Academic Program Review Goals:
2025-26 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: ESOL

2024 ESOL Program Review
2024-25 ESOL Update

2. List goals from most recent Program Review and report on progress for each goal. For goals that have not yet been met, please describe your department's plans for moving those goals towards completion. (Label each goal as Completed, Ongoing, Cancelled, or Postponed [include anticipated term/year for resuming activity]):

2024 goals

1. **Increase retention and assessment pairs through improved student tracking and communication.**

Rationale: The first goal is to increase retention and completion of assessment test pairs for students. One of the funding parameters for the Title II grant is based on our CASAs pre and post test pairs. When students enter the ESOL program they take the CASAs assessment test to determine their ESOL level, which is then used for placement in the appropriate class and to inform instruction. After students complete at least 40 hours of instruction they take the CASAs test again to measure their learning. Ideally each student should complete at least 40 hours of instruction in a term and CASAs test near the end of that term. Students who return for the next term can use that score to place into the next level of ESOL class if appropriate. Many ESOL students are migrant workers or seasonal workers and retention from one term to the next or even within a term is often not possible. The language barrier and the nature of their situation can often result in a lack of communication about their future plans. When students stop coming to class, we do not always know in advance or know why they left. Adding the ESOL Instructional Aide has greatly improved our ability to make sure that all students are tested at the start of the term and has resulted in more success in post testing. An increase in post test pairs should improve the percentage of students with measurable skills gains.

2024-25 Update -Our ESOL Instructional Aide has continued to improve our student communication. – **Ongoing**

2025-26 Update – Most likely due to increased concern in the community about ICE deportations our participation and retention in 25/26 did not improve. Overall enrollment decreased from 159 to 108 students and our assessment pairs did not improve. – **Ongoing**

2. **Increase available ESOL instruction at the college and in the community.**

Rationale:

- ESOL enrollment has consistently increased. Adding more available sections for instruction makes it possible to provide appropriate levels of instruction. Instructors can be much more effective when they don't need to address such a wide range of student levels in a single classroom.

- There has been interest from businesses and organizations in hosting ESOL classes on site for employees and families. If those organizations can provide additional funding for instruction, our program can facilitate instructors and placement for those students. This would be an excellent way to expand availability.

- The development of an Integrated Education and Training program to help ESOL students participate in certificate and degree programs would help to increase enrollment in CGCC programs and provide much needed training for in demand occupations like Early Childhood Education, Medical Assisting, or Trades. Our goal is to add at least on IET program for the 2024/2025 program year.

2024-25 Update - We were able to increase class offerings for 2024-2025. Our individual student enrollment increased by almost 28% from 122 to 156 ESOL students. We were able to add a class section in The Dalles and one in Hood River. We have not been able to provide and business or community partnerships to expand classes beyond our campuses due to limited funding. We were able to hire an IET Coordinator to develop our ECE IET for fall 2025 and work on adding other IET programs by 2026. – **Ongoing**

2025-26 Update - We were able to maintain class offerings for 2025-2026. We have not been able to provide and business or community partnerships to expand classes beyond our campuses due to limited funding. We were able to begin our ECE IET in 2025-2026 and work on adding Spanish ECE IET for 2026. – **Ongoing**

3. **Create an ESOL Advisory Committee**

Rationale: In the past there was an ESOL advisory committee. The addition of the ESOL Instructional Aide has helped to improve outreach and communication with local organizations. By capitalizing on that, we can recruit a group of community members, organizations, businesses or individuals to help us guide future program plans. These groups can provide suggestions about locations, outreach and programs that might better engage the ESOL student community.

2024-25 Update – There has been no progress on the ESOL Advisory Committee. **– Ongoing**

2025-26 Update - There has been no progress on the ESOL Advisory Committee. **– Ongoing**

4. **Improve Professional Development framework**

Rationale: Develop a framework for professional development and collaboration using OAELPS and CASAs data to inform instruction. Using a combination of available resources from HECC, Burlington

English and other programs the ESOL program can create a more structured professional development plan. Finding time for adjunct instructors to collaborate and share their instructional knowledge can be very difficult. Adding a full-time instructor to act as department chair and to supervise a collaborative professional development plan would fulfill the requirements of the Title II grant as well as provide an opportunity for better communication and collaboration in the ESOL department.

2024-25 Update – HECC has done an excellent job of providing flexible and targeted professional development options statewide. This is very helpful for our small program with only adjunct instructors. There are still no full-time ESOL or Pre-College instructors at CGCC, so the program director continues to act as the department chair and supervisor for professional development. Kristen Booth serves as the Program Lead required for professional development by the HECC. - **Ongoing**

2025-26 Update - HECC continues to provide flexible and targeted professional development options statewide. This is very helpful for our small program with only adjunct instructors. There are still no full-time ESOL or Pre-College instructors at CGCC, so the program director continues to act as the department chair and supervisor for professional development. Kristen Booth served as the Program Lead required for professional development by the HECC, Jon Kleeman will take over the role for 2026-2027. - **Ongoing**

New Goals 2025-26

1. Work with the IET Coordinator to continue development of the ECE IET and to create other IET programs. – **Ongoing**

2025-26 Update - The IET Coordinator successfully developed the ECE IET and created the Spanish ECE IET which began fall of 2026.

3. List any additional goals added since the most recent Program Review, include the rationale for each new goal, and describe any actions taken or planned to be taken in the pursuit of each new goal. (Label each goal as Completed, Ongoing, Cancelled, or Postponed [include anticipated term/year for resuming activity]):