

English for Speakers of Other Languages (ESOL) Dept. Review:
April 8, 2017

Section One: Mission and Goals

A. The mission of the English as a Second Language Department is to assist non-native speakers to achieve educational, workplace or other personal goals by facilitating English language learning and intercultural understanding in a supportive, respectful environment.

B. Goals and objectives for the program

In order to complete the ESOL program, a student would need to meet the following outcomes:

- 1. Speak independently so others can understand main ideas and related details in moderate-length conversations, instructions, or narratives about general interest topics.*
- 2. Listen actively to understand main ideas and details in extended conversations, presentations or narratives about varied, general interest topics.*
- 3. Read independently with understanding a range of simple, every day or personal texts including: tables, graphs, maps, and diagrams conveying limited information and multipart or multiple pages of simple connected text.*
- 4. Write independently to express meaning a few connected paragraphs with a main idea through a range of simple, functional and narrative texts to address work, community, family, academic, and creative purposes.*

C. Program alignment with CGCC Mission/ Core Themes

The mission of CGCC is:

Columbia Gorge Community College builds dreams and transforms lives by providing lifelong educational programs that strengthen our community.

The Core Themes of CGCC are:

Core Theme A: Building Dreams - Access

CGCC offers multiple environments and opportunities for people to grow personal and intellectual skills by:

- Providing a local option for obtaining quality education at an affordable price
- Providing college credit opportunities for high school students
- Serving the diversity of the college's service area
- Meeting the expectations of CGCC's student body

Core Theme B: Transforming Lives - Education

CGCC provides learning resources and tools for a sustainable future for individuals by:

- Applying processes that lead to student retention
- Applying processes that lead to student progress, certificate/degree completion, and/or employment
- Ensuring student proficiency in course, program and institutional student learning outcomes

Core Theme C: Strengthen our Communities - Partnerships

CGCC links people and community resources by:

- Cultivating productive business and industry relationships
- Creating, maintaining, and growing community relationships

The ESOL Dept. fulfills the mission and core themes of CGCC by providing local English language learning opportunities for members of the Columbia Gorge migrant and immigrant communities at a very affordable price (\$25 per term for 60 hours of instruction) using state-of-the-art learning standards and pedagogy. Our ESOL classes offer a first step forward for many students with minimal formal educational backgrounds but no shortage of enthusiasm for improving their lives. The members of the dept. strive to be welcoming, accommodating, and encouraging to the students. We meet the needs of our local Spanish speaking students by providing easy access to a Spanish speaking instructional assistant who is available to assist with registration, testing, and any problems that develop over the course of each term. Our classes provide English language instruction that is tailored to meet students at their level of language proficiency and to offer instruction in each class to maximize language growth and foster long-term student progress.

Section Two: Action and Previous Review's Recommendations

- A. Since 2009, the ESOL Dept. has gone through several changes:
1. *For two years we had a full-time faculty member who also served as the department chair. When this instructor left the college, the full-time position also was discontinued due to severe budget constraints.*
 2. *The budget crisis the college experienced also required that the ESOL Dept. find other ways to reduce expenses. Cost-cutting measures included eliminating daytime ESOL classes in The Dalles and reducing the teaching schedule by three weeks per year.*
 3. *More recently, as a result of the adoption of the 2015-2018 Faculty Collective Bargaining Agreement, low-enrollment policies have been extended for the first time to ESOL classes. Consequently, two classes did not meet minimum enrollment numbers and were canceled for Winter 2017.*
 4. *The Oregon Adult Basic Skills Learning Standards have become the guiding documents for Adult Basic Education instruction in Oregon. The National College and Career Readiness Standards have recently been incorporated into the OABS Learning Standards. These standards have been used to re-design the curriculum throughout the ESOL Dept., with completely new course content guides as well as new course outcomes.*
 5. *Efforts at CGCC to improve course assessment have produced a process wherein each faculty member and each course undergo a course assessment process regularly, resulting in more evidence of awareness of course outcomes, better data collection, and more pedagogical introspection among ESOL instructors.*
 6. *Registration and testing for ESOL students moved from paper and pencil to fully computerized systems.*
 7. *Under the direction of the full-time department member, the ESOL dept. began to host quarterly "Tea and Conversation" events wherein either CGCC faculty and staff from other departments or community members were invited in for a two-hour event that included quickly changing conversation partners, round table discussion and presentations. ESOL students also began to participate in events such as the Culture Fest hosted by the Access and Diversity Committee at CGCC.*

B. Response to 2009 Pre-College Program Review Recommendations

2009 Recommendation 1

The review team recommends that the college hire a full time faculty member in the ESOL program. The scope and complexity of the ESOL program strongly suggest the need for a 1.0 FTE instructional leadership position to ensure program quality. *(See 1 above)*

2009 Recommendation 2

The review team recommends that the program establish a formal advisory group of community stakeholders from the college's district to ensure effective communication with external partners, to prevent duplication of services and maximize the use of precious resources, to support ongoing program improvement, and to inform program priorities.

For a short period in 2014, the ESOL program as well as the Pre-College program met with community stakeholders serving as an advisory group. This was discontinued with turn-over in the position of the Director of Pre-College and Transfer Programs. Currently, this position is vacant. However, a Faculty Interest Group of ESOL instructors has recently formed and held two ESOL Advisory Council meetings, one in Hood River and one in The Dalles on March 21 and 22, 2017. Turnout was excellent and suggestions made for program improvement are under consideration.

2009 Recommendation 3

The review team recommends replication of the current design of The Dalles Pre-College program at the Hood River campus to include increased direct instruction, leveled subject area classes, college prep orientation, managed enrollment, and comprehensive support services. *(n/a)*

2009 Recommendation 4

In 2003, the review team recommended that “the program needs to develop a formal ESL Orientation process that would align with managed enrollment, times and include support services.” The recommendation has not been fully addressed, though work has begun. Therefore, the team recommends that the ESOL program develop an orientation process that is aligned with Program Area 3 and goal setting activities that include NRS goals.

Online registration videos as well as an orientation powerpoint were created for use with new ESOL students and this was done for approximately one academic year. However, as registration and testing processes became completely online in 2015, all of this became too out of date to be of use. The Orientation system will be updated and reinstated for Fall 2017.

2009 Recommendation 5

The team recommends that the program adopt and promote the use of a lesson plan template or templates that align with Program Area 8, Process II, A.4. The existing “lesson plan” template provides a course overview but does not contain the necessary elements of an effective lesson plan.

This recommendation is in line with Learning Standards best practices and the dept. will be introducing/ adopting the most recent lesson planning template recommended by the national LS committee during the 2017-2018 academic year. As part of our Workforce Innovation and Opportunities Act (WIOA) accountability, each quarter each faculty member will submit a completed lesson plan which will cite the specific OABS Learning Standards addressed in the lesson plan.

Section Three: Describe, Assess and Analyze

A. Faculty

I. Quantity of faculty needed to meet the needs of the program.

The number of faculty required to meet the needs of this program varies depending on enrollment. At this time, we have a sufficient number of instructors available.

II. Extent of the reliance upon part-time faculty.

Currently the ESOL department is 100% reliant upon part-time faculty.

III. Incorporation of instructional best practices:

There are three publications that are shaping the lessons and curriculum of the ESOL classes. First, the Oregon Adult Basic Skills Learning Standards; all faculty are currently being trained or have been trained in the learning standards. The standards articulate what a learner should know and be able to do in a particular skill area. The standards support students in developing the skills and knowledge they need to meet their goals as family members, workers, community members and lifelong learners. They are used to align all parts of the system so they are all working towards the same goal. The standards are grounded in research and best practices. Recently, the National Career and College Readiness Standard, which call for increased rigor in the class by using academic vocabulary, utilizing more non-fiction texts and citing evidence to support opinions, have been incorporated in the OABS Learning Standards. Faculty are attempting to incorporate these practices in lesson planning. Also, WIOA asks instructors to focus on the skills needed to succeed in the workplace. Standards, increased rigor and a focus on work and academic success are the best practices that are currently driving our lessons and goals for the ESOL program.

IV. Use of professional development opportunities to improve teaching and learning strategies.

The primary professional development opportunities pursued by faculty members during this period have been attending OABS Learning Standards Orientations and Institutes as well as incorporating the LSs into course objectives and outcomes. In addition, all faculty have the opportunity to attend the state-wide ORTESOL conference as well as other professional events, although only a few department members make use of these opportunities each year.

V. Faculty involvement in activities that support student success.

ESOL Dept. faculty provide instruction in the use of instructional technology at all levels of the program. Faculty plan for and attend Tea and Conversation and Culture Fair activities with the students and provide opportunities for students to participate in literacy activities at the college, including receiving volunteer tutoring and contributing to the Shared Voices publication. In addition, students have opportunities to experience a language exchange program with Spanish language students at the college.

B. Curriculum

I. Program alignment with professional and national standards

Course currency and relevancy:

As stated above, the three forces driving our curriculum are Learning Standards, the National College and Career Readiness Standards and, the impending requirements of the federal Workforce Innovation and Opportunity Act (WIOA). Several faculty members are keeping abreast of the research, results and expectations in each of these documents and are working to incorporate the findings and recommendations revealed in each of these documents when delivering instruction. Currently, all of the ESOL faculty have either completed the OABS Learning Standards Orientation or use similar standards in K-12 positions.

II. Student Learning Outcomes

Course-Level Outcomes:

Assessment-driven changes-

At least once each year, all ESOL faculty take a course through the Course Assessment process at the college. As a component of this process, they are required to assess whether or not they have evidence of their students meeting three specific course outcomes. Some examples of changes that instructors have made as a result include the following:

Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)? *

Some things I want to change regarding my class is that I want to incorporate more readings of a longer length, move into teaching more structured writing and delineate a communicative skill/strategy to be incorporated and practiced in every lesson. Finally, I

want every lesson to be seen as an extension to the students' lives, i.e., that it seems relevant and that they will practice it outside of class. (Linnea Jaeger)

Based on these results, I have a few ideas for changes I would make in future Level B courses: 1. I would do more listening activities similar to the disease prevention presentations. This unit was effective because it integrated reading/ writing/ listening and speaking all around a theme that was very relevant to the students' lives. We had important discussions about the high incidence of diabetes and stroke in their communities, and the students were able to share information and concerns. 2. Next time I would choose more relevant reading materials and integrate the OABS Reading Learning Standard into the entire lesson. We actually did use the Learning Standard for a unit on pending changes to immigration policy, but the material was so complex, that it would have been hard to evaluate reading comprehension. The challenge is to find appropriate assessment for relevant reading work at this low level of ESOL. 3. Next time I would spend more time on writing conventions. In the course evaluation, one student suggested doing more dictation in the class. This, coupled with a Daily Oral Language type activity, wherein common writing errors are corrected, may be useful additions to the curriculum. (Julie Belmore)

Program-Level Outcomes

Because the program-level outcomes are the same as the program exit outcomes for our Level D classes, the course assessment results for these courses can also be used to gauge program outcomes for those students who were assessed at that time. However, this does not catch all of the students in the program as the course assessment does not occur every term. In addition to this method, we also consider that a student has met the required program outcomes if they are able to reach a score of 215 on the CASAS Reading exam. At this level, the students are eligible to enroll in Pre-College reading, writing, and math classes at CGCC.

We have not yet begun to collect program level outcome assessment data, but plan to start doing so Fall 2017..

C. Enrollment

I. Enrollment since 2009:

2009	329
2010	253
2011	298
2012	209
2013	239
2014	200
2015	210
2016	215

II. Student retention, progression, and graduation rates:

Data is unavailable as per TOPS administrators.

III. Describe current and projected demand and enrollment patterns:

Enrollment has been decreasing as a general trend since the high of 329 in 2009. Winter term 2017 enrollment was significantly reduced from Winter term 2016 (110 to 44). The cause of this decline is a matter of speculation, but an effort launched by the ESOL Faculty Interest Group to reverse the decline is currently underway (See Recommendation 2).

D. Budget

The ESOL program has four funding streams: Title II: Workforce Investment Act; EL/Civics grant; student tuition; and FTE reimbursement from the state of Oregon.

2016-2017: Title II EL/Civics Grant: \$30,739 for the year

2016-2017: WIA: \$133,009 (shared with Pre-College)

Tuition from ESOL classes – usually \$7,500 per year

2016-2017: FTE reimbursement from the state of Oregon. We were not able to get an estimate of this amount from our Business Office.

General fund expenses for ESOL:

2014-15 \$102,000 (\$101,000 salaries-- \$1,000 materials)

2015-16 \$81,000 (\$79,000 salaries--\$2000 materials)

2016-17 \$71,830 (budgeted) \$68,563 salaries --\$3267 materials)

2016-2017 Estimated Income and Expense

EL/Civics:	\$30,739
WIA:	\$53,203 (40% of total grant)
Tuition:	<u>\$7500</u>
Total:	\$91,442
Less expenses:	<u>\$71,830</u>
available	\$19,612

Note: This does not include the FTE reimbursement which the college receives for ESOL students. This could not be estimated by the business office, but is a substantial amount each year.

Section Four: Recommendations

Based on the analysis in Section Three:

A. Provide recommendations for the next review cycle

2017 Recommendation 1 – Immigrant Enrollment

In order to stop the decline in ESOL student enrollment, the ESOL Advisory Councils in Hood River and The Dalles will meet in late summer and early fall each year in order to strengthen and maintain relationships with all community partners associated with immigrant community services. Also, all department instructors will work on developing relationships with particular school, churches, and organizations, making sure that these entities are aware of ESOL course offerings at CGCC. Finally, options for community-based or employer-based ESOL classes will be pursued.

2017 Recommendation 2 – Explore International Student Enrollment Feasibility

In order to explore the possibility of supplementing existing funding sources by obtaining certification to recruit and admit international intensive English students, the ESOL Dept. will request funding from the Instructional Services Dept. to do a feasibility study on this topic. The possibility of declining federal funding combined with lower enrollment patterns indicates that in order to continue to serve all of our local immigrant students, it may be necessary to pursue the option of also collecting revenue from international ESOL students.

2017 Recommendation 3 – WIOA Compliance

In order to comply with WIOA requirements, effort will be made to provide WIOA funded students with easier transitions into pre-college and college credit programming. Beginning in Fall 2017, WIOA students will be referred to the Pre-College program or scheduled for an Accuplacer exam and to meet with an academic advisor as soon as they have scored 215 on the CASAS Reading test and are qualified for pre-college level classes.

2017 Recommendation 4 – Orientation and Lesson Planning

The Orientation process will be updated and implemented as described in 2009 Recommendation 4 above. In addition, the Lesson Planning template introduction and implementation will proceed as indicated in 2009 Recommendation 5 above.

2017 Recommendation 5- Name change

To better correspond with the WIOA nomenclature, the dept. name should be changed from English for Speakers of Other Languages (ESOL) to English Language Acquisition (ELA).

B. How will the program determine if it has made progress on its recommendations?

2017 Recommendation 1 – Immigrant Enrollment

A database will be started with the following information: contact information for community partners; attendance at, feedback from, and actions taken from biannual ESOL Advisory Council meetings in Hood River and The Dalles; and community contacts made by ESOL instructors. This database will be reviewed at the ESOL Dept. meeting each spring. Progress will be considered to be made toward this recommendation if student enrollment does not decrease below 200/ year.

2017 Recommendation 2 – Explore International Student Enrollment Feasibility

Progress will be made toward this goal if funding is received and research is completed by April 1, 2018..

2017 Recommendation 3 – WIOA Compliance

Evidence of progress toward this goal will be collected in a database of all students referred to the Pre-College program or to academic advisors during the course of each academic year.

2017 Recommendation 4 – Orientation and Lesson Planning

Evidence of progress toward the updated ESOL Orientation will be a current version of the Orientation powerpoint. Evidence of progress toward the Lesson Planning goal will be the file of quarterly completed lesson plans from each ESOL instructor in the department.

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