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: Pre-College

2022 Pre-College Program Review
2022-23 Pre-College/ABE Update
2023-24 Pre-College/ABE Update
2024-25 Pre-College/ABE 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]):

2022 goals

1. Bring percentage of GED graduates and student enrollment up to pre pandemic levels.

Rationale: As noted in the Program Review levels and percentages are still quite low along with the rest of the state.

2022-23 Update- GED graduates are similar to 19/20 levels and are on track to increase significantly in 23/24. GED enrollment has increased steadily.

2023-24 Update - GED graduates increased from 20 in 22/23 to 38 in 23/24 even though enrollment numbers did not increase. By implementing a GED study lab for students with high CASAs scores, we were able to retain and matriculate more students. Many of these students were not enrolled in official GED classes, but we were able to count them for our Title II grant. I am working to try to find out how we can enroll them in the lab and get college FTE for their participation. **- Ongoing.**

2024-25 Update -GED Enrollment increased about 20% in 24/25. Although GED attainment did not increase in 24/25, we continue to see excellent results from our GED study lab to accelerate students with high placement scores. For 25/26 we plan to create a way to record their participation in the study lab for college FTE**. – Ongoing.**

2025-26 Update – GED Enrollment and GED attainment remained steady in 25/26**.** We continue to see excellent results from our GED study lab to accelerate students with high placement scores. For 26/27 we will be able to record their participation in the study lab for college FTE **– Ongoing.**

2. Hire one full time faculty member.

Rationale: 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.

2022-23 Update- We were not able to hire a full time faculty member, but hope that it will be possible to include in the budget for 23/24. By increasing our GED/ESOL enrollment and improving our benchmarks for the state funding formula, we hope to justify additional funding for Pre-college programs.

2023-24 Update - We have not been able to hire a full time faculty member for Pre-College. **- Ongoing.**

2024-25 Update – We have not been able to hire a full time faculty member for Pre-College. **- Ongoing.**

2025-26 Update – Although we have not hired a full-time instructor for GED/ESOL classes. The college has invested in a full-time instructor to launch our ECE IETs, one for traditional ECE certificates, and one for the ECE certificate in Spanish.

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

Rationale:

- 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

2022-23 Update - Writing for College Prep is not on the schedule for 23/24 at this time. We did not have the budget to teach the class this term. IET planning and discussions are continuing with training this fall for relevant staff and faculty to implement a robust IET pathway at CGCC.
An ESOL instructional assistant has been hired to help improve tracking, testing and communication with these students.

2023-24 Update - Writing for College Prep is not on the schedule for 23/24 at this time. We are working on hiring an IET coordinator to help support and recruit IET students for ECE and Medical Assisting. By increasing the number of GED graduates, we have had more students able to transition to credit classes at CGCC. **- Ongoing.**

2024-25 Update - Writing for College Prep was not on the schedule for 24/25. We were able to work with the Career Pathways funding to hire an IET Coordinator to develop IET programs for CGCC. This will transition to a full-time faculty position in 25/26 to teach an ECE IET and develop other IET options for CGCC. – **Ongoing**

2025-26 Update – The full-time IET Coordinator/Instructor position was hired through Career Pathways funding. In 25-26 this person began the implementation of the ECE certificate IET and developed the IET for the Spanish IET Certificate to begin Fall of 2026. – **Ongoing**

4. 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.

2022-23 Update - Conference was attended by the GED Advisor and an Instructor and information was shared with other instructors and staff. ESOL faculty have attended training for the ESOL instruction software, (Burlington English) used statewide for instruction. The Database Administrator attended a conference put on by CASAs to improve her understanding of best practices for testing and tracking student progress.

2023-24 Update - New instructors participated in OACCRS and OAELPS , CASAs and Burlington English trainings as required. Existing instructors attend statewide PLCs and report back to their peers to share what they have learned. The director and a pre-college math instructor attended a conference with credit staff to learn about statewide math pathways**. -- Ongoing.**

2024-25 Update - New instructors participate in OACCRS and OAELPS , CASAs and Burlington English trainings as required. All Instructors have the option to attend state-wide HECC sponsored Professional Development trainings and CGCC PD trainings. When staff attend a training they share a summary and materials gleaned with other instructors as appropriate. **– Ongoing**

2025-26 Update - New instructors participate in OACCRS and OAELPS, CASAs and Burlington English trainings as required. All Instructors have the option to attend state-wide HECC sponsored Professional Development trainings and CGCC PD trainings. When staff attend a training, they share a summary and materials gleaned with other instructors as appropriate. **– Ongoing**

5. 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.

2022-23 Update- Title Director has been added to multiple committees to increase interdepartmental collaboration and institutional initiatives.

2023-24 Update - The Pre-College Director has been added to Instructional Council and Leadership Council. **- Completed**

New Goals 2024-25

1. **Hire IET Coordinator to implement ECE and/or Medical Assisting IET program. - Ongoing.**

2024-25 Update – IET Coordinator hired in March of 25. She developed a planned IET for ECE. Medical Assisting was determined unfit for the IET program requirements because the program certification is too long. **- Completed**

2. **Create a mid-term entry option for GED students, particularly for Fall term. - Ongoing.**

2024-25 Update -We use the GED study lab and Aztec instruction software to engage students who are anxious to begin work before the next GED term begins. This has given students a chance to begin work towards their GED sooner and often complete their GED before the next term begins**. - Completed**

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.

2. Complete the process for establishing a non-credit course for the GED Tutoring Lab so we can capture those students in the college FTE - Ongoing

2025-26 Update – GED 10, 11, 12, 13 and 14, GED Lab, have been approved by the Curriculum Committee. Students who participate in the GED Lab sections will have their contact hours captured for FTE. - Completed

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]):

Revise 8 Credit Tuition waiver to apply to GED students with 12 hours or more of instruction, not 40 hours. - Completed