Empowering English Language Learners: Acceleration & Transition
Passaic County Community College

Empowering English Language Learners: Acceleration & Transition
DREAM
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Kathleen Kelly
Bill Morrison
Robert Salvato
Nancy Silvestro

Passaic County Community College

Passaic County, New Jersey

- Highly diverse & economically-distressed region
- New York City Metropolitan area
- Main campus: urban downtown Paterson
- Historic “Silk City”
- Home of Alexander Hamilton
- Academic centers: urban Passaic and rural Wanaque
- In the urban centers of Paterson and Passaic:
  - 34% over the age of 25 are foreign-born
  - median family income approximately $35,212
  - 30.35% live below poverty
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Fall 2015
- **Total PCCC students**: 8,389
- **Part-time students**: 4,908 (58.5%)
- **Full-time students**: 3,481 (41.5%)
- **English Language Learners**: 1,047 (12.5% of total student body)
- **Part-time English Language Learners**: 667 (63.7%)
- **Hispanic English Language Learners**: 733 (70%)
- **SP 2015 Graduates originating in ESL program**: 13.9%

Workshops Focus Points
- 2011 AtD initiative: program redesign rationale
- Diverse needs of ELLs
- Common challenges
- Acceleration and transition opportunities
- Data: challenges and successes
- Information and idea sharing
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Who are the community college English Language Learners?

One size does not fit all.

Not all English language learners...

- come from similar backgrounds
- have the same goals: language, education, career
- learn at the same pace
- can commit equally
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ESL Program Challenges
Promoting Redesign

- **Status:**
  - 70% part-time ELLs

- **Passing rates:**
  - 60-70% passing rates
  - Stand-alone grammar courses: about 74%
  - Stand-alone writing courses: about 59%
  - Level one students passed at the lowest rates

- **Persistence:**
  - Part-time/lower level students least likely to complete the program

- **Pell Grant changes:**
  - From 18 to 12 semesters

- **Emphasis:**
  - From access (open enrollment) to success (completion)

Redesign Objectives

- Better address needs of entering ELLs
- Decrease time to program completion
- Improve success, especially in writing
- Expand opportunities for transition to college-level
- Provide alternatives for non-degree seeking ELLs
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Restructured PCCC ELS Program 2012-2016

Changes:
English Language Studies (ELS)
(refer to program map in handout packet)

- Level 1 replaced by intensive PREP course
- 7-credit grammar-embedded writing courses replaced 3.5 credit courses (encourage full-time)
- Challenge tests
- 2nd-chance workshops
- Bridge and paired courses
- Customized student success course for ELLs
- Career track – in progress
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What kind of program or services does your institution have for ELLs?

Opportunities for acceleration at three points:
- Entry
- Progression
- Transition
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Empower Students: ENTRY

Beginning English Language Learners

- Continuing Education offers short-term, intensive skills building courses
- Preparation for entry to the ELS credit program

One Semester Pathway for Beginning ESL Students

Diagram:

- STEP 1: Continuing Education (Non Credit)
  - BASIC ESL Workshop (4 weeks/24 hours)
- STEP 2: Foundations Express Course (7 weeks/60 hours)
- STEP 3: ELS Prep Course
  - High Beginner (4 weeks/48 hours)
  - Credit 0120 Level (15 or 12 week semester)
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**ELS PREP Passing Rates**

```
<table>
<thead>
<tr>
<th>Term</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Summer 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Summer 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Summer 2015</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60%</td>
<td>67%</td>
<td>81%</td>
<td>76%</td>
<td>78%</td>
<td>79%</td>
<td>82%</td>
<td>86%</td>
<td>73%</td>
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</table>
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**One Term Retention into ENW-020 of ELS-PREP Students**

*Fall 2011 and Spring 2012 predate ELS-PREP.*
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One Term Retention into ENR-020
of ELS-PREP Students

Success Tracking Comparison
Former Level 1 and PREP students

!!!
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Empower Students: PROGRESSION

- **7-credit Writing Courses:** encourage full-time attendance

- **Challenge Tests:** high-performing students

- **Second-Chance Writing Workshops:** borderline students

Full-time attendance saves students time and cost

Full Time Attendance in ELS Writing Courses, Fall 2012 - Spring 2015

- Fall 2012: 13.7%
- Spring 2013: 33.4%
- Fall 2013: 29.6%
- Spring 2014: 34.0%
- Fall 2014: 34.2%
- Spring 2015: 36.1%
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Writing Course Passing Rates Prior to and After Redesign

ELS Challenge Tests
for high-performing students with teacher recommendation

- Students take department exam for subsequent level
- Students passing the exam skip a level
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Second-Chance Writing Workshops

• Borderline non-passing writing students
• Intensive 2-week workshop prior to each semester
• Successful completion = advance to the next writing level
• Eliminates the need to repeat a course

Second-Chance Workshop passing rates

<table>
<thead>
<tr>
<th>Month</th>
<th>Passing Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2013</td>
<td>71%</td>
</tr>
<tr>
<td>January 2014</td>
<td>73%</td>
</tr>
<tr>
<td>May 2014</td>
<td>65%</td>
</tr>
<tr>
<td>July 2014</td>
<td>70%</td>
</tr>
<tr>
<td>January 2015</td>
<td>71%</td>
</tr>
<tr>
<td>May 2015</td>
<td>65%</td>
</tr>
<tr>
<td>January 2016</td>
<td>79%</td>
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</tbody>
</table>
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**Second-Chance Workshops Performance Tracking**

<table>
<thead>
<tr>
<th>INT Workshops 2014 &amp; 2015</th>
<th>Next Level Fall 2014 &amp; Spring 2015</th>
<th>Passing Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Non-INT</td>
</tr>
<tr>
<td>Writing Level 2</td>
<td>Writing Level 3</td>
<td>69%</td>
</tr>
<tr>
<td>Writing Level 3</td>
<td>Writing Level 4</td>
<td>72%</td>
</tr>
<tr>
<td>Writing Level 4</td>
<td>Writing Level 107</td>
<td>80%</td>
</tr>
<tr>
<td>Writing Level 107</td>
<td>Composition I</td>
<td>73%</td>
</tr>
</tbody>
</table>

Questions?
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Empower Students: TRANSITION to College Courses

- Bridge Courses
- Paired courses

Bridge Courses

- Contextualized reading courses
- Vocabulary, reading, writing and speaking related to content area
- Career exploration
- Option to proceed to next level reading course paired with college-level course
- Current offering:
  - Early Childhood Education Bridge Course - ENR020
  - Culinary Arts Bridge Course - ENR030
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Paired Courses

- ELS students attend regular college-level course with native speakers
- ELS students attend upper-level ELS reading course
- Reading course serves as a support course
- College-level course SLOs and requirements met
- Reading course SLOs met

Paired Courses Offered

<table>
<thead>
<tr>
<th>ELS Course</th>
<th>College-level course</th>
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</thead>
<tbody>
<tr>
<td>ENR 030</td>
<td>Child Development Associate I</td>
</tr>
<tr>
<td>ENR 040</td>
<td>Intro. to Computer Information Systems</td>
</tr>
<tr>
<td>ENR 040</td>
<td>Intro. to Sociology</td>
</tr>
<tr>
<td>ENR 107</td>
<td>Intro. to Psychology</td>
</tr>
<tr>
<td>ENW 107</td>
<td>Composition I*</td>
</tr>
<tr>
<td>ENR 107</td>
<td>IT Fundamentals/Applications</td>
</tr>
</tbody>
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*Based on the Community College of Baltimore’s ALPESOL program
### Student Performance in Paired Courses
**Fall 2009 - Spring 2014**

<table>
<thead>
<tr>
<th>Course</th>
<th>NON-ELS Students</th>
<th>ELS Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC E-110</td>
<td>90% (35)</td>
<td>91% (11)</td>
</tr>
<tr>
<td>CIS-101</td>
<td>76% (2980)</td>
<td>88% (45)</td>
</tr>
<tr>
<td>SO -101</td>
<td>82% (3465)</td>
<td>87% (81)</td>
</tr>
<tr>
<td>PS-101</td>
<td>74% (7412)</td>
<td>91% (193)</td>
</tr>
<tr>
<td>EN-101*</td>
<td>78% (2145)</td>
<td>92% (39)</td>
</tr>
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*Based on CCBC - ALPESOL program

### Questions?
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Tips and Lessons Learned

- English Language Learners are not DE students.
- One size does not fit all; create options.
- Use data to identify areas needing improvement and practices to capitalize on.
- Adapt best practices from other disciplines (DM, DE).
- Use success data to create faculty and institutional buy-in.
- Contextualized instruction creates motivation and a sense of accomplishment.
- Designing and teaching paired courses must be a joint college-level/ESL faculty effort.
- Collaboration with CE is essential for a seamless transition to academic ESL programs.
- Registering students in paired courses and second-chance workshops requires cooperation of non-academic areas such as the Registrar.
- Code and register students who participate in second-chance workshops to facilitate grade/level changes and allow for tracking.
- Recruiting students for paired courses must be deliberate and strategic.
- Students can self-select for some paired courses and intensive workshops; others require a selection process.

Thank you for attending today’s workshop!

<table>
<thead>
<tr>
<th>Kathy Kelly</th>
<th>Bill Morrison</th>
<th>Bob Salvato</th>
<th>Nancy Silvistro</th>
</tr>
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<tbody>
<tr>
<td><a href="mailto:kkelly@pccc.edu">kkelly@pccc.edu</a></td>
<td><a href="mailto:wmorrison@pccc.edu">wmorrison@pccc.edu</a></td>
<td><a href="mailto:nsalvato@pccc.edu">nsalvato@pccc.edu</a></td>
<td><a href="mailto:nsilvestro@pccc.edu">nsilvestro@pccc.edu</a></td>
</tr>
<tr>
<td>973-684-5229</td>
<td>973-684-6911</td>
<td>973-684-3872</td>
<td>973-684-5585</td>
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Paterson, NJ