

ESOL

English for Speakers of Other Languages

Program Review

November 2014

Table of Contents

ESOL Program Overview	2
Educational Goals of ESOL.....	2
National Discipline Trends.....	3
Changes in ESOL and the Next Five Years.....	5
Response to Last Review.....	8
Outcomes and Assessment	8
ESOL Course-Level Outcomes.....	8
Addressing College Core Outcomes.....	10
Core Outcomes Mapping Matrix.....	12
Assessment of College Core Outcomes.....	12
Other Curricular Issues	18
Distance Modality.....	18
Educational Initiatives	19
Dual Credit	19
Course Evaluations	19
Significant Curricular Changes	20
Needs of Students and the Community	20
Student Demographics.....	20
Notable Changes in Instruction Due to Changes in Demographics	22
Current and Projected Demand and Enrollment Patterns.....	22
Access and Diversity.....	24
Working with Disability Services	26
Curricular Changes Based on Community Feedback	26
Composition, Qualifications and Development of Faculty	26
Quantity and Quality of the Faculty Needed to Meet the Needs of the Program	26
Instructor Qualifications	28
Professional Development Activities	28
Facilities and Support	29
Classroom and Laboratory Space and Technology	29
Library	30
Clerical, Technical, Administrative and Tutoring Support.....	30
Student Services	30
Current Patterns of Scheduling	31
Recommendations.....	32
International Education.....	32
Newberg Center.....	33
Hillsboro Center.....	33
Advising.....	34
Full-Time Positions	34
Professional Development Funding.....	35
ABS Learning Standards.....	35
Career Pathways.....	36
Conclusion.....	36

English for Speakers of Other Languages (ESOL) Program Review

ESOL Program Overview

Educational Goals of ESOL

English is without doubt the most international language of all time. While there are about 335 million native speakers of English worldwide, those who speak English as a second or additional language exceed native users by as much as four or five times (Lewis, et al; "What Percentage of the World Speaks English?"). And non-native speakers continue to increase. One avenue of growth in English language speakers is the American tradition of welcoming immigrants, refugees, and international workers and students. In fact, there are currently over 40 million immigrants in the U.S. ("A Nation of Immigrants"; Garcia). About 10 percent of Oregon's population is foreign born, and 15 percent of the state's residents do not use English at home ("New Americans in Oregon"; "Oregon Quick Facts from the U.S. Census Bureau."). According to U.S. Census data, over 40 percent of those who do not use English at home describe their ability to use the language as less than "very good" (Ryan). Thus, it should come as no surprise that a significant number of these new arrivals do not speak sufficient English to meet their daily and long term needs and goals.

Developing language skills is not only necessary for immigrants and refugees, but it is also essential to international students. They, too, often arrive with insufficient language to meet their goals. Fortunately, PCC's ESOL program provides a route to success for such international students and newcomers to the Portland area.



In the ESOL program, students whose first language is not English develop English language, American culture, and career skills in order to succeed in community, professional, and academic settings. Levels 1, 2 and 3 constitute one stage of the program, Levels 4 and 5 a second stage, and Levels 6, 7, and 8 the final stage. The first stage assists students who have no or limited English in accomplishing their educational goals of developing language for daily communication, conducting business, and functioning in roles as family and community members, workers, citizens and lifelong learners. The fourth and

fifth levels allow students to meet their goals of developing language for improved work opportunity. Students who complete this second stage also meet the prerequisites to enter various certificate programs and to continue on to the third stage of the ESOL program. The final stage of ESOL provides students with the prerequisite reading, writing, speaking, and listening skills to enter academic and higher-level career programs.

Stage 1	Stage 2	Stage 3
Level 1	Level 4	Level 6
Level 2	Level 5	Level 7
Level 3		Level 8

Figure 1. ESOL course sequence

ESOL works in cooperation with Career Pathways, Adult Basic Education, the Multicultural Academic Program, the Office of International Education, Volunteer Literacy Tutoring, and the Testing Centers in order to facilitate student success in educational goal achievement. After completing the ESOL program, students are able to pursue certificates and/or Associate, Bachelor, and higher degrees.

English is obviously foundational to success of any kind in the U.S. Thus, local adult English language learners would neither be able to meet their goals nor the 40/40/20 goals of the State of Oregon without the support of the ESOL program. The program is flexible enough to meet the language needs of students ranging from those with limited or no English to those with advanced but not quite college-ready skills. It further allows students to enter at any appropriate stage of their language development, meet a shorter-term goal, stop out for a period to work or address other life issues, and re-enter the program later to meet additional goals. This flexibility and program content facilitate life-long learning.

Because of the population we serve, ESOL is an internationalized curriculum by its very definition. Culturally competent instructors help students navigate U.S. culture and multicultural classrooms. ESOL students who advance to other PCC programs are able to provide cross-cultural insights and understanding throughout the institution.

National Discipline Trends

The ESOL program's goals and objectives (as described above) center on students developing real world usable language, cultural skills and reflective strategies that allow them to function and succeed in all areas of life. These program goals and objectives are designed with standards from international, state and institutional sources, most notably:

- TESOL (Teachers of English to Speakers of Other Languages), the international professional association;
- the state of Oregon's Department of Community Colleges and Workforce Development (national standards are delivered through the state);
- and the community college accreditation process.

To ensure compliance with these standards, ESOL instructors continually engage in professional development, annually assess PCC Core Outcomes, regularly conduct program reviews, and actively participate in accreditation reviews.

Because the program receives Title II funding, it has an additional State Peer Review every five to seven years. The State Peer Review includes an assessment tied to state standards and internally developed goals. In addition, the State Peer Review includes a weeklong program visit by a team of faculty and administrators from other community colleges in Oregon. Every facet of the program is reviewed for compliance. ESOL strives to exceed standards from all of its guiding sources and does

so with a high degree of accountability. Its successful alignment with external standards is affirmed through the most recent ABS/ESOL program review for the state. The review identified outstanding compliance in many areas. Highlights for instruction and cooperation, student participation, and technology are below (see the “Portland Community College ABS Program Review Self-Study” for details):

Instruction and Cooperation

- “The team found all staff to be committed to program quality. Faculty work together to develop CCOGs, Capstone projects, technology and tutors’ integration, and other innovative projects.”
- “...ESOL faculty work in their...subject area committees (SACs) to ensure that quality of instruction and delivery is consistent district wide. In addition, there is very good communication between campuses, and faculty are very willing to share innovative ideas and programming with their colleagues.”
- “All faculty are highly qualified with relevant degrees and experience...”
- “There is a sense of unity across the division. There is a strong sense of collaboration and teamwork.”
- “While a district-wide Adult Basic Skills (ABS) Division no longer exists administratively, the commitment to collaboration continues. Through quarterly meetings of division deans, deans and department chairs, regular ABE and ESOL SAC meetings and ongoing committees and task forces, both faculty and administrators across the district and across programs have intentionally created time and space in which communication and sharing can occur. A recent example of collaborative work is the active participation in the preparation for the State Review of over 40 ABE and ESOL instructors from across the district.”
- “Instruction was exemplary in providing quality instruction in a block format and the team saw exceptional examples of instructional methods and strategies across the division campuses and programs. The program delivers instruction at a variety of times and locations and is exemplary in maintain [sic] intensity and duration based on resources available for service delivery.”

Student Participation

- “Instructors were exceptional in involving all students in the learning process. There was a high level of student engagement in learning activities and a strong sense of community through the classrooms at all sites.”
- “ELCivics (English Literacy and Civics) curricula, OPABS (*Oregon Pathways for Adult Basic Skills*), and the implementation of strategies learned through the ABS Learning Circles and Institutes by a large number of faculty have all contributed to high levels of student engagement in the learning process.”

Technology

- “PCC is an outstanding model in integrating technology into instruction. PCC’s expertise will be used in developing professional opportunities for other colleges as the state technology advisory group moves forward with the Oregon ABS Technology plan. “

- “Integration of technology into instruction continues to be a focus ...Over the last two or three years, faculty members have been increasingly creative when using technology in teaching and learning.”

PCC ESOL not only complies with discipline trends but also functions as a statewide model, and faculty serve as leaders in organizations that create standards for Adult ESOL programs across the state. Over the years, PCC’s ESOL faculty have held positions of leadership and responsibility in the primary organizations responsible for creating and promoting standards. For example, the program has provided presidents for ORTESOL (the state affiliate of TESOL), developers and trainers for the Oregon Adult Basic Skills Learning Standards, and representatives for PCC committees such as the Educational Advisory Council and Strategic Planning Steering Committee.

Changes in ESOL and the Next Five Years

External and internal influences continue to affect ESOL goals, objectives and program structure. In particular, ESOL has been impacted by curriculum changes, by the continued incorporation of technology, and by cooperation with other programs.

Curriculum

State Standards: The Oregon Department of Community Colleges and Workforce Development created the ABS Learning Standards (with PCC faculty serving on the planning and training committees). ESOL instruction statewide is expected to incorporate the standards. As of February 2014, 58 PCC ESOL faculty members have been trained in multi-day orientation workshops and institutes in order to incorporate into instruction the Oregon Adult Basic Skills Learning Standard Frameworks. This training assures faculty are implementing these new standards across the curriculum.

PCC Core Outcomes: The SAC Assessment Committee has developed the following multi-year plan for assessing and reassessing PCC Core Outcomes. The schedule follows the assess-address-reassess model. Each year a new Core Outcome will be assessed and the Core Outcome from the previous year will be reassessed.

	<i>Assess</i>	<i>Reassess</i>
<i>2013-2014</i>	<i>Communication</i>	<i>Critical Thinking and Problem Solving</i>
<i>2014-2015</i>	<i>Community & Environmental Responsibility</i>	<i>Communication</i>
<i>2015-2016</i>	<i>Cultural Awareness</i>	<i>Community and Environmental Responsibility</i>
<i>2016-2017</i>	<i>Self-Reflection</i>	<i>Cultural Awareness</i>
<i>2017-2018</i>	<i>Critical Thinking & Problem Solving</i>	<i>Self-Reflection</i>
<i>2018-2019</i>	<i>Communication</i>	<i>Critical Thinking and Problem Solving</i>

Figure 2. Core Outcomes assessment schedule

CCOGs: Since the last program review the following CCOGs have been updated: ESOL 10, 20, 30, 40/40N, 42/42N, 59/59N, 152/152N, 153, 154/154N, 163, 164, 230, 240, 250, 251, 252, 253, 254, 260, 262, 264, and 267. In many cases, the changes made to these CCOGs result in the CCOGs being better aligned with each other, with the ABS Learning Standards, and with the PCC Core Outcomes. CCOGs will continue to be updated to ensure alignment. The following CCOGs are scheduled for update in 2014: ESOL 44/44N, 160, 154/154N, 250 and 260.

Technology

Online Classes: Online grammar classes are being offered. A Desire 2 Learn (D2L) shell for ESOL 153/153N (Grammar 1) was developed by the faculty at Sylvania, and all campuses share this shell. A shell for ESOL 163 (Grammar 2) is currently being developed at Southeast, and we anticipate being able to offer it in Spring 2015. There is interest in expanding online offerings to ESOL 253 (Grammar 3) as well.

Computer Assisted Language Learning (CALL): Since the last Program Review, one-hour CALL classes have been extended district-wide for the three lowest levels of ESOL: ESOL 10, 20, 30. As a result, all ESOL students are being exposed to computers from the lowest level to the highest level. This results in increased familiarity with computers and overall computer literacy, which is vital not only to success in school but also in society.

Cooperation

In order to facilitate efficient and successful goal achievement, ESOL has made changes in the program in cooperation with several departments: Career Pathways, the Multicultural Academic Program, the Office for International Education, the Testing Centers, and Volunteer Literacy Tutoring.

Career Pathways: The Career Pathways certificate programs have expanded from only being at Rock Creek to being offered at all campuses. These certificate programs allow ESOL students to stop out of ESOL beginning at Level 5, earn a credential that leads to employment opportunities and a degree, and possibly test into a higher level of ESOL after they complete the certificate. Currently Pathways are offered in Basic Computer Literacy, Entry Level Accounting, Retail Sales and Service, Customer Service Professional, and HVAC (Heating, Ventilating, and Air Conditioning).

Multicultural Academic Program (MAP): Beginning in Fall Term 2012, students from the PCC Prep Multicultural Academic Program have been attending ESOL classes. These young adult learners (16-20 years old) were previously enrolled in English language development classes run by MAP itself.

Office for International Education: ESOL continues to serve international students district-wide. Per information provided by the Office of International Education, 314 out of 756 international students enrolled at PCC in Spring 2014 attended ESOL classes.

Credit Type	Number of Students
Full Time	262
Part Time	6
Non-CR Only	46
Total	314

Figure 3. International students taking ESOL, Spring 2014

Campus	Credit Type	Number of Students
Cascade	Full Time	44
	Part Time	0
	Non-CR Only	46
	Total	90
Rock Creek	Full Time	67
	Part Time	1
	Non-CR Only	
	Total	68
Southeast	Full Time	27
	Part Time	1
	Non-CR Only	
	Total	28
Sylvania	Full Time	124
	Part Time	4
	Non-CR Only	
	Total	128

Figure 4. International students taking ESOL, Spring 2014, by primary campus

Testing Centers: Continuous placement testing is now offered district wide. Specifically, at Southeast Center, testing was reconfigured to become more continuous beginning Spring Term 2014.

Volunteer Literacy Tutoring: Elective beginning literacy classes (ESOL 12, ESOL 32) are now offered by Volunteer Literacy Tutoring. Students with no, limited, or inadequate reading and writing skills in their first language are at a disadvantage in learning English. Thus, lower level students are systematically assessed and encouraged to attend the literacy support classes as needed. These literacy classes help bridge skill gaps in literacy so that students increase their probability of success in ESOL and beyond.

Response to Last Review

The following changes were made in part as a response to recommendations in the last program review:

Recommendation: Review and revise the CCOGs in Level 4 and 5.

As stated earlier, ESOL 40/40N (Level 4 Reading), 42/42N (Level 4 Writing), 152/152N (Level 5 Writing), and 154/154N (Level 5 Communication) were revised to comply with state standards, to align with other CCOGs, and to facilitate greater student success.

Recommendation: 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.

Level 3 CCOGs and instruction have been revised to more successfully meet the stated goals.

GO! workshops are now being offered to learners in transitional levels (ESOL 3-5). *Gain Opportunities! Or GO!* are one-hour interactive presentations designed and delivered by ABS Specialists. These presentations provide ESOL students with resources related to their education and career goals. They were developed based on the feedback from ESOL students themselves, which emphasized their interest in learning about educational and career options in the U.S. *Go!* presentation topics selected by the instructor have included: *Successful Student, Time Management, Explore a Career, Explore a Degree, Educational Opportunities at PCC, Paying for College, and Navigate MyPCC.*

To support ESOL students in transitional levels, in 2012-2014, ABS Specialists delivered 78 workshops on the topics of interest suggested by instructors in ESOL Level 3, 4, and 5 classes across the PCC-district. A two-year summary for each campus/site showing the number of workshops and titles can be found in Appendix 2.

Outcomes and Assessment

ESOL Course-Level Outcomes

The ESOL program has been actively changing both the CCOGs and instructional methods to improve student retention and academic success in all eight levels of ESOL classes. We have incorporated Learning Assessment Committee (LAC) suggestions into all of our CCOG revisions. The following changes have been made since the last program review:

1. Having assessed students' evolving computer literacy, **we created online components for ABS Career Pathways and grammar classes.** This allows students more practice using the computer and gives them an opportunity to review material as many times as is needed. These and other components have increased computer literacy across the program and allowed for use of more online materials in all of our courses. We have decided as a SAC to expand offerings of online courses in the future to accommodate the coming generations of digital natives.
2. In final assessments of students' abilities we found students in the larger, low-level classes, often numbering as many as 32, were not receiving enough one-on-one attention. We have started using **PSU Capstone students** in Levels 1-4 to aid our instructors. Capstone students are seniors at PSU in any field who need to contribute classroom hours to complete their degrees.

Examples of how these students have assisted include providing spontaneous small-group conversation with a native speaker, one-on-one reviewing of tests or quizzes to explain errors and clarify information, and providing assistance in classroom activities for large classes. Often Capstone students have a non-native background themselves or experience abroad, which enhances instruction.

3. Through a SAC conversation, we determined that final assessment in communication classes was not sufficiently accounting for comprehensibility of the students. We are in the process of changing some of the requirements for students moving through the sequence of courses to include **more conversation assessment and pronunciation instruction**. In response to teacher concerns that students were not meeting their pronunciation goals, we **created a pronunciation course** specifically for Levels 4-5. This course addresses basic pronunciation difficulties at an early stage, allowing students to progress through the sequence of academic communication courses more successfully and exit the program more college and career-ready. Moreover, in response to a SAC meeting discussion in which instructors were encouraged to improve instruction and assessment of comprehensible speech, some instructors have added an **exit interview** for communication classes to determine abilities in pronunciation and spontaneous discussion of academic topics.

4. Another modification we have made based on broad successful assessment is **adding Community-Based Learning components in Level 7 Academic Communication** to give students a safe, controlled environment in which to practice English with native speakers and become more involved in the community. Students are provided with a real-world project-based activity that allows them to interact with native speakers in a different context than the classroom. Examples include bagging food for the Oregon Food Bank, planting trees for Friends of Trees, and working in elementary school classrooms as assistants or tutors.

5. Many of our instructors found that textbooks were not matching our CCOGS in some levels and hindering our ability to provide consistent instruction. To this end, several of us **created instructional packets for Level 6 Academic Writing, Level 8 Academic Writing, and Grammar 1 and 2**, which are now shared via Google Docs online. We have found that not only do teacher-authored materials provide accurate and affordable texts and maximize student focus and success, but also promote more accurate and consistent instruction and assessment.

6. We assessed some difficulties in **consistent writing evaluation** across the sequence. Students with a lower level of writing were often being moved through the sequence and finding it hard to succeed in the higher levels. We corrected this by creating a packet of writing samples, which is now being used to determine the quality of writing a student must be able to produce before moving on to the next level. Instructors use the samples in this packet as a guide for determining if a student is ready to move to the next level.

7. Finally, the SAC has now approved **online writing conferences** for students in Levels 7 and 8 Academic Writing to accommodate student schedules and maximize assessment success. Now students and instructors have more flexibility in conferencing, allowing for better writing instruction.

Addressing College Core Outcomes

Our program has been assessing for College Core Outcomes in our classes since their implementation. We have done assessments for each of the Outcomes in many of our courses. While we have found that some of our courses clearly address some of the Outcomes by their very nature, we have also learned valuable lessons about how some of the less obvious Outcomes are served by our classes.

Communication

Clarity in oral and written communication is at the core of all ESOL courses. At all levels, students work to improve pronunciation, listening comprehension and organizational skills for speaking assignments. Instructors use a variety of tools to assess the students' progress in these areas, including recorded pronunciations exercises, interviews with native speakers, classroom discussion, and informative speeches on researched topics. These speeches include research, a visual aid, and an outline, enabling them to be a perfect tool for measuring oral, written and reading communication. A successful speech will demonstrate effective communication in all three skills.

Community and Environmental Responsibility

Many instructors choose to focus on different aspects of Community and Environmental Responsibility in our various levels. Students are often involved in service learning and other community based projects. Many of our classes use PCC's waste reduction processes, such as the Rock Creek cafeteria's sustainability route as an instructional tool. Many of our textbooks contain lessons on global and local environmental issues, which our instructors often supplement with material directly related to our students' lives. One of the goals of the 2011 Assessment Committee was to create a formalized learning tool for Environmental Responsibility and to assess its Outcome. We came up with a speech and rubric, which our instructors now use on a regular basis in the upper levels.



Critical Thinking and Problem Solving

Critical thinking is a core part of every ESOL class and is included on the Course Outcome Guides for all ESOL classes. Some skills may allow for more emphasis on critical thinking than others. Writing assignments, for example, often allow more scope for students to demonstrate their critical thinking abilities, and critical thinking is more difficult to demonstrate at the lowest levels, when students lack the linguistic ability to fully express their ideas. However, ESOL instructors are aware that our students may not have been exposed to the type of critical thinking, which is a cornerstone of the American educational system, and continually strive to include a critical thinking component into each class. Many of our CCOGs thus contain sections on critical thinking, where skills such as analyzing and synthesizing ideas, differentiating between fact and opinion,

outlining and refuting arguments, integrating sources and citing work, avoiding bias and stereotyping, and distinguishing between relevant and irrelevant information are taught.

Cultural Awareness

Cultural awareness is a topic close to the surface of daily living for most ESOL students. While the ability to reflect on and identify differences between their original cultures and that of the U.S. varies among individuals, it is consistently reinforced throughout the ESOL curriculum. At every level, the ESOL Program emphasizes aiding students in developing an understanding of how to succeed in the culture in which they live, as well as teaching them how to respect and understand cultures of the other students in the program. The results from our assessments clearly reveal that the ESOL Program is doing an exceptional job in raising cultural awareness. Overall, these results provide strong evidence that the ESOL program is successfully helping students have a clear awareness of their own and others' cultural expectations and how to be respectful of those differences. Our textbooks and novels are strong tools in meeting this Outcome, as they usually deal with issues of cultural difference.

Professional Competence

This skill is addressed at many of our levels, starting with the early and ongoing integration of general “work” English at our lower levels. In addition, our Career Pathways courses provide instruction in English directly related to the Career Pathway they are studying. Since our last Program Review, we have developed an ESOL CCOG that is specifically for Career Pathways, and this formalized the process of providing contextualized and relevant English skills for the fields our students are training in and degrees they are pursuing. In these courses we also instruct workplace etiquette, proper professional communication, completion of job applications and other forms and many other skills that will assist our students in procuring and maintaining employment. In the lower levels, we instruct students how to complete a job application, a resume, and a cover letter and how to perform well in an interview. Upper level courses teach how to write professional emails and other correspondence. Communication levels teach students workplace-appropriate formality and diction. Assessing for Professional Competence is a challenge for many Lower Division Collegiate (LDC) departments, especially ESOL. We recognize that we are not directly teaching “competence” in any specific profession, with the exception perhaps of our Career Pathways classes.

Self-Reflection

Self-reflection is an essential part of many courses of our program. Students are invited to reflect on their beliefs, the validity and worth of beliefs of others and set goals for progress in their learning and lives. Students are encouraged to immerse themselves in the ESOL community and reflect on their roles as learners. We provide a safe space in all our classrooms for questioning and reexamining beliefs as students are brought into contact with beliefs from all over the world. Our students are exposed to a variety of multicultural texts where they are exposed to experiences that may not be similar to their own.

Core Outcomes Mapping Matrix

Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
ESOL 0761	Tutoring ESL 1	2	1	2	2	2	3
ESOL 10	Level 1 Integrated Skills	1	1	1	1	1	1
ESOL 12	Beginning Literacy	1	0	0	0	0	0
ESOL 20	Level 2 Integrated Skills	1	1	1	1	2	2
ESOL 30	Level 3 Integrated Skills	2	1	1	2	2	2
ESOL 40/40N	Level 4 Reading	2	1	2**	2	2	3
ESOL 42/42N	Level 4 Writing	2	1	2**	2*	2*	2
ESOL 44/44N	Level 4 Communication	2**	1	2**	2	2	2
ESOL 59/59N	ABS Career Pathways Support Course	3	2	3	3	3**	3
ESOL 140	American Culture/Communication	2	2	2	3**	2	2
ESOL 150/150N	Level 5 Reading	2	2	2**	2	1	2
ESOL 152/152N	Level 5 Writing	2	2	2*, 2**	2	2	2
ESOL 153/153N	Grammar 1	2	0	2**	1	2	2
ESOL 154/154N	Level 5 Communication	2**	2	2**	2	1	2
ESOL 160	Level 6 Academic Reading	2	2	2*, 2**	2	2	2
ESOL 162	Level 6 Academic Writing	2	2	2**	2	2	3
ESOL 163	Grammar 2	2	0	1	1	2	2
ESOL 164	Level 6 Academic Communication	3**	2	2**	2	2	2
ESOL 230	Advanced English	3	0	3	2	2	2
ESOL 240	American Culture/Comm 2	3**	2	3	4**	2	3
ESOL 250	Level 7 Academic Reading	2	2	3**	2	2	2
ESOL 252	Level 7 Academic Writing	3	2	3**	2	2	2
ESOL 253	Grammar 3	2	0	2	2	2	2
ESOL 254	Level 7 Academic Communication	3*, 3**	3*	3**	3	2	2
ESOL 260	Level 8 Academic Reading	2	2	3**	3*	2	3*
ESOL 262	Level 8 Academic Writing	3	2	3**	2	3	2
ESOL 264	Level 8 Academic Communication	4**	3	3**	3	2	2
ESOL 265	Level 8 Academic Communication	4**	3	3**	3	2	2
ESOL 267	Level 8 Pronunciation	3	2	2	2	2	2

Figure 6. Core Outcomes Mapping Matrix

Assessment of College Core Outcomes

We have a committee of full and part-time faculty that designs and implements assessments. The membership in this committee has been consistent over the past few years, and we feel that this

has contributed to success. Our assessments began in 2010 and have been done every year since. Our program generally has selected one or two Core Outcomes and implemented them in two different levels.

Year	Outcomes Assessed
2010	Critical Thinking and Problem Solving
2011	Communication/Community and Environmental Responsibility
2012	Self-Reflection/Cultural Awareness
2013	Professional Competence/Critical Thinking and Problem Solving (reassessment)
2014	Communication/Critical Thinking and Problem Solving (reassessment) - in process

Figure 7. Outcomes Assessed by Year

2010: Critical Thinking and Problem Solving

Design:

For this assessment exercise, instructors of Level 5 Writing courses across the district gave a short writing response assignment to their classes. The assignment was identical to one that an ESOL instructor had been using for several terms and consisted of three questions:

“What are your goals?”

“What obstacles may prevent you from reaching your goals?”

“How can you overcome these obstacles?”

These questions were thought to be appropriate for Level 5, where our emphasis is on life and workplace English skills. Even though it’s not related to any discipline and draws only on students’ life experiences for evidence, this exercise allows us to see how students identify the problem or issue to be considered and how they understand implications and consequences. We also include the ability to clearly communicate these ideas as an important part of critical thinking.

Ten classes submitted student responses to these questions. We chose 5 responses from each class at random to rate, and used the following rubric to group them into “Emerging” – showing little critical thinking; “Developing” – showing some critical thinking; and “Mastering” – showing a highly developed level of critical thought.

ESOL’s Assessment Rubric

1. Identifies goals clearly
2. Identifies obstacles that are relevant to the stated goals
3. Presents solutions which are clearly connected to stated obstacles and which are realistic or achievable
4. Communicates effectively

Results:

Overall, the majority of ESOL students demonstrated developing or mastering levels of the skills evaluated. We believe that the results of this assessment indicate that ESOL is providing assignments that model and require critical thinking skills.

LAC and Program Recommendations:

Because the results for communication were generally positive, no program or instructional changes are suggested as resulting from the assessment.

Changes Made:

In our report, we noted that the assignment was effective in assessing critical thinking in our transitional level (Level 5). However, there were language barriers that impeded its implementation; for example, the use of the conditional to hypothesize possible future outcomes of students' goals is not taught until higher levels. Keeping in mind that language, in particular grammar and vocabulary, is acquired in stages, the assessment activity was not changed.

Furthermore, it was suggested that a different form of the assignment be tried at different levels, so we reassessed this assessment in 2012-2013 to Level 6 Reading classes.

2011: Communication/ Community and Environmental Responsibility**Design:**

We evaluated students' achievement of the Core Outcomes of Communication and Community and Environmental Responsibility using the same assessment, a graded informative speech on an issue related to the environment. One of the goals of this assignment was to create a pilot of a formalized learning tool for Community and Environmental Responsibility and to assess its Outcome. As such, this one tool addressed two outcomes: Communication and Community and Environmental Responsibility. Each student was required to give this speech, and submit a written outline, and each was assessed using the same rubric. This assignment was given to eight ESOL Level 7 Communication classes across the district (about 100 students).

Data from a random selection of twenty-five graded rubrics were taken by the Assessment Committee and compiled based on how well students communicated during their speeches in terms of their hook/openings, topics and main ideas, conclusions, transitions and timing, content, eye contact/rapport, pronunciation, volume and speed, visual aids (PowerPoint), and questions and answers on a scale of 1 (absent) to 5 (excellent). The goal of this was to try and locate strengths and weaknesses of our program's fulfillment of the Communication Outcome.

Results:

The general pattern revealed that most students (20 out of 25) are achieving moderate to high success in the Communication and Community and Environmental Responsibility Outcomes at this level. Overall, the success of the ESOL program in helping students accomplish the Core Outcome of Communication is evidenced by the results of this assignment: students by the exit point are clear, organized speakers, able to plan and formulate remarks on a variety of issues.

LAC and Program Recommendations:

Because the results for Communication were generally positive, no program or instructional changes are suggested as resulting from the assessment. The LAC recommended norming the speeches by recording them for this assessment. Based on this recommendation, we repeated this assessment the following year.

Changes Made:

Following the recommendations of last year's SAC Assessment Committee as well as those of the Learning Assessment Council, we did not implement major changes to the manner in which our department teaches communication skills as a result of our work in 2010-2011. We feel that the assessments strongly demonstrated that our program is effectively meeting the Communication Outcome.

Because the Community and Environmental Responsibility Outcome is newer to our program, we felt that several changes needed to be made and several practices needed to be formalized in order to continue

progress towards successfully meeting the Core Outcome of Community and Environmental Responsibility. First, we strongly urged instructors in our SAC to keep the environmental speech as a way of measuring environmental outcomes for this level. Additionally, the lack of norming the rubrics and presenting them to the SAC limited the success of this assignment. Thus, while we have continued to use the rubric we developed for this assessment, at meetings following this assessment, we have asked teachers to use videotaped speeches to norm the rubrics as assessment tools.

Finally, we have added language to the intended outcomes sections of the CCOGs for our Academic Communication courses (Levels 6 through 8) that includes the environment as a topic that students need to be able to demonstrate comprehension of via note-taking and oral responses.

2012: Self-Reflection/Cultural Awareness

Design:

For this assessment, we chose a short piece of a memoir by Dick Gregory, entitled "Shame". This is a short story recounting two situations in which the author experiences shame. In the first, he reflects on a situation where he is made to feel shame due to his class and race. Then, later in life, he explores another where he unwittingly contributes to the shaming of another individual. The story is rich with history, racial strife, class conflict, and reflection on how one's actions affect the feelings of others—all themes that are essential to self-reflection, cultural awareness and the broader values of the ESOL program.

In order to evaluate students' levels of achievement of the Core Outcomes, students answered a set of short-answer questions about the story. A rubric was then created to classify the skills relevant to the two Outcomes as "emerging," "developing," or "mastering." The assignment was given to 120 students in 7 classes district wide. Members of the committee used the rubric to assess each set of student responses. To ensure reliability, we then normed the rubric by randomly selecting samples for each committee member to assess concurrently.

Results:

Based on the results of this study, students in Level 8 Reading, the final level of reading in our program, are for the most part demonstrating moderate to high levels of success in the Self-Reflection and Cultural Awareness Core Outcomes.

LAC and Program Recommendations:

The LAC considered this assessment a success, and gave us an award for assessment design. It was recommended that we develop our plans for changes over the next year and continue to strive to bring our students to the mastery level.

Changes made:

Our assessment for these Outcomes was deemed excellent by the Learning Assessment Council, so we have left it in place as a tool for the same level. Many other instructors have also freely adopted this assessment and similar ones. As the SAC Assessment Committee and the LAC recommended, we have continued to develop techniques to move more students to the mastery level of these Outcomes. We feel that the best way to do this is to encourage instructors at all levels to select lessons that develop Cultural Awareness and Self-Reflection, as well as take advantage of the many offerings PCC has for fostering a more culturally aware environment. These include encouraging students to attend the variety of activities offered by the Office of International Education and the Multicultural Center. We have kept the SAC informed of the necessity of continuing this work in order to remain in compliance with these Core Outcomes. We have encouraged the continuation and expansion of these lessons, as well as the sharing of successful ideas for teaching these Outcomes at each level between instructors and departments.

2013: Professional Competence

Design:

For this assessment, we designed a formal email assignment for all Level 4 Writing students to complete. In order to evaluate students' levels of achievement of this Core Outcome, the instructors submitted the handout they gave to the students and a set of printed emails from all the students in their classes. We created a rubric to classify the skills relevant Professional Competence as "emerging," "developing," or "mastering." The SAC Assessment Committee reconvened and analyzed the results individually and normed them together.

Results:

Our assessment of the professional competence of Level 4 Writing students indicates that the students are, for the most part, demonstrating moderate to high levels of success in their ability to interpret guidelines (both written and visual) in order to produce and send a formatted, professional e-mail.

LAC and Program Recommendations:

Our program was again praised for its assessment and no major recommendations were made.

Changes Made:

The assignments indicated high levels of competence. We found that nearly all students are showing some degree of competence at a task that is quite challenging for adults who, in some cases, have never routinely used a computer before and have no access to computers in their home life. This improvement marks significant evolution within ESOL.

As students progress through our program, the expectation that they use the MyPCC system, internet, and library databases increases as well. As a result of the increasing importance of technology over the past decade, we have added writing a formal email to the intended outcomes sections of the ESOL 42 and ESOL 152 CCOGs (Levels 4 and 5 Writing). Furthermore, in ESOL 42, one of the assessment outcome strategies now listed in the CCOGs is that students will be able to log onto MyPCC to print a required class document, and in ESOL 152 an additional assessment outcome strategy is that students will be able to create a paragraph as a Word document and send it as an email attachment. Finally, by the time students exit the ESOL program, they are expected to be able "to apply research techniques and conventions, including library research, interviewing, source materials (summarizing, paraphrasing, quoting) and documentation (parenthetical references, list of works cited)," as is reflected in the ESOL 262 (Level 8 Writing) CCOGs. We feel that the changes we've made to the CCOGs since the last Program Review demonstrate an awareness on the part of our SAC of the importance of helping our students remain abreast of evolving technological innovations in order to achieve the Core Outcome of Professional Competence.

2013: Critical Thinking and Problem Solving

Design:

This assessment was first performed in Spring/Summer 2010. The assessment was carried out in Level 5 Writing at the time, and the assignment and results received praise from the LAC. We found at this point that this was a strength for our program, as we all make a conscious effort as a program and as individual instructors to include a critical thinking component in our classes. We revisited this Outcome using the same assessment questions in Winter 2013 at a different level. Unlike the Professional Competence assessment, the Critical Thinking and Problem Solving assessment was prescribed directly by the Assessment Committee. In week 7 of Winter Term 2013, all of the instructors teaching Level 6 Reading district wide (a total of seven sections) were given the following assignment consisting of three questions for their students:

“What are your goals?”

“What obstacles may prevent you from reaching your goals?”

“How can you overcome these obstacles?”

We classified these goals into three categories, matching the first three categories from our 2010 rubric. Those designated “emerging” showed little critical thinking, “developing” showed some critical thinking, and “mastering” showed a highly developed level of critical thought. The SAC Assessment Committee reconvened and analyzed the results individually and normed them together.

Results:

Our assessment of the critical thinking and problem solving skills of Level 6 Reading students indicates that the students are, for the most part, demonstrating moderate to high levels of success in both identifying and stating their goals, as well as connecting obstacles to their stated goals.

LAC and Program Recommendations:

Our program was again praised for its assessment and no major recommendations were made.

Changes Made:

As a SAC, we feel that the ESOL program actively promotes critical thinking skills and problem solving at all levels. As a reflection of the value the ESOL SAC places on critical thinking and problem solving skills, the competencies and skills sections of the CCOGs for all of our Levels 4 through 8 courses include critical thinking. In our lower level integrated skills courses, critical thinking is woven throughout in the teaching of study and life skills.

When we assessed this Outcome, we found that students were having some difficulty connecting obstacles to stated goals and presenting realistic and achievable solutions to obstacles. As a committee, we felt that this might be attributable to the fact that that our prompt was fairly 'open-ended' and did not specify that students' solutions should directly address their particular obstacle or obstacles. Additionally, we felt that our assessment needed to be more deeply developed and connected to the CCOGs for the course being assessed. As a result, in 2014 we are utilizing a more developed assessment and will be having students respond to a reading and connecting the goals and challenges of the main character with their own goals and challenges. We feel that these changes to our assessment will engender an improved demonstration of this Core Outcome by our students.

2014: Communication

Design:

Because the most common method teachers use to assess students' communication skills is an informative speech, this year we chose to have instructors of the 11 sections of ESOL 254 of Winter Term 2014 provide us with links to videos of their students' speeches as well as outlines of their speeches and copies of their assignments. Then we used our provided rubric to assess how well students are achieving the Core Outcome of Communication, and if as a SAC, we need to provide more specific instruction in this area.

Results: in process

LAC and Program Recommendations: in process

Changes Made: in process

2014: Critical Thinking and Problem Solving

Design:

This assignment this required students in all 8 sections of ESOL 160 meeting Winter Term during week 7 or later to read “Rosa: A Success Story,” which was taken from “Groundwork for College Reading,” a Level 6 Reading textbook, as a homework assignment and then discuss the story in the next class. After discussing the story, instructors assigned students to complete a three-question assignment. The instructions were to write a short paragraph to answer each of the following questions:

1. What were Rosa’s goals in this story? What are your goals? How are they similar or different?
2. What obstacles did Rosa face in trying to achieve her goals? What obstacles do you face in achieving your goals? How are they similar or different?
3. How did Rosa overcome these obstacles? What are some ways you can overcome the obstacles you face in trying to achieve your goals?

Our rubric assesses the following skills:

1. Identifies goals clearly
2. Identifies obstacles that are relevant to stated goals
3. Presents solutions which are clearly connected to stated obstacles and which are realistic or achievable

We classified these goals into three categories, matching the first three categories from our 2010 rubric. Those designated “emerging” showed little critical thinking, “developing” showed some critical thinking, and “mastering” showed a highly developed level of critical thought. Again, student and instructor identifiers will be removed at the beginning of this process to ensure anonymity. The SAC Assessment Committee will reconvene and utilize the rubric we used in 2013. We will then analyze the results individually and norm them together.

Results: in process

LAC and Program Recommendations: in process

Changes Made: in process

Other Curricular Issues

Distance Modality

The ESOL program has developed one entirely online class, Grammar 1 (ESOL 153/153N). The class is appropriate for Levels 4-5 ESOL students, and it covers basic grammar topics. Several videos (at least 3-4 per week of classes) were developed for the class, and the activities do not require a lot of familiarity with computer applications (since some of the target students are not computer literate). All four campuses have offered the class since it was developed, and enrollment has been steady. We haven’t conducted a formal study, but anecdotally, students have pointed out that they really enjoy the fact that they can watch the videos as many times as they need, and that they can complete the assignments as fast or as slow as they see necessary (depending on how familiar they are with the grammar topic). However, some students have registered for the class not realizing how much work it would entail, and they haven’t been successful for this reason. Many students have requested Grammar 2 and Grammar 3 online classes. A few instructors are starting to develop an online Grammar 2 shell.

Educational Initiatives

Members of the SAC have been fully involved with the Oregon Adult Basic Skills Learning Standards, a statewide project to promote consistency in instruction in Adult Basic Skills English programs and Math. Some members of the SAC were instrumental in the formation and design of the Learning Standards Frameworks, while others have been attending workshops and institutes. Since the last program review, the majority of ESOL's CCOGs have been updated and revised to align with the ABS Learning Standards.



Dual Credit

There are no courses offered in area high schools, but several school districts contract with PCC to offer dual credit courses to their students on PCC campuses. These students first attend regular non-credit or credit ESOL courses, and until the age of 21 are eligible to participate along with native speakers in Alternative Programs/PCC Prep's dual credit program, Gateway to College. Currently, all of the instruction is at PCC by PCC instructors. Multicultural Academic

Program (MAP) students who enrolled in ESOL between Fall 2012 and Fall 2013 attempted an average of 17 college credits and earned an average of 12 credits. This is a completion rate of 70% for 43 students. MAP students who transferred to Gateway to College and enrolled between Fall 2012 and Fall 2013 attempted an average of 25 college credits and earned an average of 19 credits. This is a completion rate of 76% for 17 students. PCC Prep (Alternative Programs) oversees all agreements with area high schools. The SAC does not contract with area high schools.

Course Evaluations

Because the ESOL Program serves beginning through advanced learners of English, the ESOL SAC strives to make PCC course evaluations accessible to all our students. Thus we have two categories of evaluations. In Levels 4 to 8, students do course evaluations online, answering the college-mandated questions. The SAC added five additional program-specific questions. In ESOL Levels 1 to 3, we received permission from the Administration to rewrite the college-mandated and program-specific questions to make them more comprehensible to students in the beginning levels. We were also given permission to administer the course evaluations on paper, rather than by computer, in order to serve students in these levels who are still developing computer literacy. The positive impacts of the new online course evaluation tool include getting student evaluation on textbooks, and increased confidence in running an elective course again the following term when the feedback was positive in the prior term. Instructors have also benefited from information gleaned from individually designed questions about, for example, an online component to a course.

One disadvantage is that department chairs can't see the evaluations until after the term has ended. When a part-time instructor is up for assessment in a particular term (and next term's staffing is in question), chairs would prefer more immediate feedback from students. Finally, the response rate overall in Level 4 courses is lower than in the upper levels, due to their lack of reading comprehension skills. Students at this level are therefore less able to give feedback. This is unfortunate, since the college strives for accessibility to all students.

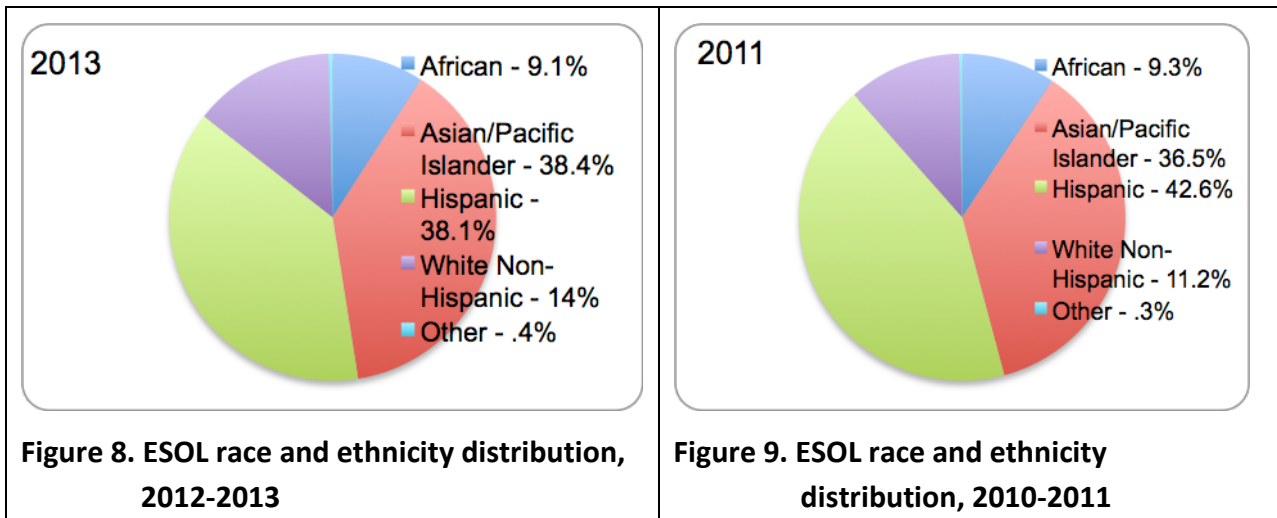
Significant Curricular Changes

We have comprehensively revised the Course Outcome Guides for Levels 1, 2, and 3 to include detailed menus of content and clear outcomes. Currently, we are nearly through the process of revising all other core classes, including Communication, Reading and Writing. The revisions accommodate not only language from the Oregon ABS Learning Standards, but also college standards for course descriptions, outcomes, and assessment of outcomes.

Needs of Students and the Community

Student Demographics

Naturally ESOL has an extremely diverse population. Demographic data from Banner shows that the "White Non-Hispanic" group, which includes Arabic and Middle Eastern students, makes up 14% of ESOL's student population, while our two largest groups are Asian and Hispanic students. These ratios have been fairly consistent since the last program review. Below are charts indicating the racial and ethnic distribution of the program 2012-2013 and 2010-2011.



Within these broad categories, however, we have seen some shifts. For example, we have seen an increase in international student enrollment (F-1 visa holders), particularly from the Gulf States. At the same time, we have seen some decrease in Hispanic student enrollment. For example, in a survey done at Sylvania in 2010, we found that 23.9% of our students came from Mexico, Guatemala or El Salvador; that number has decreased to 18% in 2013. These changes are likely

due to continuing outreach by the PCC Office of International Education, the developing post-9/11 relationship between the U.S. and the Arabic world, and changes in the economy, as more students become employed. We continue to see refugee enrollment, with students coming from former Soviet states, Iraq and Somalia, among other places. Below is an example from one campus (Sylvania) in Fall 2013; the numbers indicate the actual number of respondents.

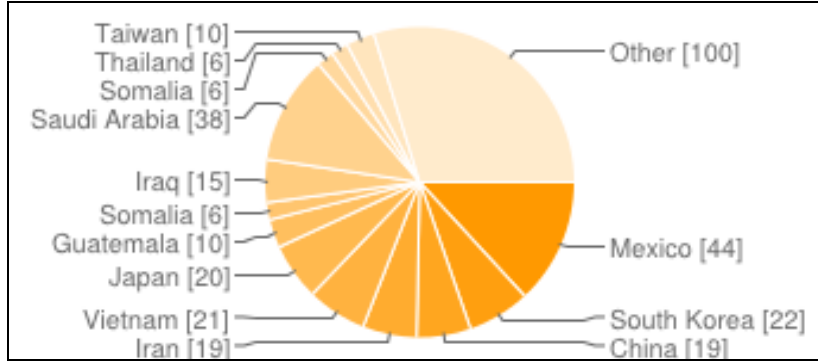


Figure 10. Country of origin, Sylvania Campus, Fall 2013

ESOL continues to have slightly more female than male students, a ratio reflecting the ratio of the College as a whole.

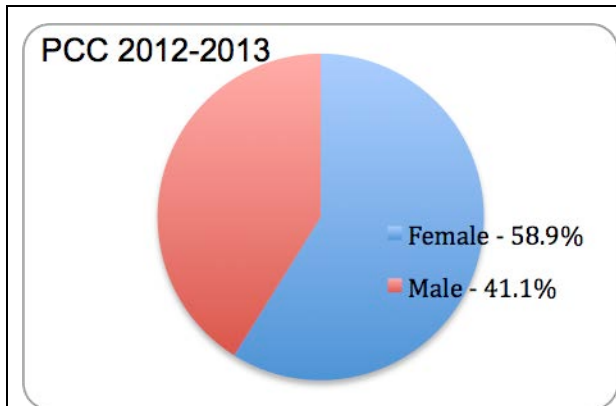


Figure 11. Gender ratio, PCC 2012- 2013

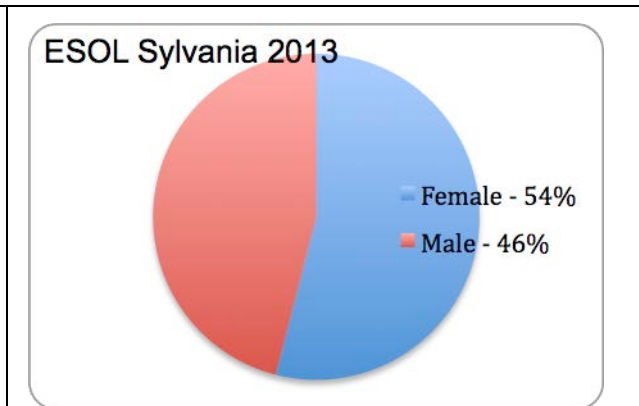


Figure 12. Gender ratio, ESOL, Sylvania 2013

A continuing challenge to ESOL is responding to the particular demographic makeup of any single class. For example, our night classes typically have more Spanish-speaking and refugee students; some classes will have a significant number of literacy students, who can neither read nor write in their native language. Other classes will have high percentages of college-educated international students. It can be difficult to maintain similar standards of success at any level between class offerings, given these demographic inconsistencies. This is a continuing topic of discussion within departments and between instructors. We strive to maintain similar standards across classes, day and night programs, and sites, while being sensitive to the strengths and weaknesses of any given group of students.

Notable Changes in Instruction Due to Changes in Demographics

As our demographics have been largely unchanged (see Figs. 8 and 9 above), instruction has not been altered significantly district-wide. However, we continue to fine-tune our offerings and presentation as we see small changes in our student population.

In addition to demographic changes, we have also seen that changing academic trends in other countries impact our student population. For example, students coming from Vietnam and China in recent years show noticeable improvements in speaking/listening competency as those countries improve their language curricula. Students coming from Saudi Arabia seem to be better prepared to adapt to American gender roles and leadership styles, perhaps reflecting their home institutions' improved efforts at cultural sensitivity training.

One core strength of ESOL is our instructors, many of whom have lived and taught in various countries, and who continue to be engaged in professional development. We also benefit from the existence of the Volunteer Literacy Tutoring program. These strengths have allowed ESOL to respond fairly quickly to even small shifts in student demographics. For example, when we saw a period with higher enrollments of literacy students – some unfamiliar with pencils – instructors responded by pulling out such students from their Level 1 or 2 classes and hiring or finding volunteer tutors to assist the students (an effort sometimes called “ESOL Level 0”). The groups were small (9 or fewer students), and we were able to meet their needs. Our current CCOG revisions, particularly in Communication, reflect the needs of current students by emphasizing the critical thinking aspects of communication tasks more than in the past, where pronunciation improvement was a more critical need. And we offer a course tailored to the needs of international students who will take high-stakes tests such as the TOEFL or IELTS (ESOL 230).

Current and Projected Demand and Enrollment Patterns

Enrollment Trends

In the years since our last program review, the ESOL program experienced a surge in enrollment climaxing in the 2009-2010 academic year. Since then enrollment levels have, for the most part, returned to previous levels.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ESOL Enrollment	5,700	5,953	5622	5,595	5,445

Figure 13. ESOL Enrollments, 2008-2013

Contributing Factors to Enrollment Trends

An important contributor to these enrollment trends is the growing number of international students enrolling at PCC. Almost half of international students test into ESOL-level courses, and the ESOL program's positive reputation as a pathway to success in American colleges continues to attract students from all over the world. Total numbers of international students at PCC in 2008

and 2013 respectively are 521 and 790. This represents a 66% increase in international student enrollment over the last five years.

Another reason for ESOL growth in this time period is an increase in the number of upper level classes at the Southeast Center (SEC). While it has been necessary to balance the offerings between the lower and upper levels of the program, overall, SEC has seen phenomenal growth since 2008. In addition, it's possible that with the New Common Core standards for High School seniors, more students might seek out alternative programs like Multicultural Academic Program (MAP). Finally, SEC is implementing more cooperative scheduling with Cascade, allowing students at both locations to conveniently access a greater number of classes.

Since 2008, ESOL has partnered with technical programs such as CAS (Computer Applications Systems), Welding, FMS (Facilities Management Services), MSD (Management and Supervisory Development), and BA (Business Administration)/Accounting in offering the Career Pathways program, which provides complementary English instruction along with courses in the subject areas. Prior to 2008, ESOL students with serious financial constraints were forced to leave PCC without achieving a degree or certificate. Career Pathways now allows students to improve their language skills while completing job training, and eventually enter the workforce. The number of students enrolled in the program in the last five years can be seen in the chart below.

Year	Students
2008-2009	18
2009-2010	19
2010-2011	39
2011-2012	46
2012-2013	38

Figure 14. Enrollments in Career Pathways, 2008-2013

The Newberg Center's ESOL classes have brought in a community of students who previously did not have easy access to PCC. Intensive recruitment by ESOL staff in Spring 2014 led to an increase in Newberg ESOL enrollment by 35%. Enrollment is expected to continue to increase, partly because Office of International Education will start to sponsor J-1 (exchange student) visas in 2014-2015.

Finally, since 2008, the ESOL program has expanded its elective course offerings. We have offered such courses as online Grammar 1 and 2, Pronunciation as well as a TOEFL course. This has allowed students to supplement the ESOL core classes with additional study, as well as round out their course load when needed.

Projected Enrollment

Although the college as a whole has experienced a dip in enrollment since 2010, the ESOL program expects student enrollment to stabilize over the next few years. International Education is growing with the addition of J-1 visa students. Southeast's growth and conversion into a full campus makes an expansion in class offerings possible. We plan to continue to include and possibly expand our elective course offerings. We also hope that increased administrative support for the Newberg Center will allow us to accommodate more students from that community.

Finally, Portland's economic growth, as well as its reputation as a vibrant urban center will continue to draw immigrants seeking job opportunities, and international students looking for a safe and friendly environment in which to continue their studies.

Access and Diversity

Diversity within ESOL is, to some extent, guaranteed by our very nature. However, we continue outreach to underserved populations in various ways.

Financial Assistance

Like all students, ESOL students face economic challenges, challenges that may be especially daunting for individuals with language, literacy or cultural barriers to success. The ESOL Fund, monies and books made available specifically to ESOL students, has expanded in the past three years and has served hundreds of students at this point. Money is raised by donations, jewelry and snack sales, and booths at public events (for example, at the Last Thursday event on Alberta Street). Students are encouraged to donate books and often do, allowing those books to be lent to others free of charge. Textbooks are also on hold at libraries throughout the district. PCC continues to support our students with the Fee Waiver program. The ESOL program enthusiastically educates students about the fee waiver process in place. Fee waivers guarantee access to PCC courses for the students most in need. ESOL's fee waiver process complies with the federal funding requirements of the Workforce Investment Act Title II.

Cross-Disciplinary Partnerships

Many non-native speakers are eager for employment, and ESOL's partnership with the Career Pathways program has allowed us to create targeted courses that incorporate career-specific language instruction in tandem with the certificate courses. The Career Pathway Certificate prepares students to enter the workforce and persist in college to obtain additional one-year certificates and Associate's Degrees. ESOL also works with instructors from the Foreign Languages departments to team English-speaking students with ESOL counterparts, enriching the language learning experiences of both. At Rock Creek, for over ten years an instructor has been partnering with instructors from other departments including art, sociology, history, business and many more to create opportunities for ESOL students to observe classes from those departments, or meet conversation partners from a variety of General Education courses. Sometimes these partnerships have included term-long projects in which students from a social science class meet ESOL students on a regular basis to engage in conversation and discussion. This model has inspired a number of part time instructors to also contact General Education instructors and arrange for students to attend and observe many classes outside ESOL. As well as enhancing language acquisition for ESOL students, these efforts deepen ESOL student engagement with the college community and further expose them to classes and programs beyond ESOL that they can pursue at PCC.

Access to Materials

As mentioned above, ESOL textbooks are often on reserve in college libraries, making them accessible to all students. Language Labs on various campuses have computers loaded with language-learning software available to all enrolled students, allowing for self-study and computer access. ESOL-specific textbook sales allow students to sell books directly to other students,

guaranteeing lower prices, better student participation and income for the ESOL Fund (which gets one dollar for each book sold).

Tutoring and Workshops

All campuses offer tutoring services staffed by ESOL instructors to assist students; instructors often refer students directly to tutoring so that regardless of the students' prior academic access, they can succeed. ESOL instructors present workshops such as the "Surviving College" workshop, which clarifies college expectations and strategies for meeting those expectations. Again, for our students with less prior academic experience, these workshops provide support crucial to success.

Outreach

ESOL has fliers in multiple languages presenting information about our program offerings, and individual instructors have voluntarily distributed these fliers in locations with underserved populations, such as shopping centers with primarily Spanish-speaking, African or Arabic customers. Individual instructors have contacted local employers, places of worship and community centers to contact potential students. The Office of International Education continues, of course, to do outreach for the college internationally.

Night Courses and Distance Learning

To accommodate students with daytime obligations, ESOL offers night classes at various locations and times. Furthermore, though face-to-face instruction is the gold standard of language learning, we offer multiple online courses to allow even greater flexibility for students with challenging schedules.

ADA Accommodations

Instructors not only accommodate students with ADA accommodation requirements, we assist students who may need such accommodations to access them, explaining the options and accompanying students to Disability Services when needed.

Extra-Curricular Engagement

ESOL faculty engage in a wide variety of efforts to seek out and engage students from underserved populations. We serve as faculty advisors for student clubs, such as the International Women's Club. Faculty help organize events such as International Women's Day, which brought a critically acclaimed female mariachi to PCC. For our communication and reading classes, we bring speakers to campus who are celebrated authors or other notable speakers whose speeches simultaneously enrich students' connection to the community and give them opportunities to listen to authentic and varied speakers. We collect materials such as clothing for Syrian refugees and books for girls' schools in Afghanistan. ESOL faculty create groups for emotional support and information sharing when needed, as for Libyan and Egyptian students in recent years. We bring classes to Illumination Project showings, supporting students experiencing gender, sexual orientation or ethnic discrimination or disrespect. ESOL faculty are actively engaged with the Women's Center and the now-forming Queer Center, supporting students who may experience difficulties stemming from their gender or orientation.

To further engage our students outside of the classroom, ESOL faculty have promoted and facilitated ESOL Clubs. The ESOL Club at Southeast meets weekly and involves students from many different countries. At Sylvania, the ESOL Club's motto is "Students Helping Students." They help with ESOL Fund activities, help ESOL students engage with the wider community and have a mentor list for students in need.

Working with Disability Services

All faculty in the ESOL program include information about Disability Services on their syllabi. We regularly work with the Office of Disability Services when students provide the required paperwork.

Staff from Disabilities Services participate in division meetings and in-services, making sure our faculty are up-to-date with procedures, policies and support available through Disability Services. Until Robin Jacobs' retirement a few years ago, the ESOL program at Sylvania served

American born deaf students at PCC as well as immigrants, refugees and international students.



Curricular Changes Based on Community Feedback

Since the last program review, and based on requests from local community groups, ESOL has begun to offer classes in Newberg. The Newberg program is now beginning its fifth year (Fall 2014) and the first four levels of ESOL are offered there. Enrollment has generally been low, however, and the logistics of offering classes at a center without basic student services have been challenging.

In addition, ESOL, in conjunction with Career Pathways, has offered non-credit support courses of 8 credits in a variety of workplace skills, for such programs as Customer Service and Accounting Clerk. We have also offered a support course for the CNA (Certified Nursing Assistant) Training Program at the CLIMB Center. The courses offer language instruction appropriate to the workplace environment.

Composition, Qualifications and Development of Faculty

Quantity and Quality of the Faculty Needed to Meet the Needs of the Program

At all of our campuses, part-time faculty greatly outweigh full-time faculty. In fact, 83% of the faculty are part-time. In Spring 2014, the campus breakdown is shown in the following table.

CAMPUS	Full-Time Instructors	Part-Time Instructors
Cascade	2	13
Rock Creek/Hillsboro Center	6	22
Southeast Center	4	23
Sylvania/Newberg Center	5	24

Figure 15. Full-time to part-time faculty ratios

Faculty Turnover and Changes Anticipated in the Next Five Years

No major changes are anticipated in the numbers of full-time faculty; however, it appears that Cascade may not get a replacement for a full-time faculty member who just retired. The number of part-time faculty varies only a little bit term to term.

Faculty Workloads, Education and Diversity

ESOL is overly reliant on our part-time instructors, without whom our program would not exist. Their expertise and dedication to our students and the program are invaluable. However, an increase in the number of full-time faculty would benefit the program, the students, and the faculty alike. This would lead to improved retention of our students because they would have instructors who are more accessible on campus, are more familiar with campus programs and resources, and are better able to provide our ESOL students with many of the wrap-around services they require such as advising time and help accessing community services. Full-time faculty are also better able to devote more time to instruction, collaboration, and curriculum development. Workload creepage is an issue as we are all being asked to “do more with less.” More full-time instructors would help share the increasing workload burden that we are all experiencing.

Because the majority of part-time instructors must work multiple jobs to make ends meet, they are often unable to devote as much time as they would like to collaborating with colleagues and expanding the program. Similarly, they cannot afford the extra time needed to take on additional responsibilities around the department, especially when there is no compensation for their efforts. They may feel undervalued as well. They must often deal with sub-par resources such as limited working space and outdated computers.

Instructor qualifications among all faculty are impressive, including decades of teaching and work/travel abroad experience. Most common are Master’s degrees in TESOL, but our ranks also include Master’s and Doctoral degrees in education, comparative literature, African languages and literature, anthropology, adult education, applied linguistics, creative writing, and special education. Travel and work abroad experiences are equally impressive, spanning the range from France to Romania, Nigeria, China, Switzerland, Turkey, Germany, Japan, Ecuador, Mexico, Niger, Thailand, Morocco, etc. In fact, experience in most corners of the world is represented by our faculty.

The ESOL Program is committed to promoting diversity. Our full-time and part-time faculty represent diversity in terms of race, gender, ethnicity, and age, though the majority are white and

female. There is room for improvement in this area and the SAC will continue to recruit faculty who reflect the program's commitment to diversity.

Instructor Qualifications

In 2011, the ESOL program revised its instructor qualifications to reflect the merger of the former ESL (English as a Second Language) and ENNL (English as a Non-Native Language) programs. Those qualifications are detailed below.

Minimum Qualifications:

Master's degree in TESOL

OR

Master's degree in related field (such as foreign language, linguistics, speech, anthropology, English, adult education, intercultural communication, international studies or other fields upon SAC approval) PLUS proficiency in a foreign language and a TESOL certificate or substantial (40 quarter hours or 30 semester hours) coursework at the 400 level or higher in TESOL methodology from an accredited institution. TESOL certificate or course work must include the study of linguistics, language acquisition theory, and language teaching methodology. K-12 ELL endorsement is not an appropriate equivalent to or substitute for a TESOL certificate.

OR

Master's degree in a related field (such as foreign language, linguistics, speech, anthropology, English, adult education, intercultural communication, international studies or other fields upon SAC approval) PLUS proficiency in a foreign language and five years experience in an adult ESL classroom teaching a variety of skills and levels (pre-literate to college) to students from diverse ethnic, cultural, and educational backgrounds.

*Instructors shall have earned required academic credentials at a regionally accredited institution.

Preferred Qualifications:

At least two years of experience teaching a college-level English curriculum to speakers of other languages.

Professional Development Activities

The ESOL faculty is a dedicated group, constantly participating in professional development activities. Clearly we are a group wanting to improve our teaching methods whenever possible and deliver the best possible instruction to our students. We serve on the ORTESOL board and present at its conferences, and a large number of us attended the international TESOL convention that was hosted in Portland this past spring. We have participated in the Summer Language and Culture Institute in Oaxaca, Mexico. We attend and present at diversity trainings and we've been to Stop the Hate trainer programs. The vast majority of us have attended the Oregon ABS Learning Circles and Institutes, resulting in significant changes to curriculum development and delivery, ranging from rewriting our course outcomes to engaging students more actively in their own learning processes. We have participated in CASAS trainings, WIMBA trainings, Summer Institutes for Intercultural Communication, and the Anderson Conferences. We serve as tutors and mentors for

new instructors, we take online webinars, we participate in EL Civics Trainings, we present at conferences locally, nationally, and abroad, we are beginning to develop Desire 2 Learn classes, we serve on committees for our individual campuses and for the district and college at large. Many of the Rock Creek ESOL faculty have participated in the Teaching Improvement Program (TIP) as mentors and mentees. In sum, we are an incredibly engaged, proactive group.

Facilities and Support

Classroom and Laboratory Space and Technology

Classroom Size and Configuration

Every campus has both adequate and inadequate classrooms. Factors that make some classrooms inadequate include no windows, no way to rearrange furniture to allow for students to sit in groups, computer podiums that obstruct students' views, long and narrow classrooms that disallow some students to have good views of the boards, and chalkboards that are typically harder for students to read than dry erase boards. Sometimes the inadequate rooms are our dedicated rooms, and sometimes they are non-dedicated rooms. At least one campus has a dedicated room so small that it can only accommodate some of our courses.

Technology in the Classrooms

All of our classrooms have computers with projectors, podiums and visual presenters. This technology increases the variety of ways instructors can teach; therefore, they enhance student success. For example, students benefit from seeing what the instructor is referring to when it is projected on the screen. Also, student work such as paragraphs, essays, summaries, pictures, diagrams, etc. can be projected, which allows the instructors to spotlight students' accomplishments and use them as teaching tools. Students further benefit from visual and audio resources such as videos, presentations, etc. that are found online and shown in class.

Additionally, at the beginning of the term, instructors can go online during class to show students where their homework and class resources are posted in their MyPCC Course Tools, which serves to familiarize students with the resources that they need to access in order to succeed.

Language Labs

All of our campuses have language labs. All of them can accommodate our classes with the exception of the lab at one campus (Southeast) that only has 28 computers. There are procedures at each campus for booking classes into the labs, and there are also ample drop-in hours for students to visit the labs outside of their class times. The labs benefit Computer Assisted Language Learning (CALL) students in Levels 1-3 who are able to gain or polish basic computers skills as well as students in other ESOL classes whose instructors utilize the lab for introducing students to pronunciation and voice-recording software and other tools for class projects. Students also get introduced to a variety of other lab software that they can use to enhance all of their language skills and grammar.

Library

All of the PCC libraries have leveled ESOL "easy readers" that are checked out by students in Levels 1-5. Students in these levels also consistently use the library to check out required textbooks for the whole term. In Levels 7 and 8, students are introduced to the periodicals database, which can be used for research projects in all the skill areas. In addition to learning how to do research at the PCC libraries, students are taught how to do Google searches from any computer and how to use the county libraries.

Students also use the PCC libraries' computers to work on assignments. Instructors who teach Levels 7 and 8 often book a reference librarian and the computer cart containing a class set of laptops to be used in the classroom when they are discussing how to do research. Many Level 4-8 instructors also put copies of the texts and other required reading for their courses on reserve in the library for in-library use only. In addition, many students use the computers, printers and copy machines in the libraries.

Clerical, Technical, Administrative and Tutoring Support

Clerical Support

At all campuses, there are administrative assistants that provide support to ESOL. In addition, some campuses get additional support from resource specialists, part-time ESOL faculty paid to do specific duties, and casual employees. As a result, all faculty members have ample help with getting students' fee waivers and ESOL scholarship fund applications processed, new faculty receive orientation to their departments and work areas, and everyone has a place to get supplies and refer people in need of general information about ESOL.

Technical Support

Faculty at two campuses (Sylvania and Rock Creek) rely on the college help desk's over-the-phone services. In addition to the help desk, the remaining two campuses also have on-site help from computer tech specialists. Furthermore, the division administrative assistants are very helpful at one campus with technical support questions.

Tutoring Options

All campuses have access to Volunteer Literacy Tutoring (VLT), which provides tutors to be in-class aides, one-on-one tutors, and tutors of small groups. Additionally, all campuses have ESOL tutoring services where students can get individualized help, and one has a Learning Center that offers individualized help as well as free grammar workshops for students in Levels 4-8. Some campuses offer weekly conversation groups sponsored by VLT or Office of International Education (OIE).

Student Services

Advising

Access to college advising is not consistent across the campuses, and it is limited at all the campuses. Department chairs at two campuses do a lot of advising, and one campus (Sylvania) has two advisors in the general advising office who are assigned to work with ESOL students. Additionally, the Department Chair at Sylvania is available five days a week to advise students. This

is usually 7-9 hours a day except when the Chair is teaching a class or at a meeting. New students are also given a college orientation and advised at intake. In Levels 4 – 5, part of the curriculum is to advise students about options beyond the non-credit levels (ABE, financial aid, degree programs, VESL, etc.). The College Success Skills (CSS) and the English for Speakers of Other Languages (ESOL) Departments have a dedicated Student Resource Specialist, Nerva Pfund, to help advise and support students taking ESOL classes. Level 1 - 3, International, and MAP students have their own dedicated advisors. At Cascade there are two advisors who will visit Level 7 and 8 classes and extend a general invitation to students to come see them if they need help. 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. Outside of advising, higher-level students can often get help at the financial aid offices, the orientation centers, etc.

Counseling

ESOL students have access to college counseling offices. Access is good although appointments are necessary at busy times. At Sylvania, they go to the Counseling Center or are routed through Nerva Pfund. Instructors will sometimes take them over there.

Disability Services

ESOL students have the same access that all students have to these services. Per college policy, our instructors refer to Disability Services on their syllabi and often include the very useful link to information about their services.

Current Patterns of Scheduling

Modalities

With one exception, we do not offer online or hybrid classes; our classes are taught in classrooms and language labs. The exception is our elective Grammar 1, which is mostly taught online. Grammar 2 will soon be offered online.

Class Sizes, Times and Duration

The lengths of our terms are 12 weeks for Fall, 11 weeks for Winter and Spring, and 8 or 9 weeks for Summer. Each daily class session during Summer Term runs a little longer to intensify the instruction in the shorter term.

The maximum class sizes and class caps are set by the SAC. The minimum class sizes are determined by the division deans and may vary by campus and term to term. Traditionally, each campus has offered the entire required sequence of classes in the morning and in the evening Fall through Spring, and Level 1-3 classes have been three times a week for three hours each, Level 4-5 classes have been two times a week for two hours, and Level 6-8 classes have been two times a week for two and a half hours (with the exception of Sylvania which has offered some of these classes four days a week). However, for a couple of reasons, each campus has made adjustments to this standard pattern of class offerings in recent years.

Three of the campuses (Rock Creek, Sylvania, and Southeast) have noticed that some classes are more or less apt to fill based on the times they are offered. As a result, when room availability allows, some classes have been offered at non-standard times and in non-standard configurations. For example, one campus (Rock Creek) is offering Level 4 Communication and Level 5 Communication (which are typically taught in two-hour sessions twice a week) for four hours on Fridays. Another campus (Southeast) is offering Level 7 Academic Communication and Level 8 Academic Communication in 1.25-hour sessions four times a week to accommodate evening students on tight schedules.

Recommendations

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.

In order to improve teaching and learning, student success, and degree or certificate completion, we need to harmonize operations with our partners, continue to harmonize our services and our departments within the district. These plans and recommendations are described below.

International Education

For many years, ESOL and the Office of International Education (OIE) have been forging a close relationship. Many of their students either test directly into ESOL Levels 4-8 or place into the ESOL program following courses in the Intensive English Program (IEP) run by OIE. While both programs continue to grow and evolve, to make the relationship between the two work better, we have a few recommendations.

To begin, we'd like to see IEP students integrated into Levels 1-3 of ESOL. Having level-specific courses would allow them to progress more efficiently through the program. We understand that their visa requirements mandate additional hours beyond the 9 weekly hours of Levels 1-3. This could be accomplished through additional afternoon class time.

We would also like the IEP to be more closely aligned with ESOL. We'd like those instructors to be afforded the same wages and benefits as other instructors at PCC. We'd like the instructors to be included in our SAC, have the same classification as all part-time instructors at PCC, and share office space with ESOL. We would like there to be administrative oversight for OIE. We feel this would help us better align our programs and facilitate student progression.

In addition, we would like to see changes made to the way incoming OIE students are registered in ESOL courses. The current system of reserving seats for OIE students creates the following issues:

1. **Times:** Large numbers of seats are reserved for OIE students at prime times (between 11:00 and 2:00). Resident students have less flexibility in terms of time due to work and family obligations and they are getting squeezed out of these classes by international students, especially at Sylvania, where two-thirds of a class may be international students.
2. **Waitlists:** OIE holds create long waitlists. When resident students see they are low on a wait list, they often get discouraged and disappear. This makes it extremely difficult to accurately judge

whether we need new sections or not. Furthermore, students can't get the discounted bus passes or a job at PCC if they are on a waitlist even though, if they are #1 or #2, they are almost certainly going to get into a class. They have been shut out by the OIE reserves, and opportunities for these benefits may expire.

3. Late release: Reserved seats are held too long. Resident students move up off of waitlists if there are spaces remaining, but the short window between the OIE release and the payment deadlines means that some who have been high on the waitlist get dropped from classes because they don't catch the movement and pay in time.

We recommend that the reservation of seats for international students be limited and spread throughout the day. We also recommend that reserved seats be released in plenty of time to allow resident students to register before the beginning of classes.

Newberg Center

The expansion of ESOL classes to the Newberg community is something that the SAC is quite proud of. The needs of this community are great. Some speak no English at all, many do not have bank accounts or transportation, most lack computer skills and/or access to a computer, and all of them can benefit from a Newberg School District grant which pays half their fees but requires careful record keeping. Thus, the “normal” college requirements (e.g. online applications) are not practical. In addition, the strict college deadlines now in force mean that, in order to ensure full registration and payment by as many students as possible, there needs to be a system in place at Newberg to offer the services that Newberg students need.

At this time all aspects of the intake process, including all the clerical steps normally performed by other entities at the college, come through the ESOL Department Chair at the Sylvania Campus. This is a considerable burden considering these services would normally be provided by Newberg Center staff and Adult Basic Skills. Before and after the beginning of the term, the 40+ enrollments we have at Newberg take as much of the Sylvania Chair’s time as the 900+ enrollments at the Sylvania Campus. Although Newberg Center has several staff members, they are not permitted to admit students, generate G numbers, or receive student payments. In order to serve students better and help enrollment at Newberg, we recommend the following:

1. Adult Basic Skills conducts placement testing through the first week of classes as it does for lower-level ESOL students elsewhere in the district.
2. 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.
3. 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.

Hillsboro Center

The Hillsboro Center is another success story for the ESOL program. It boasts consistently high enrollments and reaches a grossly underserved community. Similarly to Newberg Center, however, students at Hillsboro Center are unable to pay for classes, buy books or get ID cards on site. It's

difficult and inconvenient for some Hillsboro students to get to Rock Creek to pay on time (and/or to buy their books). 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. ESOL policy is that Level 1-3 students have to take classes the first term at the site where they tested. The Rock Creek Testing Center is supposed to screen people who come for testing so students who live closer to Hillsboro Center can instead test there. They can therefore take classes at Hillsboro from their first term. However, every term there are students who live nearer to Hillsboro Center than Rock Creek who complain they weren't informed about the existence of Hillsboro Center. It is a disservice to the students to go through the process at Rock Creek and then find out that there are classes within walking distance of their home in Hillsboro. 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.

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.



Full-Time Positions

The growing number of part-time faculty in community colleges has a great impact on the quality of departmental life and culture. An imbalance in the full-time to part-time ratio leads to extra strain on the full-time faculty to complete administrative work. In addition, both part-time and full-time faculty have less contact time with students given the part-time faculty's limited schedules and the full-time faculty's duties beyond the classroom. Full-time faculty are essential for growth and maintenance of a

thriving program and offer administrative support and leadership to part-time faculty and the SAC. We recommend that the administration support the addition of three full-time faculty positions— at Southeast, Cascade and Sylvania.

At Cascade, a full-time faculty member retired in Spring. So far, there are no steps being taken to fill/renew this position. This leaves a gap in the already strained workload of the two full-time instructors at Cascade.

Before the merger of ESL (English as a Second Language) and ENNL (English as a Non-Native Language) in Fall 2006, there were six full-time faculty in the two programs that eventually formed Sylvania's ESOL Department. Currently there are five full-time faculty at Sylvania and never has there been a greater need for more full-time faculty. For example, full-time faculty need to share in the assessment and mentoring of part-time instructors and we have a very small pool to do this

due to our poor full-time/part-time ratio. In a sequential program like ESOL, which has the longest, most complicated sequence of classes at PCC, consistency is key, and the lack of sufficient full-timers is and always has been detrimental. The addition of Newberg, in particular, has added an additional burden as demonstrated above.

In Spring 2014, the ESOL Department at Southeast offered 65 courses with only four full-time faculty members, one of whom was temporary and has since moved to Rock Creek. Rock Creek's department provided 63 courses (including those at Hillsboro and Willow Creek) with double the number of full-time faculty and staff. Sylvania's course offerings, which include Distance Learning and Newberg courses, total 64 and they have five full-time faculty members. In addition, the demand for ESOL classes at Southeast continues to grow. With the expansion of Southeast into a full campus, we recommend that the number of full-time faculty positions in ESOL be expanded accordingly.

Professional Development Funding

We also recommend that ESOL have more access to professional development funds for ESOL faculty. In addition to attending and presenting at conferences, ESOL instructors need to refresh their skills and cultural knowledge on a regular basis and limited funding for professional development has made travel to conferences financially impossible for many instructors. Specifically, it is important that a number of ESOL faculty should attend the Teachers of English for Speakers of Other Languages (TESOL) International Convention each year. The TESOL conference is the largest conference focused exclusively on English language teaching for speakers of other languages. This is the most important meeting for English language teaching professionals worldwide, and it draws more than 6,000 attendees every year. By networking and attending sessions by peers and leaders, faculty learn about the latest research, new technology and tools in the field. 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.

ABS Learning Standards

One of the most exciting opportunities for the SAC that has arisen since the last Program Review has been the development of the Oregon Adult Basic Skills Learning Standards. As highlighted throughout this report, members of the SAC have been involved as framework designers as well as workshop leaders and participants. In May 2013, the State ABS Review team recommended that the ABS programs include ABS Learning Standards professional development activities beyond Learning Circles to ensure that instructors are able to apply what they are learning in the workshops in the classroom.

For fiscal year 2014-15, PCC plans to host ABS Learning Standards Writing Institute and support up to 30 ABE and ESOL instructors to participate in this as well as the Reading Institute at Chemeketa Community College. 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.

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.

Conclusion

The ESOL program is an integral part of PCC. Through ESOL, students from all over the world come to PCC's campuses and centers. In our classrooms, ESOL students not only acquire English, but they also learn to navigate American academic culture. In so doing, they also infuse their cultures into the diverse tapestry of the PCC community, internationalizing the student body and the institution as a whole. At the same time, without the ESOL Program, many immigrant and refugee members of society would have little or no access to the educational opportunities that PCC offers.

We are proud to work at an institution that embraces diversity and promotes access to education for all sectors of society. While we recognize that the administration is limited by budgetary constraints, we look forward to collaborating on mutually beneficial efforts that will help us all better serve our students and the PCC community. We appreciate this opportunity to share information about our program as well as our challenges and our successes in meeting the mission and goals of PCC.

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Appendices

Appendix 1

This Program Review was coordinated by Julie Hastings and Fidelia Twenge-Jinings. The SAC chairs were John Sparks, Dan Davis and Luciana Diniz. All ESOL full-time faculty members contributed to the authorship of this document.

Appendix 2 - GO! Workshop Titles and Numbers by Campus

Southeast

Number of workshops	Topics
6	Goal Setting
7	Time Management
6	Educational Opportunities at PCC
2	Paying for College/Financial Aid

Cascade

Number of workshops	Topics
5	Goal Setting
5	Time Management
8	Educational Opportunities at PCC
4	Successful Student: Skills for Success in Academic Program

Rock Creek

Number of workshops	Topics
3	Goal Setting
4	Time Management
9	Educational Opportunities at PCC
2	Paying for College/Financial Aid

Sylvania

Number of workshops	Topics
3	Explore a Career
2	Time Management
2	Educational Opportunities at PCC

Hillsboro Center

Number of workshops	Topics
3	Goal Setting
2	Time Management
2	Successful Student: Skills for Success in Academic Program
2	Paying for College/Financial Aid
1	Educational Opportunities at PCC

Appendix 3 – ESOL Faculty (Spring 2014)

CAMPUS	Full-Time Instructors	Part-Time Instructors
Cascade	Diedre Cain Dominique Millard	Linda Austin Maryanne Azdine Kerri Babin Kristin Broshears Jana Cruz Cherise Frehner-Mahoney Kellie Gallagher Annae Nichelson Carrie Richards Les Rivera Skyler Stearns Shannon West Kim Wright
Rock Creek/Hillsboro Center	Sarah Barrett Rosemary Zhang Dan Davis Larissa Safronova-Allen Joanna Sullivan	Sandra Banke Tracy Buseman-Carlstrom Matt Camp Evelyn Delgado Doree Dennis

	Cynthia Thornburgh	Channing Dodson Linda Eguchi Teressa Farquhar Stacia Gibson Nancy Hinshaw Tara Larsen Nanci Leiton Mick Matthes Edit McDonald Carolyn Miki Monica Mulder Karen Robertson Jim Sisley Woods Stricklin Marianne Stupfel-Wallace Fidelia Twenge-Jinings Ana Vitale
Southeast Center	Mike Bene Sharon Henessey Laura Horani Roxanne Hill	Sarah Bauer Bernie Bernardo Hanna Castro Doree Dennis Richard Goodwin Jennifer Hall Trina Hing Julie Hastings Joshua Howard Ann Kopel Erika Lachenmeier Lara Mendicino Lisa Mitchell Donna Blando-Montanez Sue Moser Sarah Packer

		Brittney Peake Jeff Reiser John Runcie Karen Swallow Catherine Thomas Eszter Vegh Jean Whaley
Sylvania/Newberg Center	Katherine Carney Luciana Diniz Jill Nicholson Davina Ramirez John Sparks	Sarah Bailie Patty Berger Peggy Attia Maryanne Azdine Dominique Brillanceau Kevin Bowles Elizabeth Cole Megan Esler Kristi French Jennifer Green Penny Jahraus Kristyn Kidney Darcie Kinsella Ilka Kuznik Wendy Kogan Elise McLain Marianna Nagy Claudia Nawas Patti Schilasky Jennifer Snyder Tina Sparks Florence Deutsch-Timmons Banu Yaylali Kenya Zappa

Appendix 4 – Excerpts From the Program Review Presentation

What is the ESOL Fund?

- ▶ Provides financial assistance for classes (Levels 1-5)
- ▶ Textbook lending library
- ▶ First of four annual \$1,000 scholarships Fall 2015
- ▶ Currently working on an endowed scholarship
- ▶ Significantly improves retention
- ▶ The ESOL Fund was started by Sylvania teachers
- ▶ Today, the ESOL Fund is supported by very active volunteers at all four PCC campuses and several off-campus sites
- ▶ Volunteers have many creative ways of raising money
- ▶ Many faculty and other staff donate directly to the fund in the form of payroll deductions, direct contributions and requests
- ▶ As the ESOL Fund grows, more and more students have gotten involved. We currently have about 40 student volunteers at Sylvania.
- ▶ American students, ESOL students, International students and the Sylvania ESOL Club all donate their time and energy to building the Fund.

Portland Community College- ESOL Sylvania

Student progression to WR 115/ 121 and RD 115

The following charts represent tracking of ESOL students who completed Level 8 Reading and Writing at PCC Sylvania during the 2012 calendar year and went on to Reading 115, Writing 115, Writing 121. A total of 199 writing students were tracked from ESOL 262 and 210 reading students were tracked from ESOL 260.

ESOL 262: Level 8 Academic Writing (the highest writing class in the ESOL program)

ESOL 260: Level 8 Academic Reading (the highest reading class in the ESOL program)

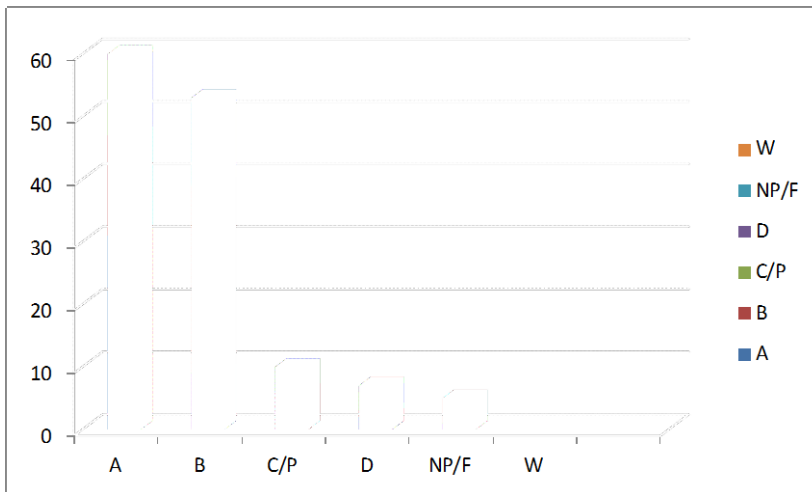
ESOL 262 to WR 115

The rows represent the grades received in **ESOL 262**. The columns represent grades received in **Writing 115**. The letter grades are represented by letters, and 'No' means they did not take a class after ESOL 262.

ESOL Sylvania students had a 91.1% pass rate in WR 115.

ESOL 262	WR 115 grades						No
	A	B	C/P	D	NP/F	W	
A	31	9		2	1		10
B	16	30	6	1	4		12
C/P	12	14	4	3			15
D	1			1			4
NP/F							16
W							7

ESOL 262-Writing 115: Total representation of grades achieved in Writing 115: Colors indicate grades received in ESOL262



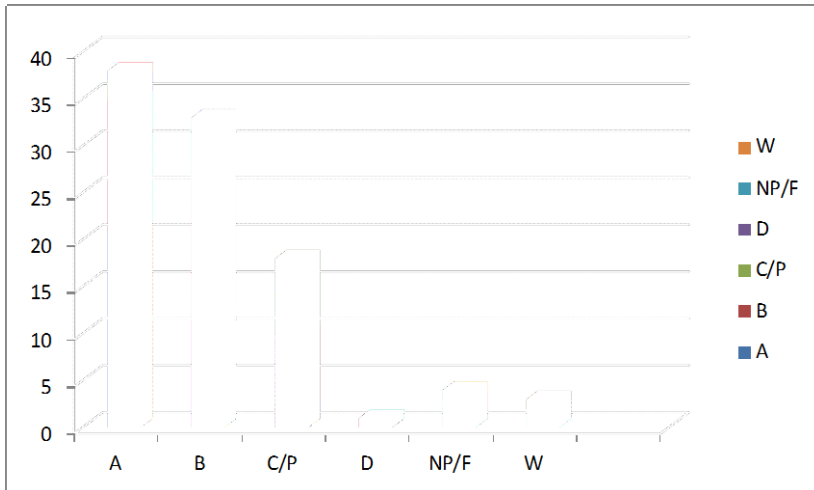
ESOL 262 to WR 115 to WR 121

The rows represent the grades received in **ESOL 262**. The columns represent grades received in **Writing 121**. The letter grades are represented by letters, and 'No' means they did not take a class after ESOL 262.

ESOL Sylvania students had a 94.7% pass rate moving from WR 115 to WR 121.

ESOL 262	WR 121 grades						No
	A	B	C/P	D	NP/F	W	
A	21	12	2				15
B	14	14	8	1	1	2	30
C/P	2	7	8		2	1	26
D					1		4
NP/F	1						14
W							7

ESOL 262-Writing 121: Total representation of grades achieved in Writing 121: Colors indicate grades received in ESOL262



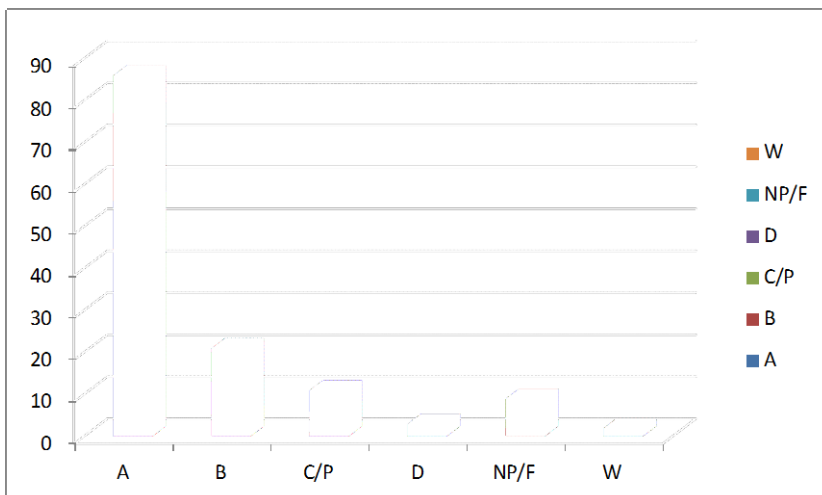
ESOL 260 to RD 115

The rows represent the grades received in **ESOL 260**. The columns represent grades received in **Reading 115**. The letter grades are represented by letters, and ‘No’ means they did not take a class after ESOL 262

ESOL Sylvania students had a 90.7% pass rate in RD 115.

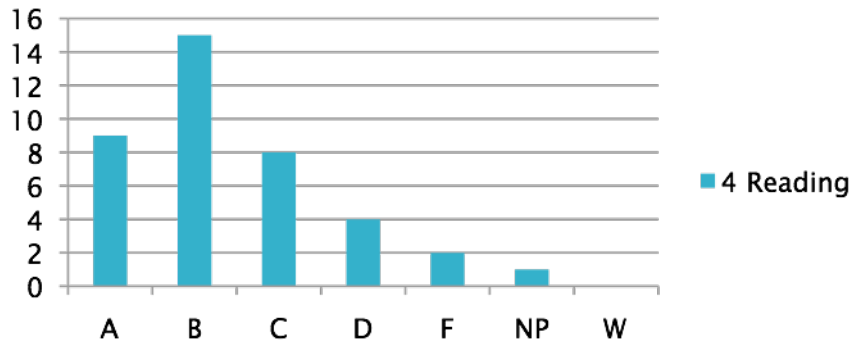
ESOL 260	RD 115 grades						No
	A	B	C/P	D	NP/F	W	
A	56	5	1				18
B	21	8	5		2		16
C/P	9	7	5	3	7	2	16
D							2
NP/F		1					15
W							1

ESOL 260-Reading 115: Total representation of grades achieved in Reading 115: Colors indicate grades received in ESOL260

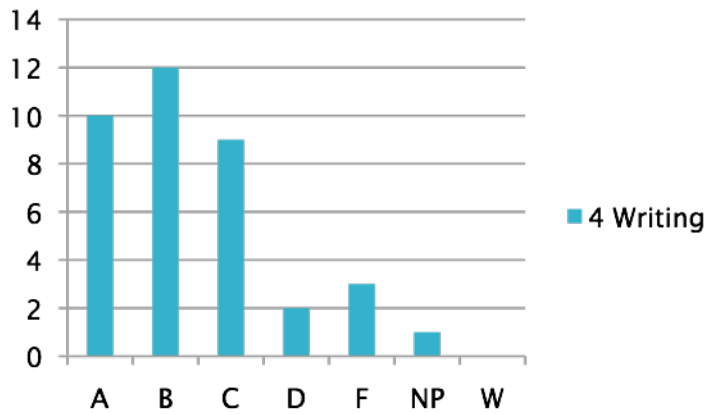


Grades received by IEP students in their first term of ESOL

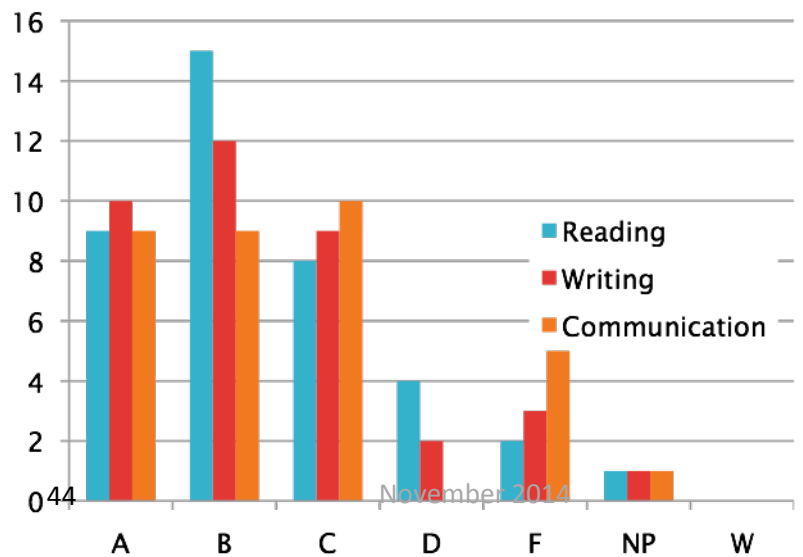
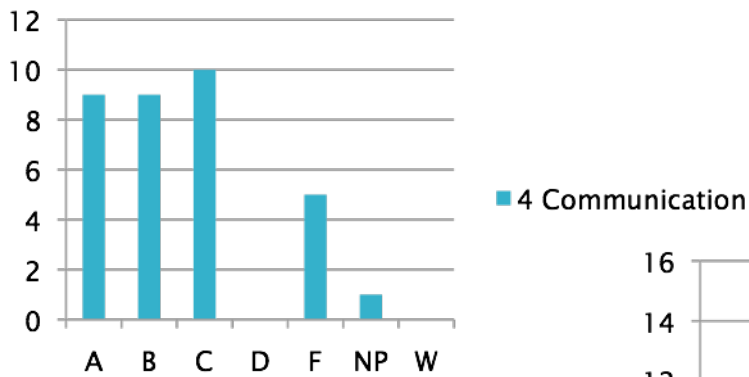
4 Reading



4 Writing



4 Communication



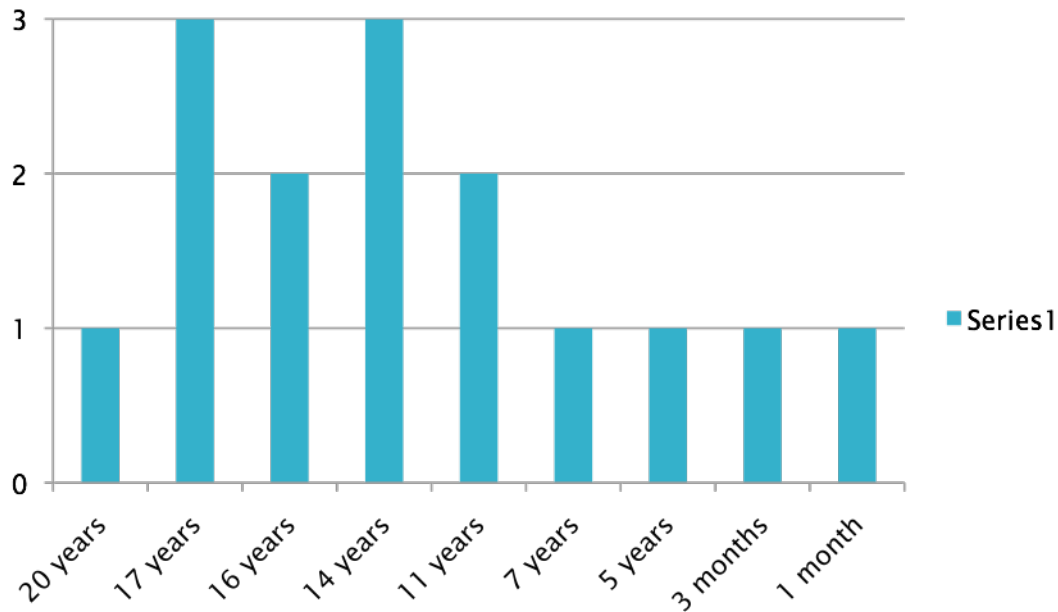
Newberg: Case Study of Students and Their Needs

Level 4 class: 15 students

Where we come from:

Austria, Mexico (9), Vietnam, Russia,
El Salvador (2), Guatemala

How long in the area:



Our work schedule:

- 40+ hours per week (8)
- Frequent overtime (5)
- Work graveyard (2) - no time to go to Sylvania

Barriers to studying at other PCC campuses:

- 5 have tried SYL and 2 RC
 - **Time:** Unable to get to SYL in time for evening classes; the extra commuting time is a hardship as when students need to get up early (5AM), work all day, and go to school at night.

- **Distance:** Newberg Center is in our community.

- **Parking** Paying for parking is a stretch, and finding a place / negotiating a new area is frightening.

Our Goals - We want to study:

- Nursing; computers; GED; transfer (e.g., garden design; culinary arts)

- Personal growth: We want to be able to:
 - Interact in English naturally
 - Have a chance for a better job
 - Feel confident in public speaking – conferences, workshops
 - Help our children in school

Why is ESOL important at Newberg Center?

No matter how long we live here, English affects our whole lives – educational opportunity, job interests, our health and our families; it is key to everything. It's the door to our future.

Career Pathways: The Future

<i>Plans and Needs</i>	<i>Challenges</i>
<p><i>Expansions:</i></p> <ul style="list-style-type: none"> ● <i>Early Childhood Ed</i> ● <i>Healthcare</i> ● <i>Advanced Manufacturing</i> ● <i>Machine Manufacturing</i> ● <i>Landscape</i> 	<p><i>Grant funding:</i></p> <ul style="list-style-type: none"> ● <i>ECE grant (not awarded)</i> ● <i>TAACCT 4 statewide consortium grant (not reviewed)</i>
<p><i>ESOL and ABE instructors:</i></p> <ul style="list-style-type: none"> ● <i>College-wide curriculum planning</i> ● <i>Best practices</i> ● <i>Course improvement</i> 	<ul style="list-style-type: none"> ● <i>Currently applying for additional grant funding (SNAP E&T grant, part of Mult Co collaboration), to fund faculty instruction for support courses</i>
<p><i>Students who are not financial aid eligible</i></p>	<ul style="list-style-type: none"> ● <i>Costs range from \$2,100 to \$4,500 per pathway</i> ● <i>Student scholarships?</i>

Need for Full-Time Instructors in ESOL

Percentage of Courses Taught by Full-Time Instructors:

▶ Academic Year 2013-2014

▶ All PCC CRNs: 35%

▶ ESOL

Sylvania: 28%

Cascade: 27%

ELC (SEC): 24%

Another perspective:

▶ PCC's average ratio FT to PT: **1:3**

▶ ESOL's ratio (Appendix 3): **1:5**

A note about Appendix 3 above:

▶ 4 full-time faculty are listed at SE Center in Spring 2014, but in 2014-2015: SE only has 2 full-time faculty

Appendix 5 – Link to ESOL Student Video

<http://spot.pcc.edu/~jjohnsto/ESOL-All%20Levels-up%20to%20720-2/ESOL-All%20Levels-up%20to%20720-2.html>