

**Administrative Response to Program Review
English for Speakers of Other Languages
Prepared by Dr. Cheryl L. Scott
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On November 14, 2014, the English for Speakers of Other Languages (ESOL) SAC presented their Program Review findings to an audience of PCC administrators and others with an interest in the discipline. Both the written report and the presentation were informative and thought provoking. Your presentation provided an opportunity for engagement with those in attendance through an informative and interactive dialogue.

This Administrative Response will: A) note particular highlights of the ESOL Program and Program Review; B) provide suggestions and observations; and C) provide the administrative response to the SAC recommendations.

Noteworthy Efforts or Achievements

- The Program Review presentation was very informative and provided clarifying information about ESOL. The video “Meet Our Students!” was exceptional.
- During the recent State Peer Review, the program was recognized for its successful alignment with external standards and received many excellent comments regarding instruction and cooperation, student participation and technology. PCC’s ESOL program functions as a statewide model.
- Addition of online grammar classes since the last program review.
- All levels of ESOL are now using computers.
- Partnership with Career Pathways has expanded from RC to all campuses.
- Continuous placement testing is being offered at all campuses.
- Beginning literacy classes (elective) are being offered by Volunteer Literacy Tutoring.
- Implemented two recommendations from previous program review: Review and revise the CCOGs in Level 4 and 5 and Improve advising for basic ESOL Level 3 students.
- Clear and concise summary of assessment projects, including implementation of assessment in many sections of selected courses, development of a set of related and adaptable rubrics such that faculty can become accustomed to them and use them more easily and routinely, and mindful combination of assessments in regular assignments.
- Oral communication exit interviews and optional pronunciation courses for higher level students.
- Exceptional completion and explanation of how the College Core Outcomes are addressed in the ESOL courses. This includes the completion of the Mapping Matrix.
- High school students from some area school districts attend ESOL or non-credit classes at PCC. These students are then eligible to take credit classes and participate in several programs at PCC. Completion rates for the courses vary between programs, but is approximately 70% to 76%.

- Students in need may receive funding for tuition/fees or books from the ESOL Fund, which consists of money raised, mostly by ESOL faculty, through donations and various kinds of sales.
- Textbooks are placed on reserve at the college libraries.
- Language labs are available to students at the campuses.
- ESOL faculty offer tutoring services to students.
- Fliers in multiple languages have been produced and are distributed in locations with underserved populations.
- Classes are offered during both day and evening to provide an opportunity for students to complete classes around other obligations including work and family.
- Active leadership by faculty to build a strong and successful ESOL student club at the campuses.
- Faculty are actively engaged in professional development activities including serving on the ORTESOL board, presenting at conferences and attending various trainings.
- Successful collaboration between High School Equivalency Program (HEP) and ESOL.

Suggestions and Observations

Endowed Scholarship – In the written program review, the following statement was made: “First in terms of important work we are doing toward greater retention and student success is through our ESOL fund work and our plan to establish an endowed scholarship. District-wide, we have ongoing and varied efforts to raise money from the PCC and wider community for students who need financial support with classes and books.” We applaud your intent to establish an endowed scholarship for your students. Please work with the College Advancement Office to continue to explore the mechanism to make this a reality.

Career Pathways Certificate – In the written program review, reference was made to the exploration of additional Career Pathway Certificates to provide a faster route to the job market. We support the steps you are proposing in Career Pathways. After some significant experimentation and early implementation of Vocational ESL (VESL) over the last several years, we have begun to learn what works and what doesn’t. It’s now time to become much more systematic about putting a sustainable and robust VESL Career Pathways program in place across the district. We support the further exploration of these certificates and recommend that you contact Kate Kinder in Career Pathways for assistance.

Open Source Materials – In the program review presentation, reference was made to some instructors who are using Open Source packets for their students in place of textbooks. We support further exploration of how these packets can provide the teaching materials needed and provide a financial savings to the student as well as diminish the need for students at centers to obtain textbooks. We recommend that you contact Librarian Jen Klaudinyi who has expertise in this area and has organized a Steering Committee to pursue this important work. Additional information can also be found at pcc.edu/library.oer.

Collaboration with Volunteer Literacy Tutoring (VLT) – Although we have identified your work with Volunteer Literacy Tutoring as noteworthy by having volunteer tutors offer beginning literacy courses as electives, we want you to know that we have reduced the FTE workload of our VLT coordinators as part of the 4% budget reductions last biennium. Going forward and as enrollments decline, we hope that you will not offer non-credit ESOL Core courses by using volunteer tutors. If you decide to eliminate a non-credit level from your curriculum, we do not recommend using the VLT program as a way to deliver your core ESOL program to our students.

High School Student Enrollment – Another noteworthy effort is the information you shared about high school students enrolling in ESOL classes while still in high school. We encourage you to consider collaborating with the PACTEC office to determine if articulated dual credit (ESOL Core courses taught by ELL High School teachers to High School students) is feasible. Please contact Beth Molenkamp in the PACTEC office to determine feasibility.

Administrative Response to ESOL Recommendations

- 1. International Education: Integration of IEP students into Levels 1 – 3; Align IEP with ESOL; Reduce the number of OIE reserved seats in each ESOL class thus preventing large wait lists; and Release open seats earlier to allow resident students to register for classes.**

We appreciate the thoughtful observations and suggestions you have made in regards to International students and the challenges of balancing their needs with the consideration of ESOL programming and students. The concerns you raised relate to the utility of a separate program for international students who test into the lower levels of ESOL, the timing of evaluation and placement of IE students into ESOL classes, and the practices around holding seats for international students that may have a negative impact on enrollment of domestic students who need the ESOL classes. Many excellent points are raised in this set of recommendations, but the particular needs of international students need to be considered as well. Since program review was not designed to capture the perspective of the International Education program, further in-depth conversations are warranted. We request that the SAC designate a small group of faculty, including one or more department chairs, and ESOL Division Deans to meet with colleagues in International Ed, review the things that are working well for this population now, listen carefully to the issues raised by the International Ed staff, and then work out a set of concrete proposals that are mutually acceptable. Please contact Linda Blanchette, the Interim Director of International Education, so she can assist you with identifying the appropriate personnel in International Education to work with you on this recommendation. Please provide the DOIs with your recommendations by May 1, 2015.

- 2. Newberg Center: Adult Basic Skills conducts placement testing through the first week of classes as it does for lower-level ESOL students elsewhere in the district; A**

drop box or cashier be provided at Newberg Center. Right now, the only option is for students to come to Sylvania, mail an envelope, or pay online. The college payment deadlines and admissions timelines make it extremely difficult for Newberg students to pay on time; and Newberg staff be allowed to generate G numbers. Admissions forms should be processed at Newberg and G numbers generated there. Then the students can be registered in a timely fashion and pay for their classes.

Thank you for the support you have given to the ESOL students taking classes at the Newberg Center by helping those students to navigate the barriers they experience in registering for classes. In response to the issues you raised, an initial meeting was held on December 3, 2014 with Newberg Director Lynn Montoya-Quinn, Sylvania Interim Dean of Instruction Loretta Goldy, Rock Creek Division Dean Karen Sanders, and Hillsboro Program Director Jason Johnson. The goal was to explore the common issues faced by students at the Newberg and Hillsboro Centers. We will continue to explore potential resolutions to the issues you outlined in the ESOL Program Review.

- 3. Hillsboro Center: Students at Hillsboro Center are unable to pay for classes, buy books or get ID cards on site. We recommend that these services be provided by Hillsboro Center staff. Additionally, ESOL students who live west of 185th don't always get referred to Hillsboro Center before they are tested. We recommend that a better protocol be put in place for screening students at the Rock Creek Testing Center who should be referred to Hillsboro Center.**

It appears that the past practice has been to have students test into ESOL at the location where they would be taking classes. We recommend that students be able to test at the most convenient location and then be provided with the multitude of locations available to them for their actual coursework. As an example, in Washington County PCC ESOL classes can be taken at the Rock Creek Campus, the Hillsboro Center or Willow Creek Center. All testing staff should be trained to provide this information to all students. Regarding the request for students to be able to pay for classes, buy books or get ID cards on site, these options need to continue to be explored.

- 4. Advising. Sylvania and Cascade campuses have some advising services in place through Department Chairs and class visits. However, the other campuses lack these relationships. Even though students can technically seek help from any advising office, advisors are often uncomfortable helping and or ill-equipped to help our students – at least those in the lower levels. We recommend that ESOL-specific advising services be extended to both Southeast and Rock Creek campuses.**

It is our understanding that both Sylvania and Rock Creek have advisors who serve ESOL students. We realize that Cascade and Southeast Campuses do not have dedicated ESOL advisors and that ESOL students especially at the non-credit levels do not receive advising. As you know, ESOL and ABE/GED students at the non-credit levels do not pay tuition, which provides the needed general fund revenues that allow us to provide

advising services to credit PCC students. PCC recently employed a consultant to conduct an Advising Audit for the college to assist with determining an effective advising model. The results of this audit have now been received. The next step in the process is the development of an Advising Review Leadership Team (ARLT) made up of faculty advisors and administrators to determine the next steps. We recommend that no action be taken until the ARTL has had an opportunity to review the audit and provide recommendations.

5. Full-Time Positions. We recommend that the number of full-time faculty positions in ESOL be expanded.

It is difficult during this time of declining financial resources to hire additional faculty. We acknowledge that a full-time faculty position was not replaced at Cascade due to declining ESOL enrollments there. Please continue to dialog with your Division Deans regarding the need for full-time faculty. Full-time faculty positions are not only justified by ratios in the discipline, but also by the need for faculty in all disciplines across the college. At this point, it is not possible for the DOIs to commit to a new ESOL position for 2014-2015. If enrollment continues to decline and/or shift, we will need to examine current full-time faculty campus assignments based on enrollment demand and decline.

6. Professional Development Funding. We also recommend that ESOL have more access to professional development funds for ESOL faculty. We recommend that the administration increase professional development funds so that both full-time and part-time instructors can have the opportunity to travel to TESOL each year and report back to the SAC.

It is difficult during this time of declining financial resources to provide additional funding for professional development. Please continue to work with your Department Chair and Division Dean regarding potential funding sources for professional development including the Teaching Learning Centers and the Office of Professional and Organizational Development.

7. ABS Learning Standards. As the state's funding to fully implement ABS Learning Standards diminishes, it places more fiscal responsibility on individual programs to figure out ways to support professional development in this area, particularly for part-time faculty. We recommend that the administration support SAC plans to continue to expand these professional development activities for ESOL full-time and part-time faculty.

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development including the Teaching Learning Centers and the Office of Professional and Organizational Development.

- 8. Career Pathways. Another successful development within the SAC has been the expansion of the Career Pathways Program. To build on this success, the SAC plans to offer professional development opportunities for part-time faculty to meet with 1) Career Technical Education instructors for curriculum planning and assessment; 2) other ESOL and ABE instructors who are teaching the support class college-wide to talk about current curriculum, best practices, and course improvement; and 3) instructors at other community colleges to exchange ideas about teaching support classes. We are actively pursuing external funding for these initiatives. Since grants inevitably stipulate the use of new technologies in their implementation, we recommend that the administration provide instructor training for the particular software programs that the grant requires.**

Please work with both the PCC Career Pathways and Grants Office about potential grant opportunities. Regarding the need for new technology, it is important that the SAC explore what training the college could support for specialized software prior to applying for a grant.

Closing

In closing, we want to again thank the English for Speakers of Other Languages SAC for sharing the results of your program review with us. We enjoyed learning more about the discipline of ESOL, your successes and plans for the future. We look forward to supporting your on-going work on continuous program improvement.

Administrative Response submitted by Cheryl L. Scott, on behalf of the Deans of Instruction and Dean of Academic Affairs.

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