

Academic Program Review Recommendations: Annual Progress Report

The purpose of the Annual Progress Report is to facilitate the tracking of progress made on program recommendations/goals and to identify and explain the addition of any new program goals not listed in the most recent Review.

1. Name of Program: English for Speakers of Other Languages

2. List goals from most recent [Program Review](#) and report on progress for each goal:

1. Immigrant Enrollment – ESOL Advisory Councils in Hood River and The Dalles will meet in late summer and early fall each year in order to strengthen and maintain relationships with all community partners associated with immigrant community services. All department instructors will work on developing relationships with schools, churches and organizations. Options for community-based or employer-based ESOL classes will be pursued.

-The ESOL Advisory Council has been superseded by the Latinx Advisory Council and meets quarterly.

-Department faculty have created relationships with three elementary schools where they offer ESOL classes – Chenowith, Parkdale and Mid-Valley. They are also offering classes in conjunction with the Columbia Gorge ESD Migrant Program.

-Employer-based ESOL classes are being offered at Cardinal Glass.

2. Explore International Student Enrollment Feasibility –Supplement existing funding sources by obtaining certification to recruit and admit international intensive English students. Funding will be requested from the Instructional Services Dept. to do a feasibility study on this topic. In order to continue to serve all of our local immigrant students, this revenue stream may be necessary.

In the exploration of International student enrollment, the college learned that it is a lengthy process that is personnel heavy and not feasible for a college our size at this time.

3. WIOA Compliance – Efforts will be made to provide WIOA eligible students easier transitions into pre-college and college credit programming. Once WIOA eligible students have scored a 215 on the CASAS Reading test and are qualified for pre-college level classes, they will be referred to

Pre-College or scheduled for an Accuplacer exam and an appointment with an academic advisor.

With the hiring of a career navigator with dedicated Career Pathways funds in 2019-21, the work will begin to transition appropriate ESOL students to precollege and/or college credit programming, as well as suitable employment opportunities.

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

The orientation process has been updated and will be implemented fall 2019. Lesson Planning will continue with the lesson planning template as an option for all faculty.

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

The department name has not been changed to date. Should relevant WIOA funds become available, the department will reconsider this goal/recommendation.

3. List any additional goals added since the most recent Program Review, and include the rationale for each new goal:

No new goals/recommendations added to date.