2022 Precollege Program Review

Section One: Mission and Goals

A. Mission: The Precollege Department (PCD) transforms lives by providing a local, affordable option for a diverse learner population both on campus and in the community. Our mission is to facilitate personal academic progress in our classrooms, aid in the transition into a certificate or degree program, and/or provide job training, so learners may function more effectively in the workplace.

B. Describe program alignment with CGCC Mission/Strategic Priorities

Mission Columbia Gorge Community College builds dreams and transforms lives by providing lifelong educational programs that strengthen our community.	The PCD transforms lives by providing low cost education to students who seek to better their lives and career options with a GED, offering a pathway into credit bearing classes or for personal enrichment.
Priority 1 Fiscal Responsibility and Sustainability	The PCD is sustainable through the funding provided by CGCC ,Title II and Title 1b. The fees collected from students are minimal in order to increase enrollment and create a better educated community.
Priority 2 Student Success	The PCD ensures student success with continued communication between instructors and students as well as advisors and students.
Priority 3 Diversity, Equity and Inclusion	The PCD supports all students and supports students who may not have

	English as their first language. The PCD commonly has students change their names or pronouns to reflect changes in gender. The PCD fully supports any modification that helps students feel more comfortable with who they are.
Priority 4 Community Connections	The PCD is connected to the community. Our Director also runs Gorge Literacy. As our Integrated Education Training (IET) programs grow, PCD will be connecting with stakeholders in order for student support and job placement.

Section Two: Previous Review's Goals (Recommendations), Action, and Analysis

The following is a list of Recommendations and Actions that followed.

2017 Recommendation One

The PCD should complete a program review every 5 years' cycle, and Outcome Assessment of Program Outcomes every year.

The PCD continues to provide program reviews every five years and Outcome Assessments every year.

2017 Recommendation Two

Continue termly department meetings in addition to in-service department meeting times.

The PCD has two to five department meetings per a term. An initial meeting to start the term and a midway meeting to discuss student progress are always conducted.

2017 Recommendation Three

Hire one full-time faculty and one full-time Precollege Pathways and Transition advisor.

A full-time faculty member has yet to be hired. It is the hope of the department that with the new Title II grant funding a position will be created. *The Precollege Pathways and Transition advisor has been hired and a DHS contract helped hire a second advisor in 2019. We have also started the hiring process for a Precollege Specialist I (name could be changed) based on additional STEP and Career Pathways funds.*

2017 Recommendation Four

Change department name from Precollege Department to Precollege and Transitional Studies Department.

After consulting with the PCD team, it was determined that a name change could be considered an unnecessary action. The name Precollege on its own suggests transition.

2017 Recommendation Five

Course Development: CG 114, community finance, Orientation course – a six-week header to each term.

The CG classes were moved from the PCD. The six week orientation course was not as successful as hoped. One day orientations seem to be the most practical and feasible for students.

2017 Recommendation Six

Create some student success videos for advocacy.

Student success videos have been created and posted to the GED CGCC Website. Videos from instructors describing the program have been added to the website as well.

2017 Recommendation Seven

Curriculum development to create new course CCOGs and have the departmental discussion and decision on whether or not to have our courses go through curriculum committee and to incorporate learning communities' best practices within the PCD and aligning current course schedule to the best practices. Should the department vote for the courses going through

curriculum committee, work would need to be done to do so. Also, developing a bridge with Student Services in preparing students for college.

All Precollege classes now have updated CCOGs which have been approved by the Curriculum Committee. While a bridge program is being developed, we have not worked closely with Student Services. We plan to work with them more closely as we continue to develop pathways.

A. Additional Actions Taken

1.Creation of GED CGCC Website

It was decided that the PCD needed a clean, fresh space for students to explore their GED/Precollege options. The website begins with a questionnaire and allows students to view videos of recent graduates as well as Precollege instructors. Funding from the state made this upgrade possible.

2.Purchase of Smart Boards- Before the pandemic hit, Precollege was teaching students f2f and remotely synchronous at the same time. However, the remote enrollment was very limited. Most classes had one or two remote students. During the height of the pandemic, PCD decided to purchase Smart Boards in order to more effectively teach students in both modalities simultaneously once that became an option. Unfortunately, the Smart Board on the HR campus was never connected and the one on TD campus has had internet connectivity issues. During the period of offering dual modalities (f2f and remote), it was determined that effective teaching can be challenging while teaching both groups of students. Morning class students trended towards face to face classes and evening students trended towards the remote offering. PCD decided to offer exclusively remote classes in the evening and f2f classes in the mornings. For various reasons, morning instructors choose not to use the Smart Board.

3. Implementation of WorkReady- In an effort to create one place to store information about students (test scores, challenges, attendance, etc.) and a way to reach students, PCD launched Workready- an app for students, advisors, and faculty to communicate and store information. While the storing of information has been excellent, it has been found that communicating with students can be challenging through the app. As a result, many instructors prefer to text message their students.

4. Creation of Writing for College Preparation (WCP)- In 2019, a new class was launched to meet the needs of Precollege students and students who were taking credit bearing classes who were struggling with writing WCP Website. The GED tests have very little required writing and students often score a zero on the writing portion of the Language

Arts test and still manage to pass. We decided it would be a better use of time to focus mainly on reading comprehension in Language Arts/Science/Social Studies classes. WCP would fill the need of the Precollege student who wanted to be more prepared to write at a college level. The class was marketed to Early Childhood Education students. However, any student who wished to improve their writing was welcome to take the class. While the class was not always successful at being enrolled, it is being marketed and an increase in enrollment is expected. Perhaps recruiting students from ESOL into this class will ensure its future success. As of now a promotional video has been created for the class to be shown to ESOL students and by student services to potential students.

5. Purchase of New Textbooks- PCD purchased a new set of textbooks that more closely align with GED content. Previous textbooks for Language Arts included a large amount of literary material such as metaphors, similes and onomatopoeia. The new Language Arts textbooks focus on nonfiction passages and comprehension questions. The old textbook's pages were growing thin and writing could be seen from the back of the page through the front.

6. Changes in course offerings- At the time of the previous program review, two sections of math and Language Arts/Science and Social Studies (LA/S/SS) were offered in the morning on The Dalles campus. Although both sections always went with at least 6 students, it was decided that one section of math and one section of LA/S/SS in the morning would suffice. This decision has had some resistance and is being reconsidered. Offering two sections in the morning allowed for two levels of students and instruction catered more directly to student needs. Currently, the morning classes rotate- Math 1 and LA/S/SS 1 one term and the second level the next term. Evening classes rotate as well.

7. Implementation of attendance policy. Beginning in the fall of 2021, PCD began a new attendance policy. If a student misses 3 classes, they are on probation. They need to speak to an advisor to continue attending classes. If they miss six, they are dropped until the following term. This policy is stated verbally at the start of the term and written on the syllabi. Anecdotally, it seems to be quite successful. Students take their absences more seriously, frequently contacting the instructor if they are to be absent. This policy is not enforced after the sixth week of classes. In reality, students would have to miss 50% of the classes during the first six weeks in order to be dropped.

Section Three: Current Department Assessment – Describe, Assess, Analyze & Identify Needs

A. Student Learning

    1. Course-Level Outcome Achievement

Course Number/ Assessment Date/ Outcome	Average Percent of Achieved Outcomes	Summary Analysis
PC Math I & II W 2018 *Bickle* Improving instructor-student interaction to better support student achievement of outcomes	66%	Creation of "exit tickets" to reflect student success were not very successful. Students are mostly concerned with their ability to increase their score on a GED Ready practice test.
PC Rd/WR II W 2018 *Booth* Changes in format of course (delivery)	82%	Changes such seemed to have a positive effect. Describing historical material and explaining scientific concepts led to a greater understanding of material.
PC Rd/Wr I/II S 2018 *Carmicheal* Changes to curriculum	82%	While students largely seemed successful in efforts to improve writing, the short term (8 weeks/summer) contributed to the inability to culminate with a five paragraph essay. Gains were made on sentence and paragraph level.
PC Rd/Wr II F 2018 *Booth* Changes to curriculum Improving instructional materials and resources for students	87%	Progression to more individualized instruction seems to lead to success. A high percentage of students (62%) were able to pass at least one GED test.
PC Rd/Wr I/II S 2018 *Harrington* Changes to course design	92%	Summer seems to have an effect on attendance. Perhaps, too much autonomy is given to students. More direction might be necessary. Difficulty in having students write persists. Difficulty in being able to connect with online students noted.
PC Math I & II F 2019 *Jones* Changes to improve	75%	Curriculum in place largely helped achieve goals. More practice tests or daily questions

instruction/ Changes to course design		could help with student success.
PC Rd/Wr I F 2019 *Carmicheal* Changes to improve instruction	83%	Explicit instruction of outcomes and indicating how they relate to the GED helped contribute to student success. More focus on academic vocabulary is warranted in future instruction.
PC Rd/Wr II F 2019 *Booth* Changes to improve instruction	97%	Writing daily and more often increased student success. Analyzing poorly written essays also helped improve student writing.
PC Rd/Wr I & II F 2019 *Losee* Improving instructional materials, resources and/or activities for students	100%	Group projects and having activities where the students are engaged and working together helped to the success of each individual. Using online games to help reinforce material contributed to outcome achievement.
PC Rd/Wr I & II F 2020 *Losee* Changes to improve instruction	89%	Difficulty noted with engaging online students. Attendance was a major factor towards success. Additional research necessary by the instructor.
PC WCP W 2021 *Booth* Changes to improve student achievement of outcomes	82%	Frustration expressed at students not submitting work. However, a plan is devised for the following term to work more closely with the ECE department and require submission of work for review through WCP before being submitted to ECE.

- **Assessment-driven changes made to improve attainment of course-level student learning outcomes.**

Over 90% of Precollege students are seeking to earn their GED. There are two assessment measures, GED Ready practice tests and CASAS, which indicate when students are ready to take the GED. From the moment students are oriented into the Precollege program, instructors have access to CASAS scores. This indicates students' aptitude for passing the GED. Students are given GED Ready practice tests early into the class, so students will have a clear picture of what to expect on the tests and instructors can know who is ready for the official test. Common areas of deficiency are noted by the instructor and instruction is modified accordingly. Students are provided with page numbers in their GED

Workbook to focus on for individualized instruction. The GED Ready provides data on the exact areas of content, such as Identifying the Main Idea in a passage, on which instructors base content. Instructors and administrators meet twice a term to talk about each student and discuss progress made toward GED attainment. Advisors meet with students regularly to ensure goals are being met.

Additionally, instructors are guided by the Oregon Adult Career and Readiness Standards (OACCRS). These standards are aligned with the content needed to pass the GED. Twice a term students take the CASAS exam to demonstrate mastery of the skills gained by learning the standards. The CASAS test and the GED test require the same skills to improve scores. So, if an instructor teaches according to the standards, both CASAS test and GED test scores will improve.

2. Degree/Certificate/Program-Level Outcomes:

● Provide data and summary analysis of student achievement of degree/certificate/program level outcomes since the last program review/

Below is a table which shows Measurable Skills Gains (MSGs) made by students along with reasons for a change in gains. MSGs are made by a variety of factors such as GED completion and CASAS scores demonstrating significant improvement.

Precollege / GED Program (Title II)					
Year	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Percentage of MSGs earned	40.71%	50.85%	29.70%	38.54%	33.93%
Additional Information			Most MSGs are gained at the end of the fiscal year and we were unable to test due to Covid-19	Covid-19 testing issues	So far this year.

MSGs are also made by students entering college, earning certificates and receiving increased pay.

3.1. WIOA PRIMARY INDICATORS OF PERFORMANCE

Background

WIOA aligns performance-related definitions, streamlines performance indicators, integrates reporting, and ensures comparable data collection and reporting across all six core WIOA programs, while also implementing program-specific, such as Title II, requirements related to data collection and reporting. Section 116 of WIOA **https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf** establishes performance accountability indicators and performance reporting requirements to assess the effectiveness of states and areas in achieving positive outcomes for individuals served by the workforce development system's six core programs.

The joint U.S. Departments of Education and Labor (the Departments) final regulations present a number of provisions designed to improve accountability and transparency within the workforce system, and measure key employment and educational outcomes, as well as program effectiveness in meeting employer needs. WIOA identifies six primary performance indicators for all Titles:

Under section 116(b) (2) (A) of WIOA, there are six primary indicators of performance:

1. *Employment Rate – 2nd Quarter after Exit: The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program;*

2. *Employment Rate – 4th Quarter after Exit: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program;*

3. *Median Earnings – 2nd Quarter after Exit: The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program;*

4. *Credential Attainment – The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program;*

5. *Measurable Skill Gains – (pictured below) The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. Depending on the type of education or training program, progress is defined as one of the following:*

    a. *Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;*

b. *Documented attainment of a secondary school diploma or its recognized equivalent;*

c. *Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards;*

d. *Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or*

e. *Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams. (OCTAE Program Memorandum 17-2)*

6. *Indicators of effectiveness in serving employers – WIOA section 116(b) (2) (A) (i) (VI) requires the Departments to establish a primary indicator of performance for effectiveness in serving employers. The Departments are piloting three approaches designed to gauge how well the workforce system is meeting critical workforce needs of the business community.*

The measures that apply to Title II programs include 1, 2, 3, 4 (secondary diploma or its equivalent), and 5 a, b, and c. Individual learner outcomes for all measures, except 5a, are collected and calculated using ABS student data submitted into the TOPSpro Enterprise (Tracking of Programs and Students) database as well as data matching with the Oregon Employment Department, National Student Clearinghouse, GED database and Data for Analysis (D4A), the CCWD web-based data collection and reporting system.

MSG: WIOA Primary Indicator of Performance
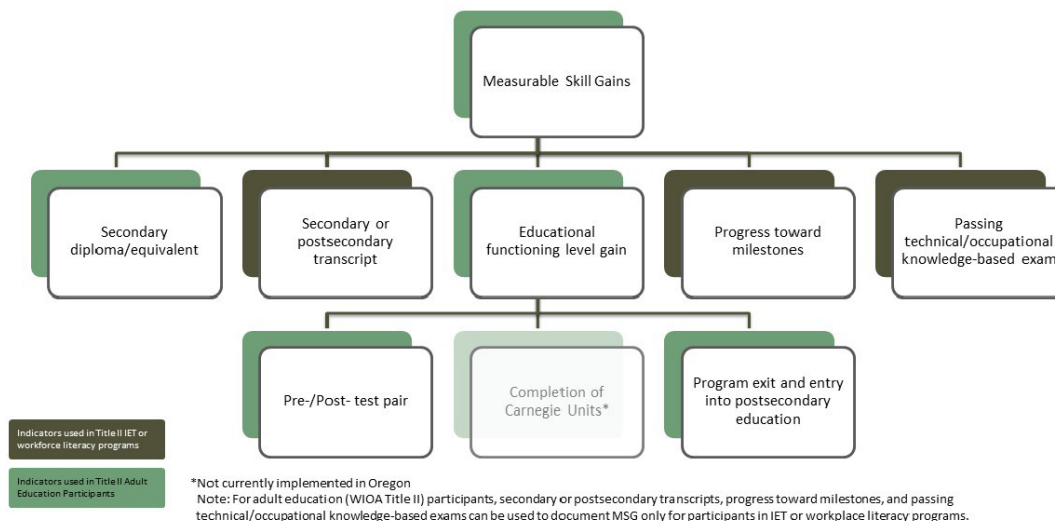
The PCD offers an 8 credit tuition waiver to students who pass all of their official GED tests. Dating back to 2018, 49 students have taken advantage of the waiver. Below is a detailed list of those students*, their CASAS test scores, GED Scores, and Accuplacer

scores. There is a strong correlation between high test scores and college enrollment.

Below is a chart**which shows student employment alongside pay in a comparison of CGCC to other community colleges across the state. CGCC students in the PCD rank about halfway between the best performing community colleges and the worst.

Below is a chart displaying GEDs attained and percentage of student attainment. The downward trend is consistent across the state and aligns with the arrival of the pandemic. A number of factors revolving around the pandemic contribute to the trend. We anticipate a full recovery to pre pandemic levels of achievement soon.

Precollege / GED Program (Title II)					
Year	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
GEDs Attained	32	38	13	15	11
Percentage of Student Population	27%	32%	13%	15%	17%
Additional Information		2nd in the state	No testing options at the end of the year due to Covid	Limited testing options due to Covid	Limited testing options due to Covid and CGCC staffing issues

In-person testing has been canceled or very limited since the pandemic began. Although online testing is an option, only one in four students choose online testing. Online testing will be canceled if a student moves their lips, someone enters the room in which they are testing or if the student's computer doesn't meet connectivity requirements. This has resulted in a lower percentage of GED completers.

The chart below demonstrates that our percentages, though quite low, compare well against other community colleges. It's notable that in 2019/20, some community colleges had access to on-site testing either at their college or nearby. CGCC did not offer on-site testing at that time. Students had to drive to Redmond or Portland to test. Online testing began the following year. The schools highlighted in yellow are of similar size to CGCC.

*link to student list has been removed to protect student identities
**link to chart has been removed to protect student identities

GED Attainment Rates at OR Community Colleges					
Year	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Blue Mountain CC	6%	6%	8%	6%	
Central Oregon CC	7%	8%	6%	6%	
Chemeketa CC	10%	7%	5%	1%	
Clackamas CC	15%	17%	11%	6%	
Clatsop CC	19%	17%	10%	12%	9%
Columbia Gorge CC	27%	32%	13%	15%	17%
Department of Corrections	26%	28%	20%	15%	
Klamath CC	6%	11%	11%	12%	
Lane CC	8%	10%	6%	4%	
Linn Benton CC	17%	14%	9%	9%	
Mount Hood CC	5%	3%	3%	2%	
Oregon Coast CC	8%	9%	3%	10%	
Portland CC	6%	7%	0%	3%	
Rogue CC	12%	11%	12%	9%	
Southwestern Oregon CC	18%	17%	9%	6%	
Treasure Valley CC	25%	26%	25%	22%	
Umpqua CC	34%	25%	23%	16%	
TOTAL Statewide	14%	15%	10%	9%	

The chart below demonstrates the successes of the Adult and Dislocated Worker program. The Adult and Dislocated Worker program is contracted to serve customers out of the Worksource Oregon offices in TD and HR (which is conveniently located on our CGCC campus). The program pays for training scholarships and on-the-job training at businesses. It also helps people with career advice and job finding skills. This program consistently meets or exceeds contract performance expectations. To date, this program has spent $11,303.08 at CGCC for tuition for customers and $13,578 on Education To Go certifications through our CGCC portal. It has also funded an on the job training for a current employee who still works for CGCC today. The Credential Attainment Rate number reflected above shows the percent of the participants who we have funded that actually completed their certificate training. The high success rate shows that our team is very good at funding individuals who are training for a job that they are not only interested in, but that they have the time and energy to put in the effort. Oftentimes, these numbers don't actually reflect the true credential rate if the training spans program years. For example, if a student started their training program in January 2020 but didn't finish until October 2020, they will not be counted as a successful completion for the 19/20 program year but would be considered successful for the 2020/2021 program year. The contracted goal for the credential attainment rates each year are as follows: 18/19, 45%;

Adult & Dislocated Worker Program					
Year	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
On the Job Training	N/A	13	9	10	5
Occupational Skills Training	N/A	18	14	16	10
Credential Attainment Rate (performance expectation is 63%)	N/A	80%	100%	72.22%	77.42%

19/20, 45%; 20/21, 51%; and 21/22, 53.6%.

In the chart below, the Youth Compass Program achievements are displayed.

Youth Compass Program					
Year	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Work Experiences	1	8	14	23	11
GEDs Attained	11	25	6	7	10
Number of Youth Served (performance expectation is 19)	33	46	38	36	41

The Youth Compass Program provides youth ages 16-24 with career guidance, mentorship, paid internships, also known as work experiences, and helps with transition to college and/or career. The program consistently maintains caseloads above the performance standards. It has also consistently either exceeded performance goals or has been within a few percentage points of the contracted goal. We are committed to learning and changing approaches to working with youth so we can find ways to reach them. Though we place youth in internships throughout our five county region, on campus, specifically, we have funded several internship positions that have been integral to campus operations that total $38,822.28 as of this report. Two of those internship participants were even hired on as full-time employees of the college. The large increase in overall Work Experience / Internship numbers in the 2020/2021 program year was due to a grant we received at the end of the year that allowed us to fund internships outside our normal eligibility requirements. We did not receive that funding this year.

- Explain how your department applies and supports assessment-driven changes made to improve attainment of program-level student learning outcomes-see above with GED, transition to college. Discuss the effectiveness of those changes and their impact on student achievement of program-level outcomes.

The PCD utilizes TOPs reports per class/ student each term to modify their classrooms curricula based on their CASAs pre-test assessments. The CASAs tests are integral to T2 funding and are based on Educational Functioning Level (EFL) gains which are achieved

through CASAS pre and post test pairs. GED Readys are used in a similar fashion to the CASAs test as previously stated.

There is an opportunity to build a stronger transition to college with Title III grant resource coordination.

3. Completion Rates
   ▪ Provide data and analysis on student graduation(GED) with 150% of time

GED Completion Rates					
Year	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Federally Reportable Students	110	120	108	95	63
GED's Attained	30	38	13	14	11
Percentage of student population	27%	32%	12%	15%	17%

Our completion rates are average to above average when compared to other community colleges across the state. The dramatic drop in completions during Covid-19 are a direct result of our CGCC testing center being closed. We advocated as much as we could to get the testing center back open so we wouldn't see such a dramatic drop to no avail.

● Average GED average passing score/subject for program graduates. A score of 145 is needed to pass.

January 1, 2017-March 15, 2022	Math	RLA	Science	Social Studies
GED Average Passing Score	153	156	157	156
GED Average Non Passing Score	141	141	139	139
GED Overall Average Score	151	151	154	153
GED READY Overall Average Score	146	150	153	151

Overall, the average passing scores for our program are well above the passing score of 145. Our program encourages students to take official tests once they score at least a 150 on their GED Ready test. Judging on the average passing scores, students who pass their tests are very well prepared which reflects positively on the instruction they are receiving in our classrooms.

B. Curriculum
   1. Alignment with professional and national standards and/or university transfer
      ▪ Identify any course changes required to ensure currency and relevancy related to professional and national standards and/or

university transfer.

WCP (Writing for College Preparation) was created initially for students who wished to pursue their interest in writing beyond what was required for passing the GED. It evolved into a class students can take in place of Writing 90. It also serves as an IET (Integrated Educational Training) for students in the ECE program. Contextualized writing instruction helps students deficient in writing improve their skills.

- Precollege classes are guided by OACCRS (Oregon Adult College and Career Readiness Standards). These statewide standards help to maintain consistency across community college ABE programs. The connection between these standards and CASAS/GED scores has been reported on from Janette Harrington. Report

- *Identify any degree/certificate/**program** changes required to ensure currency and relevancy related to professional and national standards and/or university transfer*

The OACCRS are discussed each term during meetings with faculty and best practices are shared to ensure relevant activities are being conducted. Andy Carmicheal is the OACCRS local lead and attends meetings monthly in order to stay abreast on new developments. Various trainings and requirements regarding OACCRS are required by the state. Andy Carmicheal ensures trainings take place and the requirements are met. This is reported to the state in order to continue receiving Title II funding. The connection between the standards and CASAS/GED scores has been reported on from Janette Harrington. This connection helps instructors see the usefulness and relevance of the standards.

2. Enrollment

Program Enrollment					
Year	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
All Registered Students	182	184	163	147	103
Federally Reportable Students	110	120	108	95	63
Percentage Persisting Past 12 hours	60%	65%	66%	65%	61%

In line with nearly all Adult Basic Education programs across our state and nation, our program enrollment has declined over the last 5 years. The reason we have seen a decline in enrollment is due to the COVID-19 pandemic that began in March 2020. Prior to that point we were seeing a small increase in total registered students. Spring term 2020 enrollment was down due to our program pivoting to synchronous online classes and our students not having access to the technology needed to participate and pandemic stressors and fears. Those same barriers are likely the reason our enrollment numbers have further declined since. It is important to point out that there has been an increase in the number of students persisting past 12 hours in the program, which makes them federally reportable for out Title II grant. Introducing an advising model has undoubtedly made it possible for that number to increase.

Another reason why our program (and most others across the country) have been seeing enrollment declines is due to the booming economy. People don't need to have a diploma or GED as much as they used to because employers are waiving those requirements to fill positions more quickly.

- *Provide analysis of student retention in classes in the program, progression term-to-term and year-to-year*

  Since the goal of many students in our program is to receive their GED, a retention metric is not very reflective of students achieving their goal. Instructors encourage students to continue attending classes after receiving their GED, but students almost always discontinue attendance. A better analysis is found in previous charts: GED completion rates, GED test/ready average scores and program enrollment.

  Draft for TCW.xlsx

- *Describe current and projected demand and enrollment patterns*

  Enrollment is recovering to pre-pandemic levels as the college continues to open up. Keep in mind that 21/22 excludes spring term numbers. With outstanding T2, 1b and WAG grants, the PCD is in a holding phase related to bringing class scheduling back to pre-pandemic numbers but will revisit come late spring when funding is awarded.

C. Teaching and Faculty Development
  1. Evaluate your department's incorporation of instructional best practices and

their effectiveness on student learning

Precollege allows a great deal of flexibility for instructors to improve student learning. Some instructors focus more on individualized instruction while others take more of a traditional approach- introducing topics, activating schema, scaffolding instruction and having students demonstrate mastery of skills. Blended classes offering remote asynchronous and synchronous instruction offer students the opportunity to learn on their own schedule. While only being offered recently, these classes have high attendance and a large number of students making headway towards their goals. F2f classes are available for students who wish to learn in a traditional classroom setting. These classes have proven effective for students who need a bit more supervision and/or have difficulty with technology. In the multiple meetings we have through the term to discuss student achievements, we share what we have been doing and what has been working and what hasn't. Materials and strategies are shared between instructors.

2. Describe how your department supports professional development activities and evaluate their effectiveness to improve teaching and learning. Describe your department's strategies for professional development to be disseminated within the department and the college.

The Precollege Department commonly encourages instructors and administrators to attend conferences either virtually or in person. Practices or strategies learned at conferences are shared with faculty in the termly faculty meetings. Occasionally, specific opportunities arise such as when Janette Harrington was tasked with finding the connection between OACCRS, CASAS scores and the GED scores. Janette made a video of her findings and shared that with faculty. Another unique opportunity took place in the fall of 2021 when Matt Fitzpatrick and Andy Carmicheal participated in a 10 week IET training series. What followed included surveys of students and a more strategic approach to improving the current IET that we offer, WCP. It was at the previous in person GED summit (2018) , that we learned of the shift from fiction to nonfiction readings taking place on the GED Language Arts test. Instructors were notified to move away from fiction readings and to place more focus on nonfiction. New GED books were ordered to reflect the change in testing. At this same summit, instructors from other community colleges informed us that they weren't even teaching writing because of the lack of weight it carried on the official GED test. We pulled up the score of a student who recently passed the Language Arts test to find his writing was actually a zero. As a result, we have not focused as heavily on writing in LA/S/SS classes. Andy Carmicheal, Teresa

Cummings and Anne Kelly will be attending the COABE in Seattle April 11-13 2022. Findings will be shared with faculty in a written report and discussed in the next meeting.

3. Describe how your department faculty have contributed to the college's mission and vision outside their primary teaching responsibilities. This can include college committee work, community outreach, co-curricular activities. Include relevant meetings with other departments.

Kristen Booth represents Precollege on the curriculum committee and serves on the FYE subcommittee for Guided Pathways. Andy Carmicheal is the OACCRS Local Lead and meets monthly with the state to discuss OACCRS alignment and classroom implementation. He also served for a short stint on the Math Developmental Ed committee. Andy has met with the writing developmental Ed team to discuss how WCP and our LA/S/SS classes can serve students who might otherwise choose to take Reading or Writing 90. The lack of full-time instructors in the department contributes to the lack of committee work, however, it is noted that this is an area that could be improved upon. Teresa Cummings Weir regularly serves on a variety of committees and teams. She regularly attends Local Leadership team meetings with Oregon DHS, the Oregon Employment Department, and DHS Vocational Rehabilitation managers in The Dalles and across the state. She also represents CGCC with our STEP and Benefits Navigator positions at the community college consortia where there are many community of practice meetings/trainings including, most recently, an equity and inclusion training and disability etiquette training. Our staff regularly attend community outreach events with MSFW and Native American communities.

- *Use data to analyze and evaluate whether the quantity and balance of full and part time faculty is adequate to meet the needs of the program*

Matt Fitzpatrick is volunteer manager for Gorge Literacy. Each year he recruits, trains potential volunteers and matches them with Pre-college learners.

Neither the PCD or ESOL departments have had a full time faculty member in almost 3 years. There are many reasons a FT faculty member is needed. They are listed in Section 4, Goals A (2).

D. Budget
1. Analyze and describe adequacy of budget for meeting the needs of

PCD

Program Funding									
Year	2017/2018	Spent	2018/2019	Spent	2019/2020	Spent	2020/2021	Spent	2021/2022	Spent
General Fund	$146,000.00	$ 131,727.55	$159,673.00	$ 131,820.40	$ 133,855.72	$161,781.02	$ 129,443.85	$103,830.84	$120,961.88	$ 90,730.75
Title 1B (Youth, A/DW)	$194,215.41	$ 128,878.42	$414,594.00	$ 386,326.10	$ 364,272.00	$320,844.85	$ 546,140.43	$433,286.75	$430,823.04	$ 283,093.24
Title II	$114,542.00	$ 114,283.52	$ 82,711.00	$ 77,653.58	$ 120,074.00	$102,540.48	$ 284,775.00	$205,817.41	$170,944.00	$ 79,805.66
Oregon DHS Contract	N/A	N/A	$ 6,300.00	$ 5,627.20	$ 68,532.00	$ 64,800.02	$ 128,532.00	$ 60,870.95	$180,026.55	$ 63,098.68

Youth, A/DW and all soft money grants received through these funds
Title II, TII Professional Dev. Grant, and GED Wraparound Grant
This overspending was due to the department chair leaving the dept but still having to pay her out of our funding. Unfortunately we were unable to use grant funding to supplement her work because she was no longer performing grant activities.

As long as our grant and general funding stays the same, our general funding (3% of the total CGCC Instructional Services budget and .07% of CGCC's total budget), is adequate. Because we rely heavily on grants, there is always a possibility that our funding will be cut and therefore would need more general funds to provide the same services. Each year our funding has varied significantly based on grants funds available that year. For example, program year 20/21 saw a large increase in funds due to additional Covid-19 funding. For those years, we spent funds that expired first prior to spending funds that were renewable. We were successful in spending 98% of expiring funds and the unspent funds were carried into the next year. Due to recent legislation, we expect grant funds to stay relatively the same for the next year though we have to re-apply for our Title II and Title 1B grants spring 2022.

It is important to note that we are required to provide non-federal matching funds for our Title II grant so fluctuations within our general funding could have dire consequences for that grant. It is also important to note that we cannot supplant funding or use any grant funding for non-grant activities and we are bound by WIOA laws and regulations for how funds are spent. We need to be included in any conversations that directly affect our budget so we can be sure laws are being followed. Our department has been proactive in researching and applying for grants to further our work and to make us less of a financial burden to the college.

During program year 17/18, we added our Title 1B Youth Compass Program in the fall and our Adult/Dislocated Worker Program in the spring. Through those grants, we were able to increase college and career advising to all Pre-college, GED and CGCC students. Program year 18/19 saw the expansion of the A/DW and Youth programs to fund several internships, on-the-job trainings, and occupational skills trainings (scholarships). That year we also began our Oregon DHS contract where we provided career advising to TANF (formerly known as welfare) participants. Program year 19/20 was the start of Covid-19 and the influx of additional funds that expired so were spent first. Program year 20/21 gave us the GED Wraparound Grant and even

more Covid-19 related funding streams for Title 1B. We also added a Cultural Liaison position through our Oregon DHS contract that has been difficult to keep filled. Program year 21/22 is shaping up similarly to 19/20 and 20/21.

Section Four: Goals

Based on the analysis of the needs identified in Sections Two and Three:

A. Goals for the next review cycle.

Goal One- Bring percentage of GED graduates and student enrollment up to pre pandemic levels. As noted above levels and percentages are still quite low along with the rest of the state.

Goal Two - Hire one full time faculty member.

A FT faculty member of ESOL/PC, is important in order to build out career pathways for both ESOL and Precollege classes. Precollege has struggled to build strong, sustainable pathways to CGCC in the past largely due to lack of commitment by adjuncts to do the work, which tends to be done in a piecemeal fashion and not attractive to staff due to low pay. With greater focus on our department by CGCC to transition PC students, it is essential that we bring on a FT faculty member to consistently build these transition programs that are mutually beneficial to our department and the college.

Additionally, a ft faculty member would ensure consistency in education. Raising the bar for standards to be met, a ft faculty member could create Professional Learning Communities (PLCs) which share current research in order to improve teaching practices.

Goal Three- Increase student transitions from ESOL and Precollege into college credit classes and programs. Improve tracking and reporting of these students.

- Expand WCP class to include Precollege students, ESOL students and students already enrolled in credit bearing classes. While enrollment has struggled with this class, its potential grows. Many students can benefit from this class and it is the hope of the PCD that it continues to gain traction.

- Create at least one more IET path such as Medical Assisting or Construction Technology. New pathways for IETs in addition to WCP might prove to be better received. PCD has already met with faculty members in Construction and Welding Technology. Soon, PCD will meet with faculty in Medical Assisting. Once a clear vision for an IET can be seen, the PCD would like to create a new robust pathway.

Goal Four - Improve faculty development process in order to improve teaching practices and increase MSGs. This process will begin starting with a conference being attended in April 2022 and will continue through the next review cycle. It will begin by requiring a written report of a

conference attended. Additional actions will be considered.

Goal Five- Increase participation in committee work, interdepartmental collaboration and institutional initiatives. The PCD is continually committed to the college's mission as a whole and will make a stronger effort to be more involved in decision making for the benefit of all.