

Academic Program Review Recommendations: 2020-21 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: Pre-College

[2016 Precollege Program Review](#)

[2018-19 update](#)

2. List goals from most recent [Program Review](#) and report on progress for each goal: 2016 goals

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

Yes, we've done this.

2. Continue term department meetings in addition to in-service department meeting times.

We've continued to have Department meetings termly as well as faculty meetings. The Department meetings now include a discussion on each student in the program and how we're able to offer additional support.

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

We have not hired a full-time faculty although it remains a goal. We have hired additional advisors.

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

We have not done this. I don't believe it is a priority.

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

We do not teach a community finance class. It could be a FYE class. We offered a 6 week orientation, but decided it was too long and shortened it to 3 weeks.

6. Create some student success videos for advocacy.

We have these. They are on our new website [here](#).

7. 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 precollege department and aligning current course schedule to the best practices. Should the department vote be 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.

Much work has been done in this area. We've created new CCOGs. All of our classes have been approved by the curriculum committee. We discuss Oregon Adult College and Career Readiness Standards, OACCRS, teaching practices in all faculty meetings.

We also created a new class, Writing for College Preparation, which can serve as a bridge into ECE classes. A series of videos are being created to slowly walk students through sentence variety and basic paragraph structure. It is hoped that this class can be a bridge for Pre-college and ESOL students who could take ECE classes while working towards GED completion.

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