachers- in-training and graduates of these colleges. In addition, the interns also serve as teaching assistants in the classes.

Customer Analysis

Since the establishment of the Hostos CUNY Language Immersion Program in Spring 1999, until Fall 2013, CLIP at Hostos has served 4,055 students. Typically, CLIP serves 800 students per year, including 275 for both Spring and Fall and 250 in Summer. Since the program's inception:

- 92% of the students served were accepted to attend Hostos Community College prior to enrolling into CLIP;
- 72% (2926) of the CLIP population served were female, while just 28% (1128) were male;
- A majority of the population (69%) was from the Dominican Republic; and
- For most of the population (94%), Spanish was their first language.

The very intensive academic structure of CLIP has been designed that way specifically to provide these students who have limited English skills (many of whom reside in the South

Bronx, one of the most economically disadvantaged neighborhoods in New York City and the United States) with the tools necessary to attain their college degrees and improve their socio-economic mobility.

Table 3, below, shows the demographic trends of students in CLIP (for the past 5 academic years). The table illustrates that while the enrollment in CLIP has consistently increased since academic year 2008-2009, the gender breakdown of participants has remained relatively the same. Interestingly, the percentage of students who enroll in CLIP and are from the Dominican Republic has increased over the past 5 academic year.

Table 3. Demographic Information for Students in CLIP in the Last 5 Years					
Academic Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of Students Enrolled	419	465	505	505	527
Percentage Female	76%	69%	69%	71%	73%
Percentage Male	24%	31%	31%	29%	27%
Percentage from the Dominican Republic	70%	75%	77%	81%	81%
Percentage for whom Spanish is their Native Language	93%	94%	96%	94%	92%

Personnel, Facilities, and Resources

CLIP at Hostos is funded by the City University of New York (CUNY) through a tax-levy grant that has been continuously renewed since its inception in Spring 1999. The grant supports salaries for all instructional and administrative staff as well as books and materials for CLIP students.

Hostos Community College provides classroom space and a dedicated computer lab and offices to administer CLIP. Since Fall 2014, the program has moved to a new location a few blocks from the main college campus. Although the move is welcomed, it presents challenges that will need to be addressed such as:

- Issues regarding access to college services for CLIP students and
- Safety and security concerns that have been voiced by staff and faculty including the lack of adequate traffic lights and pedestrian crossings at a very dangerous intersection.

Staffing

The program has a total of eleven (11) part time (with health and retirement benefits) instructors who possess, at a minimum, an MA in linguistics, TESOL certification, or a related discipline area. All instructors have extensive experience in teaching intensive academic ESL. The program

is overseen by a director who also manages another pre-college program at Hostos called CUNY Start.[11]

Other staff involved with CLIP include:

- An academic advisor who was appointed in summer 2014
- a part-time counselor,
- two part-time lab assistants,
- three part time office assistants, and
- two to three part time tutors or work study aides who staff the open lab and assist students and teachers as scheduled and needed.

The program also utilizes the services of interns from MATESOL schools who work as apprentices for CLIP and CLIP also utilizes the services of work-study students who are enrolled in college (work-study students typically aid with student orientations and other related tasks).

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

Based on a thorough review of the internal operations and current outcomes of the CUNY Language Immersion Program (as evidenced above) several strengths, weaknesses, opportunities, and threats of the program emerged.

Strengths

One of the primary strengths of CLIP is the solid pedagogy and curriculum. The pedagogy and curricula are developed by the Hostos CLIP program in consultation with the CUNY Central office and utilize an evidence-based model. Although CLIP instructors possess extensive experience in teaching intensive academic ESL, all new CLIP instructors are additionally trained in pedagogical practice and how to effectively deliver the customized curriculum. To complement this training, instructors also engage in continuous professional development in the form of full-day conferences administered by CUNY Central at least once a semester, various coaching activities provided by CUNY Central, and on-site assistance and support for new instructors via professional peer-mentorship. Additionally, experienced instructors are provided the opportunity to engage in internal or external projects aimed at developing skills and interest areas of their choosing. Hostos' lead instructional team which is comprised of the Director and a cadre of very experienced Hostos CLIP instructors plays an essential role in helping ensure the highest quality of instruction and support to students. The team mentors new teachers, visits new teachers' classes for coaching, and provides support with materials selection, student evaluation, and program standards in a very supportive and open environment of inquiry.

The strength of CLIP's solid pedagogical and curricular framework, coupled with strong professional development practices, lead to another strength: the strong stability of the program. As a result of the solid curriculum and strong professional development practices, instructor

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[11] CUNY START is an intensive 18-week program that offers both part time and full-time classes in academic reading, writing and math for students who have not passed one or more of the CUNY placement tests.

turnover is very low. The low turnover rate is also due, in part, to the experienced instructors having the opportunity to utilize creativity in their work. Although the curriculum may be strong and evidence-based, for many of the instructors who have been with the program for a long time, it begins to feel stale and not very exciting to teach after a while. To somewhat combat this and prevent instructors from becoming uninterested in the curriculum (and by extension, their work), CLIP allows experienced instructors to develop their own curricula using the CLIP course guidelines for reading, writing, speaking, listening, critical thinking, research, and college knowledge skills.

Opportunities

CLIP has identified a unique opportunity to leverage the achievements of CLIP's most successful students by creating a leadership development program. Through the self-study process, CLIP has come to acknowledge that while many of its students who enroll at Hostos have success in their academic careers, there are still other students who need additional support after completing CLIP. To help support CLIP completers that might need that extra support and to provide leadership development opportunities for students who fare well after completing CLIP, the program sees an opportunity to create a leadership/mentorship program whereby past successful CLIP completers will engage in activities to help current CLIP completers with a smoother transition into the college. These activities might involve mentoring/coaching, panel discussions to share success stories, assistance with navigating the college landscape and connecting students to appropriate resources, etc. It will be the hope that such a program would ease the transition into college for CLIP completers and lead to improved outcomes.

Threats

Although CLIP's forthcoming move to a new facility provides some great opportunities for expansion and development it also poses a few real threats and challenges. One of the potential threats is that moving CLIP off the main part of the campus might have an effect on the enrollment of CLIP students into Hostos after completion, because students may not feel ingrained in the college community. It is the current belief of the program that having CLIP students ingrained in the campus community has historically encouraged the enrollment of CLIP students into Hostos, which is particularly important for a group of students that have an extra barrier (language) to enrollment, retention, and college success. Additionally, the move off campus might have an impact on the overall success of students in CLIP because they will be much further removed from the college resources with which they currently have reasonable access. Finally, there is also a safety concern with the upcoming move because of where the new facility is located. Although it should be noted that this concern has been brought up to the college and will hopefully be satisfactorily addressed.

Finally, through CLIP's self-study process one major concern has emerged, which is the growing number of CLIP students with poor literacy in their own language. CLIP is intended to serve students who may be literate in their own languages but need to develop their English language skills. Assessments of students have uncovered that many of the students who enter CLIP are not only in need of English language skills, but they are in need of basic literacy skills in order for them to see any success in college and beyond. Because these students have a double-barrier,

CLIP has tried to identify literacy programs for these students but they are very limited and often more expensive that the typical CLIP student can afford. This poses a threat to these students and the program's ability to provide relevant services.

Future Directions and Recommendations

Based on CLIP's SWOT analysis, several possible recommendations and directions for the future have emerged.

The first recommendation would be the development of a "Pre-CLIP" program. This program would be the answer to the challenge of dealing with students who not only struggle with a language barrier but a literacy barrier as well. Many of the details for this program have already been developed. The program already has a developed curriculum and the program would incorporate a "language lab" for pre-CLIP students to be able to engage in more conversational learning and computer-assisted learning. The director of CLIP has already been working with the director of the MATESOL program at Hunter College to develop a program that would have the Pre-CLIP program administered by student interns from the Master's program (in an instructional capacity). This would help to drastically cut down on overhead costs, while providing a much needed service and helping to professionally develop future ESL professionals.

In addition to the acknowledgement that many of the CLIP students lack basic literacy skills it is also the understanding that many of these students may have learning disabilities that traditionally have been masked by these students' language barriers in their primary school careers. Based on this, one recommendation of CLIP is to gauge the scope of this problem in the future to determine the appropriateness of potentially employing a Learning Disability Specialist whose role would be to assess and identify students who may have undiagnosed learning disabilities and other potential barriers to academic success and to provide specialized services to these students and/or connect these students to appropriate services, as deemed necessary. This recommendation would, of course, require funding. The CLIP director would explore funding opportunities for this role that would be crucial to improving outcomes for this high-risk, high-need subgroup of CLIP students.

As previously mentioned, CLIP sees an opportunity to leverage the success of CLIP completers who fare well after enrolling at Hostos. To do this CLIP is looking to create an "Alumni Corps" of students who went through CLIP and were successful in their academic careers. This corps of students would serve as mentors for current CLIP students and support a more seamless transition from CLIP into Hostos Community College. This corps would not only help to improve outcomes for future CLIP completers but would also develop their own leadership skills in the process.

Appendix A

Sample Course Description

Of Mice and Men

Description
George and Lennie are migrant workers in California during the Great Depression. Lennie has a cognitive disability and George has promised Lennie's deceased Aunt Clara he will take care of him. Their plan is to work and save enough money to start their own farm. Lennie is fascinated by touching soft things and focuses on the fact that George has agreed to raise rabbits as part of the plan. As the story opens we learn that they are on their way to Soledad to begin work at a new ranch. At their last job in Weed Lennie's affinity for soft things has gotten him accused of attacking a woman and the two men were forced to flee. As George warns Lennie to remember their surroundings and meet him there should anything happen, we are left with the feeling that Weed was neither the first time nor the last that Lennie will get in trouble.
At the ranch they are greeted by the elderly Candy who befriends them and the boss who is suspicious of their relationship. Slim, the team leader, befriends George is sympathetic to Lennie's problem. The boss' belligerent son, Curley, immediately targets Lennie, and it is not long before he gets into trouble with Curley's provocative wife and her soft-to-the-touch hair. After Lennie accidentally kills her, the men, led by Curley, take off after Lennie. In an effort to limit Lennie's suffering George reaches him first and kills him with a shotgun.

[Chapter by chapter summary](#)

Difficulties
Students need to be prepared for many colloquialisms and dialectical abbreviations (ex. "Jest a little stretch down the road," "…brown an' white jus' like I wanted." I find that after they hear the language spoken they become accustomed to decoding what they read. Also the Belmont HS survival guide includes chapter by chapter vocabulary, idiom and allusion lists.

Sample Text
A few miles south of Soledad, the Salinas River drops in close to the hillside bank and runs deep and green. The water is wann too, for it has slipped twinkling over the yellow sands in the sunlight before reaching the narrow pool. On one side of the river the golden foothill slopes curve up to the strong and rocky Gabilan mountains, but on the valley side the water is lined with trees-willows fresh and green with every spring, carrying in their lower leaf junctures the debris of the winter's flooding; and sycamores with mottled, white, recumbent limbs and branches that arch over the pool. On the sandy bank .under the trees the leaves lie deep and so crisp that a lizard makes a great skittering if he runs among them. Rabbits come out of the brush to sit on the sand in the evening, and the damp flats are covered with the night tracks of' coons, and with the spread pads of dogs from the ranches, and with the split-wedge tracks of deer that come to drink in the dark.
There is a path through the willows and among the sycamores, a path beaten hard by boys

coming down from the ranches to swim in the deep pool, and beaten hard by tramps who come wearily down from the highway in the evening to jungle-up near

Readings

Writing Assignments
1. Of Mice and Men is a story about outcasts and alienation. Choose two characters in the book and explain why you feel that he/she is an outcast. What is it about this character that separates him or her from the other characters in the book? How does each character react to being outcast.
2. Lennie has a learning disability. Do some research and write a paper which addresses the following issues: What is a learning disability? What are the most common learning disabilities? What can students with learning disabilities do to make learning easier? Who are some successful people with learning disabilities?
3. In Chapter 3, Candy expresses interest in George and Lennie's plan to start a farm. What do you think attracts him to the plan? How is Candy's situation similar to that of George and Lennie?
4. In Chapter 3, Candy expresses interest in George and Lennie's plan to start a farm. Write an essay explaining why you think the three characters should/should not join together to buy the farm.
5. George and Lennie are migrant workers who move from ranch to ranch looking for work. Based on your research and our class discussion, write an essay detailing the conditions of the migrant workers and which of these conditions you have observed from your reading.
6. Of Mice and Men is a story about repetition and cycles. Migrant workers move from ranch to ranch, over and over again. The men do the same thing everyday. What are some of examples of repetition that you see in the book? In addition to migrant workers in general, talk specifically about Lennie and the other characters in the book.
7. At the end of the book George decides to shoot Lennie rather than letting the men find him. Do you think this was the correct decision? Write an essay explaining why you do or do not agree with George's actions at the end of the book. small, dangerous or otherwise, from any order of the animal kingdom).

Journal Assignments

1. Who do you consider your family? Are they all related to you by blood?
2. Lennie has a learning disability that makes it difficult for him to remember and learn things. Do you know anyone who has trouble remembering or learning things?
3. George and Lennie are best friends. Who is your best friend?
4. George and Lennie have a dream to buy their own farm. What is your dream?
5. George makes a great sacrifice to protect Lennie. Have you or someone you know ever made a great sacrifice for someone else?
6. George promised Aunt Clara he would take care of Lennie. Write about an important promise that you made in the past.
7. In chapter 2, George and Lennie arrive at the new ranch. Write about a time in the past when you arrived at a new place.

Movies

Of Mice and Men (I show this chapter by chapter as we read)
The Grapes of Wrath (This is a starker vision of the era, I show it in its entirety before we begin the book)

Course Description
The Great Depression: Causes and Consequences

Websites

The Of Mice and Men Student Survival Guide	Interactive cloze book summary	TX school district curriculum links
good index site includes Steinbeck, relevant time periods, migrant workers, as well as the book itself.	**Cliff Notes type reference** a bit wordy.	**The Great Depression** Library of Congress American Memory website. It is huge and can be overwhelming. Start with the photos.
Great Depression photos of tenement life during the 30s and 40s	**Dustbowl** This appears to be a personal website, but the page on the Dustbowl has wonderful photos and an accurate accessible summary of the phenomena.	**Stock Market Crash/Great Depression/New Deal** Good teacher reference, these lectures deal with the crash, Depression and New Deal. I II
FDR inaugural address, declaring war on the Great Depression	**Depression glossary**	WPA art projects
Great Depression/New Deal A Depression website run out of Teachers' College and funded by the NEH. Lots of varied information: photos, plans, student work, sources	**Great Depression and New Deal** created by students at Bergen County Technical Schools	List of Depression websites
Migrant Labor Link to 1998 NY Times article dealing with migrant labor.	**Learning Disabilities**	**Dustbowl** PBS American Experience site on the Dustbowl, includes a teacher's guide.
	Learning Disabilities Links, resources, personal testimonials, has a great piece titled "The Disorganized Student" which is great for teaching writing and study organization.	

Appendix B

Rubric for Placement into the CUNY Language Immersion Program

CAT Writing	Compass Reading	CLIP ESSAY	Michigan	Levels in CLIP	Progress in CLIP Weak/average/ strong	Recommended Eng/ESL placement	Progress in CLIP S	p
0-23	0-30	0-15	0-25	1a		CLIP	Weak /Average/Strong	
0-23	0-30	16-19	26-31	1b		CLIP		
24-32	31-38	20-23	32-37	2a-		ESL 015		
33-43	39-46	24-27	38-43	2a		ESL025		
33-43	46-53	28-31	44-49	2a+		ESL 025		
44-50	53-60	32-35	50-59	2B		ESL 035		
51-55	61-69	36-39	60-72	3A		091/092		
51-55	61-69	40-48	72+	3B		091/092		
48-55	80+	40-48	72+	3a/3b		English 94		
56+	70+	N/A	N/A			English 110		

<u>Appendix C</u>

CLIP Program Costs

	Fall or Spring Semester	**Summer Semester**
NYC Resident	$180	$75
Non-Resident	$450	$180
Welfare Recipients	$45	$18
SEEK or College Discovery Students	$45	$18

Note: Books and other materials are provided at no cost to the student.

Appendix D

Supplemental Tables and Graphs from CLIP Cohort Analysis

Testing and Proficiency Gains

Proficiency Gains of CLIP Students Exiting the Program								
	READING				WRITING			
	Fall 2011 Cohort (N=93)	Spring 2012 Cohort (N=28)	Summer 2012 Cohort (N=75)	Fall 2012 Cohort (N=100)	Fall 2011 Cohort (N=70)	Spring 2012 Cohort (N=27)	Summer 2012 Cohort (N=73)	Fall 2012 Cohort (N=95)
1-5 Pt Increase	7.5%	7.1%	8.0%	9.0%	11.4%	0.0%	1.4%	3.2%
6-10 Pt Increase	12.9%	14.3%	9.3%	10.0%	10.0%	14.8%	9.6%	5.3%
11-20 Pt Increase	34.4%	32.1%	22.7%	28.0%	22.9%	22.2%	23.3%	33.7%
21-30 Pt Increase	24.7%	21.4%	28.0%	22.0%	17.1%	22.2%	31.5%	26.3%
30+ Pt Increase	14.0%	25.0%	21.3%	21.0%	21.4%	37.0%	32.9%	25.3%
Decrease	4.3%	0.0%	10.7%	8.0%	5.7%	3.7%	1.4%	4.2%
No Change	2.2%	0.0%	0.0%	2.0%	11.4%	0.0%	0.0%	2.1%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Percentage of CLIP Students Who Passed the Reading and Writing Exit Tests

Chart data (Percentage):

READING:
- Fall 2011 Cohort (N=95): 7.4%
- Spring 2012 Cohort (N=30): 16.7%
- Summer 2012 Cohort (N=84): 22.6%
- Fall 2012 Cohort (N=102): 17.6%

WRITING:
- Fall 2011 Cohort (N=95): 7.4%
- Spring 2012 Cohort (N=31): 16.1%
- Summer 2012 Cohort (N=83): 16.9%
- Fall 2012 Cohort (N=100): 16.0%
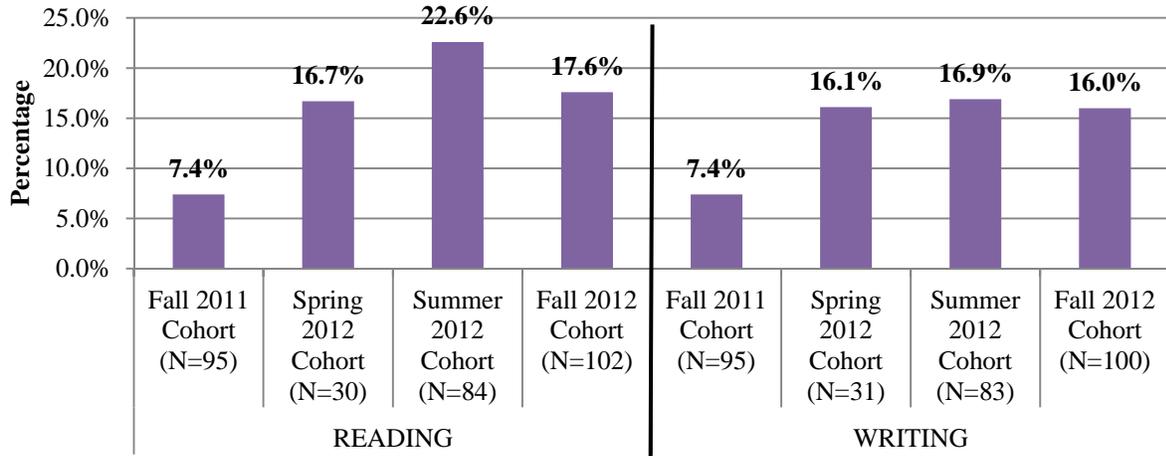
Enrollment and Retention

		Enrolled in Spring 2012		Enrolled in Fall 2012		Enrolled in Spring 2013		Enrolled in Fall 2013		Total Enrolled		Total Not Enrolled	
	N	n	%	n	%	n	%	n	%	n	%	n	%
Fall 2011 Cohort	98	82	83.7%	1	1.0%	4	4.1%	0	0.0%	87	88.8%	11	11.2%
Spring 2012 Cohort	31	n/a	n/a	23	74.2%	3	9.7%	0	0.0%	26	83.9%	5	16.1%
Summer 2012 Cohort	90	n/a	n/a	66	73.3%	7	7.8%	2	2.2%	75	83.3%	15	16.7%
Fall 2012 Cohort	103	n/a	n/a	n/a	n/a	76	73.8%	7	6.8%	83	80.6%	20	19.4%

Enrollment in Hostos of Students Exiting CLIP, by Cohort

Retention of Fall 2011 CLIP Students Who Enrolled at Hostos, by ESL Level Upon Entry and First Term of Enrollment							
First ESL Course Upon Entry	First Enrolled in Spring 2012						
	Total Enrolled	Returned Fall 2012		Returned Spring 2013		Returned Fall 2013	
	Number	Number	Percent	Number	Percent	Number	Percent
ESL 15	20	16	80.0%	12	60.0%	11	55.0%
ESL 25	16	10	62.5%	4	25.0%	1	6.3%
ESL 35	7	7	100.0%	6	85.7%	6	85.7%
ESL 81	14	12	85.7%	12	85.7%	8	57.1%
ESL 82	1	1	100.0%	1	100.0%	1	100.0%
ESL 86	8	8	100.0%	8	100.0%	8	100.0%
ESL 91	8	8	100.0%	6	75.0%	5	62.5%
ESL 92	3	3	100.0%	2	66.7%	1	33.3%
Exempt from ESL*	3	3	100.0%	3	100.0%	3	100.0%
Not Placed in ESL Course**	2	2	100.0%	2	100.0%	1	50.0%
Total	**82**	**70**	**85.4%**	**56**	**68.3%**	**45**	**54.9%**

Retention of Spring 2012 CLIP Students Who Enrolled at Hostos, by ESL Level Upon Entry and First Term of Enrollment					
First ESL Course Upon Entry	First Enrolled in Fall 2012				
	Total Enrolled	Returned Spring 2013		Returned Fall 2013	
	Number	Number	Percent	Number	Percent
ESL 15	3	2	66.7%	2	66.7%
ESL 25	2	2	100.0%	1	50.0%
ESL 35	1	1	100.0%	1	100.0%
ESL 81	1	1	100.0%	0	0.0%
ESL 82	n/a	n/a	n/a	n/a	n/a
ESL 86	2	2	100.0%	2	100.0%
ESL 91	6	5	83.3%	5	83.3%
ESL 92	1	1	100.0%	1	100.0%
Exempt from ESL*	n/a	n/a	n/a	n/a	n/a
Not Placed in ESL Course**	7	7	100.0%	7	100.0%
Total	**23**	**21**	**91.3%**	**19**	**82.6%**

Retention of Summer 2012 CLIP Students Who Enrolled at Hostos, by ESL Level Upon Entry and First Term of Enrollment					
First ESL Course Upon Entry	First Enrolled in Fall 2012				
	Total Enrolled	Returned Spring 2013		Returned Fall 2013	
	Number	Number	Percent	Number	Percent
ESL 15	7	7	100.0%	5	71.4%
ESL 25	7	4	57.1%	2	28.6%
ESL 35	8	6	75.0%	5	62.5%
ESL 81	2	2	100.0%	1	50.0%
ESL 82	5	5	100.0%	5	100.0%
ESL 86	12	12	100.0%	12	100.0%
ESL 91	7	7	100.0%	6	85.7%
ESL 92	1	1	100.0%	1	100.0%
Exempt from ESL*	7	6	85.7%	6	85.7%
Not Placed in ESL Course**	10	8	80.0%	6	60.0%
Total	**66**	**58**	**87.9%**	**49**	**74.2%**

Retention of Fall 2012 CLIP Students Who Enrolled at Hostos, by ESL Level Upon Entry and First Term of Enrollment			
First ESL Course Upon Entry	First Enrolled in Spring 2013		
	Total Enrolled	Returned Fall 2013	
	Number	Number	Percent
ESL 15	13	10	76.9%
ESL 25	9	8	88.9%
ESL 26	1	1	100.0%
ESL 35	6	4	66.7%
ESL 81	4	4	100.0%
ESL 82	6	5	83.3%
ESL 86	12	11	91.7%
ESL 91	9	8	88.9%
ESL 92	3	3	100.0%
Exempt from ESL*	7	6	85.7%
Not Placed in ESL Course**	6	5	83.3%
Total	**76**	**65**	**85.5%**

Appendix E
College Knowledge Competencies (March – April 2012)

LEVEL	COLLEGE KNOWLEDGE	COLLEGE SKILLS	CAREER EXPLORATION	EXIT WORKSHOP/OTHER
Level 1: Level 1a and 1b	**Introduction to basic vocabulary associated with college:** Students are introduced to key vocabulary such as major, credit, degree, career, job, major, research, graduation, semester, professor, workshop. **Passport to college: Level 1:** Students take a brief college Tour focusing more on the information students may need while still in the CLIP program, such as the gym, the library, the Hostos Tutoring Center (HALC), Single Stop, the theater and the Office for Students with Learning Disabilities. They really don't need the full tour until they are leaving the program. **Discussion/essay on expectations about college:** students write about, role play, draw out and discuss what is realistic/unrealistic to	Visit to a library – how to find a book. How to use the internet. How to use a dictionary. Verbal skills: skits or practice dialogues on how to ask directions, how to get help, how to ask a professor to change a grade, or help them to get a better one. Reading of Fiction and non-fiction materials; Writing : Drafting and writing essays including narratives, descriptions, summaries and other basic formats A lot of reading, writing and grammar. Study skills: how to take notes, organize a notebook, keep a calendar, organize time and how to study and plan a class project and collaborate in groups. College: How to communicate with teachers and offices about simple requests or inquiries such as making an appointment, asking for clarification or information.	Art projects and dialogs focusing or reflecting on a student's past and future education. Art projects focused on the career the student would like to have. A short paper on what a person in that field does. Papers reflecting expectations on what happens after college Careers and what entails getting one-discussion, research and writing. Interviews of people who work in the field that students are interested in. (Listening skills, speaking) or interview with a college student who is majoring in that field.	**EXIT WORKSHOP/ACTIVITY** Anyone leaving CLIP at the 1A or 1B level needs some special attention and consideration. I would recommend the following: LD EVALUATION: 1. Teacher/director must conference with student and refer them for evaluation* by a counselor for any suspected LD, or problem that is getting in the way of stronger progress. *with student consent. EXIT COLLEGE-SPECIFIC WORKSHOPS: 2. A full-day lab workshop, so that students can be talked through the process of college registration SLOWLY. 3. A special workshop on Financial Aid – that also focuses on what students can

	achieve in college, their educational history- past/present/future Products may consist of essays, interviews, mind maps or art projects. Students learn basic information and vocabulary about Financial Aid		Practice interview skills for their own job opportunities. Descriptions based on pictures of people doing a particular job. (young adult 's books exist that discuss careers, and might provide students with some basic vocabulary. We might even invest in a series of easy- English books that explore careers.)	do if the FA runs out before they finish a degree (They should be aware that this might happen and be prepared for it now.) 4. A workshop on Certificate Programs that are offered at the college, as an alternative to degree programs.

Level 2 LEVELS 2A-, 2A, 2A+	**CLIP's College Knowledge curriculum - vocabulary and activities are appropriate for this level:** Words and terms like Grade Point Average, Associate's degree, Bachelor's degree, and the different majors offered at Hostos, syllabus, curriculum, etc. Students should know what majors are offered by the college, the difference between them, and decide what they plan to major in. Explore CUNY Hostos website Major/degree search activity on the computer Students can list types of majors and degrees offered by the college Discussions or Q and A led by former CLIP students now in college about college classes and what they require. Interviews with college students majoring in the field that our students are interested in.	PowerPoint Research projects. More detailed library research. Many of the college skills in the "Ten Skills" book could be introduced at this level: -Note taking -Reading – skimming, scanning for information, finding the main idea -Study skills and time management? -Memorization techniques -Keeping an organized notebook -Preparing for tests (TEN SKILLS is actually written at a level that could be adapted for 2A- and 2A) Essay reflecting on "My History with Reading" to allow students to reflect on the progress they are making in reading skills. Students should reflect on the benefits of reading everyday. Discussions about note taking based on reading – how to find the main idea. How to tell what is important in an article and what is not. Power point presentations on either career research or theme of class – focus on research and presentation skills. Taking dictations from the	Career Exploration Website, Career Cruising, Career Zone. Students should be more specific now about what kind of job they will get with their degree, and what type of tasks they will perform on a day to day basis. Interviews with someone who works in the student's field. Independent Day assignment – possibly a visit to an office, hospital, or work environment similar to that of the student's chosen career. Essay on academic background and future plans. Discussion/ presentation on jobs in a particular field and what they entail. Career Zone website Hostos Website and	EXIT WORKSHOP: Only a Financial Aid Workshop is really needed. The rest can be covered in class.

	A class visit to "One Stop" on Walton Ave, the College Discovery Office, and Financial Aid office. More detailed tour of the college facilities with emphasis on Department Offices, Computer Labs, and things students need when taking credited courses. Financial Aid workshop. Discussion of the cost of college, credits, full time vs. part time, and how to pay for college if financial aid runs out or is denied. Teachers should make sure to tell students about the ESL sequence, and workshops that are available.	professor of an intermediate level text. A visit to the New York Public Library. Students should get a library card, and learn how to find and take out a book. A workshop with Miriam Laskin on finding internet articles. How to communicate with teachers and other formal relationships in and outside college; How to participate in a college classroom/discussion; making a statement and presenting a thesis, dissenting and disagreeing, challenging a point and offering a counter-argument; Learning to be independent learner and self-advocacy. How to negotiate (tied to grammar)	Catalog.	

LEVEL 3: Level 2B, 3A and 3B	**Exploration of degree programs offered at different CUNY school**s -Transfer credits -Special programs that allow students to continue at four year colleges -Exact requirements for specific degrees as per computer – sequence of actual classes needed to complete a major. **Changing majors how and when to do it:** Actual visits to (and sitting in) classes around the college. Exploration of an actual college class course outline and why it's important College tour similar to Level 2, but with more emphasis on how to find the offices of professors, department offices, and help for specific academic issues. Students should not only have a major chosen, but should also have back up plans for some of the more competitive ones such as nursing. Students should learn to	- MLA Citations - Research papers - Works Cited Pages - Parenthetical Citations - Database searching - Compare/contrast papers - Scanning for main ideas - Finding subtext Review of ALL study skills introduced at Level 2 Time Management – how to schedule your life in preparation for next semester in college. Using a calendar or daily planner. Scheduling study time. Evaluation of where time can be saved. Speed reading and speed writing – how to get it all accomplished fast Advanced note taking and outlining Taking notes on a lecture without anything written on the board -PowerPoint projects should be designed to help the lower levels with something specific, or serve some larger purpose. Advanced level workshop with CLIP Liaison Librarian of the	-Job Outlook handbook- what careers are expanding, how much can we expect to earn, what kind of jobs can you get with an Associate's degree vs. a Bachelor's degree. Meyer-Briggs type Personality test with link to suitable careers. Interviews or class discussions with people in the student's field. A research paper on the specific career. Looking at certificate programs, and alternatives to college degrees	

	access and read their E-SIMS Information screens, and test scores

Putting together an actual practice class schedule for next semester, with some of the basic classes.

Practicing the entire registration process, and learning about early registration, late registration, when you can add, drop or withdraw from college classes. | Hostos Library on database articles   OR
One of the required college workshops offered by the Hostos Library in Plagiarism, Database Searching, or Finding Articles. This will allow them to actually fulfill the workshop requirement from the English Department ahead of time.

How to find and use on line databases for research.

A visit to a library – the Hostos library or the 42nd Street library with emphasis on the microfiche/periodicals room, the census data room, and the reference library. | | |