

Program Review Report
PCC
English for Speakers of Other Languages
(ESOL)
February 26, 2010

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Students in ESOL Level 5 Writing, SE Center, Winter 2010

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Executive Summary

Highlights of the Program Review Report for English for Speakers of Other Languages (ESOL)

Background: In 2006, the former ESL and ENNL departments merged to form the ESOL department, which has a seamless sequence of classes from Level 1 to Level 8. Levels 1-3 are Basic ESOL. Levels 4 and 5 are Transitional ESOL. Levels 6-8 are Academic ESOL.

Merger Highlights:

- ✓ Before the ESL/ENNL merger, only 12% of students who completed the fourth level of ESL continued on to ENNL. With the new seamless ESOL curriculum, 63% of ESOL Level 4 students enrolled in Spring Term 2007 had advanced to a Level 5 or higher class by Fall Term 2008.
- ✓ More students are moving from ESOL into regular college classes, and more of these students are succeeding in college classes.

Faculty:

- ✓ Most have Masters Degrees in Teaching English to Speakers of Other Languages (TESOL) or Masters Degrees in related areas and advanced TESOL training.
- ✓ We have often lived and worked in countries other than the U.S and speak a second language fluently or were English language learners ourselves.
- ✓ In the winter of 2010, full-time ESOL faculty are teaching 19% of the class sections offered.

Students:

- ✓ During the academic year 2008-09, a total of 5,503 ESOL students (unduplicated head count) attended PCC, representing 7% of PCC's FTE.
- ✓ ESOL students at all levels come from at least 75 countries and 52 language groups.
- ✓ 50% of ESOL students come from countries where Spanish is the first language.
- ✓ 34% of ESOL students are Asian / Pacific Islanders, with the majority of these coming from Viet Nam.

- ✓ International student numbers have increased from 7% of the total ESOL population in spring of 2007 (immediately following the merger) to 10% in the fall of 2008.
- ✓ While ESOL students do not necessarily enroll sequentially every term, there is a pattern of long-term persistence.

Recommendation Summary:

- ✓ Review curriculum at Levels 3, 4, and 5 that affect critical transition junctures.
- ✓ Improve advising for Basic ESOL Level 3 students moving into Transitional ESOL Level 4.
- ✓ Increase contact hours for writing classes in Transitional ESOL (Levels 4 and 5).
- ✓ Provide more guidance for options after Transitional ESOL (Level 5).
- ✓ Increase the ratio of full-time to part-time faculty.
- ✓ Continue to gather data on students for longitudinal analysis.

Introduction

People come from all over the world to the United States, representing a wide variety of languages, cultures, educational backgrounds, and life experiences. International students come for the opportunity to be immersed in English in order to succeed in college or to get better jobs when they return home. Immigrants and refugees come with the desire to create a better life for themselves and their families. Whether they have arrived one month or twenty years ago, and whether they come from a life of comfort or a refugee camp, they arrive at community colleges such as PCC with the strong motivation to learn English in order to improve their lives. They come because they need to communicate with their children's teachers, they have employment needs, or they want to get an advanced degree in an English-only institution of higher learning, among many other reasons. The ESOL program at PCC welcomes these diverse students, accommodates their needs, and facilitates their successful learning in every way possible.

Faculty:

Instructors in the ESOL program have Masters Degrees in TESOL or Masters Degrees in related disciplines and advanced TESOL training. We come to the program with experience in teaching students with language backgrounds other than English. Many faculty members have additional expertise, such as teaching with technology or teaching literacy. Many of us have lived and worked in countries other than the U.S., and many of us speak a second language fluently or were English language learners ourselves. In a survey of department chairs conducted in the current term of Winter 2010, full-time ESOL faculty were teaching 19% of the class sections offered.

For further information about the ESOL faculty at PCC, see Appendix A.

Historical Overview of the ESOL Department and Merger:

Prior to 2006, PCC offered English classes to speakers of other languages through two distinct programs. The ESL (English as a Second Language) department offered non-credit classes targeted at beginning to intermediate learners who had a need for basic, functional English. The ENNL (English as a Non-Native Language)

department offered credit courses and focused on more advanced learners who needed an intensive language learning experience prior to entering college classes taught in English. There was very little movement upward from ESL to ENNL. It was determined that merging the two departments into one seamless entity might better accommodate learners with many different language needs while also encouraging more English language learners to continue on to advanced levels of ESOL and from there to regular college classes. After several years of planning by faculty from both programs, the merger and related curriculum changes were implemented in the fall of 2006.

Current Course Offerings:

There are eight levels of ESOL instruction. Levels 1-3 are called Basic ESOL; Levels 4 and 5 are called Transitional ESOL; and Levels 6-8 are called Academic ESOL. All of the classes at each level are offered at the Cascade, Rock Creek, and Sylvania campuses, as well as at Southeast Center. Levels 1-4 are also available at the Hillsboro Education Center (HEC). English language learners who are new to PCC take a placement test and attend an advising session designed to put them in the correct level of ESOL. Students with little or no English start at Level 1, while students with previous exposure and/or instruction may start at higher levels.

Basic ESOL classes (Levels 1 to 3) integrate the skills of listening, speaking, reading, and writing. The curriculum at these levels is designed to be delivered over the course of three terms. While some students need all three terms before moving up to the next level, many complete a level in only two terms. Course offerings at the basic levels vary from site to site. We have three-, six-, and nine-hour classes. These classes are non-credit and fees may be waived for qualifying low-income students.

Transitional ESOL classes (Levels 4 and 5) are designed to be a bridge to the higher academic levels at the advanced end of the program. Course offerings are divided into three separate four-hour classes in reading, writing and communication, for a total of 12 possible language instruction hours per week. In addition to learning more advanced English language skills, students are exposed to the expectations of being a college student in the U.S., which may be very different from their country of origin in everything from homework completion to class attendance. Students are expected to

pass each class in one term, although some students require two terms to pass. Classes at this stage may be taken for credit or non-credit, as the student wishes (however, Level 4 credit is only available to international students). Students may request a fee waiver for only one class per term.

Academic ESOL classes (Levels 6 to 8) have the cost and performance expectations typical of any comparable PCC class. Course offerings are divided into three separate five-hour classes in reading, writing and communication, for a total of 15 possible language instruction hours per week. Students who fail a class must take it again at full cost in order to pass to the next level in that skill. Students are ready for Reading and Writing 115 once they have passed Level 8 Reading and Writing and Level 7 Communication (Level 8 Communication is optional).

For additional information about ESOL course offerings, see Appendix B.

Student Demographics:

During the academic year 2008-09, an unduplicated count of 5,503 students attended the PCC ESOL program. At Levels 4 and below, students come largely from the immigrant community, and they may be permanent residents or U.S. citizens. Both before and after the merger, students whose first language is Spanish have constituted the largest group of ESOL students, followed by students from Viet Nam. Starting in Transitional and Academic ESOL, Levels 4-8, international students from many countries also enroll in the program, and in fact their numbers have increased from 14% of the total ESOL population in spring of 2007 (immediately following the merger) to 25% in the fall of 2008. Surveys conducted at Rock Creek and Sylvania in 2008 showed that ESOL students at all levels came from 75 countries and spoke 52 languages. Data collected in the terms immediately following the merger indicate that more students are progressing from the lower to the higher levels of ESOL and that more students are taking and passing regular college classes at PCC. Specific data related to this point is on page 15.

For more details about the demographics of all ESOL students and pre-/ post-merger statistics, see Appendix C.

The Program Review Process

Now, three years into the merged program, the ESOL department has the opportunity, through this Program Review, to gain a perspective on the changes that the merger has brought about. To start the Program Review process, we solicited concerns and challenges to ESOL instruction as perceived by faculty, then formed committees, and through discussion and research narrowed our list of concerns down to the following five questions:

1. How well are Level 3 students making the transition to and succeeding in Level 4, with all the changes in course content and expectations? What are the factors that affect this?
2. Are more students progressing into Level 5, breaking the old ESL-to-ENNL barrier?
3. As students move up to Level 4 and beyond, which courses do they choose, and how successful are they at completing them?
4. How has the merger affected enrollment rates?
5. Are we effective in teaching students about their options (educational or otherwise) at and above Level 5?

In order to study these issues, we looked closely at two critical exit / entrance junctures in the post-merger “seamless” ESOL class sequence. While a juncture may occur for individual students at any level, these are two points where larger numbers of students may decide either that they have achieved their English learning goals and can exit the program, or that they have additional language goals, and they enter into more advanced ESOL classes. This occurs both after the completion of Basic ESOL and at the completion of Transitional ESOL.

Juncture #1: Completion of Basic ESOL (Level 3)

Research Findings

- A self-report survey completed by 476 students in Level 3 and 4 classes in Spring and Summer Terms of 2008 showed a wide range of cultural diversity and life and work situations.
- The same survey revealed that 76% of those students had the goal of completing Level 8.
- Banner analysis of a cohort of students who completed Level 3 right after the merger indicated that some students require more time to achieve their goals as they move from Basic to Transitional ESOL.
- The merged ESOL program is increasing retention of students as they move through Transitional ESOL.

Implications

- Curriculum adjustments are needed to provide a more seamless transition through the program.

Recommendations

- Review and possibly revise relevant CCOGs.
- Improve advising and support of students at this level.

The successful completion of Level 3 is the first point where many students make the decision whether or not to continue in the ESOL program sequence. Students completing the first three integrated skill levels have acquired basic English for daily living as well as a beginning understanding of grammar. In Level 3 they also receive information about the opportunities ahead if they choose to continue studying English. At this point, some students have met their goals, and it is a logical place for them to exit the program. Others have a short-term goal of learning a little more English or a longer-term goal of continuing through all 8 levels and possibly into college. Thus, the completion of Basic ESOL at Level 3 can also be seen as an entrance point to further study.

However, “seamless” does not really describe the changes that students face in going from Level 3 to Level 4. In the first three levels, we expect students to need two to three terms per level to consolidate their skills. Attendance and homework requirements are more forgiving in order to accommodate a large number of learners with limited educational backgrounds who are also dealing with cultural challenges and

complicated lives. Starting in Level 4, students are introduced to the more academic expectations of mandatory homework, regular quizzes and tests, attendance requirements, and the expectation that they will continue to the next level after one term. Registering for subsequent terms also becomes the student's responsibility for the first time. This transition is quite challenging for some students.

In addition to the change in expectations of students, there have been changes in course content after Level 3. The increase in class hours per week and the new focus on three distinct language skills in Transitional ESOL Levels 4 and 5 is described above and also in Appendix B. More class time is given to preparing students for the choice of moving to either job training courses or to the more intensive academic focus of Academic ESOL Levels 6, 7, and 8 and regular college classes beyond that. This means that completion of Transitional ESOL represents a second important decision point for students. It is a point of exit for students who have met their personal, work, or job training goals and a point of entrance for students who wish to continue studying English for professional or academic reasons.

Research Process:

ESOL instructors administered a survey to collect self-report demographic data from students during the spring and summer terms in 2008 in order to get a snapshot of how students saw themselves personally and on a trajectory of school and personal options. We also collected quantitative data from the Banner database, with the assistance of Ron Smith and Sue Atkin from the Office of Institutional Effectiveness, in order to follow the statistical progress of a cohort of students who successfully completed Level 3 immediately after the merger.

The student survey (see Appendix D) was proctored by a number of Level 3 and 4 instructors at all of the PCC ESOL sites. It elicited demographic information as well as information about employment and learning goals that helped us understand the factors in our students' backgrounds and lives that might be affecting performance and retention.

In consultation with Institutional Effectiveness, we chose to use the Banner database to do the following:

- Identify the cohort of students who enrolled in Level 3 in spring of 2007
- Collect data for three different categories of students in this cohort, based on their grades at the end of the term
- Use quantitative data to answer questions specific to each group
- Use end-of-term data from spring of 2004 for pre-/ post-merger comparison

Research Findings: *Survey Data*

476 Level 3 and 4 Students Spring and Summer Terms, 2008	
Languages spoken	44
Countries represented	54
Stated goal of finishing 8 levels of ESOL	76%
Time in the U.S.	50% less than three years 20% nine years or more
Age range	25% under 25 years old 50 % 26 – 40 years old 25% over 40 years old
Employment	67% work 52% work 30 hrs/wk or more

Responses came from 476 students enrolled in Levels 3 or 4 in the spring and summer of 2008 at all PCC sites. 76% of the students surveyed have the stated goal of finishing Level 8 ESOL, which is a reassuring confirmation that ESOL instruction is moving in the right direction. However, it is obvious from their answers to the other survey questions that there are obstacles to their steady, consistent pursuit of academic goals. The following is a description of the reasons why their progress is not “seamless.”

Challenge: Multi-lingual and Multi-cultural Classrooms

The Level 3 / 4 students surveyed speak 44 different languages and come from 54 different countries. This variety in culture and language background inevitably affects learning. For example, many students come from mono-cultural contexts and must learn how to interact with others in a multicultural classroom. Since all instruction must be in English to accommodate this variety, translation is not an option, which may be very different from their previous English learning experiences. Language

background also affects learning. The relationship between English and a learner's first language is a factor in the difficulty of the learning task. Learners from different language groups face different challenges in learning specific aspects of English. Furthermore, students who are pre-literate in their first language typically progress more slowly than do students with strong educational backgrounds.

Challenge: Age & Employment Status

The age range of ESOL students also contributes to this learning differential. About a quarter of the total students are 25 years of age and under, while another quarter are over 40. Over half of our students have been in the US for fewer than three years, but over 20% have been here for nine years or more. These factors result in a variety of personal and family demands, as well as different learning goals, rates of progress, and persistence in moving through the sequence of ESOL classes.

Employment also has scheduling implications and affects attendance and homework completion. 67% of the surveyed students work, and 78% of these students work 30 hours a week or more. This affects when they can take classes, how many they can take at one time, and the time they have available to do homework and prepare for class.

For details of the student survey results, see Appendix E.

Research Findings: *Banner Data*

383 Students Enrolled in Level 3: Spring 2007 – Fall 2009		
Completed Level 3 & ready for Level 4	Left the course without completing	Continued in Level 3 another term
25%	13%	62%

Ron Smith, a research analyst from Institutional Effectiveness, tracked 383 students who were enrolled in Level 3 in spring of 2007 through fall of 2009. 25% of these students completed Level 3 and were ready for Level 4 courses. 62% of the students received a grade of PR (progressing), indicating that they were not ready for

Level 4. In other words, they had not yet mastered the level content, which typically takes two to three terms. Another 13% left the course at some point before the end.

Although enrollment was erratic for individuals in this cohort over the next few terms, by winter of 2009, 49% had progressed to Level 4, while another 30% had advanced to Level 5 and beyond. This shows that while students do not necessarily enroll every term, there is a pattern of long-term persistence. We can adjust our expectations about their rate of progress accordingly.

Enrollment Patterns

We also studied the enrollment patterns of the cohort of 94 students who completed Level 3 in spring of 2007. We wanted to know which Level 4 courses students enrolled in, how many courses they took, and how successful they were in these courses.

Writing was clearly the most difficult class for these 94 students moving up from Level 3 and attending Level 4 for the first time, with 45% of the cohort passing and 23% dropping out in their first term after Level 3. Reading 4 shows a success rate of 52% with a dropout rate of 18%. The success rate in Communication 4 is 78%, with a dropout rate of 11%, which indicates that it was the most accessible to these recent graduates of Level 3. On the other hand, if we look at all students in Level 4 classes in the fall of 2008 (including those who tested in and those who repeated the class, as well as those who were moving up after completing Level 3) we find a roughly similar passing rate for all three subjects, but there are still more than 30% of students who are not passing in each subject. This has implications for advising as well as for course content. Students who are choosing only one Level 4 course might adjust more easily to the demands of Level 4 by taking the Communication class first. We may also need to revise the Level 4 course content in all three subjects.

It also appears that the more classes students take at one time, the greater their success in each class. The overall success rate for students enrolled in only one class was 28%. The success rate of students enrolled in two classes was 63%. Students enrolled in all three Level 4 classes had a success rate of 93%. This seems to indicate that students who are able to take more classes have more time to study, and / or they

benefit more from the instruction in several skills at once. In other words, the classes may complement each other in a way that promotes more successful learning, but this issue needs further study.

One of the goals of the new curriculum was to enable and encourage more students to move into Level 5 and beyond. **From the spring of 2005 to the fall of 2006, before the ESL/ENNL merger, only 12% of students who completed level four of ESL continued on into ENNL within these seven terms. From the spring of 2007 to the fall of 2008, with the new seamless ESOL curriculum, 63% of ESOL Level 4 students advanced to a Level 5 or higher class.** While recognizing that the transition from Level 3 to Level 4 is difficult for many students, we can conclude that the new ESOL program is increasing the retention of students from Level 4 to Level 5.

See Appendix F for details from the Banner data.

Juncture #2: Completion of Transitional ESOL (Level 5)

Research Findings

- More students passed what we now call Level 5 Writing before the merger than immediately after.
- The percent of ESOL students who progress to Academic ESOL (Level 6 and beyond), as well as into Writing 115, is slowly increasing.
- The ESOL department does not have a concrete plan for discussing post-Transitional (Level 5) options with students.

Implications

- A period of adjustment needed right after the merger is slowly evolving to show greater student success.
- Students may not always be aware of their choices as they exit Transitional ESOL.

Recommendations

- Review and possibly increase contact hours in Transitional Writing 4 and 5.
- Improve the way we help students choose the best options after Level 5.

Students who have successfully completed Transitional ESOL are facing the increased demands of Academic ESOL (Levels 6-8). These students, as well as those who have tried and failed to complete one or more classes at Level 5, find themselves at another decision-making point. They either (1) have achieved their language-

learning goals and can exit the program; (2) need to set aside their education goals for the time being and possibly return to school in the future; or (3) plan to enter the advanced Academic Levels 6-8 of ESOL and will probably continue on to college.

In an effort to discover the effectiveness of the merger in facilitating ESOL student movement through the ESOL program and into Reading and Writing 115 classes, we tracked students who enrolled in what we now call Level 5 Writing at each campus in fall of 2005 (ENNL) and the fall of 2007 (ESOL). We found that 94% of ENNL students in the fall of 2005 passed the course (before the merger), but only 78% of ESOL students in the fall of 2007 passed the course.

One possible reason for the post-merger drop in success rate is that in ENNL, the class met for five hours a week, whereas in ESOL the contact time has been reduced to four hours, but the course content and expectations have remained the same as they were in ENNL despite the reduction in hours. An April 2009 survey of instructors who had taught both the four-hour and five-hour versions of Level 5 Writing indicates that there is unanimous endorsement for increasing the hours of instruction in the Level 5 writing class to five per week. At our Winter 2010 SAC meeting, faculty proposed a similar increase for Level 4 Writing, to five contact hours per week.

Since one of the principal stated objectives of the merger was to facilitate the movement of non-credit students into the credit classes and to increase enrollment in the credit classes, as well as to make continuing college study the goal of more students who begin their English classes at the non-credit levels, we also followed the enrollment statistics of students who enrolled in Writing 5 at each campus in the fall of 2005 (ENNL) and the fall of 2007 (ESOL). We found the following:

- ✓ 80% of Fall Term 2005 ENNL Writing 5 students moved on to Level 6 and 74% of those moved to Level 7.
- ✓ 72% of Fall Term 2007 ESOL Writing 5 students moved on to Level 6 and 77% of those moved to Level 7.
- ✓ 22% of Fall Term 2005 ENNL Writing 5 students enrolled in Writing 115
- ✓ 25% of Fall Term 2007 ESOL Writing 5 students enrolled in Writing 115

While a smaller number of Level 5 students initially moved on to Level 6, the 8% difference in the transition rate is surprisingly low. Once these students reached Level 7, the success rates are slightly higher for the ESOL group. Similarly, the rate of progression to Writing 115 is actually slightly higher under ESOL than under ENNL. This confirms that the merged ESOL program is better at helping students meet their advanced educational goals.

Finally, we wanted to analyze how well we are teaching students about their options as they face important decisions at this juncture. The current Transitional ESOL Levels 4 and 5 Reading curricula ask instructors to provide information to students about different pathways available to students after completion of Level 5. The curricula require students to set goals as an exercise.

To date, some materials have been developed and successfully used for Level 4. These are available for download from the ESOL web site. However, this aspect of the curriculum needs to be improved. Furthermore, there has been little attempt to develop such a module for Level 5. A web page was created by one ESOL instructor with some links to college resources, but this is the only known effort. Another possibility might be to incorporate such a module into the Level 5 Communication class rather than the reading class. However, these efforts do not address the need to present a variety of clear choices to students who want to pursue a non-academic track.

Program Review Recommendations

1. Review and possibly revise the CCOGs in Level 4 to improve the success rate in Level 4 classes. We can:
 - Survey instructors who have taught these courses for insights and recommendations about changes that could be made.
 - Revise Level 5 CCOGs in accordance with changes made to Level 4 CCOGs.
 - Replicate the study with a larger group of students over a longer period of time.
2. Improve advising for Basic ESOL Level 3 students before they register for Transitional ESOL Level 4, and give them more support with study skills while enrolled in Level 4.

3. Increase contact hours for Transitional ESOL Levels 4 and 5 Writing classes to five hours per week to:
 - increase the success rate of Basic ESOL students in the Transitional and Academic ESOL courses;
 - allow instructors to address the CCOGs more comprehensively;
 - allow more time for Transitional ESOL students to master skills before moving to Academic ESOL.
4. Incorporate a “pathways” module into the Level 5 Reading or Communication class. The department might be able to tap curricular funds to support goal #11 under the Study Skills section of the Level 5 Reading CCOG: “understand and explore options available after Level 5 and write individual goals and plans.” Students would have a better understanding of tuition and fees, financial aid options, ESOL and college prerequisites, and college services. They could develop a plan laying out the particular track they want to take. In addition, we could develop a resource list of contacts to come and speak to students about their various options.
5. Include information about GED in ESOL advising materials. Collaborate with ABE/GED faculty to determine and define a pathway for interested ESOL students to transition into GED classes. Focus on transition points that will maximize the chances of ESOL students being successful in the GED program.
6. Address the continued growth in the number of international students coming to PCC by familiarizing ourselves with the IEP classes that some of them take before entering our ESOL program. Collaborate with the Office of International Education to discuss what kinds of instruction and support IEP students need in order to make them as well-prepared as Basic ESOL students are to move into Transition ESOL classes.
7. Increase the ratio of full-time to part-time faculty.

Future Areas of Study

Some questions were unanswered by our research. Other questions were raised by our findings. These questions point to topics for future investigation:

1. Determine the effect of the students' L1 (native language) community on learning and retention. "Community" includes support that students get outside of PCC, the numbers of other students who share their first language and culture, and the extent to which they need to use English in their everyday lives.
2. Find out how persistence in the ESOL population compare with typical PCC students in general. Determine to what extent the solutions to increasing persistence in ESOL are the same as those indicated for the larger PCC student body.
3. Consider ways to change the way we offer courses and/or course content that would improve persistence and rate of progress. For example:
 - Work with technical/professional departments (such as with the CAS & ESOL pilot cohorts).
 - Develop an intensive English class for students with the educational background and schedule that permits more class hours and a faster pace.
 - Integrate reading and writing classes for learners with specific professional or academic learning needs.
 - If, after further analysis, we find that enrollment in two or three courses really does increase the success rate, consider whether an integrated course approach might work better for Levels 4 and 5.
4. Find out if the reduction in fee waiver options after Basic ESOL causes more students to take only one course per term in Transitional ESOL, when maybe they would rather take more courses.
5. Find out if there is a successful way to interview or follow up on students who leave the program. Attempt a longitudinal study to see how many students eventually do come back and get profiles of these students in order to serve them more effectively.
6. Include beginning literacy enrollment in future demographic and statistical studies of ESOL students.
7. Regularly update the type of tracking and data collection that we did for this Program Review, and expand it to include questions that arise in the course of regular

discussion of our program, such as at department meetings. Continue to receive data about the performance of our students as they move from level to level, with support from the Institutional Effectiveness office. Continue to analyze data in a way that will help us keep track of our students' progress and allow us to respond flexibly with our class offerings and the content of those classes.

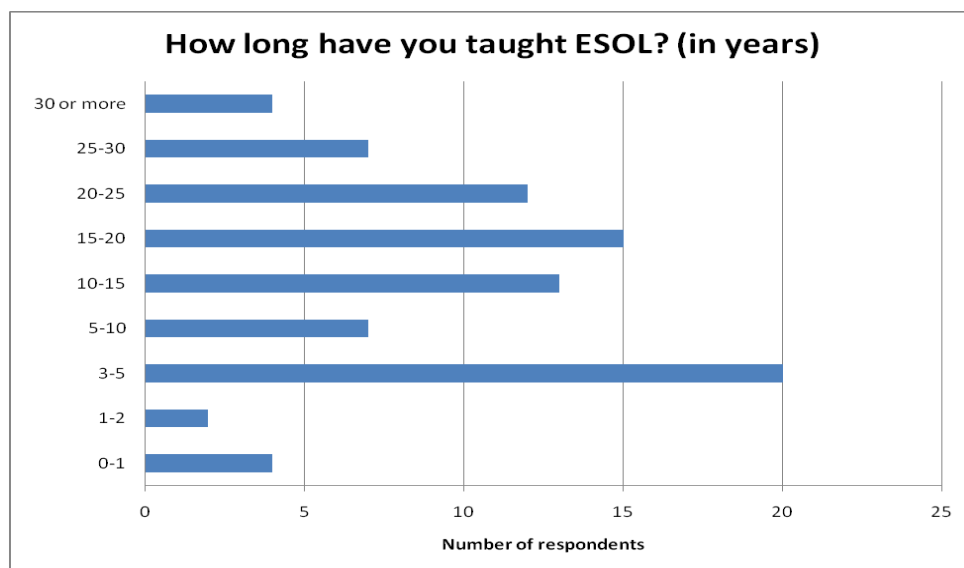
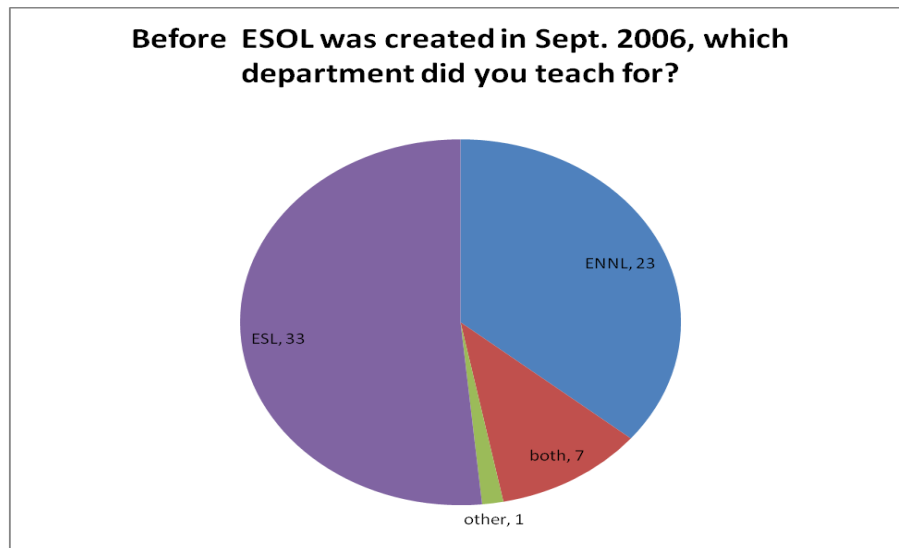
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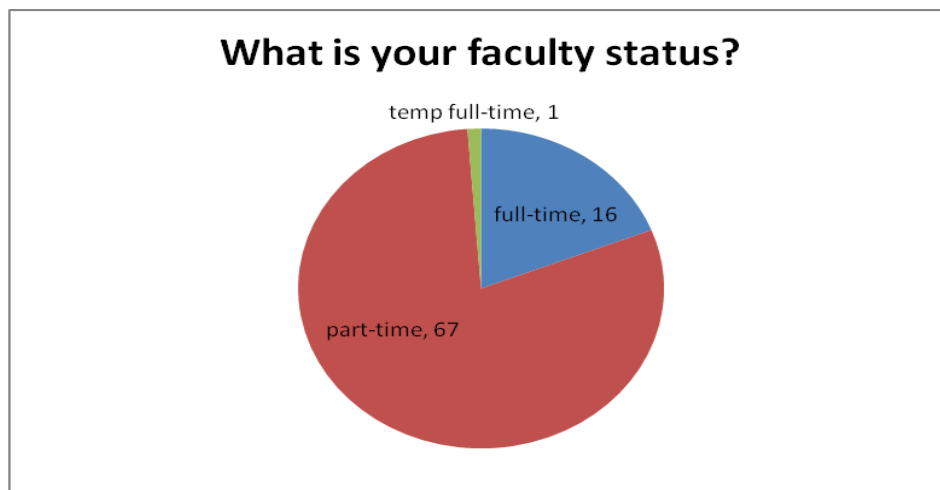
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Appendix A: Faculty Demographics

ESOL faculty are a group of active professionals who collectively have many years of ESOL teaching experience. Many teachers have been with PCC since before the 2006 merger and come from both the ESL and ENNL departments. In February 2009, we conducted a faculty survey. Out of 104 total faculty members on all campuses, 80% (81) responded. The following graphs and charts illustrate important aspects of who we are.





*Note: Of the part-time (adjunct) faculty, 52% have assignment rights.

Full-time and Part-time Faculty: Survey of Department Chairs, Winter 2010

	Total ESOL Faculty	FT Instructors	PT Instructors	Total sections taught	Sections taught by FT Instructors	Sections taught by PT Instructors
Sylvania Winter 2009	28	4 (14%)	24 (86%)	42	8 (19%)	34 (81%)
Cascade	21.75 (Average)	3.75 (17%)	18 (83%)	40 (Winter)	6 (15%) (3 9-hr classes taught by FT)	34 (85%)
Rock Creek Willow Creek HEC	35	6 (17%)	29 (83%)	64	14 (22%)	50 (78%) (Includes 3-hr CALL and 3-hr literacy[ESOL 12])
SE Center (Winter 2009)	18	2(11%)	16 (89%)	31	5 (16%)	26 (84%)
Totals	102.75	15.75 (15%)	87 (85%)	177	33 (19%)	144 (81%)

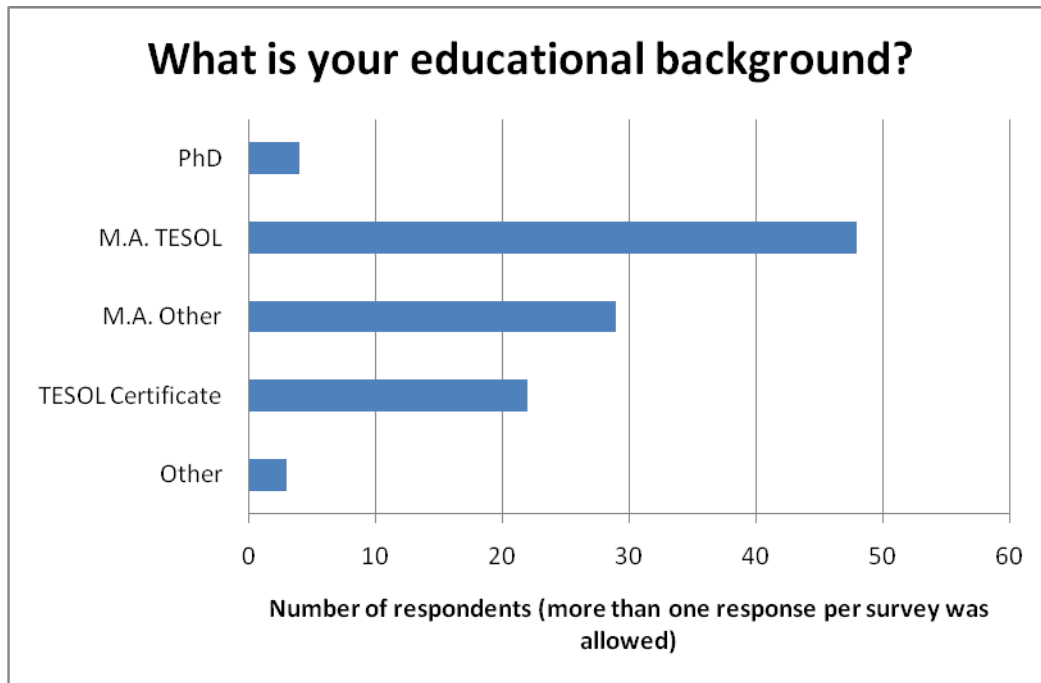
Information in the above chart was received by email from department chairs, February 2010.

In the college at large, 36% of sections are taught by FT faculty.

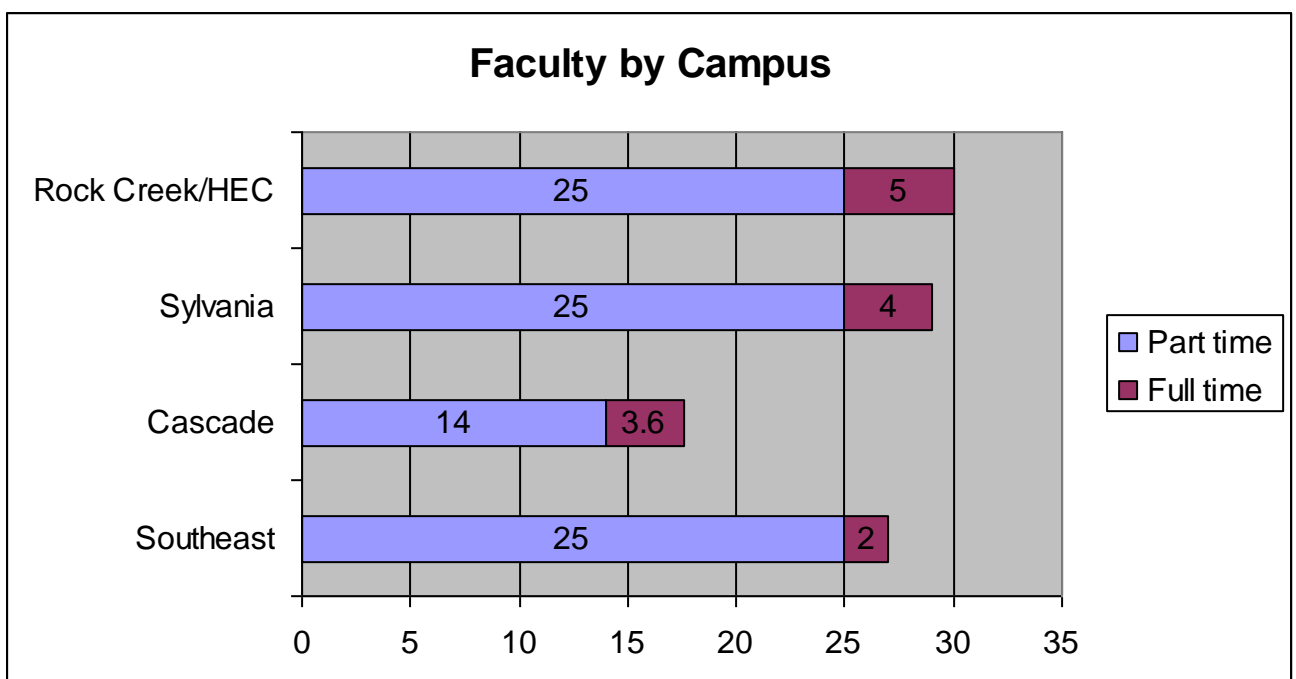
(http://www.pcc.edu/ir/Reports/faculty_ratio/FacultyRatiobySectionsTaught-2009.xls)

Faculty responding to the survey noted that an increase in full-time instructors could lead to improvement in the following areas:

- ✓ Communication with department chairs and with other instructors;
- ✓ Consistency and fairness in scheduling and class assignments;
- ✓ Consistency in pedagogical approach;
- ✓ Department chair rotation, as well as sharing of committee and other responsibility;
- ✓ Pedagogical development and mentoring;
- ✓ Service to students, who because of language and cultural barriers may need extra guidance to navigate the college system.

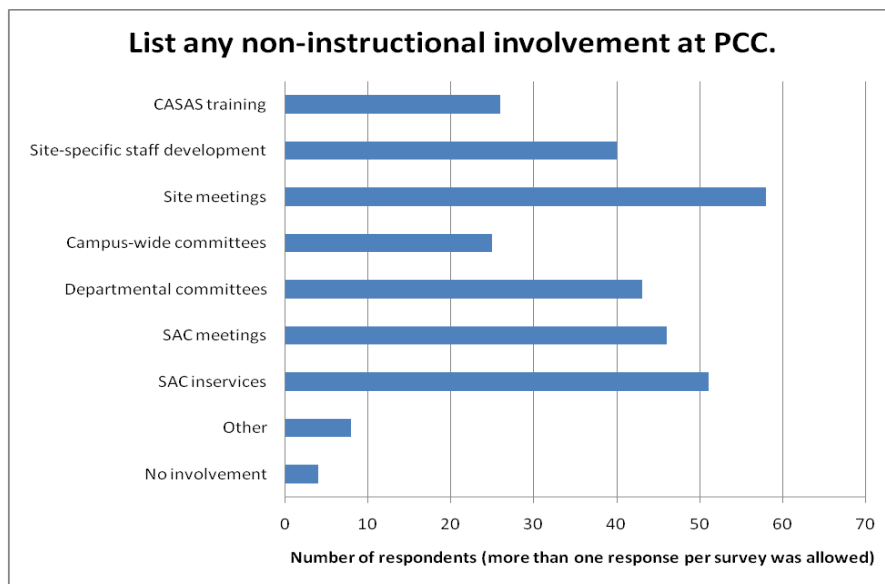
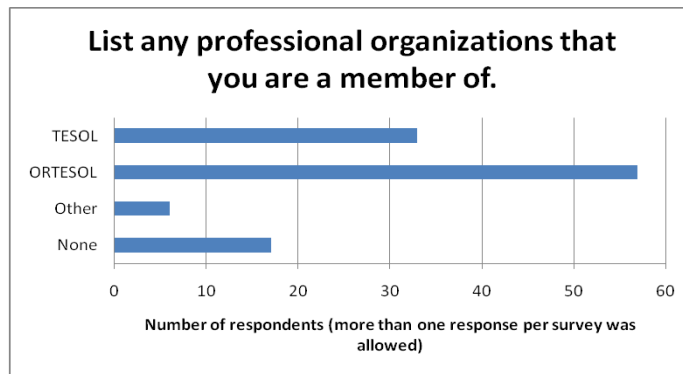


TESOL: Teaching English to Speakers of Other Languages



Staff Development and Professional Activities

The following graph shows the strong professional involvement among our faculty.



Appendix B: Course Offerings

ESOL Levels 1-3 are non-credit classes. Levels 4 and 5 can be taken either as non-credit or college credit classes. Levels 6-8 are college credit classes. Twenty-four credits of ESOL courses may be applied to the Associates Degree or the Oregon Transfer Degree. The cost of ESOL classes ranges from a moderate fee to full college tuition.

Level	Credit / Hours	Class	Class	Class	Cost
Basic ESOL for daily living					
1	Non-credit (3, 6, or 9 hours)	ESOL 10			Non-credit: \$15, \$35 or \$50 per class (includes technology fee)
2	Non-credit (3, 6, or 9 hours)	ESOL 20			
3	Non-credit (3, 6, or 9 hours)	ESOL 30			
Transitional ESOL					
4	4 hours noncredit per class (credit for international students only)	Writing 42 / 42N	Reading 40 / 40N	Communication 44 / 44N	Non-credit: \$62.50/per class (includes technology fee) Credit: \$74/credit + fees Credit for non-resident students: \$202/credit + fees
5	4 hours noncredit or optional 4 hours credit per class	Writing 152 / 152N	Reading 150 / 150N	Communication 154 / 154N	
Academic ESOL					
6	5 credits/per class	Writing 162	Reading 160	Communication 164	Credit: \$74/credit + fees Credit for non-resident students: \$202/credit + fees
7	5 credits/per class	Writing 252	Reading 250	Communication 254	
8	5 credits/per class	Writing 262	Reading 260	Communication 264	

Estimated Time to Complete the Program

Each class in Basic ESOL, Levels 1 to 3, is designed to take two to three terms to complete. Each class in Transitional ESOL, Levels 4 through 8, is designed to be

completed in one term. A student's rate of progress through the program is affected by a number of factors, such as native language, educational background, living situation, work schedule, and time available to study and practice.

Noncredit Fee Waivers

Class Fee Waivers

ESOL students in Levels 1 - 5 who cannot pay the class fee can ask their instructor for a Class Fee Waiver form. To qualify, a student must show proof of participation in Food Stamp Benefits, Oregon Health Plan, Dislocated Workers Program, or YES/MAP/TRIO programs. All class and technology fees can be waived for Level 1 - 3 students. Students who are in Level 4 or 5 can only waive the class and technology fees for one class each term. The existence and use of a fee-waiver process is a requirement for the program. This requirement comes from the fact that parts of the lower-level ESOL program are funded by federal money - the Adult Education and Family Literacy Act: Title II of the Workforce Investment Act.

Appendix C: Student Demographics and Pre- / Post-Merger Tracking

Ethnicity and Gender

ESOL students' affirmative action identification shows two major groups: Hispanic students at 50% of the student population followed by 34% Asian/Pacific Islanders. Surveys conducted at Sylvania and Rock Creek in 2008 showed students from 75 different countries, speaking 52 different languages. The gender distribution in ESOL is comparable to the rest of the college, with 58% women and 42% men.

International Students and Residents

Our population of international students has gone from 14% in the spring of 2007 to 25% in the fall of 2008, which contributes significantly to PCC's revenue.

Our student FTE is 1,404, which represents 7% of the whole college's student FTE.

Age

ESOL students represent a broad age range, from teens to senior citizens. Data from PCC's Office of Institutional Effectiveness show 28% of the total ESOL program population is between 31 and 40 years old, 21% of students are between 21 and 25 years old, and 18% are between 26 and 30 years of age. Compared to the rest of the college population, ESOL has fewer students between 18 and 20 years old and a much higher percentage of students between 31 and 40 years old.

Number of Credits Taken and Full-Time vs. Part-Time Statistics

50% of ESOL students are half-time students (6 to 11 credits) compared to 36% in the college population as a whole. About 20% of ESOL students attend full-time, while in the college population as a whole about 40% of students attend full-time. 31% of our students are part-time (6 credits or less) compared with 24% for the rest of the college.

Student Evaluation / Grades

Data comparing grade distribution between ESOL and all other credit courses shows that ESOL has a 3% student withdraw level, while all other credit classes have a 7% withdrawal rate. The rate of successful completion of courses as measured by A's and B's comparing Academic ESOL and other credit courses is about the same, 65%; however, ESOL students tend to get fewer A's and more B's and C's.

Pre- and Post-Merger ESOL Student Tracking

The data on pre- and post-merger figures shows the program's contribution to student success. In the pre-merger figures in 2005 (Table 1), 12% of a student cohort who

completed non-credit ESL courses went on to credit ENNL classes and 11% of these successfully completed their ENNL coursework.

Notes on the tables:

- Cohort: Unduplicated headcount of students enrolled in the specified course or level, for the specified term.
- Took: Of the students in the cohort, number who enrolled in at least one course at the specified level during the specified terms.
- Reg Credit: Any non-ENNL/ESOL credit class.
- Earned: Of the students in the cohort, number who received a P, or a C or better, in any class at the specified level, during any of the terms specified.

Pre-merger: Table 1

Spring 2005 ESL 0724 cohort	From Spring 2005 through Fall 2006							
	Took ENNL		Earned an A/B/C/P		Took Reg. credit		Earned an A/B/C/P	
323	40	12%	35	11%	12	4%	10	3%

Post-merger (Table 2), 63% of a comparable cohort completed Level 4 and moved on to Levels 5-8; of these, 18% successfully completed their coursework. Based on this data, we can see that the post-merger program of 2007 saw a 51% increase in students moving up to possible* credit courses. Of these, the number who successfully completed regular credit courses (outside of ESOL) more than doubled (from 3% to 7%).

Post-merger: Table 2

Spring 2007 ESOL 4 cohort	From Spring 2007 through Fall 2008							
	Took 5-8		Earned an A/B/C/P		Took Reg. credit		Earned an A/B/C/P	
309	194	63%	55	18%	28	9%	22	7%

*Since both level 4 and 5 can be taken for credit or non-credit, these results may have some errors; still, the over-all direction of student progress has clearly improved.

In Table 3, we are looking at data for the ESOL program of 2007-08. Of the 300 students who completed the ESOL program (Level 8 Writing and Reading and either Level 7 or 8 Communications), 89% went into other credit coursework at the college, and 87% of them completed those other courses successfully. These figures indicate that ESOL is providing students with excellent preparation.

ESOL Completers Transitioning to Other Credit Classes: Table 3

From Spring 2007 through Fall 2008				
Completed ESOL	Took other credit classes		Earned an A/ B/ C/ P	
300	268	89%	260	87%

*Completed ESOL : students received a C or better in Level 8 Reading, Level 8 Writing, and either Level 7 or Level 8 Communication.

Appendix D: Level 3 / 4 Student Survey Instrument

Program Review sub3 Committee, Summer 2008

Teacher name:

Levels 3 and 4: Student Survey

Campus:

Class name:

Dear Student: Please help us by answering these questions. Thanks!

1. Personal information

I am _____ years old.

My first language is _____.

I am from _____.

I am a _____ man _____ woman (check one answer)

I have lived in the United States:

___0-11 months ___1-3 years ___4-8 years ___9-15 years ___more than 16 years

2. Job information

Right now I _____ have a job _____ do NOT have a job (check one answer)

If you HAVE a job, please answer:

I have _____ 1 job _____ 2 jobs _____ 3 or more jobs (check one)

I work _____ hours a week at all of my jobs.

3. I started English classes at PCC in (circle)

Term: Spring Summer Fall Winter

Year: 2001 2002 2003 2004 2006 2007 2008 Other

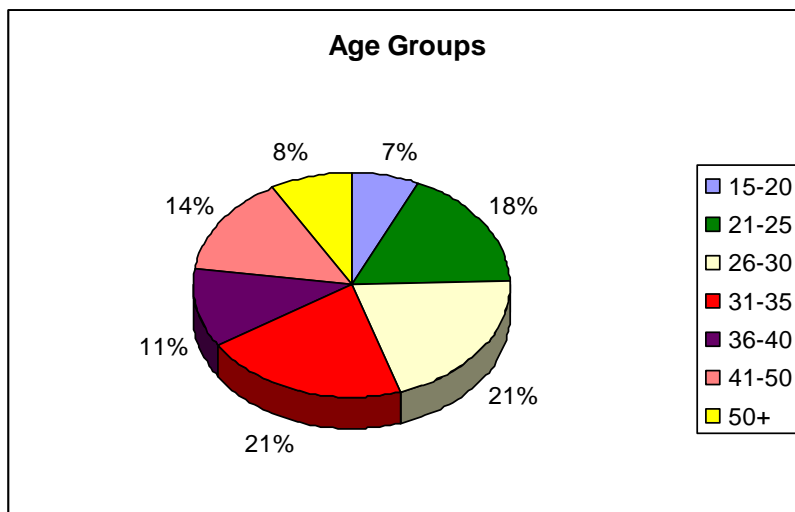
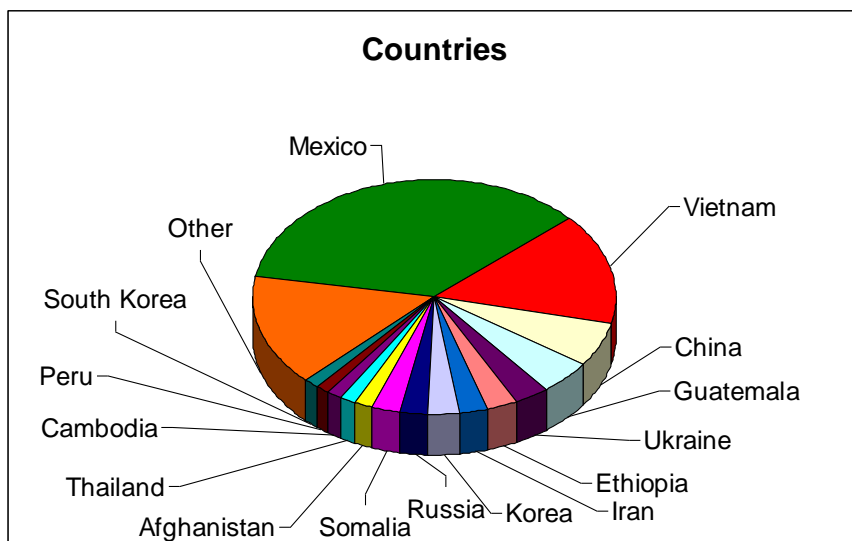
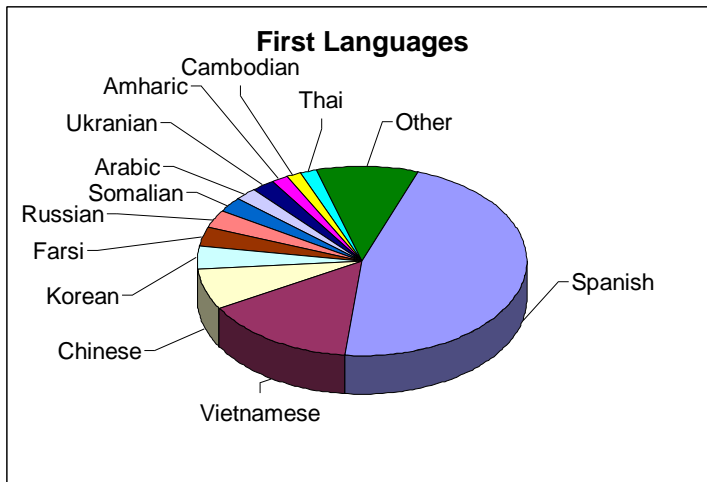
4. Right now I am in _____ Level 3

I have taken this Level 3 class: _____ 1 time _____ 2 times _____ 3 times _____ 4 or more times

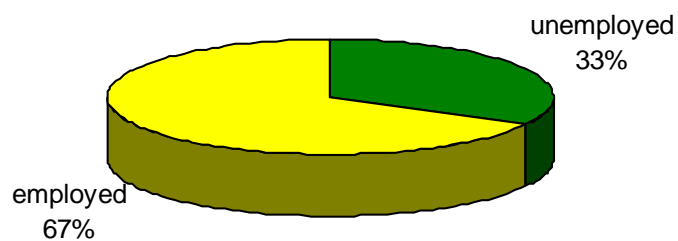
_____ Level 4 Reading _____ Level 4 Writing _____ Level 4 Communication

I have taken this Level 4 class: _____ 1 time _____ 2 times _____ 3 times _____ 4 or more times

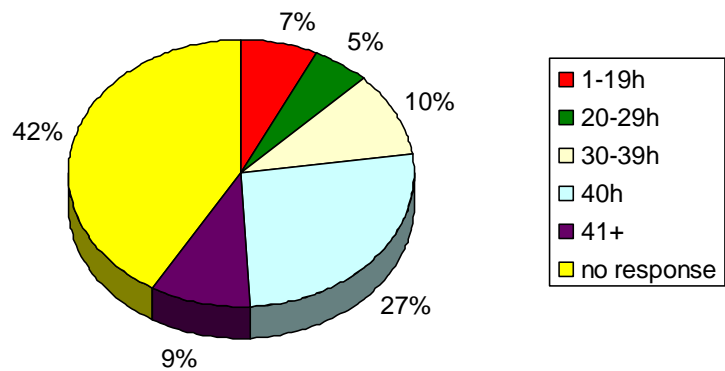
Appendix E: Level 3 / 4 Student Survey Data



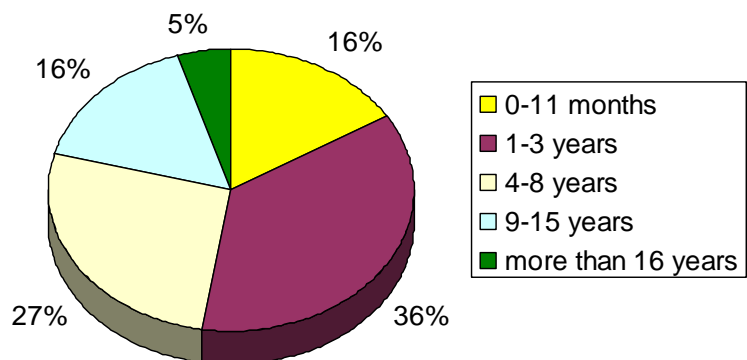
Employment Status



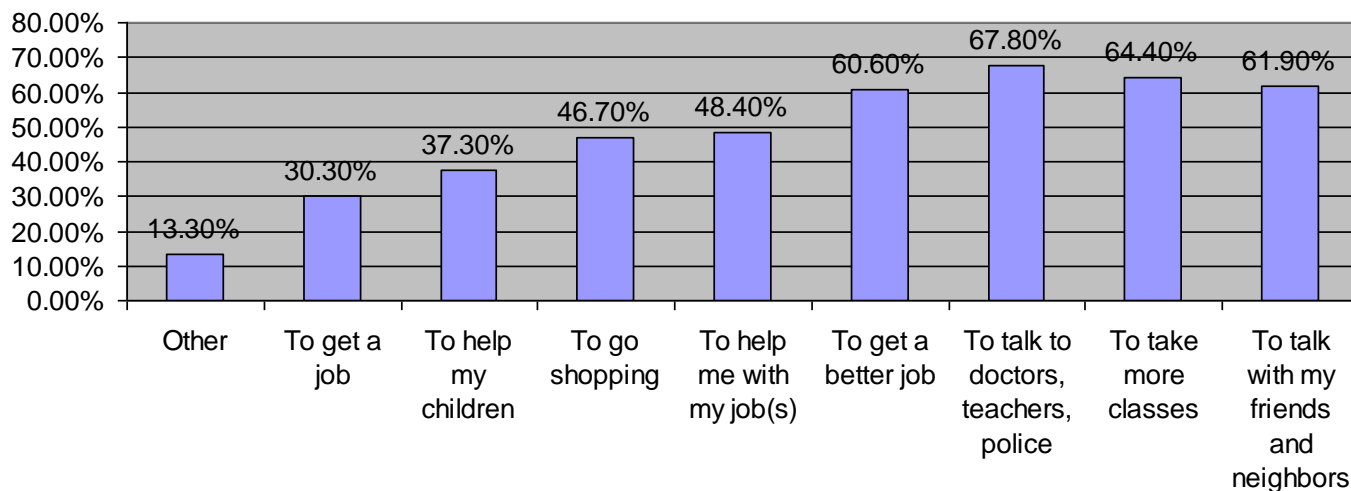
Number of Work Hours per Week



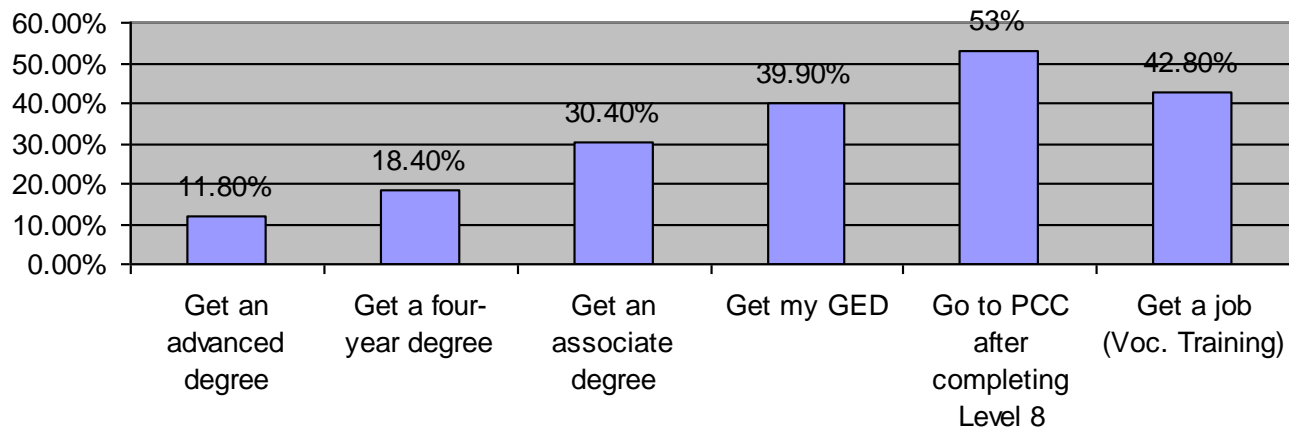
Time in the USA



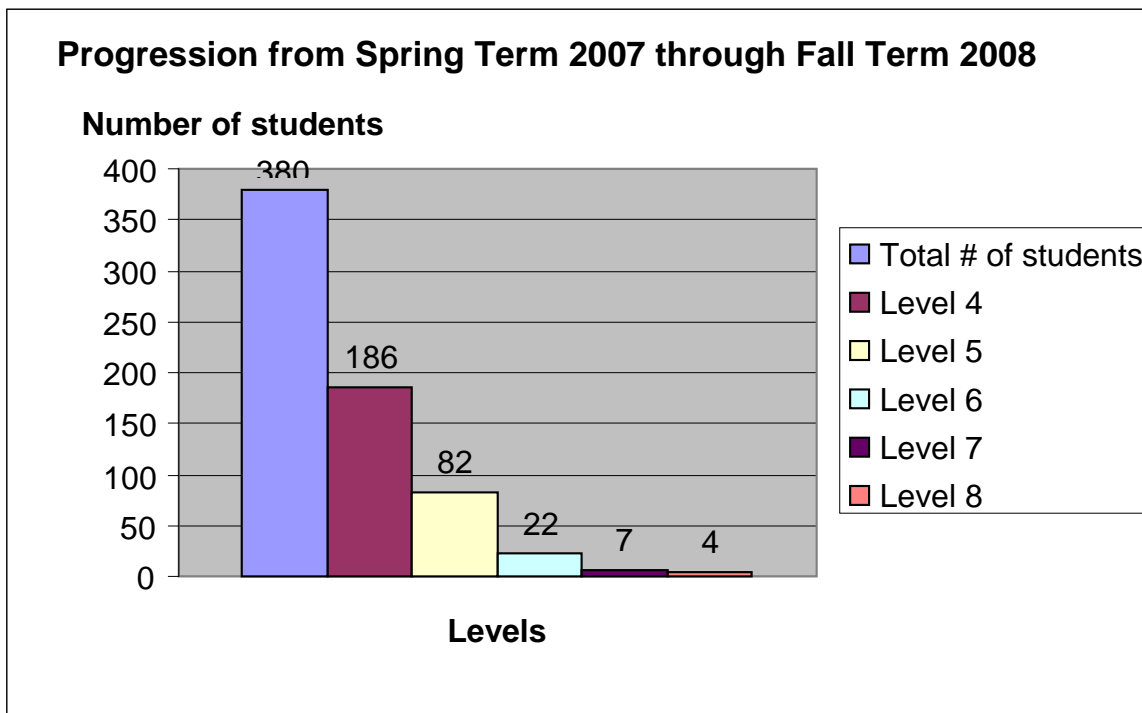
Reasons for Studying English



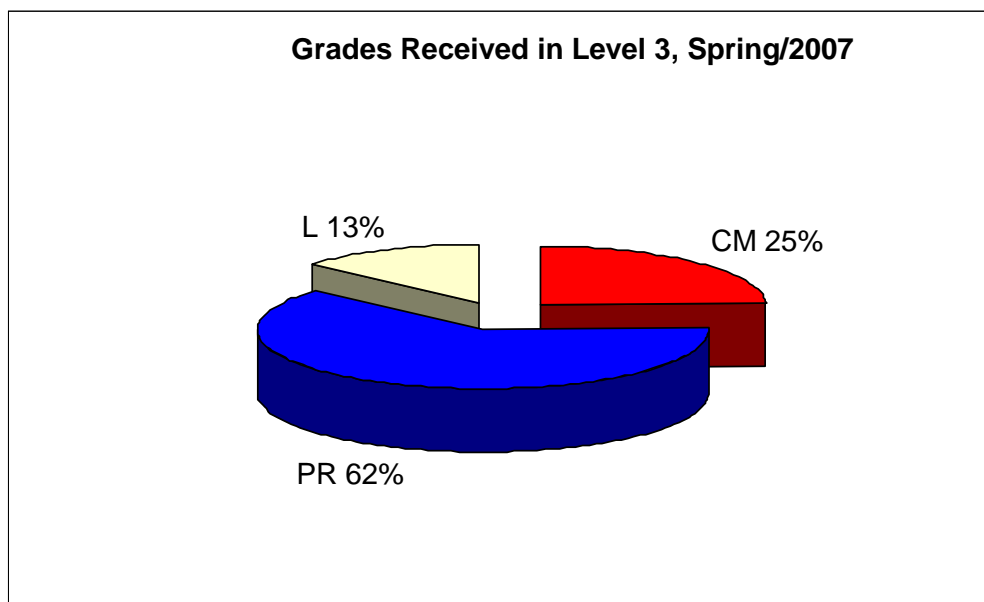
Future Plans



Appendix F: Level 3 / 4 Banner Data



Of a cohort of 383 students followed by student identification (G) number from Spring Term 2007 through Fall Term 2008, 301 (79%) of the students had continued in ESOL. 268 (71%) had moved to Transitional ESOL and 33 (9%) had advanced into Academic ESOL.



CM = Complete Mastery (pass)
 PR = Progressing (still completing the two-to-three-term sequence at this level)
 L = Left (did not return to class after attending for some time, and did not formally withdraw)