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December 2019

English for Speakers of Other Languages (ESOL)

Academic Program Review

Several thin, curved lines in shades of blue and grey originate from the bottom left and sweep upwards and to the right, creating a sense of movement and design.

Portland Community College

Table of Contents

1. Program/Discipline Overview	2
2. Outcomes and Assessment	7
3. Other Instructional Issues	14
4. Needs of Students and the Community	24
5. Faculty: Reflect on the composition, qualifications, and development of the faculty	31
6. Facilities, Instructional, and Student Support	38
7. Career and Technical Education (CTE) Programs only: N/A.....	41
8. Recommendations	41
9. Assurances	45
Works Cited.....	46
Appendix 1	47
Appendix 2	48
Appendix 3	49

1. Program/Discipline Overview

A. What are the educational goals or objectives of this program/discipline? How do these compare with national or professional program/discipline trends or guidelines? Have they changed since the last review, or are they expected to change in the next five years?

Educational Goals of ESOL



There are currently over 40 million immigrants and refugees in the U.S. ("Key Findings about U.S. Immigrants"; Radford). About 10 percent of Oregon's population is foreign born, and 15 percent of the state's residents do not use English at home ("Immigrants in Oregon"; "Oregon QuickFacts 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 residents - both new arrivals and those who have lived in the U.S.A. for long periods of time but have yet to be in a position to attend classes - do not speak sufficient English to meet their daily and long-term needs and goals. In addition, many international students arrive with insufficient language to meet their educational and subsequent employment goals and, thus, are in need of gaining language skills as well. Fortunately, PCC's ESOL program provides a route to success for such international students as well as immigrants and refugees in the Portland area, primarily serving the very students that the PCC Yes to Equitable Student Success (YESS) initiatives support: low-income, first-generation, students of color.

In the ESOL program, students develop English language skills, career skills and an understanding of American culture in order to succeed in community, professional, and academic settings. The typical ESOL course sequence is shown in Figure 1 below. Up to 24

credits earned in the top two levels (Levels 7 & 8) of ESOL can satisfy requirements for an Oregon AA Transfer Degree.

Stage	Levels	Courses	Credit	Goals
1 st	1-3	9-hour/week Integrated Skills	Non-credit except for international students	develop language for daily communication, conducting business, and functioning in roles as family and community members, workers, citizens and lifelong learners
2 nd	4-5	4-hour/week Reading, Writing, and Communication	Credit option primarily for international students	above plus develop language for improved work opportunities
3 rd	6-8	5-hour/week Reading, Writing, and Communication	Credit	provide reading, writing, speaking, and listening skills to enter academic and higher-level career programs

Figure 1. Typical ESOL Course Sequence

The ESOL program is flexible enough to meet the language needs of students in a myriad of ways. Its course offerings address the needs of students whose language skills range from limited or no English to advanced but not quite college-ready English. Plus, to best fit their schedules, students in Levels 4-8 can choose to attend one, two or three ESOL classes per term. Classes are also offered both during the day and in the evenings, and students can easily shift between attending classes at different campuses - either in the same term or in consecutive terms. The program further allows students to take a term or terms off to work or address other life issues, with the option to re-enter the program later to meet additional goals. This flexibility and course content facilitate life-long learning and promote success.

After completing the ESOL program, students are able to pursue certificates and/or Associate, Bachelor, and higher degrees. English is obviously foundational to success in the U.S.; thus, many local adult English language learners would not be able to meet their goals nor the 40/40/20 goals of the State of Oregon without the support of the ESOL program. A sizeable percentage of our students are in the age range targeted in legislation, which went into effect January 2018, that designates young adult Oregonians as the priority population of this plan; therefore, as the largest institution of higher education in the state, we are instrumental in helping the state to meet its 40/40/20 goals.

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.

Changes in ESOL and the Next Five Years

The ESOL SAC continues to refine and add courses to meet a wide range of student needs while ensuring alignment with internal and external standards. Since the last Program Review, there have been updates and additions to the CCOGs. The following CCOGs have been updated: ESOL 40/40N, 150/150N, 160, 250, 260, 162, 252, 262, 140 and 240. In many cases, the changes made to these CCOGs resulted in the CCOGs being better aligned with each other, with the Oregon Adult Learning Standards (OALS), and with the PCC Core Outcomes. CCOGs will continue to be updated to ensure such alignment. A Grammar 3 / ESOL 253 CCOG was added as the final one in a series of three grammar classes offered to students in Levels 4-8. An online course CCOG for Advanced English / ESOL 230 was also added. In Spring 2018, a big change occurred in the program when the Office of International Student Services (OISS) stopped offering classes for Level 1-3 students, and international students in those levels joined the ESOL program. To accommodate international students in those levels, credit CCOGs were created for them - four each per level. They are: ESOL 101A, 101B, 102A, 102B, 103A, and 103B, and US Culture classes: 110A, 110B, 210A, 210B, 230A and 230B. The A and B versions allow students to take the class twice if needed.

ESOL WORKS IN COOPERATION WITH:

- Career Pathways
- Adult Basic Education
- the Multicultural Centers
- the Women's Resource Centers
- Office of International Student Services
- Volunteer Literacy Tutoring
- the Testing Centers
- the Learning Centers
- the Career Exploration Centers
- Yes to College Program
- Counseling Services
- Academic Advising
- the Orientation Centers
- the Veterans Centers
- Disability Services

Rebranding Discussion

As a response to widespread enrollment decline, the ESOL SAC has been comparing our approach to the programs in neighboring institutions. We are currently exploring the idea of rebranding our levels to better align with PSU and other colleges that seemingly have fewer levels, which appeals to international students. The notion of fast-tracking international students has also been up for discussion and will be investigated for possible viability. Both of these ideas have been taken up by the newly-formed liaison committee of ESOL and OISS, which has been looking at how PCC's program compares to other programs and in doing so, trying to learn how we can improve.

OALS to CCRS

Another important change that will affect the ESOL program in the next five years is the decision by the state of Oregon's Office of Community Colleges and Workforce Development (CCWD) to transition away from the Oregon Adult Learning Standards (OALS) and adopt the national College and Career Readiness Standards (CCRS). Some of the primary reasons for this change include the broader availability of professional development around the national CCRS and the focus from the state to encourage programs to develop and include Integrated Education and Training (IET) options as part of Title II. OALS will remain an important part of the work in Oregon; however, the acknowledgement that Title II programs are redesigning themselves to provide additional options and support for our students is in the forefront of curriculum design needs for the future. This change will be gradual, and CCWD has already started some work around moving forward in transitioning to the CCRS. There is some work already started in ABE, and eventually they will develop a transition plan for ESOL. CCWD asked the Oregon Council of Adult Basic Skills Development (OCABSD) to support this recommendation and a summary of the Council's recommendation can be found in Appendix 1.

B. Briefly describe curricular, instructional, or other changes that were made as a result of your SAC's recommendations in the last program review and/or the administrative response. (The administrative response can be found opposite your SAC's listing at the web page where the Program Reviews are posted – look for the "AR" pdf.) Note: Any changes NOT made as a result of the last program review should be described in the appropriate section elsewhere in this template.

The ESOL SAC has followed up on the 2014 Program Review administrative response and our own recommendations as outlined below.

Endowed Scholarship

As recommended by the administrative response to our last Program Review, the ESOL program now coordinates the ESOL Fund through the PCC Foundation. The ESOL fund helps non-credit students who cannot afford class fees and textbooks. Many ESOL instructors at all campuses continue to be involved in the ESOL Fund and promote fundraising events such as jewelry sales, house concerts, snacks sales, among others. The ESOL Fund also offers scholarships for students who started in our Levels 1-3 and are ready to start taking Levels 6-8 credit classes. This year (2019), the ESOL Fund has awarded seven \$1,700 scholarships.

Career Pathways

Since the Program Review in 2014, the SAC has continued to strengthen its partnership with Career Pathways. The Career Pathways certificate programs are offered at all campuses. These certificate programs allow ESOL students to exit 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).

Open Source Materials

As you will see throughout this review, the creation and use of open educational resources (OER) among ESOL faculty has increased exponentially since the last review.

High School Enrollment

As the administrative response to the 2014 ESOL Program Review suggested, the SAC reached out to Beth Molenkamp and the Dual credit program, and the response from the Dual Credit program was that ESOL courses at the high school level should be the responsibility of the school districts and high schools. The YES to College Program provides support for young adult learners who are 16-20 years old and who have not received a high school diploma or GED. This population was served previously by the Multicultural Academic Program (MAP), which is no longer at the college. The college receives money from Portland Public Schools to support this program.

International Education

The relationship between International Education (IE) and ESOL faced significant challenges at the time of the last Program Review. Since then, as the administrative response suggested, several steps have been taken to harmonize the two SACs. The International Education Task Force, consisting of four full-time ESOL instructors, was created and has been made recommendations to the president regarding the relationship between ESOL and IE. To inform their recommendations, the group reached out to other colleges that offer two tracks (Intensive English and ESOL) to learn how other program models work.

In Spring 2018, a big change occurred in the program when the Office of International Student Services (OISS, formerly IE) stopped offering classes for Level 1-3 students, and international students in those levels joined the program.

Following ESOL's Spring 2019 SAC meeting, a small committee was formed, consisting of Joanna Sullivan, Kate Carney, Julie Kopet, and Allison Blizzard and dubbed the ESOL International



Liaison Committee. For the first time in many years, ESOL and OISS are communicating well and working toward improvement. They have ideas for broad and sweeping changes to ESOL, which may take time to implement, but would, they believe, strengthen the department and allow us to stay competitive with other schools. Examples of these changes are rebranding our levels to A, B, C for lower levels, and then 1-5 for upper levels, to appear more similar to other schools and adding a fast-track program with more hours and the idea to move students up more quickly. They are actively investigating these ideas to determine their viability.

2. Outcomes and Assessment

Reflect on learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success.

A. Course-Level Outcomes: *The college has an expectation that course outcomes, as listed in the CCOG, are both assessable and assessed, with the intent that SACs will collaborate to develop a shared vision for course-level learning outcomes.*

i. What is the SAC process for review of course outcomes in your CCOGs to ensure that they are assessable?

Faculty in the ESOL program regularly discuss, evaluate and update the CCOGs as well as instructional strategies with the goal of improving student attainment of outcomes across all eight levels of the ESOL curriculum. We have incorporated Learning Assessment Committee (LAC) suggestions into all of our CCOG revisions.

The ESOL SAC's shared vision for course-level learning outcomes is primarily based on two elements. For one, the learning outcomes are rooted in state adult learning standards put forth by the Oregon Department of Community Colleges and Workforce Development. When the SAC receives notification that the state standards have been revised, the CCOGs are updated to reflect the changes. We formed a SAC subcommittee to incorporate standards updates as well as to address concerns related to ESOL course outcomes.

In addition to aligning the CCOGs with state standards, faculty provide ongoing feedback on the effectiveness and assessability of the outcomes. Informal discussions of the CCOGs and student success take place among instructors at each campus every term. Faculty share concerns regarding course outcomes with members of the SAC subcommittee who then schedule formal discussions of course outcome matters during SAC meetings. The SAC then votes on suggested changes for improving the assessability and overall efficacy of the ESOL course outcomes. Through this discussion and feedback process, the SAC subcommittee decided to add outcome assessment strategies to the CCOGs. By providing assessment suggestions, we have the ability to assess our CCOGs. The example revised CCOG outcomes below are for the ESOL 150 course; they contain concepts from the Oregon Adult Learning Standards as well as assessment strategies for instructors.

Intended Outcomes for ESOL 150

Upon completion of the course students should be able to:

- 1. Understand the development of reading as a process that involves determination of purpose, selection and adjustment of strategies, analysis and reflection of underlying meanings, and integration of prior knowledge with new knowledge to address the purpose.*
- 2. Acquire and use words and phrases found in intermediate level academic and everyday texts.*
- 3. Accurately read intermediate level academic and everyday texts composed of a variety of sentence structures with appropriate pacing, phrasing, and expression.*
- 4. Choose from a range of simple strategies and integrate them to monitor and/or enhance text comprehension.*
- 5. Form and express basic opinions and draw conclusions based on the information found in intermediate-level academic and everyday texts.*

Outcome Assessment Strategies for ESOL 150

Suggestions for Assessing Outcome #1:

- 1. Assess Read With Understanding Diaries (worksheet students can fill out to note how they are working through the reading process) to see how students use the process*
- 2. Conduct a Listening-In Assessment (teachers use this form to ask specific questions about the student's process) while students are reading*
- 3. Assess students' Reading with Understanding Self-Evaluation (self-evaluation that asks students to think about their reading process, usually on a particular assignment)*
- 4. Complete a Teacher Observation/Evaluation (Read with Understanding evaluation that asks Teachers to document students' reading process, usually on a particular assignment)*

Suggestions for Assessing Outcome #2:

- 1. Assess individual student vocabulary logs*
- 2. Evaluate students' ability to complete fill-in-the-blank exercises using target vocabulary*
- 3. Assess students' ability to determine the meaning of new vocabulary words from the context*
- 4. Evaluate students' use of new words in a culminating activity (presentation, paragraph, report, etc.)*
- 5. Assess students' ability to complete word sorts, prefix/suffix sorts, or concept sorts*

Suggestions for Assessing Outcome #3:

- 1. Assess student ability to mark a text for appropriate pausing*
- 2. Assess student progress based on a speed and comprehension log*
- 3. Assess student comprehension of the same text after one, two, or more readings*
- 4. Assess performance reading for pacing, phrasing, intonation and expression (in readers' theater, as an introduction to large group or book club discussion, in individual presentations of poetry, short stories, drama, or novels)*
- 5. Use an Oral Reading Fluency Assessment or the Multidimensional Fluency Scale to rate each aspect of fluency (accuracy, pace, phrasing/expression).*

Suggestions for Assessing Outcome #4:

1. Assess students' ability to identify and define commonly used reading strategies
2. Evaluate students' awareness of metacognition as it relates to the reading process and the selection of strategies
3. Evaluate students' use of appropriate pre-reading strategies before reading a text
4. Evaluate students' use of fix-up strategies when comprehension is not occurring during reading
5. Evaluate students' use of appropriate post-reading strategies to analyze and integrate new learning

Suggestions for Assessing Outcome #5:

1. Assess written and oral summaries and responses for clarity and development of ideas, opinions, and conclusions
2. Evaluate student presentations for ability to make comprehensible logical inferences, predictions, connections, and conclusions
3. Evaluate responses for ability to connect and compare characters, events, information, ideas or themes presented in a text with another text or own life
4. Evaluate students' work from a literature circle/book club where they demonstrate their ability to summarize, define vocabulary, create and answer discussion questions, and make connections to the text
5. Test students' ability to identify and interpret the organizational structures and rhetorical features of a text

ii. Identify and give examples of changes made in instruction, to improve students' attainment of course outcomes or outcomes of requisite course sequences (such as are found in MTH, WR, ESOL, BI, etc.), that were made based on the results of assessment of student learning.

ESOL instructors at every campus identified instances when they made changes in instruction based on the results of assessments they had given in order to improve student success.

An ESOL 150 instructor, for example, analyzed why her students had not done well on the vocabulary section of a quiz. She determined that she had not scaffolded the material well enough for the students to be able to achieve success. She changed the content and the focus of reading exercises over the next several weeks, incorporating revised vocabulary strategies. On subsequent tests, the students scored significantly higher on vocabulary questions and were able to apply the vocabulary to their own writing more effectively.

Several other instructors noted a similar process for improving student success in reading, writing and communication courses. One upper-level writing instructor noted that students had been doing consistently well on grammar exercises and grammar quizzes. However, when it came to in-class writing, she noted that her students were surprisingly unsuccessful at applying the grammar to their essays. She replaced her typical in-class grammar exercises with group and individual essay writing as well as dictogloss activities that required the students to learn

grammar through short paragraph writing, and she noted that this produced much stronger in-class writing on the final essay.

Other projects designed to improve student attainment of course outcomes have been on a larger scale and have had a beneficial impact on students' attainment of outcomes across multiple classes and class levels. For example, one faculty member created a website titled ESOL News Oregon. The site contains brief instructor-written articles regarding local news and information. A second instructor became involved with this website and added audio files for each article so that students can hear the information being read aloud. The website is available for free through Apple Podcasts as well as Google Play, so students can access the information on a computer, laptop, Chromebook, iPhone or Android phone. The materials can be used for new assignments, for review of previously-taught concepts, and for independent student practice with high-interest topics. This website now serves as a resource for ESOL reading, writing, communication and integrated skills courses, providing students and faculty open access to materials that support student achievement of course outcomes.

On a final note regarding changes to instruction based on assessments of student learning, the SAC is moving away from high-stakes testing to more culturally-responsive, holistic assessments and grading systems. One example of this is contract grading, a process that involves both student and instructor input on assessments. Students have choices regarding their assignments, which are tightly tied to course outcomes, as well as flexibility with due dates. When assessment criteria are thoroughly detailed and discussed, students gain a better understanding of assignment and course expectations, and they can make conscious choices about which grades they want to earn. These changes were made in response to student and instructor feedback indicating that greater flexibility with assessments leads to greater student achievement of course outcomes.

Addressing College Core Outcomes

iii. Update the Core Outcomes Mapping Matrix.

<http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html>

For each course, choose the appropriate Mapping Level Indicator (0-4) to match faculty expectations for the Core Outcome for passing students. (You can copy from the website and paste into either a Word or Excel document to do this update, and embed it in your report or provide as an appendix. Or, you may send the revised matrix to Susan Wilson, swilson@pcc.edu, in advance of your program review due date so she can update the web page; then, you can insert a link to the web page in the body of your report.

Core Outcomes							
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 23	Language Lab	1	1	1	1	1	1
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	U.S. Culture & Communication 1	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
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
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	U.S. Culture & Communication 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	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 2. Core Outcomes Mapping Matrix

B. Assessment of Core Outcomes (LDC) or Degree and Certificate (CTE) Outcomes

i. Reflecting on the last five years of assessment, provide a brief summary of one or two of your best assessment projects, highlighting efforts made to improve students' attainment of the Core Outcomes (LDC-DE disciplines) or Degree and Certificate Outcomes (CTE programs). (If including any summary data in the report or an appendix, be sure to redact all student identifiers.)

In the 2017-2018 academic year, the core outcome of Critical Thinking was assessed in a project evaluating benchmarks in ESOL writing courses in Levels 7 and 8 (ESOL 252 and 262) in which students are expected to be able to apply critical thinking to writing with an understanding of their own cultural filters, using concepts learned in a multicultural environment, as well as to apply cultural understanding learned in class to examine and appreciate the writing of others. Students in ESOL 252 and 262 are moving towards meeting the prerequisite for Writing (WR) 115 and, in some cases, students who excel in Level 8 coursework (reading, writing and communication) are allowed to skip WR 115 and go directly to WR 121. There has been a distinction between Level 7 and Level 8 in terms of how we expect students to be able to use outside sources. In Level 7, the use of outside sources is implied in the course description, but there is no requirement clearly outlined in the competencies and skills of the CCOG. However, in the Level 8 Writing CCOG, using outside sources is required for at least two papers during the term.

This project allowed us to explore how course outcomes related to Critical Thinking are written in the CCOGs for ESOL 252 and 262, the courses in our academic series leading up to WR 115. The goal of the project was to assess whether the current benchmarks for ESOL 252 and 262 are appropriate for our Level 7 and 8 courses. To assess this, essay assignments were collected from instructors at each campus with the goal of generating discussion regarding how instructors interpret and apply CCOGs as well as mutual agreement on appropriate benchmarks for each course, including the use of outside sources. As the ESOL SAC is moving toward the college's plan to adopt preexisting rubrics (rather than writing our own), the VALUE rubric for critical thinking was employed in this project. Both full-time and part-time faculty were involved in the analysis of the essays and benchmarks.

A critical insight gained from this project was that having some uniformity in essay assignment design could have greatly improved our ability to analyze the student work. Instructors were allowed to submit any kind of writing assignment for analysis, including in-class or out-of-class essays with varying requirements, so there were few commonalities among the assignments. In addition, the method for delivering instructions for the assignments varied, with some instructors giving mainly oral directions to their students. A final conclusion of the project was that more participation in formal assessment design workshops could assist faculty with their analysis and assessment design skills.

ii. Do you have evidence that the changes made were effective by having reassessed the same outcome? If so, please describe briefly.

In the 2018-2019 academic year, we conducted a project to reassess our Critical Thinking outcomes. However, the ESOL SAC has not yet been able to complete this reassessment project. One reason was the cancellation of about one third of the scheduled sections of ESOL 252 and 262 last year due to low enrollment. An additional factor was the lack of available faculty members to work on the project. One member of the assessment committee took a sabbatical, and several of the part-time faculty (who comprise over 80% of the ESOL SAC) were involved in another long-term assessment project funded through Professional and Organizational Development (POD). The ESOL SAC plans to reassess the Critical Thinking outcomes in either 2019-2020 or the following academic year.

iii. Evaluate your SAC's assessment cycle processes. What have you learned to improve your assessment practices and strategies?

Conversations among faculty members are where improvements to assessment practices and strategies typically begin. As noted previously, there is a SAC subcommittee for addressing issues related to outcomes and assessment. After hearing from instructors who have identified various assessment issues, the subcommittees conduct electronic surveys of ESOL faculty to clarify specific issues. These issues are then discussed in various ways during SAC meetings; these discussions often begin in pairs before moving to small groups and then to the SAC as a whole. The SAC votes formally on proposed changes, including electronic surveys sent to those not present at SAC meetings. Changes receiving a majority of the vote are incorporated.

One example of this practice is a 2017-2018 assessment project that led to the creation of anchor papers for upper-level ESOL writing courses. Faculty at various campuses had been discussing similarities and differences in how they were evaluating student writing and considering how well their assessments aligned with the CCOGs. The topic was raised in a SAC meeting where further discussions took place, and the Academic Anchor Paper Project team formed. The team gathered input on the goals and strategies for the project from both full-time and part-time faculty via electronic surveys. Instructors across the district then submitted numerous and differing samples of student writing from various assignments in ESOL 152, 162, 252 and 262 courses. The project team systematically annotated, evaluated and categorized these student papers, taking care to ensure their ratings aligned with the CCOGs. Samples of instructor feedback on these papers were also collected and included. The resulting anchor papers, which are easily accessible online for all ESOL faculty, are an important assessment resource for upper-level writing instructors. This collaborative process worked well, and these anchor papers have improved the ability of faculty to assess student writing efficiently, effectively and equitably.

Through an evaluation of our assessment practices and strategies, the SAC has learned that it must take certain factors into consideration before deciding which and how many assessment projects it can successfully undertake. Among these factors are enrollment issues, including the

potential cancellation of ESOL course sections intended for use in assessment and reassessment projects, as well as the availability of both full-time and part-time faculty in the ESOL SAC.

iv. Are there any Core Outcomes that are particularly challenging for your (LDC-DE) SAC to assess, or difficult to align and assess within your (CTE) program? If yes, please identify which ones and the challenges that exist.

The core outcome of Self-Reflection can be challenging to attain for all students, but particularly for learners from cultures where reflections on one's own progress are far less common than instructor evaluations. This is especially true for students in ESOL Levels 1-3 courses (ESOL 10, ESOL 20, and ESOL 30). After analyzing various assessments and feedback from students in the lower-level courses, we determined that learners would likely be able to reach course outcomes more readily if we provided them with a method for reflecting on and gauging their own attainment of the outcomes each week. A SAC subcommittee formed to discuss best practices and create strategies and materials to make the process of advancement from one level to the next more transparent. This included the creation of student self-assessments for the three lowest levels, with each item of the assessment tied to a course outcome. Students have reported that these self-assessments help them better understand the course goals as well as their own skill levels, and the self-reflection has reduced confusion and frustration for them. In addition, the committee created a website for ESOL Levels 1-3 instructors with suggestions for teaching strategies, materials and assessments. The website is shared with all new Levels 1-3 instructors, and the self-reflection materials are used each term.

3. Other Instructional Issues *(Note: for questions A-C, specific information can be found at: https://www.pcc.edu/ir/program_profiles/index.html)*

A. Please review the data for course enrollments in your subject area. Are enrollments similar to college FTE trends in general, or are they increasing or decreasing at a faster rate? What (if any) factors within control of your SAC may be influencing enrollments in your courses? What (if any) factors within control of the college may be influencing enrollments in your courses?

Much like the rest of the college, in the years since our last Program Review, the ESOL program has experienced a decline in enrollment. In order to understand our drop in enrollment, we looked at the different kinds of students we have. In our program, we have non-credit and credit students, and within the credit students, we have residents and international students. The following figure shows the breakdown of our enrollment for the years since our last Program Review.

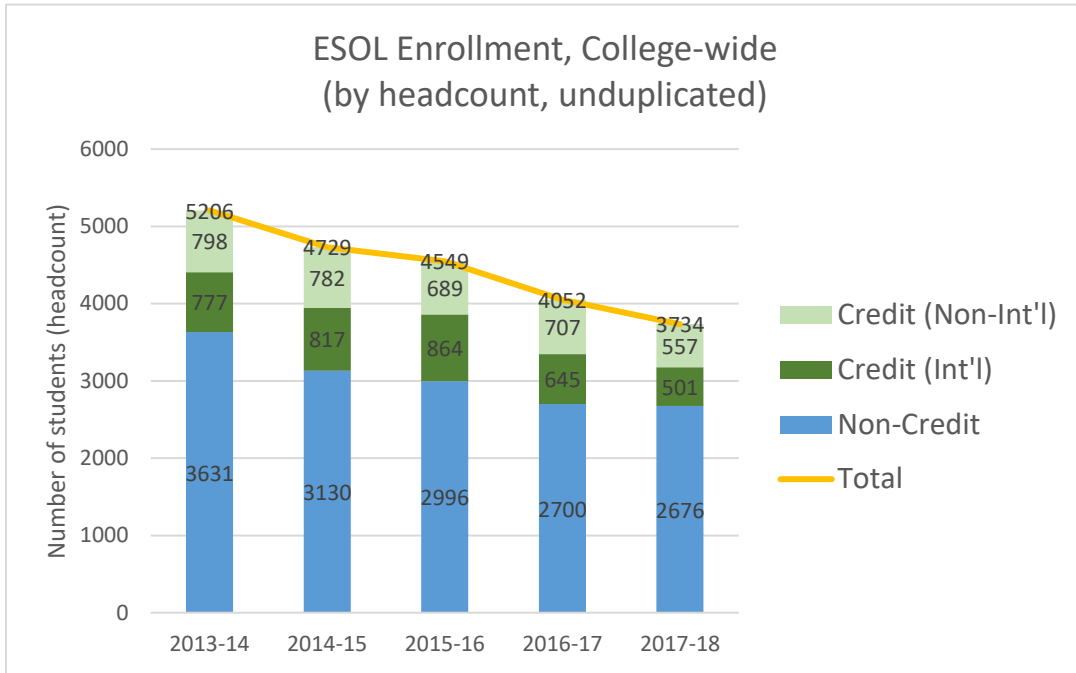


Figure 3.1. ESOL Enrollment

As evidenced by Figure 3.1, we have experienced a decline in all types of students; however, it is important to examine each type a little more closely. If we look at our credit students over the last five years, we see our largest decline in the last two academic years. We have lost both resident credit students as well as international students. The following graph shows our drop in credit students at each campus. We didn't find anything in this data that surprised us. We know that since the last presidential election and the changes that have resulted in regards to visas, refugees, travel bans, etc., our numbers have gone down.

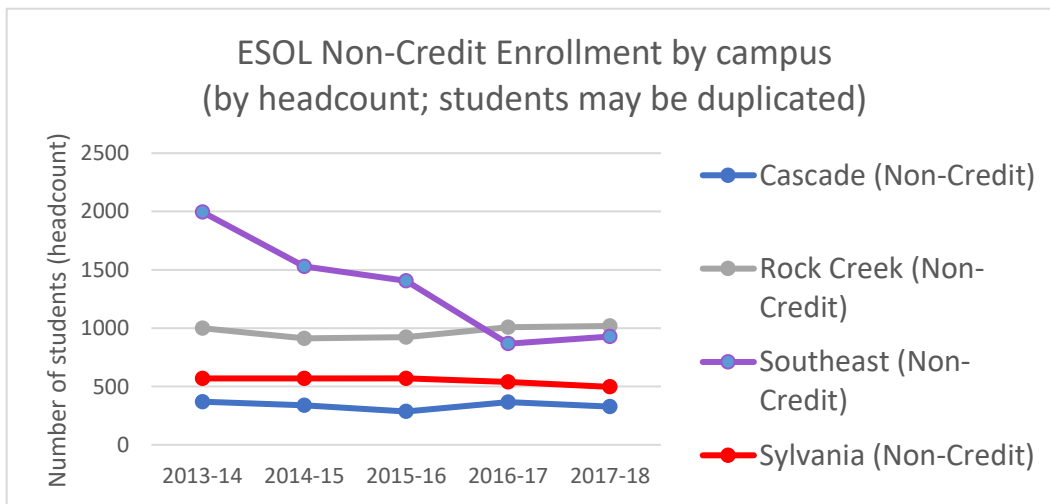


Figure 3.2. ESOL Non-Credit Enrollment

When we take a look at our non-credit students in comparison to our credit students, at first glance, it looks very different. Our largest drop in non-credit students was prior to 2016-2017 (unlike the credit drop). We hadn't been expecting this, so we took a closer look at the non-credit data. We looked at the enrollment at each campus and discovered that the Southeast campus had almost 1000 more non-credit students than the other campuses and then had a huge drop off (Figure 3.3).

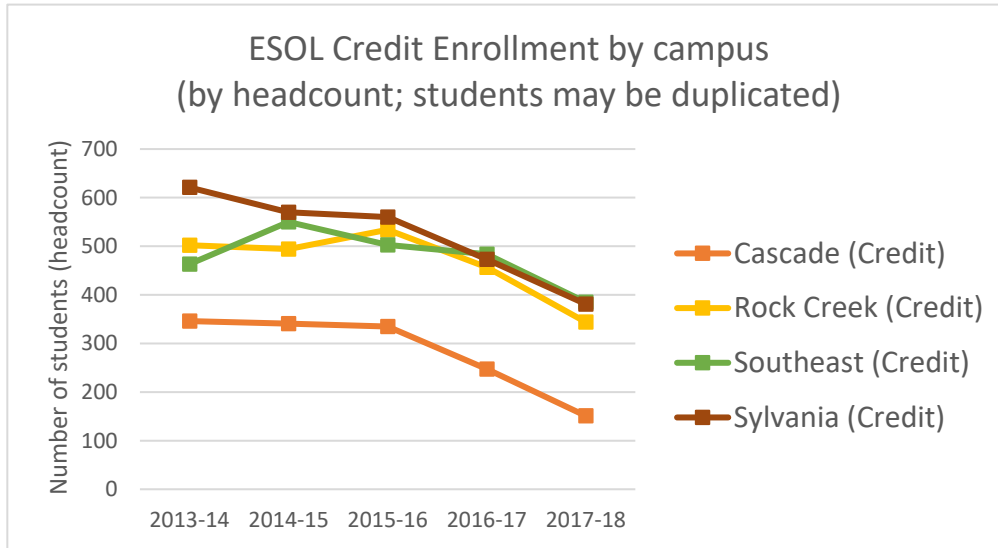


Figure 3.3. ESOL Credit Enrollment

Upon investigating these numbers, we discovered that prior to 2016-2017, the Volunteer Literacy Tutoring (VLT) Program was open to the community and was not restricted to PCC ESOL students. Therefore, they had a lot more students registered in an ESOL course number for VLT even though they really weren't ESOL students at PCC. We believe this is why the number of non-credit students was so high at Southeast. Once the VLT program was changed in the 2016-2017 academic year and only currently enrolled ESOL students could take the extra tutoring classes, the numbers at Southeast started to line up more with the other campuses. This explained our surprise and helped us to understand that our decline in non-credit students really did more closely mirror our decline in credit students.

Another aspect of our enrollment that seems worth mentioning is how we differ from the rest of the college. While the college has also seen a decline in FTE over the last 5 years, it appears that the college hasn't had as sharp of a decline as ESOL since 2016. In the chart below, you can find the comparison of FTE between PCC as a whole and ESOL.

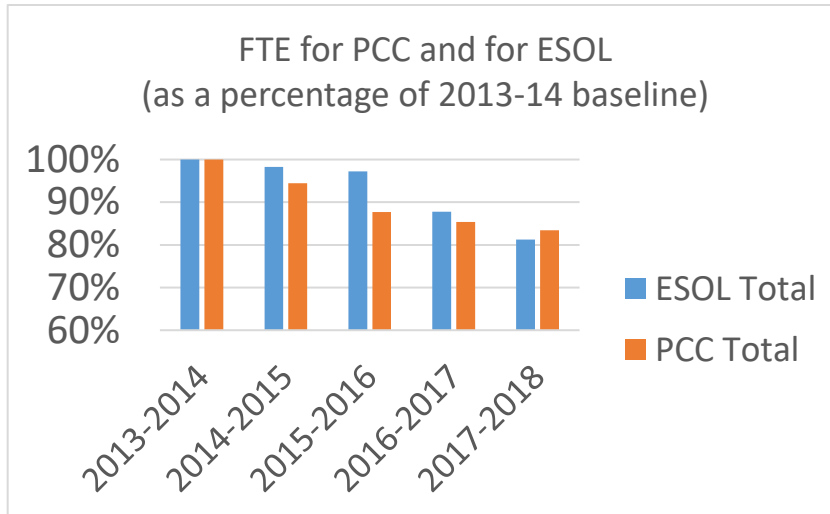


Figure 3.4. FTE for PCC and for ESOL

We believe this shows that our program has been hit especially hard by the lack of International Students in the last few years. It’s also possible that some immigrant groups are not attending school because of the current political climate.

At this time, we believe that there is not much within our SAC’s control that is influencing enrollment, but we have made some changes to try to increase our enrollment. We’ve taken away some prerequisites for our elective classes in hopes of increasing enrollment. We’ve created an Instagram account to try to spread the word about our program and attract new students. With funding from a President’s Fund for Excellence Award, some ESOL staff and faculty have been investigating our placement practices to improve the experience for potential students. We hope this will also help attract and retain new students. To try to come up with other ways we could improve our enrollment, we surveyed our SAC to see what ideas they had. There were a few ideas that were mentioned by multiple respondents. The first idea is to look at the spaces we reserve in our classes at each campus. Currently, some campuses hold several spaces for International and YES to College students (ranging from 2-10 spots depending on the class and campus). When spaces are held for potential students, current students might be frustrated if they end up on a waiting list and go elsewhere. They have no way of knowing whether the potential international students will come and take the spot, or if the spot will be filled by a waiting list student. This wait-and-see method can be discouraging to our current students.

Another idea is to look closely at class scheduling. For example, at the Rock Creek Campus, some ESOL students cannot take class after 1:00 pm on Wednesdays because their children in the Beaverton School District have early release each week. If we can avoid scheduling conflicts like that, maybe some of our current students would take more classes.

In addition to scheduling, money seems to be a barrier for many of our students. At many campuses, Level 4 and 5 classes that students can take non-credit, have high enrollment;

however, many students do not continue to Level 6 because currently, they have to take it for credit, and it is too expensive for them. Three five-credit ESOL classes cost about \$1900 per term; three non-credit ESOL classes cost about \$625 a term. If we could offer Level 6 as a non-credit level, we believe more students would take that level and be more encouraged to find a way to pay for the remaining credit classes. Another change we are making to help students save money and continue taking classes is trying to use open educational resource (OER) materials more than expensive textbooks, especially in the credit classes.

In our survey to the SAC, we also asked for feedback on what the college is doing that might be affecting enrollment. One of the most common responses relates to the cost of classes. The higher the tuition and fees, the harder it is for our students to take classes. Another popular response was related to the application/testing/placement procedures and how cumbersome they can be for our students, especially our lower-level ESOL students. Our students do not have many options to take the ESOL placement test, especially if they work during the day and want to test and then take classes at night. In addition to the cost and testing barriers, housing can also be a barrier for students. To try to increase the number of international students we attract, the college could offer housing on campus. Lastly, perhaps the college could make our sanctuary status clear from the moment a student goes to fill out a PCC application. Maybe more ESOL students would feel safer about filling out admissions forms if they see PCC as a safe place.

B. Please review the grades awarded for the courses in your program. What patterns or trends do you see? Are there any courses with consistently lower pass rates than others? Why do you think this is the case, and how is your SAC addressing this?

In looking at the grades awarded for the credit courses in our program, we can see that the Level 4 and 5 classes (ESOL 40, 42, 44, 150, 152, and 154), and writing classes in particular, have a lower pass rate than our other courses.

Course	Avg Pass Rate (2013-2018)
ESOL 40	75%
ESOL 42	75%
ESOL 44	82%
ESOL 150	82%
ESOL 152	74%
ESOL 154	83%
ESOL 160	85%
ESOL 162	82%
ESOL 164	90%
ESOL 250	88%
ESOL 252	87%
ESOL 254	92%
ESOL 260	89%
ESOL 262	86%

Figure 3.5. Average Pass Rate for ESOL Classes

First, for many of our students, reading and writing in English is more difficult than speaking, so it is not surprising that our communication classes (with course reference numbers ending in a “4”) have higher pass rates than the reading and writing classes. In addition to the modality, the level of the course also makes a difference for our students. We think the Level 4 and 5 courses have a lower pass rate because for many students, it is the first time they have taken academic English courses. The classes at this level become more rigorous, and this can be challenging for students who have newly arrived in the United States. Also, our class limits are higher in Levels 4 and 5 than in 6-8, and because 4-5 classes are also offered as non-credit classes, they are often full, so students in those levels might not get as much individual attention from the instructor as students in the higher-level classes. It is also possible that if students are new to PCC and place into Levels 4 and 5, it could take some time for them to understand the resources at PCC that can help them be successful students. It might take them time to get acclimated to life in the United States, at PCC, and in an American college class. To address these challenges, our SAC is looking into placement issues to make sure students are being accurately placed. We also can try to be clear in expectations at these levels, as they might be different than in Levels 1-3 and from classes students had in their country. In addition, we want to keep discussing these issues at future SAC and department meetings to see what we can do to help struggling students. We want to make sure we are addressing the needs of all our students, and this information is a launching pad for future discussions.

C. Which of your courses are offered online and what is the proportion of on-campus and online? For courses offered both via online and on campus, are there differences in student success? If yes, describe the differences and how your SAC is addressing them. When referencing classes taught online, it is acceptable to refer to those offerings as ‘OL.’ In the PCC vernacular, ‘Online Learning’ has replaced ‘Distance Learning (DL)’ in the PCC vernacular due to the recent name change of the Online Learning Division.

Currently, the ESOL program offers four classes with online options: ESOL 153, 163, and 253 (Grammar 1, 2, and 3), as well as Advanced English ESOL 230, which is a TOEFL preparation class. These classes are not required parts of our program, rather they are two-credit modules that act as supplements for the students who are preparing for the TOEFL or require extra attention with their grammar. These classes are offered both online and in person. During the period between our last Program Review and now, ESOL 153 has been offered 12 times, with six OL offerings. ESOL 163 and 253 have been taught seven times each with four OL offerings. ESOL 253 has been taught six times, with five OL offerings. Although this is a small area of our program and thus a small sample size, we are pleased to say that the success rate between the online and in-person classes do not vary. We are in the process of considering more online offerings for the future.

D. Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g., Community-Based Learning, Internationalization of the Curriculum, Inquiry-Based Learning, etc.)? If so, please describe.

Speed Culturing

ESOL has partnered with the Internationalization Committee to promote an event called Speed Culturing. In this event, ESOL and non-ESOL classes get together to talk about culture. This event is a great opportunity to internationalize PCC.

Although not a requirement of Speed Culturing, we prefer to have longer commitments between ESOL and general education instructors that lead to



deeper cross-cultural understanding; for example, one Southeast ESOL instructor collaborated with a psychology instructor. The ESOL instructor taught a psychological concept to the advanced ESOL students, and then this was followed by discussions between the ESOL students and the students in the psychology class. At Rock Creek another instructor partnered with a writing instructor whose class was writing a paper on deceptive advertising. In this case, ESOL students prepared by writing a comparison contrast paragraph on differences between advertising in their home cultures and the US and then shared their observations with the writing students who used the information as evidence in their papers.

Most instructors also include a reflection component to Speed Culturing, ranging from a writing assignment to completion of an online survey. Online surveys conducted at Rock Creek between 2017 and 2019 indicated that well over 90% of the ESOL participants found the activity both informative and enjoyable.

In addition to participating in this internationalization effort, ESOL instructors have helped faculty in other departments learn about how to incorporate internationalization into their own instruction. In the Spring of 2019, a Sylvania instructor spoke at the Internationalization Steering Committee about best practices, including Speed Culturing and an ESOL Tutoring Project that pairs ESOL students with non-ESOL students.

Community Based Learning

Numerous studies show the positive effects of immersive language learning beyond the walls of the classroom. Community Based Learning (CBL) embraces the belief that students gain a deeper, more contextualized understanding of course material through participation in projects that benefit the needs of their community. Instructors have implemented direct, indirect, non-direct and social justice-based CBL at all levels of ESOL and across the district, partnering with other PCC classrooms in service-learning projects, leading campus-wide initiatives, working with Portland-area community partners off-campus and presenting at conferences such as ORTESOL,

PCC's Anderson Conference, and the National Community College Conference on Service Learning and Community Engagement. ESOL is well represented among professional development cohorts and communities of learning, grant recipients and award recipients in the CBL program at PCC. Students report increased inter-cultural and community awareness, a feeling of giving back to their communities, increased insight into potential academic and career paths and development soft skills including problem-solving, decision-making, teamwork and collaboration, and conflict resolution.

Examples of CBL curriculum in ESOL classrooms include: a Level 8 Academic Reading class CBL project in coordination with AYCO (African Youth & Community Organization) with a particular focus on students with disabilities; a campus-wide tutoring initiative spearheaded by ESOL that provided CBL opportunities across many disciplines (Women's Studies, Spanish, German, Sociology and English); a collaboration with a campus CADD program in which ESOL students designed and sold jewelry to benefit the ESOL textbook fund, with CADD students 3D printing the jewelry; ESOL students working with Learning Gardens, other ESOL classrooms, and community partners such as Free Geek, Friends of Trees, New Avenues for Youth, Oregon Food Bank, The Rebuilding Center/Our United Villages, Meals on Wheels, and many more.

At Cascade in the Spring of 2018, an instructor's Level 8 Reading class read Gish Gen's novel *Typical American* as the main text for the class. The novel talks about the experiences and challenges of new immigrants in the US. To complement the reading, the ESOL students collaborated with African Youth and Community Organization (AYCO) to host a campus tour for new immigrants and refugees in AYCO's basic English class. The goal was to make PCC accessible to the AYCO students, so that they would feel more comfortable enrolling in the ESOL program at PCC if they chose to do so. Since many of the students in the AYCO program have disabilities, ESOL students also did some prep work with the Disability Resource Center, learning how to respectfully address and interact with people with disabilities. The students researched the resources on campus and then hosted a tour of the PCC Cascade campus for the AYCO students and hosted a reception in the classroom. The ESOL students wrote reflection essays on the experience. Overall, their feedback was very positive, and they really enjoyed interacting with the students from AYCO and felt that the CBL project enhanced their learning experience.

At Rock Creek, at least three reading instructors have partnered with the Office of Sustainability to include CBL projects in the Rock Creek Learning Garden. In this project, students help grow organic produce that is donated to the Panther Pantry, which addresses the growing problem of food insecurity among PCC students by providing them access to free food. It is also a perfect contextualization of the novel, read by many ESOL Level 5 classes, *Seedfolks*, which describes how inner-city residents develop a sense of empowerment through turning a vacant lot into a community garden. In the Spring of 2019, students worked a combined total of 265 hours in the Learning Garden. In reflection papers, numerous students commented on how their participation in the project helped reinforce vocabulary, comprehension skills and understand the themes of the novel. They also discussed how the project helped them gain an appreciation

for the benefits of an active lifestyle and healthy natural food choices. They receive \$5 of credit for every hour they work to buy fresh produce from Rock Creek's weekly farm stand.

Rock Creek ESOL students presented their work in this project at the Community Based Learning Annual Celebration and Awards Ceremony in both 2018 and 2019. In 2019, the students and the instructor were recognized as outstanding students and faculty at the Awards Ceremony. In addition, one of the Rock Creek instructors was awarded a 2019 NISOD Excellence Award in part for their development of this CBL project.

[The Observation Project](#)

For the last five years, Level 7 Communication students have been introduced to general education and CTE classes through The Observation Project. The purpose of the project is to introduce ESOL students to general education and CTE classes before they finish the ESOL program. This gives them the opportunity to evaluate their English skills in order to be successful in these courses. ESOL 254 instructors have worked with general education and CTE instructors on the Rock Creek and Southeast campuses to allow students to observe classes as guest visitors. ESOL students choose the classes they are interested in observing from a list of classes offered and then attend a minimum of three classes. They practice note-taking in order to teach their classmates what they learned in a final speech and slide show. This year the project at Rock Creek offers classes for observation from 15 departments, 21 instructors, and 32 classes. Last year two former ESOL students were accepted into the Biotechnology cohort as a result of the project. They graduated in June and now have jobs in the field. The Observation Project will expand Winter Term 2020 to include all ESOL students in Levels 7 and 8, and will also be offered to native English speakers in CG 130.

Another CBL project was conducted for four years as a collaboration between an ESOL instructor and a sociology instructor at Rock Creek. Students in ESOL Level 7 Communication and Level 8 Reading met for one hour each Friday to discuss topics related to the syllabus of SOC 204, Sociology in Everyday Life. The instructors presented the descriptions and their findings at the Anderson Conference, ORTESOL Conference, and three international conferences: IX Annual Worldwide Forum on Education and Culture Abroad, Rome, Italy: "Crossing Classroom Borders: Internationalizing Curriculum and Creating Cultural Bridges at Portland Community College," Hawaii International Conference on Education, Honolulu, Hawaii: "Developing a Classroom Cultural Exchange," and International Association for Research on Service Learning Galway, Ireland: "Cultural Engagement and Awareness in the College Classroom."

[Open Educational Resources](#)

ESOL faculty are aware that the cost of attending classes can be a burden for many of our students and can be prohibitive for some. Most expenses such as tuition and fees are beyond our control, but we recognize that by choosing low cost or no-cost textbooks we can reduce the overall financial burden for our students. Open educational resources (OER) - learning materials

that reside in the public domain and can be used, adapted and redistributed - have become a vital part of ESOL's effort to keep attendance affordable for our students.

ESOL faculty have been active in authoring new OER materials and adapting documents in the public domain as well as adopting both digital and non-digital resources instead of textbooks in our classes. The following highlights some of the ways ESOL faculty have been involved with OER.

- Realizing that ESOL students often do not integrate naturally into their new communities, two instructors at Rock Creek developed a reading class that focuses only on topics such as history, culture, arts, nature and entertainment that pertain to Portland and Oregon. In addition to readings, we ask that students go out and “live” what they learned through a series of field trips. The materials and content of this course are based in a sharable D2L shell with supplementary material linked online, on course reserve in the library as well as classroom sets of magazines, newspapers, booklets and maps. The course has been taught since Fall 2015 a total of 20 times by six different instructors. As an OER, it has saved students an average of over \$25,000 in textbook costs. The results have been gratifying: students have enjoyed the class immensely, begun to explore their new home more actively, and developed a sense of identity and belonging. An article detailing the process of creating the course and a report of results was published in The ORTESOL Journal Volume 33, 2016, “Rose City Reading: Towards an Open Educational Resource with a Place-Based Curriculum”. Both instructors were awarded the 2017 NISOD Excellence Award for their work on this project.
- In 2017, a Southeast instructor received an Open Oregon Educational Resource grant to author a Level 6 Writing text. The book has been adopted by instructors at Southeast and Rock Creek campuses as well as other community colleges across the state. The book is now in its second edition and is available as both a book that can be downloaded for free and as a course shell that can be cloned for use in D2L. Feedback from students on the book has been very positive, with students indicating that they find it concise and informative.
- Another Southeast instructor published an OER adaptation of Charles Dickens’ *A Christmas Carol* in the summer of 2019 with accompanying materials and activities. The book is being piloted in Reading 8 in the Fall of 2019 and shared with all ESOL faculty.
- In the Spring of 2019, a Sylvania instructor received a grant to author an OER course book for Communication 7 with supporting slides and videos covering pronunciation, academic listening and public speaking based on the musical *Hamilton*. These materials are being piloted in Fall Term of 2019. This instructor has also published OER materials for Writing 6 and Writing 8 as well as OER course books for Reading 6, 7 and 8 built around short stories, each with student activities, supporting slides and videos.

E. Are there any courses in the program that are offered as Dual Credit at area high schools? If so, describe how the SAC develops and maintains relationships with the HS faculty in support of quality instruction.

As of present, we are not offering any Dual Credit at area high schools. Instead, the ESOL SAC serves high school-age students through the YES to College program.

F. Please describe the use of Course Evaluations by your SAC. Have you created SAC-specific questions? Do you have a mechanism for sharing results of the SAC-specific questions among the members of your SAC? Has the information you have received been of use at the course/program/discipline level?

The process of evaluating courses has remained largely unchanged since the last Program Review. Levels 4-8 continue to do course evaluations online, answering the college-mandated questions, as well as five additional program-specific questions. Evaluations for Levels 1-3 were moved to a secure online survey that students can access through the language lab. This is an improvement over past models. In the past, students took pen and paper surveys, which were cumbersome to process, or if there was an online survey, there was little privacy as it was simply accessed through a link on pcc.edu. The other advantage is that it allows low vision students to access the survey.

We changed from paper forms because:

- 1) The online version is more sustainable.
- 2) Instructors were not always doing class evaluations in Levels 1-3, which is an equity issue as it meant those students did not have a voice.
- 3) The new form is shorter and consistent on every campus and center.

As of now, the ESOL SAC doesn't have a mechanism for sharing results of the SAC-specific questions among our members, but we are discussing a method for doing this.

4. Needs of Students and the Community

A. Have there been any changes in the demographics of the student populations you serve? If there have been changes, how have they impacted curriculum, instruction, or professional development, and, if so, in what way?

ESOL's student population has changed dramatically in recent years. As a backdrop to these changes, we should consider the overall changes to enrollment. Enrollment in the college as a whole dropped by 18% from 2013-14 to 2017-18. While the entire college has suffered from this decreased enrollment, ESOL has been hit particularly hard. Figure 4.1 below compares the years from 2013-14 to 2017-18: enrollment in credit ESOL courses dropped by 37% in this time. This drop can be partly attributed to higher employment rates in Oregon, but clearly, the larger political climate, with the so-called "Muslim Ban" and the empowerment of ICE, has affected our students negatively.

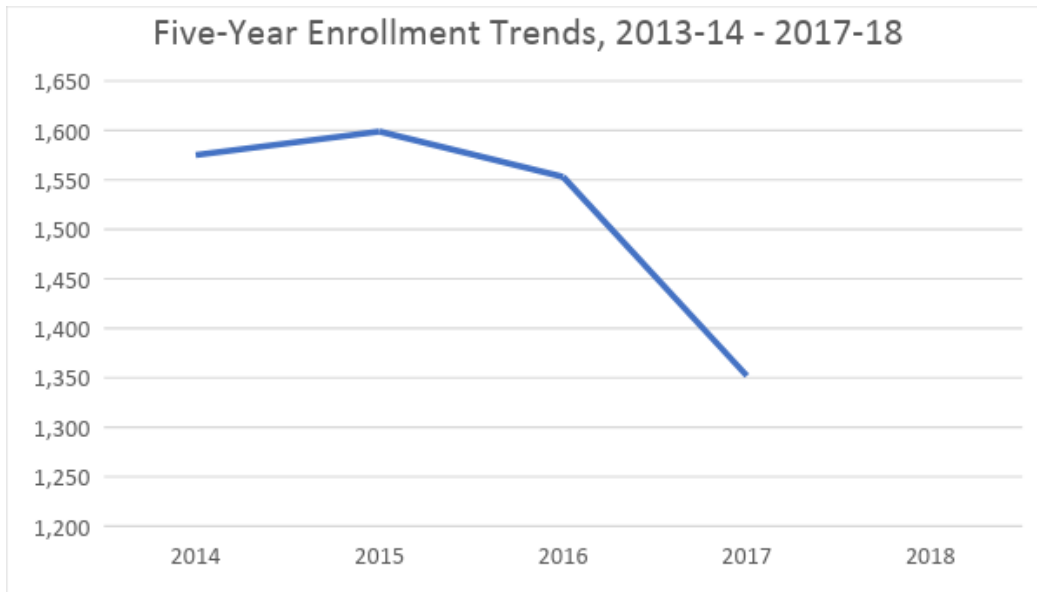


Figure 4.1. ESOL total credit enrollment over five years. Data from PCC’s Office of Institutional Effectiveness

Most of this enrollment drop is due to the decrease of international students (F-1 visa holders). Fig. 4.2 indicates the visa status of a sample of students taking classes at Sylvania campus. The number of resident students, whether green card holders or citizens, increased slightly, but the International students who were once a major portion of our student population have dwindled in number.



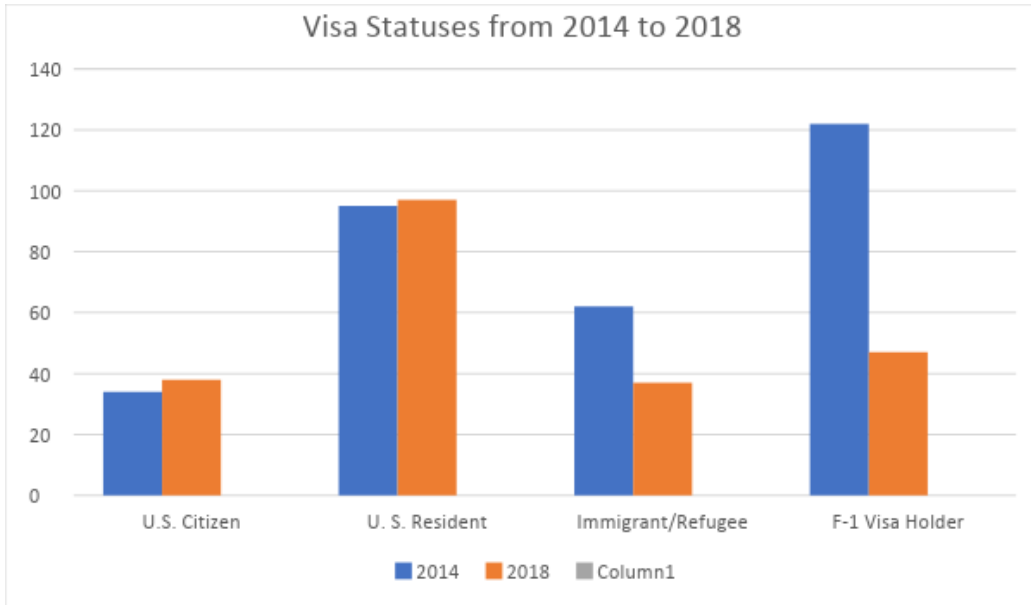


Figure 4.2. Visa statuses of Sylvania ESOL students, 2014 and 2018.

Anecdotally, several teachers indicate that the Muslim student population has shown the greatest decline. At Sylvania, data seems to support this; in 2014, we had 99 Arabic-speaking students, with 33 coming from Saudi Arabia. In 2018, these numbers had dropped to 30 Arabic speakers, with nine Saudi students. PCC ethnicity reporting does not have a “Muslim” category, but a large percentage of students from the Arab world self-report as “White Non-Hispanic.” Race and ethnicity data from PCC (Figures 4.3 and 4.4) indicate that the white student population dropped by 5% from 2014 to 2018, which provides some support for this impression.

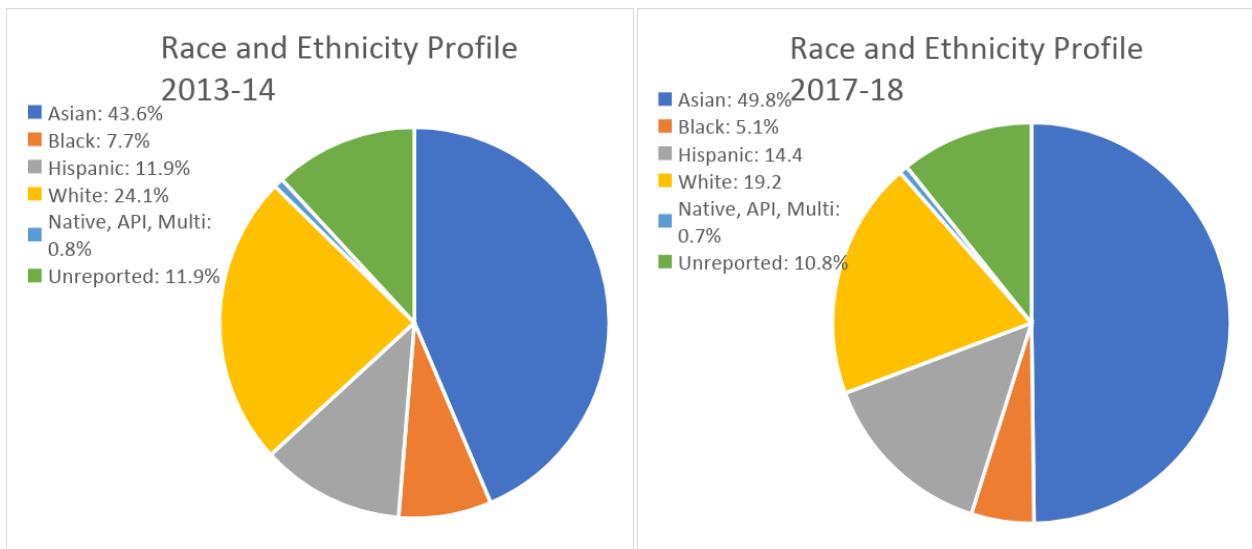


Figure 4.3 and 4.4. Race and ethnicity profiles of ESOL students, 2013-14 and 2017-18. Data from PCC’s Office of Institutional Effectiveness

ESOL has responded to this decrease in several ways. First is our work to increase the number of and enrollment in online elective courses. ESOL Grammar 1, 2 and 3 and ESOL 230 (informally, the TOEFL class) have been consistently offered as online courses, allowing students who may not even be in-country to take our classes. This is the culmination of work begun earlier, described in the 2014 Program Review. Currently, ESOL 157 (Pronunciation 5) is being developed as an online course. We have eliminated any placement requirements for our online courses so that anyone who enrolls at PCC, in-district or beyond, can take these classes. In addition, the four campuses work together to develop a rotating schedule for online classes so that the scheduling of two online sections don't conflict with each other and each campus may share equitably in the FTE.

Furthermore, we are more frequently offering electives such as the 2-credit Pronunciation classes, allowing students more flexibility to register for a full course load of 12 credits and qualify for financial aid. ESOL, in conjunction with ABE/GED, is developing the Brighter Future Forward program to help non-credit Level 3 students successfully transition into wider college or work communities. We are also embracing the OER movement in a variety of courses, attempting to lower the costs of college for a population that is proportionally more likely to be ineligible for financial aid. Different campuses are experimenting with scheduling changes, attempting to find schedules that appeal to students; Level 4-8 Friday classes at Sylvania, for example, have been completely eliminated.

Another change that has resulted from declining international student enrollment has been combining the International Education Levels 1-3, which ran as a separate program for international students, with ESOL Levels 1-3. Besides the practical aspects of the change, based on lack of enrollment in the former IE program, it has had the added benefit of exposing international students to a wider and more diverse array of classmates and providing a greater connection to PCC as a whole. To round out their minimum requirement of 12 credit hours, the students also take the American Culture and Communication course, which was revamped in 2017 to better serve the international student community.

Another way ESOL is responding to these demographic changes is in the ways instructors support students. Campuses and individual instructors are attempting to address their anxieties in a variety of ways. For example, we have developed an information card with a supportive message on one side and a list of resources on the other. Several campuses use such cards; at Sylvania, this card is passed out to every student, every term, along with the message that any harassment or abuse the students receive is wrong and should be reported and that help is available to them. The card emphasizes that even minor aggressions can be reported without involving police, and that instructors are always available to help. Many classrooms across the district display "Know Your Rights" fliers with a detailed list of appropriate responses to an ICE raid. Some instructors go over student's legal rights and appropriate responses to ICE in class or pass out pocket-sized cards with the information in a variety of languages. Class syllabi include a statement about PCC's status as a sanctuary campus, where ICE will not be permitted without

a valid warrant. In these and other ways, ESOL is attempting to provide resources and a sense of safety to our students in this particularly stressful time.

However, none of these creative responses can fully remediate the drastic shrinkage of our student population. ESOL has seen decreased class sizes and many cancelled courses since 2015, with the higher-level credit course offerings - those with the highest percentage of International students - being hardest hit. All campuses and sites have responded by cutting the number of classes offered. The ESOL program at Newberg Center closed in 2016. Level 6-8 night classes are no longer offered at Sylvania. At Cascade Campus, the ESOL program has been reduced to Levels 1-5 only, starting in Summer 2019. No Level 6, 7 or 8 classes will be offered from that time.

B. What strategies are used within the program/discipline to facilitate success for students with disabilities? If known, to what extent are your students utilizing the resources offered by Disability Services? What does the SAC see as particularly challenging in serving these students?

In 2017, Disability Services (DS) brought to our attention that ESOL students were underrepresented among the students they serve. For example, in Fall Term 2018, 2,744 requests for accommodations were made at PCC; only six of these were for ESOL classes. Those six requests represented only 0.23% of students enrolled in ESOL that term. This is a low rate compared to other SACs, and it is troubling in light of the fact that ESOL classes may have more students with disabilities than other classes do, as many students in ESOL classes are refugees from countries with poor health care and conditions, and many are likely to have experienced trauma. Since then, ESOL has been actively engaging with DS and with the concepts of “hidden disabilities” and Universal Design (UD) to improve the ways we facilitate success for students with disabilities. The Disabilities Committee, an ESOL SAC subcommittee, is working to improve student access to DS; to improve the accessibility of course materials and technology; to raise awareness of disability among both faculty and students; and to address barriers at and beyond PCC that limit the successes of students with disabilities.

First, ESOL is working with DS to improve student utilization of available services and accommodations. Some of our efforts include ongoing meetings of ESOL’s Disabilities Committee, regularly attended by DS staff, and DS presentations in ESOL classes. Staff from Disability Services participate in division meetings and in-services, making sure our faculty are up-to-date with procedures, policies and types of support available through DS. Two former PCC ESOL students with disabilities have served as student ambassadors and have participated in a wide variety of outreach activities coordinated by DS. Of course, all instructors include information about DS on their syllabi.

Next, ESOL is working to improve the accessibility of course materials and technology. Many ESOL instructors using OERs, embrace accessibility by lowering costs and making materials web-available. Two ESOL instructors created a webinar with interactive content to demonstrate how the H5P (HTML5 Package) tools for creating interactive online education can enhance accessibility. Several ESOL instructors attended the two-session Training Cohort on Universal

Design for Learning sponsored by DS and the TLC. They are incorporating what they learned in their classes and are sharing it with colleagues. Within our SAC, we communicate regularly via the ESOL listserv about technologies, tools and platforms, such as screen readers and Read&Write Gold. ESOL is actively trying to increase faculty proficiency in these tools to assist students who experience a range of issues – visual, neurological, cognitive and emotional. Furthermore, ESOL is working to raise awareness of disability among both faculty and students. The Disabilities Committee is a standing committee of ESOL faculty that contributes to SAC meetings and presents at professional conferences such as ORTESOL. The committee has advocated for awareness of hidden disabilities, raising the consciousness of faculty about the range of challenges our students may be dealing with at any given time. One of their efforts is a continually growing resource list with information about a wide variety of web resources, videos with disability training, journals, books, and articles. The committee also works to increase students’ awareness of disability, as well as of the services available at DS. Activities have included a poster event and Conversation Café at Southeast.

Instructors have also amplified the voices of people with disabilities in their classrooms. For example, several teachers have included the memoir “El Deafo” into their intermediate reading classes and integrated it with nonfiction readings about famous and everyday people with both visible and invisible disabilities. One teacher also invited Disability Services to visit the class and present on issues such as the ADA, deaf culture, and assistive devices. This awareness raising has led the ESOL SAC to adopt “El Deafo” to our approved books list and create a SAC subcommittee focused on accessibility and universal design.

Faculty have initiated contact with DS on behalf of students, then advocated for those students. In one specific example, a teacher provided one-on-one tutoring for a blind ESOL student to adequately prepare him to matriculate into the high-energy activity of a 30-student, lower level class. Another instructor sought out and attended a “Disabilities as Cultural Competency” workshop specifically to learn how to better assist a current student with an intellectual disability that affected his speech. The teacher applied her learning to the classroom by providing more response time and extra encouragement until the student became more confident and comfortable and ultimately engaged in the class.

ESOL’s unique student population does present unique challenges. ESOL is working to address barriers at and beyond PCC to address these challenges. As mentioned before, our students may tend to have higher rates of certain disabilities due to the unique stresses refugees and migrants face. However, there are insufficient resources for identifying all students who need help. Furthermore, there are language barriers students face at multiple points. Students have a great need for improved interpreting and translation services at PCC. Many students test to enter the program, but don’t register – why? Other students struggle with the procedural challenges of accessing services. Easy access to multilingual people who can help at these points of contact would open doors for these students. Also, there are administrative challenges students must overcome to receive accommodations. ESOL is seeking to analyze and simplify the processes these students must complete. Another problem is the undiagnosed mental and learning issues our student population experiences. Community services that can

help these students do exist, but in such a patchwork form that instructors can be overwhelmed by the complexity of identifying and accessing these resources. Finally, we have noticed that some refugee agencies encourage disabled refugees to apply for federal SSI Disabilities Benefits but do not also encourage them to continue their education.

C. What strategies are used within the program/discipline to facilitate success for online students? What does the SAC see as particularly challenging in serving online students?

Currently, there are four fully-online courses offered through ESOL, all of them elective courses that are open to any student enrolled at PCC, regardless of placement level. These courses have been a successful complement to our core curriculum, and they support students in grammar learning and preparation for standardized tests such as the TOEFL. Because these courses are elective, students self-select the online option and therefore tend to be able to meet the technical challenges of a distance learning course. However, for students who might need additional support, Cascade has an excellent model. The LAM division provides a Computer Literacy Specialist position for ABE/GED/ESOL students needing assistance with D2L and MyPCC.

If we were to make online classes truly accessible to all ESOL students, not just those who self-select, Computer Literacy Specialist positions should be standard at all campuses, particularly now that the CAWT program has been reduced. Although computer literacy in general is increasing among ESOL students, there is still a profound digital divide between those who have computers at home and those who do not. Those who do not are often recent immigrants and refugees with very limited resources.

There are other challenges as well. One is that although departments regularly request that additional instructors be trained to teach online or hybrid classes, often these requests are turned down, thus limiting the number of classes we can offer due to lack of faculty. Another challenge is that when teaching an online ESOL class, it can be difficult to know if the person answering the questions online is actually an ESOL student or someone more English-proficient assisting them. A final challenge is that international students cannot count their online course hours as part of their total credit hours needed for their visa. To address the latter two challenges, the SAC is continuing to experiment with offering hybrid courses. And if we were to expand these hybrid offerings, our requests for faculty trainings would need to be met.

D. Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or instructional changes (if this has not been addressed elsewhere in this document)? If so, describe.

The SAC has made a number of changes in response to feedback. First, in response to student demand, we have made our online classes open access so that anyone enrolled at PCC can take the courses without going through the placement process, allowing students outside the college district to register. Also, in response to student demand, we try to keep the cost of textbooks low in Levels 1-5 by allowing students to borrow books from the department, as well

as keeping the same textbooks for multiple years, assuring that used copies are available for purchase. In addition, we have created credit sections of ESOL Levels 1-3 so that international students can co-enroll with our resident students. Structurally, this has eliminated the parallel and redundant IE program of the past. It also allows international students to integrate with resident community members, enriching their experience at PCC. Furthermore, the YES to College program connects students aged 16-21 to PCC ESOL throughout the district. Finally, the ESOL program also maintains relationships with immigrant and refugee agencies such as Immigrant & Refugee Community Organization (IRCO), Catholic Charities, *El Programa Hispano* and Lutheran Family Services.

Individual campuses have also responded to needs in their immediate communities. Rock Creek partners with two non-profits, *Adelante Mujeres* and Family University (FAMU) to serve Level 1-3 students in offsite locations. At Cascade, a combined Level 1 and 2 are taught at Roosevelt High School through a partnership with Unite Oregon. At Sylvania, in response to student feedback, the schedule of classes for Levels 4-8 has changed from 3 days a week to 2 days a week.

5. Faculty: Reflect on the composition, qualifications, and development of the faculty

Overview

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. Our instructors are published writers, accomplished presenters, and have backgrounds in a variety of fields ranging from publishing to healthcare to biology to theater. Travel and work abroad experiences are equally impressive, as collectively our faculty have taught in a wide array of countries around the world.

Our full-time and part-time faculty represent a diversity of race, gender, ethnicity, sexual orientation, ability, nation of origin, religious beliefs, and age. Our efforts to diversify our department have included the targeted recruitment, hiring and ongoing mentoring of new part-time instructors from underrepresented groups. However, this is a persistent challenge as there is neither job security nor a clear career path for part-time faculty in the ESOL department. Due to the decision of the administration not to replace positions left vacant by retirements, the SAC has suffered a net loss of three full-time faculty members since the last Program Review.

CAMPUS	Full-time Instructors	Part-time Instructors	MYCs
Cascade	1 (-1)	11	1
Rock Creek/Hillsboro Center	5 (-1)	21	5
Southeast	3*	21	10
Sylvania	3** (-1)	19	7
Total	12	72	23

Figure 5.1. Number of full-time, part-time and Multi-Year Contract (MYC) instructors at each campus and net gain/loss since 2014

*Two of these are temporary full-time positions

**Another temporary full-time position will begin Winter Term 2020

At all of our campuses, part-time faculty continue to greatly outweigh full-time faculty, which creates significant challenges not only to faculty recruitment and retention efforts, but also to creating the student-centered culture advocated by PCC’s Strategic Plan. Below is just a sample of our recent work toward meeting Theme 5. This work is the result of a herculean effort, borne largely by part-time faculty, and very little of it has been adequately compensated. (A workshop may be paid for, but the investment of time required to revise curricula and teaching strategies or write a grant has largely gone unfunded by PCC.) ESOL teachers are reflective and dedicated educators who are enthusiastic about this work. Yet we cannot help PCC reach its goals unless PCC extends its vision of equity to faculty by providing substantially more full-time contracts.

A. Provide information on how the faculty instructional practices reflect the strategic intentions for diversity, equity and inclusion in PCC’s Strategic Plan, Theme 5. What has the SAC done to further your faculty’s inter-cultural competence and creation of a shared understanding about diversity, equity, and inclusion?

- ***Theme 5-1: PCC gathers and uses empirical evidence to analyze and improve access, advancement, climate, education, training, recruitment, contracting, hiring and retention of historically under-served populations of students, faculty and staff.***

Much second-language acquisition research points to instructional strategies that align with equity-focused best teaching practices promoted by PCC’s Strategic Plan. That means ESOL instructors, by way of their subject-area training, already employ many culturally responsive techniques that include student-centered approaches, addressing multimodal learning styles, and creating inclusive classroom communities. Despite this advantage, the ESOL SAC is committed to learning what we can do better and acting on it. For example, college-wide, many ESOL faculty have taken the “Teaching Men of Color in the Community College” online course, which lays out how using positive messaging, engaging with students outside of class, regular check-ins, relevant content with a diversity of views, and collaborative learning activities are all foundations for success for men of color. These strategies are also best practices in teaching non-native English speakers and were, thus, already widely in practice in ESOL classrooms. However, our faculty’s commitment to reflection and growth led many who took the class to reevaluate their own biases and assumptions which led to them initiating more frequent check-ins with men of color in their classes; incorporating more works of men like Ta-Nehisi Coates, George Takei, and Mohsin Hamid; effectively interrupting microaggressions in the classroom;

shifting to collaborative assessments; incorporating assignment revisions and the retaking of quizzes into curriculum and assessment; and giving students more autonomy in selecting project topics, due dates, and delivery methods. In addition, in 2017 two ESOL faculty members presented highlights of the course at their department meeting. Afterwards, many who heard the presentation then took the course themselves, which in turn led to that course being a professional development requirement for all full-time faculty at that campus.

ESOL faculty also solicit and act on feedback from students to make both curricular and instructional improvements. We do this through mid-term and final course evaluations, as well as through workshops. For example, as a result of his course evaluations, one lower-level teacher shared how he maintained already strong community-building activities but added a first-day syllabus-building workshop to see what skills students wanted to practice most. This type of reflection based on student course evaluations is typical for ESOL teachers. In another example, in 2018, one ESOL department participated in a division-wide meeting centered on Asao Inoue's book, *Antiracist Writing Assessment Ecologies: Teaching And Assessing Writing For A Socially Just Future*. A student panel (half of whom were former ESOL students) shared their classroom experiences related to issues like classroom climate, outcomes and materials. As a result, ESOL instructors reflected on their own classes and took a variety of responsive steps including replacing gendered materials with inclusive ones, adapting writing assignments to better meet the authentic tasks students face outside of class, and inviting a TLC trainer to the next ESOL department meeting to introduce contract grading, which strategically prioritizes student labor in the grading process. In addition, the importance of pronouncing students' names correctly emerged from the student panel and led to that ESOL department hiring a current Vietnamese-speaking PCC employee to prepare and lead a name pronunciation workshop at their department meeting. This resulted in a campus proposal to hire the employee to create a screencast version of his presentation slides to share with other departments.

- ***Theme 5-2: PCC applies racially conscious systems of analysis, including Critical Race Theory, to examine and dismantle systems of inequality at the college.***

Through courses (DEI's Discovery, Equity and Online Education), conferences (Teaching for Social Justice, Anderson, NCORE) and workshops (Decolonizing the Syllabus, Focusing the Equity Lens), instructors are confronting the ways that the U.S., through its cultural exports, has ingrained our own racist ideology as well as the myth of American meritocracy into the minds of many of our students. Increasingly, ESOL instructors are incorporating materials that represent a diversity of voices to counter students' false perception that "American" means "white." By learning about the contributions of diverse groups of people to American poetry, literature, science and politics, students can examine their own biases. To this end, many instructors have shifted away from teaching dominant narratives of historical events, figures, and holidays of high interest to our students. For example, when an ESOL teacher shared Teen Vogue's "The Real History Behind Thanksgiving" video, other teachers started incorporating it into their curriculum. Another instructor created and shared an OER graded reader for lower level classes called "The Seven Wonders of Oregon" that focused on indigenous stories about the history of these locations. An instructor of an intermediate writing class compiled open

copyright readings about lesser-known black leaders (including Bessie Coleman and Matthew Henson) as source material for teaching writing and grammar.

On the flip side, ESOL instructors are also recognizing that in the U.S., many of our students (81% identified as people of color according to 2017-2018 data) will personally experience race and culture-based discrimination - often for the first time in their lives. In response, ESOL teachers have been working to give students tools to navigate discrimination and to remain positive about their new home. For example, instructors have begun to explicitly teach about racism in the U.S. by creating curricular units on topics like conformity and the economic legacy of redlining. Numerous classes have attended Illumination Project performances to learn to recognize and practice strategies for confronting discrimination while maintaining personal safety.

In addition, many instructors have begun to address the racism inherent in the college classroom by decentering themselves more and more. Examples of this include incorporating more discovery and student-led learning opportunities, replacing few high-stakes assessments with multiple lower-stakes ones, reevaluating the gatekeeping rationale behind many classroom policies (such as punctuality, scheduled breaks, and due dates) and assessment criteria, and reflecting on our own choices and actions with an eye toward our intrinsic biases. This work extends beyond the classroom as well. ESOL instructors show up at campus events that elevate the voices of marginalized communities. ESOL teachers joined students in the writing and performance of "See Me/I See You: Intersectional Race Monologues." ESOL teachers attend the PCC events sponsored by student organizations - from Iftar to Lunar New Year to Rainbow Graduation. Groups of ESOL teachers attend the African Film Festival to expand their cultural awareness and understanding. Showing up signals to students that their voices are just as important as ours.

1. Theme 5-3: PCC's approach to internationalizing its curriculum expands opportunities to create globally aware and culturally intelligent students, staff and faculty.

Because our classes are by nature so culturally diverse, ESOL students become culturally and globally aware through authentic interactions with each other around class content. Topics and discussions naturally result in students sharing their insights about their own relationships to their cultures, and everyone benefits as a result. ESOL instructors have worked to replicate this experience with our colleagues in other disciplines, but it can be tricky. PCC's goal of internationalizing its curriculum can pose challenges for ESOL instructors and students because these types of activities can unintentionally result in our students being asked to be spokespeople for their countries of origin, subjects of sociological study, or simply a means to an end for students and teachers in other classes. There is an ESOL instructor on the college's Community Based Learning team who is crucial to helping college instructors think through these issues as they develop projects that involve ESOL students or immigrant and refugee community partners. In addition, two ESOL instructors have taken the lead to create an ongoing CBL project that mutually benefits both fluent English speaking students (fulfill a service-learning requirement for their classes) and for ESOL students to (receive small group tutoring). Each term, a cohort of fluent English speaking students join the same ESOL class for an hour

every week as tutors. The ESOL teacher incorporates the visiting tutors into the lesson plan, so the small tutoring groups have appropriate materials to work with. It's a productive opportunity for ESOL students and fluent English speakers to learn about other cultures, language acquisition, and fluency. Similarly, one campus has created a Speed Culturing program in which an upper level ESOL class visits a CTE class and lab and engages with CTE students around specifically contextualized discussion questions. Afterwards, both groups of students have a chance to ask each other their own questions via a "speed-dating" style conversation activity. Teachers at other campuses have partnered with colleagues across disciplines to create similar types of mutually beneficial cooperative learning opportunities around science and humanities content. In one instance, Level 7 students gained essential experience with everyday slang and idioms through content-based discussions with behavioral psychology students. The psychology students had the opportunity to challenge their assumptions about perceived linguistic and cultural divides.

- ***Theme 5-4: PCC strives to provide opportunity to all students and the appropriate level of support services to ensure the highest level of success.***

As we elaborate elsewhere, ESOL faculty have worked to expand our SAC's concept of cultural diversity to include people with disabilities (diagnosed or undiagnosed). For ESOL students of all abilities, there are myriad linguistic and cultural barriers that impact how ESOL students interface with the college. Unfortunately, much of the college's work in meeting its strategic goals still do not adequately provide ESOL students equitable access to educational opportunities. ESOL instructors have offered workshops to help students learn about ways to fund their education and become acquainted with the scholarship and financial aid system in the U.S. Students learn how to use the tools (often online, which can be a huge barrier) to access funding. Additionally, ESOL writing instructors have adjusted their class assignments to include scholarship essays and FAFSA completion as graded assignments. To further ease the financial burden on students, many ESOL teachers eschew traditional textbooks in favor of creating or adopting OER materials that are more culturally inclusive. In terms of orienting ESOL students to PCC, instructors incorporate touring and researching PCC support services and policies into their class assignments, and partner with college programs and student services on educational events and classroom visits that introduce ESOL students to opportunities. Instructors in ESOL classes also facilitate and manage registration, parking appeals, and addressing holds for their students - often as part of in-class projects. To find systematic solutions to some of these issues, thus lightening the burden on instructors, our SAC is reevaluating systems related to testing and onboarding for ESOL students.

*B. Report any changes the SAC has made to instructor qualifications since the last review and the reason for the changes. Current Instructor Qualifications are available at:
<http://www.pcc.edu/resources/academic/instructor-qualifications/index.html>*

Updated Faculty Assessment Criteria: In Spring 2018, the ESOL SAC updated its faculty assessment criteria to include a demonstration of culturally responsive teaching practices. Commitment to creating an inclusive and equitable learning environment is an ongoing process that requires faculty to regularly reflect on and adjust their curriculum and instruction to weed

out potentially harmful materials and practices and grow more culturally responsive ones. The update reads: “Uses the cultural characteristics, experiences, and perspectives of racially and ethnically diverse students to teach the students more effectively. Is responsive, adaptive, and innovative; emphasizes learning partnerships rather than viewing the instructor as the sole source of information.”

New Culturally Responsive Teaching Professional Development Requirement: To support faculty in their efforts to broaden their culturally responsive teaching practices, one ESOL department, as part of a campus-wide effort to move the needle on equity by applying YESS, requested faculty to participate in one culturally responsive teaching professional development activity per year. Example activities include attending a workshop or conference, taking a DEI course, or reading an article or book. Faculty were then asked to submit a reflection on what was learned and how it was applied to a class.

Minimum Qualifications: Our minimum qualifications remain the same and include the following:

Master's degree in TESOL

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 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.

C. How have professional development activities of the faculty contributed to the strength of the program/discipline? If such activities have resulted in instructional or curricular changes, please describe.

The ESOL faculty is active in international, national, regional, college, and campus professional development activities. We serve on the boards of professional organizations and are proactive in sharing our learning with our peers. We mentor student teachers in our classrooms and

reflect on our learning to evaluate and improve our program's curricular outcomes, instructional strategies, and administrative policies.

International professional development activities include attending and presenting at conferences such as TESOL (our discipline's professional organization) and the Japanese Association for Language Teaching, facilitating European Office of Economic Development focus groups, and working as teachers, school administrators, and program developers around the world, including Algeria, Costa Rica, Ecuador, Lebanon, Mauritania, Morocco, Myanmar, and Turkey. Example of resulting curricular or instructional change: After a teacher shared her well-researched and international conference presentation about the relationship between oral reading and fluency, many upper-level ESOL reading instructors began incorporating in-class oral reading activities that they had previously reserved for lower level classes.

National and regional professional development activities include working on Oregon Adult Learning Standards to have consistency in instructional strategies, practices, and assessment across the state. We also attend and present at conferences such as NCORE, Anderson, ORTESOL, Volunteer Literacy Tutors, Rethinking Schools, and Bridge 13 Training. Example of resulting curricular or instructional change: After learning from several mixer activities designed to give insight to the unseen burden many LGBTQ+ people face in the classroom, an instructor committed to talking about pronouns, adjusting her own language to be more inclusive of all relationships, and explicitly raising students' awareness of the continuum of gender expression.

Most importantly, ESOL instructors participate in a vast range of college service and professional development activities. ESOL instructors serve on committees like YESS, Learning Assessment Council (LAC), District Leaders of Diversity Council (DLDC), Recruitment and Retention, Diversity Councils, and the President's Fund Review Committee where we can advocate for our often-overlooked students. We lead and participate in department, SAC, and division trainings as well as join faculty/staff affinity groups where we exchange ideas and experiences with our peers across disciplines. We take DEI, D2L/Hybrid/Online, TLC and library trainings, and then immediately implement and share what we've learned. We present at and participate in special events like Campus International Education Week, Whiteness History Month, YESS Symposium, and cultureSEast. We present at and actively participate in TLC and Resource Center workshops that have resulted in so many curricular and instructional improvements. Example of resulting curricular or instructional change: Many ESOL instructors participated in a book club around "Small Teaching" that encouraged teachers to explore and discuss pedagogical techniques based on neurological research for learning and memory. As a result, one instructor added the number of activities around a vocabulary list in order to provide students with the 5-7 optimal number of retrieval opportunities for long-term retention. The teacher also allowed students to take vocabulary quizzes individually, and then compare answers in pairs or small groups as making mistakes and learning from peers' results in better long-term retention of the material.

6. Facilities, Instructional, and Student Support

A. Describe how classroom space, classroom technology, laboratory space, and equipment impact student success.

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. Some instructors are also allergic to chalk, which adds another layer of complication when classrooms are assigned. Sometimes the inadequate rooms are our dedicated rooms, and sometimes they are the non-dedicated rooms. At least one campus has a dedicated classroom so small that it can only accommodate some of our courses. This is a continuing problem noted in the last Program Review that has yet to be addressed.

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 students' success. Many instructors use the computer and projector instead of the board, especially when the classrooms have chalkboards. Because they are able to type the information instead of writing on the board, instructors can also make the documents (class notes) available for students after class.

As of Winter 2019, all campuses have a set of Chromebooks that can be reserved and taken to the classroom in case the computer lab is not available. These Chromebooks are especially helpful in writing classes since students can type their work and project it immediately for teacher and peer feedback. At all campuses, the Chromebooks are also used by instructors in other disciplines, so they need to be reserved several days in advance. Many ESOL instructors have also used resources such as Kahoot or Pear Deck, which allow students to interact with the instructor and classmates using their smartphones.

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 their class times. The labs benefit Computer Assisted Language Learning (CALL) students in Levels 1-3 who are able to gain or polish basic computer 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 their language skills and grammar.

B. Describe how students are using the library or other outside-the-classroom information resources (e.g., computer labs, tutoring, Student Learning Center). If courses are offered online, do students have online access to the same resources?

Library

All of the PCC libraries have shelves with ESOL books organized and labeled by level and genre type that are checked out by students in all levels. 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 computers, printers and copy machines in the libraries.

Tutoring, Writing Support and Conversation

The Student Learning Center (SLC) at Sylvania has partnered with ESOL to offer conversation hours and a conversation partner program for the students. The Rock Creek SLC hosts drop-in ESOL tutoring hours staffed by part-time instructors for students Level 4 and above. Credit ESOL students also make use of the



Writing Center in the Rock Creek SLC. There are also free conversation groups for Levels 4-8 offered throughout the week led by volunteers. In addition to the tutoring offered by the SLC at Southeast, the Reading/Writing Center offers tutoring to Levels 6 and up. Literacy tutoring services at Southeast support students in Levels 1-4. The Writing Center at Cascade provides support for ESOL students in reading and writing classes as well as those applying for scholarships. The Cascade Learning Center hosts tutoring sessions for beginning-level ESOL students.

Resources for Online Students

Students who take online classes in our grammar (e.g. Online Grammar or Advanced English Skills) have, theoretically, the same access to resources as students who come to campus.

However, they would have to be on campus to benefit from them, which is probably not feasible for many students. To address this issue, PCC offers online tutoring and access to the library online database and to librarians. In addition, teachers in the ESOL program have created a variety of videos through PCC media services specifically to online classes. In both the Grammar 1 class and the Advanced English Skills Review class, for example, students watch 4-5 short videos created by ESOL teachers that explain the content of the class. Videos are captioned, and students can watch them as many times as they need in order to understand the content.

At least one campus hosts a Service Learning Opportunity for PCC students. It's called *ESOL Tutoring Project*. Through this project, non-ESOL PCC students tutor small groups of ESOL students from Levels 1-3. This tutoring happens in the ESOL classroom under the supervision of the ESOL instructor, who provides the tutoring activities for each session. During the tutoring sessions, non-ESOL students do a range of activities such as reading and discussing simple texts and having conversations about life in the US and in other countries.

C. Does the SAC have any insights on how students are using Academic Advising, Counseling, Student Leadership, and Student Resource Centers (e.g., the Veterans, Women's, Multicultural, and Queer Centers)? What opportunities do you see to promote student success by collaborating with these services?

Student services are heavily promoted in ESOL classes at all levels, and students learn about these resources as part of the curriculum. In the lower levels, there are tours of centers and other orientation activities. In the upper levels, students may be assigned research activities related to student services.

In terms of academic advising specifically, however, there are important differences in these resources for ESOL students at each campus. Generally, there are ESOL academic advisors, ESOL/ABE Navigators, and resource specialists who make class visits, hold workshops and do outreach and support for struggling students. However, the configuration differs at each campus, and currently, Southeast does not have a dedicated ESOL academic advisor.

Finally, ESOL instructors are trained to refer students to academic advising, counseling, the resource centers and disability services (where appropriate). Indeed, as part of their faculty assessment, instructors reflect on whether they refer students to PCC resources. A huge language barrier exists for ESOL students, particularly in the lower levels, in accessing services, however. Currently, PCC does not have a coherent or systematic way to provide translation services to students. ESOL teachers are on their own in finding appropriate interpreters, often relying haphazardly on a student's family members, other students or willing staff members. Finally, because of the frustrations and barriers our students have in accessing services, often the ESOL instructors themselves act as resource specialists for students, going well beyond their job descriptions to provide training, information and support to students on myriad issues. At the very least, it can complicate the teacher-student relationship. At worst, it can put instructors in an awkward position in regard to FERPA laws.

7. Career and Technical Education (CTE) Programs only: N/A

8. Recommendations

A. What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion, for on-campus and online students as appropriate?

- 1. Improving Onboarding, Testing and Placement:** Our SAC has observed that PCC's unwieldy and complicated process of admissions, testing, placement and enrollment is a barrier to our current and prospective students. Especially in light of low enrollment, we cannot afford to lose students to technicalities. Thus, we have begun studying how to simplify this process from our end. In 2018, Luis Rodriguez, director of ABE, together with a group of ESOL instructors and ABE navigators, received a President's Fund Grant to improve and align the processes and practices of Levels 1-3 ESOL testing and placement across the district. This work yielded a new testing and placement process for students entering Levels 1-3. Now, the SAC would like to implement the revisions and improved tools developed by this committee. In addition, the SAC would like to carry out the same study and improve the process of testing and placement for ESOL students in Levels 4-8 by ESOL instructors. Oral and written assessments are key components to placing students accurately, thereby helping them complete the program and move into degree and certificate programs as quickly as possible. This committee believes that an overhaul of the onboarding process of new ESOL students would greatly improve student equity and retention.
- 2. Level 6 as Non-Credit:** As we have indicated previously in this report, the ESOL SAC hopes to change Level 6 to non-credit, which would help students have access to ESOL classes for a longer period at a more affordable price. When the ESL and ENNL programs merged in 2006, we successfully created non-credit Levels 4-5 to help retain and transition students into the credit program. Making Level 6 classes non-credit would similarly increase retention and completion rates, as well as helping transition more students into CTE programs, which often have a prerequisite of Level 6 ESOL completion. Until September 2019, Level 6 classes qualified as General Education Courses. Since this is no longer the case, students are paying privately or using financial aid on courses that do not transfer.
- 3. Faculty Equity:** While the sense of division and inequality between full-time and part-time faculty is not a new issue for our SAC (or the college as a whole), the introduction and rollout of Multi-Year Contracts has added another layer of division within our ranks. The SAC is committed to addressing the demoralizing effects of these divisions as best we can with the understanding that our students are better served when ALL our faculty feel they are valued and respected as co-equals, a vital and irreplaceable part of the college instead of "throw away" temporary help. To this end, we plan to engage the part-time (majority) faculty more by keeping them better informed and offering professional development whenever it becomes available.

4. Serving Students More Equitably

- **Hybrid Courses:** the SAC is continuing to experiment with offering hybrid courses.
- **Resource Distribution:** Another way we can increase equity and retention is by balancing out the distribution among campuses of faculty and financial resources so that a student at one campus has the same opportunities as a student at the next campus.
- **Scheduling Equity:** Evening students should have the same access to full-time teachers as daytime students. Arguably, the most at risk but, at the same time, with the least access to college resources such as campus centers, business offices, bookstores, counseling, and disability services, evening students deserve equal access to full-time instructors. The SAC plans to review our course assignment process to make sure that students are being served equitably.
- **Advising:** As part of serving ESOL students equitably, the Southeast retention team has been using student focus groups and ESOL faculty and staff input to design a warm hand-off of ESOL students to degree, certificate, and job training programs at PCC. Part of this discussion is how to create a process for advising students in the mid levels (4-5) and academic levels (6-8) around program options and financial aid. We hope to create an ESOL advising position to handle enrolling, testing, placement, and current/exiting student advising.

5. **General Education Reforms:** As a SAC, we need to ensure we are prepared to align our program to reforms in General Education (Gen Ed) at PCC. If we stay listed under the Gen Ed category, then we will need to create signature assignments for Levels 7-8. If we decide not to stay categorized in Gen Ed, then we plan to adjust the curriculum to include preparation for signature assignments in the Gen Ed course work they will do after they complete the ESOL program. The Arts and Letters outcomes require some degree of self-reflection and an ability to envision the impact of one's studies on one's personal life as well as on one's perceptions of the world. Our Levels 7-8 CCOGs will need to be reviewed with these outcomes in mind.

B. What support do you need from administration in order to carry out your planned improvements? (For recommendations asking for financial resources, please present them in priority order. Understand that resources are limited and asking is not an assurance of immediate forthcoming support. Making the administration aware of your needs may help them look for outside resources or alternative strategies for support.)

1. **Improving Onboarding, Testing and Placement:** We would like support to implement revisions and improved tools for testing and placement of Level 1-3 students. First, the President's Fund committee proposes that Level 1-3 students no longer take Accuplacer, which would save PCC the funds it costs to pay for each test. Next, instead of prospective ESOL students starting in the testing centers, they would be tested and placed by navigators

and ESOL placement advisers in a single visit, thereby eliminating traffic to the testing centers and saving students multiple trips to PCC before being registered. In order to run intakes with ESOL instructors, assuming an average of 7-10 intakes per term per year with three hours for intake, we estimate that this new process would cost around \$53,792 each year district-wide (see Appendix 3 for breakdown of costs). We would also request support to carry out an inventory and assessment of testing and placement of Levels 4-8 students, which would cost about \$6,500, as well as the support to implement any changes recommended by the study. The total cost of implementing changes to Levels 4-8 testing/placement will depend on the outcome of the study. Finally, we request translation of the website instructions into various languages to remove initial barriers low-level prospective students may experience.

2. **Level 6 as Non-Credit:** We see the switch of Level 6 courses to non-credit as a win/win. Although the college would lose the tuition revenue from these courses, we see enrollments going up substantially as a result of this shift, thus generating more FTE and greater retention (hence tuition revenue) at the higher levels of ESOL and in CTE programs.
3. **Faculty Equity:** ESOL teachers are reflective and dedicated educators who are enthusiastic about our work. Yet we cannot help PCC reach its goals unless PCC extends its vision of equity to faculty by providing substantially more full-time contracts for daytime and evening positions. We recommend that, at minimum, the administration support filling the three full-time positions left vacant by retirements since our last Program Review and commit to fill full-time positions as they are vacated in the future. The high degree of contact time and care that ESOL students receive beyond the classroom leads to increased rates of retention and success. We need more full-time faculty to meet the challenge of successfully retaining these students who often come from a background of oppression and vulnerability.

Full-time and part-time faculty of the ESOL SAC agree that to fully achieve equity among all the instructors, there should be no difference between the pay scales for the two classes of employees and that part-time faculty should have opportunities to engage in paid non-instructional work, which is currently limited to full-time faculty.

Due to an increasing number of college-wide initiatives, a great deal of work outside of the normal teaching load and other contractual duties is being carried by faculty with little or no compensation by the college (e.g. Gen Ed/core outcome redesign, Guided Pathways, etc.). The ESOL SAC is supportive of these initiatives because of the numerous benefits to our students and the professional development opportunities they afford faculty. We recommend that efforts be made at the district level to both fairly compensate faculty participating in these efforts and to encourage faculty who are not involved to participate.

4. **Serving Students More Equitably**

- **Guided Pathways:** ESOL is concerned about how students will encounter our program in the Guided Pathways experience. Our SAC feels there are two models that could work

concurrently. First, ESOL has a large number of students whose sole purpose for coming to PCC is English-language improvement. Thus, ESOL feels we belong on the AHCD pathway along with our peers in Languages. We understand that only programs that culminate in a degree or certificate can be in this pathway, and we plan to explore the option of becoming a certificate program. Many of our students ask for this every year, so we know there is interest. We also wonder if the fact that Level 8 ESOL is many students' ultimate academic goal should be considered when placing our program into a path.

However, we also have many students who experience ESOL as a pre-college requirement. We advocate a seventh "Pathway" be thoughtfully and organically incorporated into the model, starting as soon as possible. Such a pathway should be welcoming and be built with the understanding that not every student needs to "complete" in a short period. Many of our students are not paying with financial aid; language acquisition takes time. We want to ensure that the important pressures of completion do not drown out the "community" aspect of this community college. Furthermore, we are very concerned about the intimidation factor that students already experience with the website and with the GRAD Plan. We know that lower-level students experience this as a barrier, and it is a serious problem, one that Pathways could compound.

ESOL is a unique program. We are not a strictly "pre-college" program. We have over 16 regularly taught courses that are 100-level, and thus are Gen Ed classes. Students can apply 24 ESOL credits to their graduation requirements. Additionally, many of our students transfer directly from ESOL into graduate programs all over the world. As we are unique, we are hoping for some reassurance that the Guided Pathways team understands our role in the college. We are happy to participate in future conversations to whatever extent we can.

- **Hybrid Courses:** To assist the ESOL SAC in increasing our hybrid offerings, we request that the administration offer more faculty trainings (including paid trainings for part-time faculty).
- **Computer Literacy Specialist:** If we are to make online classes truly accessible to all ESOL students, not just those who self-select, Computer Literacy Specialist positions must be standard at all campuses, particularly now that the CAS program is being phased out. Although computer literacy in general is increasing among ESOL students, there is still a profound digital divide between those who have computers at home and those who do not. Those who do not are often recent immigrants and refugees with very limited resources. Having access to a Computer Literacy Specialist would improve student retention.
- **Advising:** We would like to strengthen the relationship between advising and ESOL. Financial aid and academic advisors often do not understand the unique needs of ESOL

students. We recommend that at least one financial aid advisor on each campus be designated and trained to serve our students. Of particular importance is knowing how to advise students about when they should apply for financial aid. Courses at Level 4 and 5 can be taken for credit and thus the student is eligible for financial aid. This seems like an attractive idea, but the problem is that there is a great risk of the student reaching financial aid limits before they have achieved their educational goals. Furthermore, students completing ESOL Levels 7-8 and moving into degree and certificate programs need advising. Stronger ties between ESOL and Advising will ensure a smoother transition.

- We request that PCC hire and train a dedicated ESOL academic advisor at Southeast campus.
 - We request funding to help our marginalized students, especially those at the lower levels with limited English skills. Students with physical and mental disabilities and students who have suffered trauma, need translators and professional help beyond what instructors may be able to provide. Additionally, students who struggle in Level 1 with low literacy skills need additional help in order to successfully participate in a classroom setting.
 - **Interpreting and Translation Services:** Students have a great need for improved interpreting and translation services at PCC. Some of the students who test to enter the program but never register for classes fail to do so because of language barriers. Other students struggle with the procedural challenges of accessing services. Easy access to multilingual staff that can help at these points of contact would open doors for these students. Moreover, these low-level students often need help in non-instructional areas such as legal aid and food security.
5. **Retention and recruitment:** We request funding to allow the ESOL program to build upon its groundwork in this area. Funding would allow for greater consistency. For retention, we would like to follow up with students who make appointments for placement testing and do not show up, for students who test but do not return for classes, and for students who start classes and later drop out. For recruitment, we would like to build upon our bases of contacts at locations such as Nike, Intel, and Roosevelt High School. The current political climate has made this outreach more important and necessary than ever.

9. Assurances

Please put X's next to all three boxes to verify that...

- faculty and FDCs at all of the campuses offering courses in this discipline/program have received a late-stage draft of the Program Review document.

- all of the division deans offering courses in this discipline/program have been sent the late-stage draft.
- the SAC administrative liaison has reviewed and had the opportunity to provide feedback on the final report.

Works Cited

"Immigrants in Oregon." *American Immigration Council*. 15 September 2017. Web. 20 August 2019. <<http://www.immigrationpolicy.org/research/immigrants-oregon>>.

"Oregon QuickFacts from the US Census Bureau." United States Census Bureau. Web. 15 November 2019. <<https://www.census.gov/quickfacts/fact/table/OR,US/POP815217>>.

Radford, Jynna. "Key Findings about U.S. Immigrants." Pew Research Center, 17 June 2019. Web. 15 November 2019. <<https://www.pewresearch.org/fact-tank/2019/06/17/key-findings-about-u-s-immigrants/>>.

Ryan, Camille. "Language Use in the United States: 2011." *United States Census Bureau*. Aug. 2013. Web. Aug 2013. <<http://www.census.gov/prod/2013pubs/acs-22.pdf>>.

Appendix 1: OCABSD Recommendation to shift from OALS to CCRS

OCABSD agrees that the national standards designated as College and Career Readiness (CCRS) should become the primary standards adopted for student learning outcomes in the Title II programs across Oregon. Whereas, the prior work that has been done to strengthen our programs using Oregon Adult Learning Standards (OALS) as the primary standards for student teaching and learning needs is what allowed Oregon to reach current success for students, the Council agrees that OALS should be retained as the long-standing and well-respected guidelines that go beyond CCRS outcomes and, as Oregon plans for this transition, the Council recommends the following be considered for implementation planning:

- Programs that have previously aligned curriculum to OALS will remain grandfathered in for Title II compliance for at least five years, with no changes needed. A shared understanding will be that new curricula are designed using CCRS as primary standards for ESL and ABE/GED/AHSD instruction.*
- A 2-year implementation plan for training and alignment needs with designated funding to support local program faculty and staff efforts made toward this goal is developed and presented to the Council for Directors' consideration and continued support.*
- A training platform is being designed to meet the professional development needs required for programs to successfully make the transition to CCRS; every effort will be made to connect prior knowledge of OALS to meeting Workforce Innovation and Opportunity Act (WIOA) requirements when designing, implementing and creating assessment tools to support full implementation of CCRS as primary standards in Oregon.*

Appendix 2: Breakdown of ESOL Intake/Assessment Costs

<u>Each session: 3 hours</u> <ul style="list-style-type: none"> • 3 Placement Advisors/Raters/session \$31.20/hour (= \$280.20) • 1 Navigator (included) • 1 Office Support \$14/hour/4 hours (\$56) • Subtotal= \$336.20 • Plus benefits @25% 	\$420.25
<i>8 Sessions/Term/Campus:</i>	<i>\$3,362</i>
<i>4 Terms/Year/Campus:</i>	<i>\$13,448</i>
<i>At Four Campuses:</i>	<i>\$53,792 district-wide per year</i>

Appendix 3: Observation Project Fall 2019

OBSERVATION PROJECT FALL 2019			
CLASS	INSTRUCTOR	DAY/TIME/ROOM	INSTRUCTIONS
ACCOUNTING			
BA 211 Principles of Accounting	Scott Birk scott.birk@pcc.edu	MW 10-11:20 2/115	Please email instructor before visiting.
BA 111 Introduction to Accounting	Diana Sullivan diana.sullivan2@pcc.edu	MW 12-1:20 2/124	Please email instructor before visiting.
ART			
ART 290 Sculpture Plastic Clay	Ben Buswell benjamin.buswell@pcc.edu	MW 9-12 3/112	Visit November 6 only Please email instructor before visiting.
AVIATION			
AVS 177 Pilot Human Factors and Safety	Larry Atree laltree@pcc.edu	MW 3-4:50 6/110	
BIOLOGY			
Biology 101	Michelle Huss michelle.huss@pcc.edu	MW 8:30-10 7/106 Tu/Th 1:30-3 7/107	No visits 10/16 Please email instructor before visiting.
BIOTECHNOLOGY			
BIT 102 Biosciences Technology	Farin Hajarizadeh farin.hajarizadeh@pcc.edu	Tues 10-12 7/232	
BUILDING CONSTRUCTION			
BCT 104 Construction Math	Shannon Baird shannon.baird@pcc.edu	W 2-4:50 2/108	
BCT 104 Construction Math	Shannon Baird	W 6-8:50 2/108	
BUSINESS			
BA 101 Introduction to Business	Scott Birk scott.birk@pcc.edu	Tu/Th 8-9:50 2/115	Please email instructor before visiting.
BA 101 Introduction to Business	Scott Birk	Tu/Th 10-11:50 2/115	Please email instructor before visiting.
BA 101 Introduction to Business	Michael Hohn michael.hohn@pcc.edu	Tuesday 6-9:50PM 2/115	Please email instructor before visiting.
BA 101 Introduction to Business	Mike Kelsay michael.kelsay15@pcc.edu	Tu/Th 2-3:50 2/124	Please email instructor before visiting.
BA 131 Intro to Bus. Technology	Michael Hohn	M 12-1:50 2/115	Please email instructor before visiting.
BA 205 Business Communication	Michael Hohn	Tu/Th 12-1:50 MW 2-3:50 Both in 2/115	Please email instructor before visiting.
COMPUTERS			
CS140U Intro to Linux	Walter Morales	MW 4-7PM Tu/Th 3-5:50 7/112	

CAS 180 Search Engine	Juan Maldonado Juan.maldonado@pcc.edu	Tuesday 10-1 2/254	
ENGLISH			
ENG 104 Intro to Fiction	Chris Jensen cjensen@pcc.edu	MW 10-11:50 2/122	Email instructor before visiting.
ESOL Level 4 Reading			
Reading Tutor	Cynthia Thornburgh cthornbu@pcc.edu	MW 12-1:50 2/245	Ask me before visiting Extra credit only
HEALTH			
HE 251 Comm. And Public Health	Alissa Leavitt alissa.leavitt@pcc.edu	Tu/Th 12-1:50	No visits 11/5, 11/12, 12/5. Please email instructor before visiting.
JAPANESE			
JPN 101 First Year	Brian Bangerter brian.bangerter@pcc.edu	MW 6-8:20 2/114	Please email instructor before visiting.
LANDSCAPE TECH			
HOR 226 Plant ID	David Sandrock david.sandrock@pcc.edu	W 8-12:50 4/103	Please email instructor
LAT106 Plant Physiology/Anatomy	Elizabeth Brewster elizabeth.brewster1@pcc.edu	M 5-10PM 7/125	
LAT106 Plant Physiology/Anatomy	Elizabeth Brewster	F 8-1 7/125	
LAT 214 Landscape Design II	Jennifer Peters jennifer.peters@pcc.edu	Thursday 1-6 7/102	
LAT 223 Site Evaluation	Jennifer Peters	M 8-12:50 4/103	No visits 10/28, 11/11, 11/18, 12/2
LAT 236 Landscape Math	David Sandrock david.sandrock@pcc.edu	M 1-5 4/103	Please email instructor
MATH			
Math 95 Int. Algebra	Jeffrey Pettit jeffrey.pettit@pcc.edu	MW 9:30-11:50 2/110	No visits 10/16, Nov. 11&13 Please email instructor
Math 95 Int. Algebra	Jeffrey Pettit	Tu/Th 10-12:20 2/110	No visits 10/17, Nov. 14&28 Please email instructor
MTH 95 Int. Algebra	Jeffrey Pettit	Tu/Th 12:30-2:50 2/110	No visits 10/17, Nov 14&28 Please email instructor
Math 243 Statistics 1	Sonya Redmond sonya.redmond@pcc.edu	Tu/Th 10-12:20 2/248 Tu/Th 12:30-2:50 2/248	No visits 10/22, 11/19 Please email instructor
MICROELECTRONICS			
MT 111 Electric Circuits	Eric Kirchner eric.kirchner@pcc.edu	Thurs. 6-9PM 7/223	No visits after 11/11 Please email instructor
MUSIC			
MUS 110 Fund. of Music	Pam Beaty pamela.beaty@pcc.edu	MW 12-1:50 3/133	No visits 11/4, 12/2, 12/4 Please email instructor
MUS 110 Fund. of Music		Tu/Th 12-1:50 3/133	No visits 10/31, 12/3,12/5 Please email instructor
PSYCHOLOGY			

PSY 101 Psychology & Human Relations	Mark Bergal mark.bergal@pcc.edu	MW 8-10 7/110 MW 10-12 7/110 Friday 9-1 7/110	Please email instructor before visiting.
READING			
Reading 115	Brent DiElmo bdielmo@pcc.edu	Tu/Th 8-9:50 Tu/Th 12-2 Tu/Th 2-3:50 All classes in 3/232	No visits 10/29, 10/31, 11/7 Please email instructor before visiting.
SPANISH			
SPA 101 First Year Spanish	Alejandra Bonifacino mbonifac@pcc.edu	Tu/Th 1:30-3:20 2/201	Please email instructor before visiting.
SPA 217 Spanish for Heritage Speakers	Alejandra Bonifacino mbonifac@pcc.edu	MW 11-12:50 2/201	Please email instructor before visiting.
SPA 217 Spanish for Heritage Speakers	Alejandra Bonifacino mbonifac@pcc.edu	Tu/Th 11-12:50 2/205	Please email instructor before visiting.
SPA 102 Second Term First Year Spanish	Vanesa Arozamena vanesa.arozaamena@pcc.edu	Tu/Th 11-12:50 2/205	Please email instructor before visiting.

PROJECT REQUIREMENTS

You must visit 3 classes of two hours each this term. Each class visit (after the evaluation is turned in) is worth 50 points. No class evaluation=0 points for the visit.

If a class is longer than 2 hours, you will receive extra points.

Tutoring for Reading 4 is extra credit, and does not count as one of the 3 class visits.

Extra class visit = 50 extra points for each It's easy to get an A with extra visits.

All visits must be completed by November 21. No late visits are permitted.

BEFORE YOU VISIT

Email the instructor if required about a week before the class you want to visit.

EMAIL MESSAGE

Email instructors one week before you want to visit their classes.

Dear Professor _____

Instructor's last name

I would like to visit your _____ class on _____ at _____ in _____. Please let me know

name of class date time room#

if this is a convenient day to observe your class. Thank you for your invitation. I'm looking forward to visiting your class.

Sincerely,

Your first and last name

Cynthia Thornburgh's ESOL 254 student

WHEN YOU VISIT

Arrive at least 10 minutes early for the class. If you are late, don't enter the classroom, and find another day to visit. When the teacher arrives, introduce yourself and tell him/her that you are my student.

AFTER YOU VISIT

After you attend each class, please type up a class evaluation and turn it in to me. This is a minimum of 20 sentences for each observation. Evaluations are due within one week of a class visit, or you will not get credit for the visit. Use this format for your evaluation:

CLASS EVALUATION	Your first and last name
Class name/Instructor name	
Date/day and time of class attended	
1. Topic and main ideas of the discussion or lesson: Use a complete sentence and add details.	
2. Information you learned from the lesson. Write the main ideas. Write 5-8 sentences.	
3. Your opinion of the class/students. Write 3-5 sentences.	
4. Your contributions to this class or discussion. Write 3-5 sentences.	