



Promoting Excellence for All

2007 NEW JERSEY ESL PROGRAM SURVEY REPORT

**New Jersey Commission on Higher Education
August 2008**

Introduction

The State of New Jersey continues to grow as a home for thousands of immigrants from around the world. The number of foreign-born persons increased 25 percent in New Jersey from 967,000 in 1990 to 1,208,000 in 2000.¹ According to data from the 2006 American Community Survey (ACS) of the U.S. Census Bureau, only two states, New York and California, have a greater percentage of foreign-born persons than New Jersey.

The 2006 ACS data also indicated that New Jersey ranks sixth in the percentage of population age five and older who speak a language at home other than English. Based on the information available, the five counties with the highest percentage of non-native speakers between the ages of 18 and 64 who speak English not well or not at all are Hudson (18.1%), Passaic (16%), Union (9.2%), Essex (8.2%), and Bergen (5.4%). See Appendix 1. According to the New Jersey Department of Education for the 2007-2008, there were 279,366 language minority students enrolled in public K-12 schools. Of these students, approximately 22 percent (61,904) are classified as limited English proficient (LEP).

Since fall 1994, the Commission has collected data on the enrollment of and services provided to English as a Second Language (ESL) students by New Jersey postsecondary institutions. In this way, the Commission ensures that trends in postsecondary ESL education are shared across the state. To that end in fall 2007, the Commission sent a survey to all senior public institutions, community colleges, and independent institutions in the state. The survey instrument is attached as Appendix 2.

Of the 47 campuses surveyed 41 responded for an overall response rate of 87 percent. (The three campuses of Rutgers, The State University--Camden, Newark, and New Brunswick--are counted separately.) The sector response rate was as follows:

- 100% of state colleges/universities (9 of 9)
- 95% of community colleges (18 of 19)
- 80% of public research universities (4 of 5)
- 71% of independent colleges (10 of 14)

This report of the ESL survey results provides information as self-reported by participating New Jersey institutions. The respondents who provided this information ranged from ESL program directors and coordinators to institutional research staff. For the purpose of this survey, an ESL student is defined as a language minority student who is a citizen or permanent U.S. resident and is enrolled or plans to enroll in academic credit-bearing course work leading to a degree or certificate.

Fall 2007 ESL Student Enrollment

Of the 41 campuses responding to the survey, over 68 percent (28 institutions) have a distinct ESL program. These ESL programs are housed within different areas of the college. Forty-six percent (13 out of 28) responded that the program was part of the English or Foreign Languages Department; 25 percent (7 out of 28) indicated that ESL was its own department or division; and

¹ New Jersey Department of Labor, Division of Labor Market & Demographic Research, Estimates of Foreign-born Population in New Jersey: 2000

25 percent indicated association with another department, ranging from writing to linguistics to liberal arts. Of the institutions that responded that they did not have an ESL program, four colleges indicated serving ESL students with specialized courses and/or limited support services.

Community colleges continue to serve the greatest number of ESL students, 90.3 percent. The state colleges/universities and public research universities enroll 7.3 percent of the students. Institutions in the independent sector enroll 2.5 percent of the ESL population. The majority of students (66%) attend colleges located in northern New Jersey; 19 percent in central and 15 percent in southern New Jersey.

In fall 2007, 14,699 college students were enrolled at New Jersey colleges who responded to the survey, a slight increase (4.5%) since the previous survey conducted in fall 2005 (14,064 students). Since the Commission has been collecting data, the overall number of ESL students attending New Jersey colleges and universities has increased over 61 percent, from 9,113 students in fall 1994 to 14,699 in fall 2007. See Appendix 3 for student enrollments by institution.

Distribution and Enrollments by Institutional Sector (Fall 2007)

Sector	Number of institutions serving ESL students	Number of students served	Percentage of enrolled ESL students served by this sector
Community colleges	18	13,271	90.3
State colleges/universities	6	750	5.1
Research universities	2	317	2.2
Independent colleges and universities	6	361	2.5
TOTAL*	32	14,699	100.1

**Note: The four institutions without ESL programs that reported serving students are included.*

The total number of ESL undergraduate students reported was 10,994. Over 55 percent of students, whose status was provided, were enrolled as full-time, reflecting a slight increase from the 2005 survey results (53%). The program with the largest number of undergraduate students is Union County College (1,680), followed by community colleges in Hudson and Passaic (1,370 each), Bergen (1,187), Middlesex (1,051), and Camden (1,002).

The table on the next page summarizes the undergraduate enrollment by institution type for those programs that reported serving students in the fall of 2007. [Note: The table reflects information from 29 institutions comprised of 26 institutions with distinct ESL programs as well as three institutions without ESL programs who reported serving undergraduate students. Two of the institutions with ESL programs only serve continuing education students and are not include in the table.]

Program Enrollment by Institution Type (Fall 2007)

	<50	51-100	101-200	201-300	301-400	401-500	501-999	>1000	TOTAL
Community colleges	-	2	2	-	4	-	1	6	15
State colleges/ universities	4	-	1	1	-	-	-	-	6
Public research universities	1	-	1	-	-	-	-	-	2
Independent colleges and universities	6	-	-	-	-	-	-	-	6
TOTAL**	11	2	4	1	4	-	1	6	29

ESL Assessment Tools and Instruction

New Jersey colleges and universities continue to employ a variety of assessment instruments for placing second language learners. The majority of institutions use a combination of standardized tests in conjunction with oral interviews and written essays. The most common commercial test used is Accuplacer, followed by CELT, Compass, and Michigan Test. A summary of the responses from the institutions is included as Appendix 4.

The survey respondents also reported data about the personnel providing instruction for ESL students. Similar to the last survey, part-time and/or adjunct faculty teach the majority of ESL courses, 53.2 percent (previous survey figure was 54.4%).

Linguistic Background

Similar to previous surveys, language backgrounds were reported for over 55 percent of students enrolled. The tables below illustrate language backgrounds for student populations of 100 or more from the four most recent survey years.

2001 ESL Survey	
Language	Number of Students
Spanish	5,758
Arabic	597
Haitian/Creole	593
Polish	552
Chinese	536
Gujarati	440
Korean	412
Russian	355
Turkish	227
Portuguese	196
Hindi	149
Vietnamese	137
Japanese	135
French	127
Greek	121
Filipino	100

2003 ESL Survey	
Language	Number of Students
Spanish	4,142
Haitian/Creole	534
Polish	517
Arabic	438
Korean	369
Gujarati	313
Chinese	271
Russian	223
Portuguese	218
Turkish	197
French	186
Hindi	163
Ukranian	121

2005 ESL Survey	
Language	Number of Students
Spanish	2,899
Haitian/Creole	383
Arabic	351
Polish	306
Portuguese	243
Chinese	202
Gujarathi	132
Korean	131
Russian	113
Turkish	112

2007 ESL Survey	
Language	Number of Students
Spanish	3,513
Arabic	687
Polish	550
Korean	411
Haitian/Creole	347
Chinese	307
Gujarathi	266
Portuguese	263
Russian	215
Turkish	133
Filipino (Tagalog)	124
Hindu	123
Vietnamese	113

Survey results indicated that 90 different languages were represented by ESL students enrolled at New Jersey institutions for fall 2007; this number represents a minor increase from the previous survey figure of 88 but an overall increase of 39 languages since 1994.

Demand and Services Offered

For those institutions that responded to the question about demand for ESL courses, 54.5 percent anticipated demand to remain even. Eight institutions (24.2%) expected demand to steadily increase while two institutions (6.1%) responded that demand would rapidly increase. Four institutions (12.1%) could not discern any trend or noted that the trend was unknown. One institution each noted that demand was steadily or rapidly decreasing. Of the 29 institutions that responded to the question about the institution offering sufficient classes to meet current demand; 93 percent indicated yes.

The survey also included a question about the services available for ESL students. The following table displays the range of services offered and the percentage of institutions providing these services to students for the most recent two years surveyed. [Note: Only 65 percent of respondents provided information about services available.]

	FALL 2007 Percentage of institutions providing services	FALL 2005 Percentage of institutions providing services
ESL computer/multimedia lab	92.6%	89.7%
Orientation to ESL program	92.6%	73.1%
ESL professional tutoring	89.7%	89.7%
Financial aid counseling (multilingual)	89.3%	95.5%
Informal conversation groups	88.5%	69.2%
Academic advising (multilingual)	86.7%	92.0%
ESL peer tutoring	84.0%	85.2%
Personal counseling (multilingual)	82.1%	85.0%
Language lab	81.5%	72.0%
Orientation to college specifically designed for ESL students	80.0%	74.2%
ESL clubs	72.0%	68.0%
Field trips for ESL students	72.0%	61.5%
Career counseling (multilingual)	71.4%	78.3%
Special summer program(s) limited to ESL students	70.8%	65.4%

The top five services offered to second language learners were ESL computer/multimedia lab, an orientation to ESL program, ESL professional tutoring, financial aid counseling (multilingual), and informal conversation groups. Compared to the previous survey, more institutions now offer orientations to the ESL program and information conversation groups. The four services most desired by respondents were ESL clubs and field trips (tied at 28%), special summer programs limited to ESL students (25%), and multilingual career counseling (21.4%)

Summary/Implications

As noted in previous reports, New Jersey's colleges and universities, especially its community colleges, continue to provide an important point of access to higher education for students who are limited English proficient. Similar to the last survey, the community colleges that responded for fall 2007 serve over 92 percent of the total undergraduate population. [Note: one county college did not complete a survey and continuing education figures are not included.]

Colleges serving second language learners will continue to face challenges, such as the state's fiscal situation. Were additional funding available, institutions indicated a wide-ranging wishlist of what they would like to offer ranging from specially trained tutors and expanding support services such as peer mentoring to purchasing technology and providing educational resources or training for faculty and adjuncts.

The purpose of the Education of Language Minority Student (ELMS) Grant Program has been to provide start-up resources for institutions to offer new or expanded services that would help ESL students succeed. Survey results show that of the institutions with an ESL program, all but one (96.4%) were aware of the ELMS Grant Program. Of this figure, almost 82 percent had applied for grant funding. The information reported by these institutions helps to provide the Commission with valuable data about the number of second language learners and the types of services available. This information also helps to guide future Request for Proposals to ensure that projects address areas of need.

*For further information regarding this report or
the Education of Language Minority Students Grant Program,
contact Ms. Iris Duffield at the New Jersey Commission on Higher Education,
609-292-2955 or iduffield@che.state.nj.us.*

APPENDIX 1: ABILITY TO SPEAK ENGLISH (2006)

COUNTY NAME	TOTAL POPULATION: 5 to 17 years	TOTAL POPULATION: 5 to 17 who speak English not well or not at all	PERCENT OF POPULATION: 5 to 17 who speak English not well or not at all	TOTAL POPULATION: 18 to 64 years	TOTAL POPULATION: 18 to 64 who speak English not well or not at all	PERCENT OF POPULATION: 18 to 64 who speak English not well or not at all
Bergen	147,571	4,170	2.8%	540,785	29,049	5.4%
Burlington	79,124	1,122	1.4%	255,201	6,801	2.7%
Camden	102,187	2,008	2.0%	303,767	10,685	3.5%
Essex	149,081	3,817	2.6%	475,443	38,974	8.2%
Hudson	98,488	2,704	2.7%	394,288	71,239	18.1%
Mercer	62,111	158	0.3%	205,936	8,971	4.4%
Middlesex	127,356	3,811	3.0%	462,685	24,176	5.2%
Monmouth	119,936	912	0.8%	371,504	11,127	3.0%
Morris	82,243	1,255	1.5%	294,081	12,177	4.1%
Ocean	89,055	1,164	1.3%	276,808	2,642	1.0%
Passaic	90,739	2,328	2.6%	295,839	47,297	16.0%
Somerset	51,454	496	1.0%	186,529	6,657	3.6%
Union	92,607	913	1.0%	316,911	29,197	9.2%
TOTAL NJ*	1,291,952	24,858	1.9%	4,379,777	298,992	6.8%

*Source: 2006 U.S. Census Supplementary Survey. Data not available for Atlantic, Cape May, Cumberland, Gloucester, Hunterdon, Salem, Sussex, and Warren counties.

2007 NEW JERSEY ESL PROGRAM SURVEY

Please fax response to Iris Duffield, Commission on Higher Education at (609) 292-7225 or mail response to P.O. Box 542, Trenton, NJ 08625 by **Friday, December 7, 2007**. If you have any question about the survey or how to answer a particular question, please contact Ms. Duffield at (609) 292-2955 or iduffield@che.state.nj.us. *Thank you in advance for your assistance.*

Institution: _____

Survey Respondent: _____

Phone: _____

Title: _____

Fax: _____

E-mail: _____

All data requested on this survey form are for the fall 2007 semester.

1. Does your institution have a program for ESL students (definition on the last page of the survey)?

[Do not include international students.] Please use a checkmark (✓). Yes No

If YES, please check the box that best describes the administrative structure of the ESL program at your institution.

- Separate department or division
 Part of the English department
 Part of the foreign languages department
 Part of the continuing education department
 Other; please specify: _____

2. Please provide the number of ESL students by attendance status and level in fall 2007.

(Please see the last page of this survey for a definition of terms used in this question.)

Undergraduate Students

Graduate Students

Continuing Education
or Noncredit Students

	# of Students
Full-Time	
Part-Time	
Total	

	# of Students
Full-Time	
Part-Time	
Total	

	# of Students
Full-Time	
Part-Time	
Total	

3. Please indicate with a checkmark (✓) the extent to which the following services are available to your students.

	Wide	Limited	In Planning	Desired
Academic advising (multilingual)				
Career counseling (multilingual)				
Financial aid counseling (multilingual)				
Personal counseling (multilingual)				
Orientation to the college specifically designed for ESL students				
Orientation to ESL program				
Special summer program(s) limited to ESL students				
Language lab				
ESL computer/multimedia lab				
Informal conversation groups				
ESL peer tutoring				
ESL professional tutoring				
Field trips for ESL students				
ESL clubs				

4. Please provide the number of ESL students in fall 2007 by linguistic background (if “other,” please specify). If the student speaks multiple languages, please choose the **dominant** language.

*Aggregate multiple dialects into the dominant category, e.g., Spanish (includes Spain, Latin America, Central America).

*Total number of students should equal response in question #2.

	#		#		#		#
Afghani		German		Malay		Vietnamese	
Albanian		Greek		Miao (Hmong)		Yiddish	
Amharic		Gujarathi		Nepali		Unknown	
Arabic		Haitian/Creole		Norwegian			
Armenian		Hebrew		Punjabi			
Bembe		Hindi		Polish		Other:	
Bengali		Hungarian		Portuguese		Other:	
Bulgarian		Icelandic		Romanian		Other:	
Burmese		Ilocano		Russian		Other:	
Cajun		Indonesian		Serbo-Croatian		Other:	
Cambodian (Mon-Khmer)		Italian		Slovak		Other:	
Chinese		Japanese		Spanish		Other:	
Croatian		Kazakh		Swahili		Other:	
Czech		Korean		Swedish		Other:	
Danish		Kru/Ibo/Yoruba		Thai		Other:	
Dutch		Laotian		Turkish			
Farsi (Persian)		Lithuanian		Twi		TOTAL: _____ <i>Total should equal figures given in question #2.</i>	
Filipino (Tagalog)		Macedonian		Ukrainian			
French		Malayalam		Urdu			

5. Please list the tools used to assess and place incoming ESL students (e.g., Accuplacer, TWE, oral interviews).

ESL Faculty, Staff, and Administration

6. Please provide a count of the ESL program administration staff by category at your institution in fall 2007.

	# of Full-Time	# of Part-Time
ESL program administrators		
ESL program clerical staff		
ESL program nonteaching support staff (e.g., counselors, lab coordinators)		
Total		

7. Please provide the number of faculty and credits taught for the ESL program by category at your institution in fall 2007.

# of full-time faculty with full assignments to ESL instruction	
# of full-time faculty with partial assignments to ESL instruction	
# of part-time and/or adjunct faculty with any assignment to ESL instruction	
# of credits taught by full-time faculty	
# of credits taught by part-time instructors and/or adjunct faculty	
# of credits taught by graduate students	

8. What types of professional development activities would be beneficial to your faculty and adjuncts?

ESL Trends at Your Institution

9. Which of the following statements is an accurate description of general recent trends (e.g., over the last two years) in demand for ESL courses at your institution? Please check (✓) only **ONE** response.

- | | |
|--|---|
| <input type="checkbox"/> Rapidly increasing | <input type="checkbox"/> Rapidly decreasing |
| <input type="checkbox"/> Steadily increasing | <input type="checkbox"/> Steadily decreasing |
| <input type="checkbox"/> Remaining even | <input type="checkbox"/> No discernible general pattern |
| <input type="checkbox"/> Unknown | |

If unknown, please explain. _____

10. Has your institution been able to offer a sufficient number of ESL courses to meet the demand? Yes No

- If NO, please indicate how many additional course sections would need to be offered and the projected enrollment for these additional sections. _____

11. Please list up to three ESL program innovations that have been implemented at your institution since fall 2005.

(1) _____

(2) _____

(3) _____

12. Are you aware of the Education of Language Minority Students (ELMS) Grant Program? Yes No

13. Have you ever applied for a grant through the ELMS Grant Program? Yes No

14. The ELMS Grant Program also provides funds for the biennial statewide ESL conference. Please use a checkmark (✓).

- | | | |
|--|------------------------------|--|
| Have you ever attended this event? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Have any faculty or adjuncts from your institution attended the event? | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> Unknown |

15. What areas in the education of language minority students could be improved at your institution if additional grant resources were available?

16. Please use the space provided below to describe any other issues or concerns.

DEFINITIONS

ESL Student – a language minority student who is a citizen or permanent U.S. resident (**not an international student**) and is enrolled or plans to enroll in academic credit-bearing course work leading to a degree or certificate.

Full-Time –undergraduate student taking 12 or more credit hours per semester or a graduate student taking nine or more credit hours per semester.

Part-Time –undergraduate student taking fewer than 12 total credit hours per semester or a graduate student taking less than nine credit hours per semester.

Undergraduate – a student who is enrolled in a program leading to a recognized certificate, associate, or bachelor’s degree.

Graduate – a student who has earned a bachelor’s degree and is enrolled in a program for a master’s, doctorate, or professional degree.

Continuing Education/Noncredit Students – a student who is not enrolled in credit bearing courses or is enrolled as part of the continuing education program and is taking classes on a nonmatriculated basis.

APPENDIX 3: 2007 ESL STUDENTS AND INSTRUCTORS

Institutions <i>[Region: N= North, C=Central, S=South]</i>	STUDENTS									INSTRUCTORS				
	Undergraduate			Graduate			Continuing Education			GRAND TOTAL	Faculty-FT Assignment	Faculty-FT Assignment	PT Faculty/ Adjuncts	GRAND TOTAL
	FI	PI	Total	FI	PI	Total	FI	PI	Total					
Atlantic Cape Community College [S]	154	217	371	0	0	0	0	581	581	952	5	0	17	22
Bergen Community College [N]	784	403	1,187	0	0	0	0	1,215	1,215	2,402	20	8	40	68
Bloomfield College [N]	27	4	31	0	0	0	0	117	117	148	0	0	6	6
Brookdale Community College [C]	23	158	181	0	0	0	0	0	0	181	0	3	8	11
Burlington County College [S]	40	49	89	0	0	0	0	0	0	89	0	2	7	9
Camden County College* [S]	611	316	1,002	0	0	0	0	0	0	1,002	3	1	20	24
Centenary College [N]	8	0	8	2	0	2	0	5	5	15	0	0	5	5
The College of New Jersey [C]	50	0	50	3	15	18	0	0	0	68	0	0	0	0
College of St. Elizabeth [N]	0	0	0	0	0	0	0	0	0	0	0	0	0	0
County College of Morris [N]	93	276	369	0	0	0	0	0	0	369	3	1	9	13
Cumberland County College [S]	0	0	0	0	0	0	27	33	60	60	1	0	3	4
Essex County College [N]	468	92	560	0	0	0	0	275	275	835	8	1	16	25
Felician College [N]	12	1	13	0	0	0	0	106	106	119	0	1	3	4
Georgian Court College [C]	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gloucester County College [S]	0	0	0	0	0	0	0	108	108	108	0	0	6	6
Hudson County Community College [N]	1,066	304	1,370	0	0	0	0	167	167	1,537	16	0	65	81
Kean University [N]	216	23	239	0	0	0	0	0	0	239	1	3	20	24
Mercer County Community College [C]	101	283	384	0	0	0	0	311	311	695	1	1	22	24
Middlesex County College [C]	443	608	1,051	0	0	0	0	140	140	1,191	12	0	46	58
Monmouth University [C]	22	0	22	9	10	19	0	0	0	41	0	0	0	0
Montclair State University [N]	5	2	7	1	4	5	0	85	85	97	1	0	7	8
New Jersey City University** [N]	0	0	180	0	0	0	0	60	60	240	5	0	8	13
New Jersey Institute of Technology [N]	114	14	128	1	0	1	0	0	0	129	2	3	1	6
Ocean County College [C]	84	85	169	0	0	0	0	85	85	254	1	0	3	4
Passaic County Community College [N]	141	1,229	1,370	0	0	0	0	30	30	1,400	16	2	59	77
Ramapo College [N]	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Raritan Valley Community College [C]	90	249	339	0	0	0	0	0	0	339	3	0	19	22
Richard Stockton College [N]	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rider University [C]	8	0	8	0	0	0	0	0	0	8	0	0	1	1
Rowan University [S]	24	0	24	0	0	0	34	0	34	58	2	0	4	6
Rutgers University (Camden) [S]	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rutgers University (Newark) [N]	24	0	24	17	0	17	92	55	147	188	0	0	12	12
Saint Peter's College [N]	30	0	30	0	0	0	0	0	0	30	0	2	1	3
Seton Hall University [N]	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Stevens Institute of Technology [N]	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sussex County Community College [N]	17	43	60	0	0	0	0	114	114	174	0	1	7	8
Thomas Edison State College [C]	0	0	0	0	0	0	0	0	0	0	0	0	0	0
University of Medicine and Dentistry [N]	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Union County College [N]	1,233	447	1,680	0	0	0	0	0	0	1,680	32	0	40	72
Warren County Community College [N]	0	0	0	0	0	0	0	3	3	3	0	0	1	1
William Paterson University [N]	48	0	48	0	0	0	0	0	0	48	0	2	3	5
TOTALS	5,936	4,803	10,994	33	29	62	153	3,490	3,643	14,699	132	31	459	622

*Total for undergraduate students includes 75 with unknown FT/PT status. **PT/FT student status not provided, only total figure.

APPENDIX 4: ASSESSMENT TOOLS USED BY INSTITUTIONS

	Institution	Assessment tools
Community/County Colleges	Atlantic Cape Community College	Compass ESL and in-house essay test
	Bergen Community College	Accuplacer; CASAS; Marano/NYCE
	Brookdale Community College	Michigan Test (for reading & listening). In-house essay questions and oral interview
	Burlington County College	Accuplacer ESL Reading Placement Test, Accuplacer ESL Language Use Placement Test, Oral Interview, Written Essay
	Camden County College	ESL Accuplacer
	County College of Morris	Accuplacer - LOEP
	Cumberland County College	COMPASS-ESL Computerized assessment, oral interviews, Accuplacer (limited)
	Essex County College	Holistic writing test - Scored by two to three faculty members, and/or oral interview. Accuplacer - Used for math.
	Gloucester County College	Best Plus, TABE
	Hudson County Community College	Accuplacer (LOEP); In-house writing assessment.
	Mercer County Community College	Accuplacer, Marano placement
	Middlesex County College	Accuplacer ESL test and oral interview.
	Ocean County College	Michigan Placement Test. In-house composition assessment. Oral interview.
	Passaic County Community College	Oral interview, grammar multiple choice (in process of developing an in-house grammar test), 30 minute essay
	Raritan Valley Community College	Accuplacer LOEP
	Sussex County Community College	CELT, Comprehensive English language test, Best Plus, Basic English skills test
Union County College	Oral interview followed by one of three in-house written placement tests (advanced, basic or native language test).	
Independent	Bloomfield College	Accuplacer LOEP, in-house essay, oral interview
	Centenary College	Global English, IELTS, Accuplacer, Oral Interview, Writing Sample
	Felician College	TOEFL and oral interview for continuing ed ESL program. Essay for English Department classes.
	Rider University	In-house placement testing
	Saint Peter's College	Accuplacer and composition review
Research	New Jersey Institute of Technology	Currently we use a combination of SAT, TOEFL, Basic Skills Test (NJ), CELT Grammar, and an In-house Essay.
	Rutgers University (Newark)	Questionnaire
Public 4-year Colleges	College of New Jersey	The data was collected through the signing up list at the academic supporting center and the office of graduate studies
	Kean University	Placement essay, Accuplacer (RESK) reading test, oral interview, first day writing sample as confirmation of placement.
	Montclair State University	Credit courses: In-house placement test for reading and writing, CELT (structure and listening sub-tests), oral interviews. Non-credit courses: In-house placement test for writing and oral interviews.
	Rowan University	In-house test assessing all language skills
	William Paterson University	Accuplacer/Accuplacer LOEP and writing sample (in-house rated).