

# Academic Program Review Recommendations: 2021-22 Annual Progress Report

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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 (ESOL)**

[2017 ESOL Program Review](#)

[2018-19 update](#)

[2020-21 update](#)

## **2. List goals from most recent [Program Review](#) and report on progress for each goal:** April 8, 2017 goals

### **2017 Recommendation 1 – Immigrant Enrollment**

*In order to stop the decline in ESOL student enrollment, the 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. Also, all department instructors will work on developing relationships with particular school, churches, and organizations, making sure that these entities are aware of ESOL course offerings at CGCC. Finally, options for community-based or employer-based ESOL classes will be pursued.*

While there is no longer an ESOL Advisory Council, there was a cultural liaison hired who has strengthened our relationship with the community. We have advertised classes on Radio Tierra and distributed flyers to local businesses, schools and churches. We have also added information about our classes to a newsletter sent out by the Columbia Gorge Health Council. Instructors continue to participate in outreach to local businesses and organizations.

Employer based ESOL classes were done prior to the outbreak of Covid-19, but not in the last year. These are generally created as an employer notifies us of a need. We plan to pursue these options again as opportunities arise.

### **2017 Recommendation 2 – Explore International Student Enrollment Feasibility**

*In order to explore the possibility of supplementing existing funding sources by obtaining certification to recruit and admit international intensive English students, the ESOL Dept. will request funding from the Instructional Services Dept. to do a feasibility study on this topic. The possibility of declining federal funding combined with lower enrollment patterns indicates that in order to continue to serve all of our local immigrant students, it may be necessary to pursue the option of also collecting revenue from international ESOL students.*

Currently, CGCC is not accepting international students in to the ESOL program. Starting an Intensive English Program that would cater to international students is a grand idea that would take a considerable amount of time and effort. However, it is an option that deserves exploration, especially since international students could be housed in the dormitory. Perhaps, this can be a goal to keep in mind for the future.

This year, ESOL has applied for Title II funding to supplement class costs. This is the most pragmatic approach to gaining additional funding. While the upcoming academic year might not provide funding to the extent we had hoped for, the following years along with student data gathered by TOPS will likely produce an increase in funds.

### **2017 Recommendation 3 – WIOA Compliance**

*In order to comply with WIOA requirements, effort will be made to provide WIOA funded students with easier transitions into pre-college and college credit programming. Beginning in Fall 2017, WIOA students will be referred to the Pre-College program or scheduled for an Accuplacer exam and to meet with an academic advisor as soon as they have scored 215 on the CASAS Reading test and are qualified for pre-college level classes.*

The recent merging of the Precollege and ESOL departments has made the achievement of goals like this more commonplace. The newly hired IA discusses options with new ESOL students (remote vs. face to face) and if interested and capable discusses advancement into Precollege classes as well.

Once CASAS testing resumes for ESOL- Summer 2022, students who display a high score and ability to communicate in English will be notified of their ability to succeed in Precollege classes.

Efforts are currently underway to strengthen transitions from ESOL and Precollege into credit bearing classes. A newly developed IET (Integrated Education and Training) class, WCP (Writing for College Preparation), has been created in order to prepare students' for college classes. This class can also be taken by students currently enrolled in the college. Offering support classes and guidance for ESOL students to exit English Language classes and enter college classes remains a top priority of the ESOL department. Another IET will likely be created for a Medical Assisting pathway in the fall of 2022.

### **2017 Recommendation 4 – Orientation and Lesson Planning**

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

A formal orientation process will likely resume in the fall of 2022. This will be a realistic time to begin as ESOL will be moving away from remote instruction and focusing instead on building/expanding face to face classes. Currently, an informal Power Point is delivered by instructors on the first day of classes .

[Orientation Power Point](#)

Lesson planning workshops will likely be a part of PLCs (Professional Learning Communities) which will take place for ESOL and Precollege faculty.

**2017 Recommendation 5- Name change**

*To better correspond with the WIOA nomenclature, the dept. name should be changed from English for Speakers of Other Languages (ESOL) to English Language Acquisition (ELA).*

This recommendation was deemed unnecessary. Many students and most instructors are familiar with the acronym ESOL while few are familiar with ELA.

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

N/A