

Administrative Response to Program Review  
English for Speakers of Other Languages  
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The English for Speakers of Other Languages (ESOL) Program Review was presented in the Winter of 2010 and included a thorough review of the recent past and current status, including a reminder of the merger of the ESL and ENNL programs in 2006 and how well things have worked since then.

Thank you for your efforts to create, maintain, improve, and expand the high quality ESOL program across the district. It serves the community well and we thank you for your continued efforts to make the program something about which the college in general and you in particular can take great pride. Thank you also for your efforts to reach out to other faculties, e.g., ABE/GED, Developmental Education, and CTE faculties, as such inter-disciplinary interaction can only benefit students exploring multiple paths and educational goals. The number of ABE/GED and Developmental Education instructors present at the Program Review presentation provides solid evidence of the ESOL faculty's willingness to collaborate with other programs.

In response to your Recommendations, we make the following *comments and observations*.

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. *Whether or not a survey leads to changes, the survey itself will be informative and much appreciated.*

- Revise Level 5 CCOGs in accordance with changes made to Level 4 CCOGs. *Thank you for keeping the curriculum aligned.*
  - Replicate the study with a larger group of students over a longer period of time. *Please continue to work with Institutional Effectiveness on such studies, and keep the administration posted on what you learn.*
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. *Excellent idea. Please inform your campus Division Dean and Dean of Instruction about needed resources.*
  3. Increase contact hours for Transitional ESOL Levels 4 and 5 Writing classes to five hours per week to: *We have concern that the change proposed will increase tuition costs for students and instructional costs for the college. We do not support increasing contact hours for Level 4 and 5 Writing classes.*
    - 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. *Please contact the Career Guidance faculty about CG*

*courses already in place that may provide students with the material you are considering.*

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. *Excellent plan and very much supported. Consider how students transitioning from ESOL to ABE/GED, e.g., after Level 5, might provide another pathway for ESOL students.*
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. *Consider investigating how IEP students compare in terms of persistence and success when moving into ESOL courses. Work with IEP staff to integrate, where possible, IEP students into ESOL courses, possibly supported with extra tutoring by IEP staff.*
7. Increase the ratio of full-time to part-time faculty. *Staffing needs to be looked at district-wide, not just at the campus level. Because of the history of district-wide collaboration on combining ESL and ENNL and subsequently setting campus ESOL budgets, we suggest that you consider the priority location for adding positions followed by discussions with your ESOL Division Deans on new initiative requests.*

In response to your Future Areas of Study, which we very much appreciate receiving, we make the following *comments and observations*.

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. *Please consider what is available in the professional literature about this. For example, are there recent studies addressing these concerns?*
2. Find out how persistence in the ESOL population compares 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. *In addition to comparison to "typical" PCC students, consider comparisons to ABE/GED and Developmental Education students. The results might connect well with item 1 above.*
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). *Consider meeting with the Career & Technical Education (CTE) Chairs Council (made up of CTE FDCs). Consider how students transition from ESOL to CTE programs, e.g., after Level 5, might provide another pathway for ESOL students.*
  - Develop an intensive English class for students with the educational background and schedule that permits more class hours and a faster pace. *Since a survey of students might be needed, please consider including this in the survey mentioned above.*
  - Integrate reading and writing classes for learners with specific professional or academic learning needs. *This is a strategy to consider as an experimental course design to align with ESOL levels 1-3. Keep in mind that integrated classes with a specific career technical focus may not fill because it may be difficult to find enough students unless it is broad enough to be offered for students considering fields such as health care, the sciences, the construction trades, or sustainability/environmental programs. We encourage you to*

*consider an integrated reading and writing course. The Developmental Education SAC is also experimenting with this idea as part of a Basic Skills Coordinating Council strategy to see if students can move through developmental education faster with integrated courses.*

- 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. *Certainly.*
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. *Again, consider including this issue in the survey mentioned above.*
  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. *Consult with Institutional Effectiveness and also discuss this with the CTE Chairs Council since some CTE Chairs may have had experience with surveying students who have left a program or left school.*
  6. Include beginning literacy enrollment in future demographic and statistical studies of ESOL students. *Please work with Institutional Effectiveness on the best way to survey non-credit ESOL students. It may be more effective to conduct focus groups with this sub-group of students or re-word the questions so students understand them. Administering SENSE, CCSSE or Noel Levitz to non-credit students has not been standard practice because the reading level of the surveys questions is too high.*
  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.

*Excellent.*