



COLUMBIA GORGE COMMUNITY COLLEGE

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2009 Pre-College/ESOL Self Study Columbia Gorge Community College

Indicator 1: Program Administration

2002 Review:

PROFESSIONAL DEVELOPMENT/STAFF

Commendations:

- Classroom observation and peer observation opportunities are impressive.
- Statewide participation in training opportunities and committees strengthens the program.
- The commitment of staff and faculty to quality services and instruction was impressive.
CGCC continues to do classroom observations of new faculty, and the rate of these has increased under our new Department Chair model. We have continued to be involved in many statewide initiatives and training opportunities. Staff and faculty continue to demonstrate strong commitments to quality instruction.

Recommendations:

- A staff orientation plan and specific skill center handbook to go along with the college handbook and "Expected Outcomes" is needed. Being a 100% part time faculty program makes this very important.
- A formal professional development committee and professional development planning process is needed.

2009 Current Status & Direction:

In winter 2007, CGCC began the system of having department chairs. Brook Maurer has been serving as Pre-college department chair, and Lynn Lewis has been serving as ESOL department chair. Having chairs has allowed us to put in place many of the practices necessary to make lasting improvements to our programs.

Pre college and ESOL have been using department Moodle sites.

The Moodle site, which all instructors are registered for, has what used to be in paper form—piles and piles of paper. There are 11 different subjects posted: Syllabi, Lesson Plans, Instructor Observations, COG's, Class schedules, Computer Lab Schedules, Yellow Folders (student goal and feedback writing), EL Civics, Computer links, Professional Development, Test re-certification information. There is also a forum. The ESOL department, made up solely of part-time instructors, has been using this in lieu of trying to schedule mid-term department meetings. It has always been difficult to schedule meetings with more than 50% department attendance, so this allows everyone to give voice on subjects like: dealing with larger-than-expected classes, changes in schedules, finding subs, letting others know of good websites, etc. We've managed to make group decisions a number of times without calling meetings, and leaving our big meetings (fall and spring in-service) free for bigger discussions like measuring core outcomes.

The ABE/GED and ESOL departments have been working on handbooks to house: department policies, procedures, and information pertinent to the department not found in the CGCC instructor handbook. Part of the process of preparing for this program review has served to help us articulate our practices so that anyone who is new to the program can easily find out how and why we do things. The first draft will be handed out at fall 2009 in-service. It will also be on the Moodle sites.

Indicator 2: Recruitment

2002 Review:

Commendations:

- In Hood River County innovative recruitment and communication has been developed with the school district and limited English families.

Recommendations:

- The team agrees with the Director that ABE/GED recruitment is a priority.
Pre-College program has developed a recruitment plan, has an ongoing relationship with local agencies, and a strong internal recruitment and referral process with CGCC Student Services.

2009 Current Status & Direction:

Pre-College program has developed a recruitment plan, has an ongoing relationship with local agencies, and a strong internal recruitment and referral process with CGCC Student Services. An effort will be made to identify all relevant agencies within our service area, develop a reasonable and useful (for both the college and the agency) contact schedule, identify key personnel within the agencies, and maintain a useful give and take of information regarding meeting the needs of potential students in our districts. In addition, through agency visits and on-going communication, the program will explore the educational needs of the pre-college population in the outlying geographical areas.

Indicator 3: Orientation

2002 Review:

Commendations:

- The structured ABE/GED Orientation in The Dalles is well defined and multi-session.
The pre-college program in The Dalles continues to provide a well-structured orientation process.

Recommendation:

- The program needs to develop a formal ESL Orientation process that would align with managed enrollment, times, and include support services.

2009 Current Status & Direction:

The pre-college program in The Dalles continues to provide a well-structured orientation process that includes: managed enrollment; welcome, program information, goal setting, transition opportunities, learner expectations and commitment requirements, assessment, availability of accommodations, and appropriate program placement.

Orientation for the ABE/GED self-paced lab in Hood River is conducted weekly since the program is open-entry and includes all of the above on a more individual basis. However, orientation is not available for the college prep students. College prep students are referred by academic advisors based on COMPASS test scores. Before entering pre-college classes, they are required to take CASAS tests for additional placement information. Any orientation these students receive is provided by the academic advisor and the instructor upon entry in class.

In the strategic framework for 2010-11, orientation for college prep students in Hood River will be addressed.

In fall term, we will be using the ESOL brochure (English and Spanish). For the winter term of 2010, the ESOL department will have an ESOL webpage on the CGCC website aimed at being part of a new-student orientation. There will be short videos on: registration, fees, program expectations, best practices for learning, and next steps. The video and text will be in both English and Spanish. For the first time, enrollment will be closed after the first four weeks of class. This will help the program provide an orientation process that will allow all students to have full understanding of courses and support services offered.

Indicator 4: Assessment

2002 Review:

Commendations:

- Instructional assistants administering assessment outside the classroom is a great program improvement.
- The program's use of informal diagnostic tools to inform learner skills and instruction was impressive.
- The program has defined processes for assessment administration and tracking.

Program continues to incorporate these assessment practices successfully.

Recommendation:

- Students need access to assessment information.

In The Dalles, student assessment records are maintained in student folders, and instructors review assessment results and goal attainment with students on a regular basis.

2009 Current Status & Direction:

Assessment procedures are strong and efficient. Assessment data provides information for student placement and informs instruction. Students are placed accordingly into leveled classes for each subject area. Formal and informal assessment tools are used to determine placement, progress and achievement. In The Dalles, students have access to their personal assessment records in individual student folders; however, currently in Hood River, students do not have similar access to student folders. On both campuses, students have the opportunity to meet with instructors and program staff to regularly review their assessment records.

In the strategic framework for 2010-11, student access to assessment results in Hood River will be addressed.

The ESOL Program has implemented yellow folders as a tool to instructor/student feedback on goals, best practices, and assessment. They are used in on and off campus classes.

Indicator 5: Retention

2009 Current Status & Direction:

The pre-college program provides quality instruction that is relevant to student goals at an affordable rate. The program fosters a sense of community, minimizes outside barriers, and ensures a safe, supportive, and consistent environment for students. Students who are not comfortable with the direct instruction model have the opportunity to access individual instruction in a lab setting.

The pre-college program works with Student Services to provide appropriate accommodations for students with disabilities. In addition, instruction is provided that addresses multiple learning styles and modalities.

Retention strategies include recognition of student progress and success, including: certificates for completion of skill levels and GED official tests; and CGCC honors recognition for attaining GED with an average score of 520 or higher.

A goal of the 2009-10 strategic framework was to establish an attendance policy for the morning pre-college classes so that students understand the need to attend class regularly. A new policy is in effect as of fall term, 2009 and is included on all syllabi:

"You must attend at least one session of each subject area class during the first week of the term. If you are not able to do so, you must obtain special permission from the instructor in order to attend future classes. If instructor permission is not given, you may attend lab-time only and will be put on the class waitlist for the next scheduled entry time.

If you miss two consecutive weeks of class, you may attend lab-time only and will be placed on the class waitlist for the next class scheduled entry time."

Students who have not attended for two weeks or did not attend class following orientation are called by the instructor or instructional assistant. The purpose of the phone call is to determine barriers blocking attendance and assist students in addressing them.

The ESOL program is implementing the pre-college procedures for contacting students who have missed two consecutive classes. A native-speaker of Spanish has been hired for the responsibility of calling those students who have missed two classes. There is a phone log on the CGCC computer for keeping data regarding barriers for student attendance. The data will be evaluated when doing strategic planning.

Indicator 6: Transition & Completion

2009 Current Status & Direction:

Students are assisted in identifying, evaluating and updating their goals and creating an individual education plan. Internal (within program) and external (college entry, training, and/or employment) transition information is provided throughout their involvement in the pre-college program. Student goals are determined during orientation and reevaluated with instructors formally at mid-term and end-of-term and informally throughout the term. In The Dalles, a College and Career Awareness class is offered to assist students in self-evaluation and planning.

In The Dalles, college advisors offer transition workshops regarding enrollment in college credit courses and financial aid.

GED students who attend a minimum of 50 hours of class and attain a GED receive a tuition waiver for six free credits at CGCC.

A goal of the 2009-10 strategic framework was to design curriculum to expand the current Pre-College Career and College Awareness class, creating a two credit college course with the intent of offering it to Pre-College (both college-prep and GED) students for free in 2010-11. This goal is dependent on budget realities of coming year.

A goal for the 2010-11 strategic framework will be to design a process for the Hood River self-paced lab to ensure adequate access to transition information provided by academic and financial aid advisors.

In 2007, the ESOL department chair and the Pre-college department chair began to merge the same objectives: to create classes for students who scored above 215 on CASAS Reading and needed more academic reading and writing skills than Level D ESOL provides or, native speakers who didn't place into Reading 90 on the COMPASS (at that time we used ASSET). When the ESOL department has tried to offer such classes, we've had too few students. By combining ESOL students with ABE students, we have full classes. Better than that-- we've had the luck to place instructors who have experience teaching ESOL. It is department policy that students who are attending reading/writing 1 or 2 can still attend level D classes. Those students encourage other students to take the classes. Having them in Level D allows students to talk about

homework/classroom assignments that have been difficult, and facilitate the transition process at their pace.

In the ESOL department, students who have transitioned into other classes have given us feedback about the difficulties of working in small groups with American students who are not used to speaking to someone whose first language is not English. For that reason, we jumped at the chance to bridge our ESOL students into content classes with native speakers through the Ocean Sciences. We wrote up “Five Tips on How to Speak With a Non-native Speaker” and had the Biology teacher (Jules Burton) lead a workshop with her students. Over several terms, our students were studying the lessons/material that Theresa North had developed. One of our EL Civics Objectives was “Environment” in 2009. Students felt confident about taking part in group/class discussions when we combined the two classes: ESOL level C/D and d with Environmental Science. The groups were combined for several class sessions throughout the year, with positive results on both sides. The Biology instructor asked students to reflect on “Humans learning to understand culture, relying on verbal and non-verbal communication” in their Moodle assignments. Morning ESOL students who participated surprised us by making special trips in to attend the night Biology classes. At the end of term counseling sessions, instructors made it a point to let students know that they were successful in a class that was non-ESOL, and would be able to meet with an academic advisor to set up the next step. For this reason, we think we had a higher number of students move on to Reading/Writing 1 and 2.

Indicator 7: Support Services

2002 Review:

Commendations:

- The program is integral to the core mission of the college. Director participation in college planning and strategic activities is evident.
In addition to the Director being active in college planning and core activities, pre-college instructors and staff participate on a variety of college committees: accreditation, institutional assessment, academic standards, career pathways, department chairs, strategic planning, etc.
- Since 1997, partnerships with Wasco and Hood River county partners have greatly improved. Partners indicate an atmosphere of “potential” has emerged.
As described in the 2009-10 strategic framework and recruitment plan, the program has identified the development of improved partnerships with local agencies, including: creation of relevant agency list, identification of key personnel, and establishment of a regular schedule of interaction.
- The facilities in both counties are evidence of the importance of the program. YEAST with its four classrooms, dedicated space at the college campus, and presence in the Hood River One Stop are examples.
Pre-college programs are strongly represented in The Dalles and Hood River. The new Hood River – Indian Creek Campus facilities have provided Hood River community members with expanded services such as direct instruction

for college prep students, academic advising, and a library information commons.

- The dedication and skill of professional support staff continues to be a significant factor for this program.

Administrative support staff and instructional assistants work together with instructors to ensure the delivery of quality services and instruction to students. State required data is gathered and provided in an efficient and professional manner. Contact with local partners is maintained by support staff.

- The tutoring program has developed an impressive publication, *Shared Voices*, added funding streams for program support, and developed an organized system for managing volunteer tutors.

Shared Voices: A New Writers' Collection, volume VIII was published and released in June, 2009. The program continues to look for additional funding opportunities as they come available. System for managing volunteer tutors continues to address the needs of the program.

Recommendations:

- Cross training and partners and other program integration can strengthen the program. The self-sufficiency program, Employment Department, One Stop core services are potential connections. CGCC faculty and students can benefit. Increased presence of Employment Department, OLMIS, and Mid-Columbia Council of Government's workforce readiness, are examples.

As described in the 2009-10 strategic framework and recruitment plan, the program has identified the development of improved partnerships with local agencies, including: creation of relevant agency list, identification of key personnel, and establishment of a regular schedule of interaction.

- Continued connectivity with the college's "skill gap" economic development strategies can be improved. These include the health care continuum, hospitality initiative, business and industry training, etc.

Program participated in the development and piloting of OPABS reading curriculum and piloting of OPABS CCA curriculum. Department Chair is a member of the college's Career Pathways Committee.

- Continued discussions with WIA partners about "Training and Intensive" service delivery can enhance the program connection to seamless services for the Wasco and Hood River County citizens. For example, participation of basic skill students in the Self-Sufficiency modules could link reading, writing, and math content with preparation for life and work.

This is no longer applicable.

- The program needs to expand the use of tutors in the classrooms throughout the district.

Gorge Literacy will search to find available tutors for assistance in classroom settings upon request. Tutors have been and currently are used in math classes in The Dalles.

- Formalized plans for each of the indicators should be developed. That will give the program director, college management, instructors, and staff a common vision; and the ability to evaluate progress towards goals will be easier to monitor.

Plans for each of the eight program indicators have been developed.

- Explore options for including available video resources to expand access and program intensity. “Workplace Essentials and GED Connections” could be available as part of “Core” WIA services and enhance ABE/GED instruction. The program has a model in its implementation of video technology in its EL/Civics programming.

This is no longer applicable.

2009 Current Status & Direction:

Instructors and program staff stay current and provide information on available support services, internal (Gorge Literacy, library services, bookstore, disabilities services, student services, Childcare Partners) and external (MCCOG, DHS, Drug Court, Mid-Columbia Center for Living, Next Door, Inc., Employment Dept., Vocational Rehab, transportation options, St. Vincent de Paul, Lions Club) to the college.

In the strategic framework for 2010-11, program staff will create list of internal and external services with a brief summary of each.

Indicator 8: Instruction

2002 Review:

Commendations:

- The ESL planning process is a model to be replicated.
- ESL course outline guides were impressive and, when completed for all levels, will be a model for ABE/GED.
Currently CGCC must follow PCC course outcome guides which are available to all instructors. As CGCC pursues independent accreditation, the pre-college program will review current PCC course outcome guides to determine if they will be revised or adopted as is.
- The ability to implement ESL level classes, rather than only having multi-level classes, is a major improvement since 1997.
- Faculty access across all instructional programs for a materials budget is commendable.
Faculty continue to access materials budget by proposing materials requests to the Department Chair. All requests are considered within the constraints of the current budget, and most requests are honored.
- Learner input to the program is a model for the state.

The pre-college program has adopted the college-wide student course evaluation system. Student focus groups facilitated by non-instructional staff no longer occur.

Recommendations:

- The team encourages the director and ABE/GED staff to develop and implement a planning and communication process, similar to that implemented by ESL in 2002, including professional development, multi-level instructional strategies, faculty involvement, assessment integration, and program outcomes.

Pre-college instructors avail themselves of professional development opportunities on a regular basis (See Staff Professional Qualifications and Goals Forms.)

Since last review, the program redesigned its delivery of instruction to include two levels of classes for each subject area (The Dalles.) In Hood River, direct instruction in all subject areas is now provided in addition to self-paced lab.

Faculty participate in regular department meetings, informal collaboration with colleagues, and college-wide in-services. Faculty is involved in outcome development and all phases of program design.

Formal and informal assessment data is regularly reviewed and used to inform instruction and program design.

- The team agrees with the program director that curriculum course outline guides and project-based activities are a priority for ABE/GED.

Currently CGCC must follow PCC course outcome guides which are available to all instructors. As CGCC pursues independent accreditation, the pre-college program will review current PCC course outcome guides to determine if they will be revised or adopted as is.

Project-based activities are incorporated in classes as appropriate.

2009 Current Status & Direction:

The department has defined the purpose and outcomes of instruction and learning for its programs. The instructional plan addresses how instructors teach and how students learn, provides an organized curriculum structure, and defines the integration of formal and informal assessment into curriculum and instructional planning.

Instruction is provided on both campuses at a variety of times: leveled instruction in the morning classes in The Dalles; multi-level direct instruction in the evening classes in The Dalles and Hood River; and self-paced lab afternoons and evenings in Hood River.

In order to address the diversity of study goals, instruction is geared toward teaching reading, writing and math with the intent to prepare students for GED testing, college credit classes, and life-long

learning. The program strives to provide students with the fundamental skills needed to succeed in whichever area they pursue.

To remain current in adult education best practices, pre-college instructors avail themselves of professional development opportunities on a regular basis. In addition, the pre-college instructors and staff consider themselves a team and work together collaboratively to ensure the success of the students.

The 2009-10 strategic framework includes three instructional goals: 1) develop an enhanced Reading I curriculum for delivery in The Dalles; 2) provide group math instruction for students currently attending self-paced instruction in Hood River; and 3) evaluate status of redesigned coursework addressing the inclusion of college prep students begun in fall, 2008.

Local Goals and Desired Outcomes

In 2008-09, the Adult Basic Skills and GED program was redesigned to address the changes in the prerequisite policies for college credit classes. This change in policy came in response to a shift in policy at PCC as well as a recognition of a need for appropriate level classes for students placing below Reading and Writing 90. Working together with Student Services, pre-college classes and college support services were redesigned to accommodate the needs of college prep as well as ABE/GED students. This change is in effect on both campuses; however, Hood River programming needs to grow and adapt to better serve its student population.

External partner communication needs development in order to improve program recruitment, retention and transition. An effort will be made to identify all relevant partners within our service area, develop a reasonable and useful (for both the college and the partner) contact schedule, identify key personnel, and maintain a useful give and take of information regarding meeting the needs of potential students in our districts.

Accomplishments

1. The pre-college program has excellent communication and collaboration among instructors, staff, administration, and other college departments. Regular department meetings, informal discussion among instructors, representation at department chair meetings, and participation on college-wide committees facilitates program success.
2. The 2008-09 redesign of the pre-college classes to accommodate the greater number of college prep students being referred through the college placement process has resulted in the improvement of scope, sequence and rigor of pre-college curriculum. Instructors recognize the unique mix of college prep and GED students that creates a classroom atmosphere that fosters and exploits each group's strengths.
3. A more comprehensive collaboration between the pre-college program and CGCC's student support services has been successful in assisting students to meet their goals and transition to next steps.
4. Individual communication with students regarding goals, assessment, progress, completion and transition is conducted throughout the student's involvement in the program (individual

appointments during orientation, subject area goal setting at beginning and mid-term, mid-term and end-of-term reviews, and exit interviews.)

5. Individual student education plans are maintained in student folders to which students, faculty and staff have access. Folders include but are not limited to: assessment record, CASAS level descriptors, competency math checklist, personal goal sheet, subject area goals, mid-term and end-of-term reviews.

Priorities:

1. In order to have better data regarding the needs of the college's service area, the pre-college program will work with community partners to gather information on the educational needs of the pre-college population, specifically in Hood River and all outlying geographical areas. This data will be used to inform program planning.
2. Based on the success of the redesign of the pre-college program in The Dalles, the pre-college department would like to replicate this model in Hood River, including: increased direct instruction, leveled subject area classes, college prep orientation, managed enrollment, and comprehensive support services.
3. To achieve greater student input into program evaluation and design (including recruitment, orientation, instruction, retention and transition), it is a priority to conduct regular student focus groups led by an independent facilitator.
4. The pre-college program will collaborate with CGCC Public Services Librarian to design appropriate instruction using the college's informational literacy offerings.
5. Pre-college instructors will develop lesson plans that integrate technology fluency and skill enhancement.
6. ESOL department will have campus meetings once a month: we'll end class 15 minutes early so the four instructors who are teaching night classes can get together to discuss: shared students, civic objectives, and term plans.



Columbia Gorge Community College Recommendations

Recommendation 1

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

Recommendation 2

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

Recommendation 3

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

Recommendation 4

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

Recommendation 5

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