

**Title II Strategic Framework
2008-2012**

Oregon Indicators of Program Quality

Local Program: Columbia Gorge Community College

2012-13

Program Area 1: Program Administration

Definition: Systems that promote continuous improvement of services to learners.

Goal: To support the effective implementation of the Indicators of Program Quality and increase the quality of programming.

Outcome: Program meets its Title II Basic Comprehensive, Corrections, Outreach, and EL/Civics Grants goals and performance levels.

Program Area Historical Baseline (for 2008-09 and prior):

In October, 2009, CGCC had its Program Review by CCWD.

Commendation 1

The review team commends college leadership for the high level of ongoing support for Adult Basic Skills students and programs through strong financial support, high quality instructional facilities in prominent campus locations, improved collaboration between the Pre-College program and Student Services, expanded access to college resources and activities, and policies that foster transition to post secondary programs.

Commendation 2

The review team commends the program for its effective, intentional focus on prior program review recommendations and current data to guide planning and priorities expressed in the program's Strategic Framework.

Commendation 3

The review team commends the program on its development and broad-based use of the ESOL Moodle. This highly promising practice provides an effective communication tool for the program and a useful repository of instructional resources. This tool is being replicated in the Pre-College program and could prove to be highly effective in other programs.

Add accomplishments here as well as recommendations.

Recommendation 1

The review team recommends that the college hire a full time faculty member in the ESOL program. The scope and complexity of the ESOL program strongly suggest the need for a 1.0 FTE instructional leadership position to ensure program quality.

Recommendation 2

The review team recommends that the program establish a formal advisory group of community stakeholders from the college’s district to ensure effective communication with external partners, to prevent duplication of services and maximize the use of precious resources, to support ongoing program improvement, and to inform program priorities.

Recommendation 3

The review team recommends replication of the current design of The Dalles Pre-College program at the Hood River campus to include increased direct instruction, leveled subject area classes, college prep orientation, managed enrollment, and comprehensive support services.

Accomplishments: CGCC recently completed several comprehensive self-studies, for NWCCU and CCWD, which entailed a detailed and comprehensive analysis of all programs, policies and procedures

Process I: Program has assessed overall program effectiveness for the development of long-range improvement plans

Outcome IA: Program has assessed its organizational management and leadership system

Outcome IA Historical Baseline: As noted above CGCC has conducted two self-study reports related to its application for independent accreditation, looking at both full-time faculty ratios and self-governance.

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
1. CGCC has not had the resources				<u>2008-09</u> <u>2009-10</u>

<p>to add a fulltime ESOL faculty to the 2012-13 budegt.</p>				<p><u>2010-11</u> <u>2011-12</u> ESOL full-time faculty position not budgeted.</p>
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Outcome IB: Program has assessed its staff organization and development system

Outcome IB Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<p><u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u></p>

Outcome IC: Program has assessed its community collaboration and support system

Outcome IC Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)

<p>1. CGCC will recruit and host a formal advisory committee for ESOL</p>	<p>Winter term 2013</p>		<p>Director and Department Chairs</p>	<p><u>2008-09</u> <u>2009-10</u> <u>2010-11</u> CGCC will recruit and host formal advisory groups (ESOL and Pre-College) of community stakeholders. Outcome: The list of agencies has been developed. A preliminary survey has also been developed to send to agencies to determine the educational needs of their clients and how the college can serve these needs. Secondly, the survey is a first step in determining how and with whom we might interface at each agency. Finally, the survey describes the role of a Pre-College advisory council and asks about each agency's willingness to designate a member to participate on the advisory council. This recruitment strategy will be continued in the 2011-12 year. <u>2011-12</u> Pre-college recruited an advisory committee and hosted it's first meeting.</p>
<p>Outcome ID: Program has assessed its accountability system</p>				
<p>Outcome ID Historical Baseline:</p>				
<p><u>Column 2</u> Action item(s)/plan for the upcoming year</p>	<p><u>Column 3</u> Timeline</p>	<p><u>Column 4</u> Resources</p>	<p><u>Column 5</u> Responsible party</p>	<p><u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)</p>
				<p><u>2008-09</u></p>

				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>
Outcome IE: Program has assessed its instructional delivery systems (Program Areas 2-8)				
Outcome IE Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>201-11</u>
				<u>2011-12</u>
Outcome IF: Program has assessed its support and delivery systems for interaction and integration				
Outcome IF Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>
Process II: Program has developed and prioritized plans for long-range and annual improvement based on identified				

Process II Historical Baseline:

CGCC has been involved in several statewide promising and best practice initiatives over the past several years. These include: heron Reading cohort, OPABS, Learning standards., and Student Success Retention conferences. We have utilized these experiences to guide our long range planning and annual improvement planning process.

Outcome IIA: Based on assessment results from Process 1, program has engaged practitioners and partners in identifying strengths and targeting areas for improvement, within and between its support and delivery systems

Outcome IIA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Outcome IIB: Program has engaged practitioners and partners in selecting, clarifying, and prioritizing areas for improvement for long-range

Outcome IIB Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>

				<u>2011-12</u>
Outcome IIC: Program has engaged practitioners and partners in establishing short-term goals that support the program's long-range				
Outcome IIC Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u>
Process III: Program implements plans identified in Process II to promote effective improvement of support and				
Process III Historical Baseline:				
Outcome IIIA: Program monitors progress toward implementing strategies and achieving goals				
Outcome IIIA Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u>
Process IV: Program evaluates plans annually				

Process IV Historical Baseline:				
Outcome IVA: Program evaluates improvement plan results				
Outcome IVA Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>
Outcome IVB: Program identifies the level of success of the improvement plans				
Outcome IVB Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>
Outcome IVC: Program maintains annual planning process as outlined in Process II				
Outcome IVC Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>

				<u>2010-11</u>
				<u>2011-12</u>
Outcome IVD. Program modifies funding grant applications based on self-evaluation of all program areas and program review				
Outcome IVD Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Program Area 2: Recruitment

Definition: *A process of bringing youth and adults with basic skills and workforce needs (“Target Population”) to the program*

Goal: *The program recruits target populations.*

Outcomes: *The population enrolled in the program reflects community demographics.*

Program serves learners who meet eligibility criteria discussed in Title II Adult Education and Family Literacy Act (AEFLA)

Program Area Historical Baseline (for 2008-09 and prior):

- In Hood River County innovative recruitment and communication has been developed with the school district and limited English families.

2007-08: Identified and prioritized the target population of college-bound low level learners based on CGCC’s student services data and advising department recommendations. 25% of college placement testers routinely score below the lowest reading or writing credit course offerings at the college. 2008-09 Continued to identify this as a primary target population

Process I: Program has identified potential service needs and target populations.

Process I Historical Baseline:

Outcome IA: Program has identified the potential target populations and local adult education service needs.

Outcome IA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
Outreach tutoring program: Continued Outreach Improvement: Now that we have new, updated materials and a solid visual and online presence, our continued outreach will be focused on in person visits to community/social service agencies for both learner and tutor recruitment, particularly in The Dalles. Outreach through multi-media sources will continue	2012-13 academic year		Outreach Tutoring coordinator and staff	<u>2008-09</u> <u>2009-10 ABE:</u> <u>2010-11 Tutor Recruitment:</u> We are currently in need of more tutors for individual learners, particularly in The Dalles. The goal is to develop additional strategies for recruiting tutors and strengthening follow up on and

<p>to be emphasized, with more tutor/learner pair highlights and regular news articles and/or radio interviews.</p> <p>ESOL: We will spend time this summer looking for a new off-campus location for M/W night classes in The Dalles, which will begin fall term. Since the attendance in the level C/D class has dropped for the past few years, we're going to combine both the A/B and the C/D classes on campus and have a new, multilevel class somewhere downtown on the same night. Our rationale is that transportation may be an issue for some students and presently, there is a Tues/Thurs, multilevel class offered at Colonel Wright Elementary School. We'll begin advertisement about the new class location in summer, well before fall term begins.</p> <p>:</p>	<p>Summer 2012, fall 2013</p>		<p>ESOL Department Chair, faculty person</p>	<p>revitalizing those already in place. It is also a goal to seek out and obtain more bi-lingual tutors and tutors who would be willing and/or able to work with those who have developmental and learning disabilities.</p> <p>Outcome: CGCC increased the number of tutor trainings and also conducted a "partnership" tutor training for another Literacy program in the area (but out of our service district)</p> <p><u>2011-12 Outreach Tutoring:</u> This year, we received program improvement funding from the college for this purpose. The program used these funds to increase our visibility and outreach efforts, specifically by:</p> <ul style="list-style-type: none"> • Creating a new logo: The new logo creates a professional, visual identity for our program, one we hope individuals and the community will grow to recognize more and more. • New program materials: We will finish work on a new "rack card" style
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				<p>brochure with brief but comprehensive information about Gorge Literacy that can be distributed to many different consumers.</p> <ul style="list-style-type: none"> • Website: Our previous website was hidden and contained only very basic information and had no interactivity. Our new website utilizes our new logo, online forms, and other features to greatly enhance our presence and efficiency in serving volunteers, learners and inter-office communication. One of the main features is a wonderful resources page where tutors/learners can supplement their tutoring sessions with online instruction and interactive learning tools. • Facebook page: This page capitalizes upon all of the above resources and is a place for tutors to share information, ask questions, and connect. The program posts information of interest to all GL
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				<p>participants both within and outside our program. It has already increased our connection with multiple community resources and service agencies.</p> <p>Tutor recruitment was addressed by changing regular training dates to test if this might help generate higher attendance/interest with mixed results. The coordinator attended a webinar on a new tutor training model that we may implement in whole or in part.</p>
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Process II: Program has a plan which prioritizes audiences to serve within the target populations

Process II Historical Baseline:

Outcome IIA: Program plan considers program resources, capacity, and space in selecting and prioritizing audiences to serve within the target populations

Outcome IIA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u>

Process III: Program develops and delivers appropriate recruitment activities

Process III Historical Baseline:

Outcome IIIA: Program develops appropriate recruitment activities for the prioritized audience

Outcome IIIA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u>
Outcome IIIB: Program develops appropriate recruitment messages				
Outcome IIIB Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u>
Outcome IIIC: Program uses a variety of strategies for delivering recruitment messages				
Outcome IIIC Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u>
Process IV: Program evaluates and improves recruitment plan				
Process IV Historical Baseline:				
Outcome IVA: Program evaluates recruitment plan				
Outcome IVA Historical Baseline:				

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u>

Outcome IVB: Program improves recruitment plan based on evaluation results

Outcome IVB Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u>

Program Area 3: Orientation

Definition: *A process to help learners and program providers make informed decisions about enrollment and participation based on learner goals and skills.*

Goal: *The enrollment and participation of appropriate learners.*

Outcome: *The program’s orientation process provides the necessary information for learners to make informed decisions about enrollment and participation.*

Increase in the percentage of learners who attend orientation.

Learners make informed decisions about enrollment and participation.

Program Area Historical Baseline (for 2007-08 and prior):

In October, 2009, CGCC had its Program Review by CCWD

Recommendation 4

In 2003, the review team recommended that “the program needs to develop a formal ESL Orientation process that would align with managed enrollment, times and include support services.” The recommendation has not been fully addressed, though work has begun. Therefore, the team recommends that the ESOL program develop an orientation process that is aligned with Program Area 3 and goal setting activities that include NRS goals.

Process I: Program has identified and defined orientation content

Process I Historical Baseline:

Outcome IA: Program has identified and defined orientation content and process

Outcome IA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
			Pre-College Department Chair and faculty	<p><u>2008-09</u></p> <p><u>2009-10</u></p> <p><u>2010-11 ABE:</u> In response to the 2009 OCCWD program review, we will begin managed enrollment in Hood River, allowing students to enter classes at the beginning and middle</p>

				<p>of term. Thus, orientations will be offered twice per term.</p> <p><u>Outcome:</u> The foundations for this strategy have been organized this year, so that it can be implemented for 2011-12.</p> <p>Tutor Training (Tutors in the Classroom Module): We will design a tutor training module preparing tutors to volunteer in a classroom.</p> <p>Instructor Training (Use of Volunteer Tutors in the Classroom):In conjunction with our new tutor training module listed above, we will prepare related information and materials for instructors</p> <p><u>Outcome:</u> We did not receive adequate response or interest from our faculty either for the training or for the use of our tutors in the classroom to justify any further work on this area last year</p> <p><u>2011-12</u> ESOL: In our last program review, it was pointed out that we need to develop a</p>
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				<p>more effective orientation for our ESOL students. To that end, we've created a series of orientation videos and weekly "Frequently Asked Questions" sheets that we hand out to students, with information on waivers, tuition, testing, materials, and current local events. The next step, at the suggestion of students in one of the advanced classes, is to hold a one-on-one meeting with each student two weeks after their placement in a class. The object is to go over their test scores, class placement, language goals, and any other goals that need to be addressed in class. Two of our instructors currently use a survey they developed, and they plan to share it with the rest of the ESOL department so we</p>
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can adapt it for all levels/classes. The interviews will be conducted by our ESOL instructional assistant and/or department chair. Information will be shared with instructors and TOPS data collector.

Process II: Program has a plan with prioritized content and methods for the marketing and delivery of orientation appropriate to target populations (identified in Program Area 2: Recruitment)

Process II Historical Baseline:

Outcome IIA: Program plan has identified and prioritized content for orientation

Outcome IIA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Outcome IIB: Plan for orientation includes prioritized strategies for delivery

Outcome IIB Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>

<u>2011-12</u>				
Outcome IIC: Program plan includes a variety of strategies for marketing the orientation				
Outcome IIC Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>
Process III: Program delivers orientation				
Process III Historical Baseline:				
Outcome IIIA: Program uses identified content for orientation				
Outcome IIIA Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>
Outcome IIIB: Program uses prioritized strategies for delivering orientation				
Outcome IIIC Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Outcome III C: Program uses a variety of strategies for marketing the orientation

Outcome III C Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u>

Process IV: Evaluate and improve program orientation

Process IV Historical Baseline:

Outcome IVA: Program evaluates orientation (content, methods, and delivery) plan

Outcome IVA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u> <u>Pre-College:</u> In response to the 2009 OCCWD program review, managed enrollment at the Hood River Campus will begin in Fall 2011. Students will be able to enter classes at the beginning and middle of term. Thus, orientations will be offered twice per term.

				<p><u>Analysis</u> This system worked well in fall term when the student population was robust. However, in winter and spring terms when student numbers waned, the lead instructor in Hood River felt that it was unproductive to ask students to wait several weeks to enter the classes which were small and in need of students. Since the classes were small, the instructors were open to have students join their classes anytime and providing the new students with the background necessary to succeed in class. Some form of managed enrollment in Hood River will continue to be a goal for the strategic plan next year.</p>
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Outcome IVB: Program improves orientation plan based on evaluation results

Outcome IVB Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>

			<u>2011-12</u>
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2011-12

Program Area 4: Assessment for Accountability and Instruction

Definition: A process of measuring and documenting learners' skills to determine Oregon Educational Functioning Levels, program placement, progress, and achievement.

Goal: Learners are appropriately assessed, and results are documented and used for appropriate placement and instructional planning.

*Outcome: Increase in the percentage of learners who are assessed and documented for accountability.
Increase in the percentage of learners who are progress tested showing progress and achievement for accountability.*

Learners are placed, and their progress assessed, in appropriate instructional programs.

Program Area Historical Baseline (for 2007-08 and prior):

Process I: Program has identified and defined how assessment data will be used in planning for accountability and instruction

Process I Historical Baseline:

Outcome IA: Program has identified and defined how assessment data will be used in instruction

Outcome IA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Outcome IB: Program has identified and defined how assessment data will be used for program planning and improvement

Outcome IB Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>

				<u>2010-11</u>
				<u>2011-12</u>
Process II: Program has a plan, policies, and procedures for using assessment tools to determine Oregon Educational Functioning Levels, program placement, progress, and achievement				
Process II Historical Baseline:				
Outcome IIA: Plan includes state-approved formal assessment tools to determine placement, progress, and achievement for each instructional program				
Outcome IIA Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> Both Pre-College and ESOL department will begin using E-CASA for assessment and as a guide for instruction <u>Outcome:</u> ECASAS was implemented at both campuses this year and was beneficial for streamlining record keeping. However, there were two difficulties. One is that some students are very adverse to using computers either because they are intimidated or have difficulty reading on computer screens. Therefore, we accommodated these students using paper/pencil tests which was an additional record keeping task. The other difficulty is that in fall term we have such a large number of new students that we have to schedule multiple sessions in

the computer lab. Therefore, during that term we need to have more instructional assistants available than in the past. Additionally, it is often difficult to schedule the computer lab during the orientation weeks. We will continue to try to troubleshoot for ECASAS use so that the orientation is not so cumbersome.

2011-12

Outcome IIB: Plan includes additional informal assessment tools for each instructional program offered

Outcome IIB Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Outcome IIC: Plan defines assessment policies

Outcome IIC Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Outcome IID: Plan defines procedures for delivery of assessment for placement, progress, and achievement

Outcome IID Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u>
Process III: Program implements plan, policies, and procedures				
Process III Historical Baseline:				
Outcome IIIA: Program uses state-approved formal assessment tools to determine placement, progress, and achievement for each instructional program				
Outcome IIIA Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u>
Outcome IIIB: Program uses additional informal assessment tools for each instructional program offered				
Outcome IIIB Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u>
Outcome IIIC: Program uses assessment policies				

Outcome IIC Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u>
Outcome IID: Program uses procedures for delivery of assessment for placement, progress, and achievement				
Outcome IID Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u>
Process IV: Program evaluates and improves assessment plan				
Process IV Historical Baseline:				
Outcome IVA: Program evaluates assessment plan				
Outcome IVA Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
..				<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u> Outreach Tutoring: We need to have a better way to communicate

				<p>across campuses between in-house program staff regarding testing. The goal will be to develop forms that can be accessed online anywhere on the CGCC system so all staff have access to the most up to date testing information..</p> <p>Assessment: Internal communication and efficiency has also been improved. This year our program held three staff worksessions to fellowship, celebrate what we are doing well and address areas that could be improved. During these worksessions we have cleaned up computer files, improved procedures by creating visual task maps and worked together on new policies/procedures. We have discussed and began work on creating electronic files for easier, more efficient sharing and storage of information between staff.</p>
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Outcome IVB: Program improves assessment plan based on evaluation results

Outcome IVB Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u>

Program Area 5: Retention

Definition: *A process to assist and encourage retention of learners long enough to meet goals and realize skill gains.*
Goal: *Program retains learners long enough to meet goals and gain skills.*
Outcome: *Increase in the percentage of learners who complete a skill level or meet a goal before leaving the program.*
Decrease in the percentage of learners who leave the program before completing a skill level or meeting a goal.
Program sets retention goals annually.

Program Area Historical Baseline (for 2007-08 and prior):

Process I: Program has identified current data that informs learner retention

Process I Historical Baseline:

Outcome IA: Program has identified current data that inform learner retention factors

Outcome IA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Outcome IB: Program has defined local elements that influence learner retention

Outcome IB Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Outcome IC: Program has defined additional factors that influence learner retention

Outcome IC Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u>

Process II: Program has a retention plan with prioritized strategies, policies, and procedures (address factors identified in Process 1)

Process II Historical Baseline:

Outcome IIA: Program has developed and prioritized strategies for student retention

Outcome IIA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
<p>Pre-college: Continue with the fee waiver initiative as part of Program Improvement, reduce attendance threshold from 90% to 80%. Also, In an effort to improve attendance and help students to focus in class, a committee of instructors will explore the possibility of providing healthy snacks in class and imbedding food literacy in the curriculum.</p> <p>ESOL: Two weeks after placement, students are pulled from class for interview by instructional assistant or teacher:</p> <ul style="list-style-type: none"> • Go over CASAS test results (current and past) • Ask if he/she feels class level is appropriate • Conduct survey of goals, etc. 	<p>2012-13 academic year</p> <p>same</p>	<p>Title II and General funds for Program Improvement</p> <p>same</p>	<p>Department chairs, faculty, DBA, instructional assistant director</p> <p>Faculty, instructional assistant</p>	<p><u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u> The ESOL and Pre-College programs have reviewed the number of students attaining 40 hours of instruction and post-testing and found this to be an area of program improvement. We are exploring strategies that have been effective for other colleges and look to implement a fee waiver incentive program. Pre-College: Beginning fall term students will be granted tuition waivers if they have at least 90% attendance for</p>

- Find out if needs are being met in class (computer, work, skill-set)

the previous term.

Analysis

Although students were enthused about the possibility of attaining a tuition waiver based on attendance, very few students met the 90% attendance requirement: seven in Hood River, five in The Dalles. As instructors tracked student attendance and talked with students about why they missed classes, the instructors have concluded that 90% attendance is too difficult for students to achieve.

Outcome IIB: Program has developed retention policies and procedures

Outcome IIB Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Process III: Program implements retention plan

Process III Historical Baseline:

Outcome IIIA: Program implements retention strategies plan

Outcome IIIA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>

				<u>2010-11</u>
				<u>2011-12</u>

Process IV: Program evaluates and improves retention plan

Process IV Historical Baseline:

Outcome IVA: Program evaluates retention plan

Outcome IVA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Outcome IVB: Program improves retention plan based on evaluation results

Outcome IVB Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

2011-12

Program Area 6: Transition & Completion

Definition: *Learners advance based on achievement of learning goals.*
Goal: *Learners advance to next steps in their roles as worker, family member, and citizen.*
Outcome: *Increase in the percentage of learners who complete or advance one or more educational functioning levels.*
Increase in the percentage of learners who enter employment that identified entering employment as a goal.
Increase in the percentage of learners who achieve employment retention that identified employment retention as a goal.
Increase in the percentage of learners who were placed in post-secondary education that identified post-secondary education as a goal.
Increase in the percentage of learners who received a secondary school diploma or GED that identified secondary school diploma or GED as a goal.
Increase in the percentage of learners who are still progressing within the same level.

Program Area Historical Baseline (for 2007-08 and prior):

Process I: Program has identified program goals and resources for learner transition based on performance measures

Process I Historical Baseline:

Outcome IA: Program identifies goals and resources for learner transition

Outcome IA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
<p><u>Pre-College:</u> Student services advisors at the Hood River campus will provide college transition workshops during Pre-college class times throughout the term. In The Dalles the student service advisors will host five lunch time “Pre-College Transition to College Workshops”. Free pizza and drinks will be provided for these mid-day workshops. We will also be leveraging the</p>	<p align="center">2012-13 academic year</p>		<p align="center">Pre-College Dept chair, Case Coordinator, Student services advisors.</p>	<p><u>2008-09</u></p> <p><u>2009-10</u> 2009-10 ESOL: We did a “pilot” whereby instructors from Academic Reading and Writing classes were invited into the level D classes at the end of term (before registration for the new term) to talk about the courses and invite students whose CASAS reading scores were high enough into advancing to the next level. Students can remain in level D concurrently while taking Reading/Writing 80.</p> <p><u>2010-11</u></p>

CASE coordinator and Career Pathways advising to assist with this process

2011-12

Process II: Program has a transition plan that includes prioritized strategies for performance measures based on Process I

Process II Historical Baseline:

Outcome IIA: Program has a prioritized transition plan that targets Program Areas 2-8, internal and external partner participation, and learner transition

Outcome IIA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<p><u>2008-09</u></p> <p><u>2009-10</u></p> <p><u>2010-11</u></p> <p>1. <u>Pre-College</u> : A pre-college instructor and a Student Services advisor will begin customization of the Pre College Career and College Awareness class. The goal for the year is to establish a process for identifying career content to be taught by Career Advisor and to identify a workable team teaching schedule.</p> <p><u>Outcome:</u> During fall and winter term a pre-college instructor and a Student Services advisor co-taught the Career and College Awareness class. This enabled the students to</p>

connect more closely with the college's student services department. In spring term the class was taught by a Student Services advisor and the college's director of advising. In addition, the class was offered as a free 1 credit CG100 class which served as an additional motivator for students to register for and complete the class. The advisors felt that they were able to help students to form college goals and concrete plans for the next step in their education. Students from all three terms will be tracked by student services to help to evaluate the success of this transition strategy.

- 2. During the last week of each term a student services advisor will be available in the Pre College classrooms to advise and assist students who are ready for college credit courses.**

Outcome: At The Dalles campus, the same advisor who taught the Career and College Awareness classes came to the Pre College classrooms to do college advising during the last week of each term. Actually most college-bound students had already seen an advisor before the advisor came to our classrooms because the students had either been in the Career and College Awareness class and set up their advising appointments there, or they had already met with their Pre College instructors for exit interviews

and had been encouraged to complete their advising appointments early. However, having the advisor available in our classrooms during the last week of the term was beneficial because there were a few students who still needed advising. We will continue this practice next year.

2011-12
Pre-College:

Process III: Program implements transition strategies

Process III Historical Baseline:

Outcome IIIA: Program implements transition strategies

Outcome IIIA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Process IV: Program evaluates and improves transition plan

Process IV Historical Baseline:

Outcome IVA: Program evaluates transition plan for achievement of performance measures, partner participation, and learner goals

Outcome IVA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>

				<p><u>2010-11</u></p> <p><u>2011-12</u> <u>Pre-College:</u> Duplicating the changes made on The Dalles campus, a student services advisor at the Hood River campus will be designated for advising students in the Pre College classes during the last week of each term. Pre-college instructors will assist students in setting up appointments and connecting with this advisor.</p> <p><u>Analysis</u> In spring term advisors from student services offered a one hour/ week “Transition to College” class for the pre-college students in Hood River. However, because there were so few students, there was very poor attendance. Next year the student services advisors will come to the pre-college classes throughout the term to discuss transition to college topics instead of having a separate meeting time.</p>
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Outcome IVB: Program improves transition plan based on evaluation results

Outcome IVB Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<p><u>2008-09</u></p> <p><u>2009-10</u></p> <p><u>2010-11</u></p>

			<u>2011-12</u>
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Program Area 7: Support Services

Definition: *The resources and services that support learner participation and success.*
Goal: *The program provides access or referrals to support services within and outside of the program.*
Outcome: *Learners access support services necessary for participation and success in the program.*
Available support services match identified support service needs.
Instructors understand available support services and make appropriate referrals.
Program interfaces with other service agencies.

Program Area Historical Baseline (for 2007-08 and prior):

Process I: Program has identified and defines internal and external support services that promote learner participation and success,

Process I Historical Baseline:

Outcome IA: Program has identified and defined available support services that include diagnosticians, transportation, career information, counseling, childcare, and other social and educational services in the region

Outcome IA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
See PA 6 and partnership with CASE and Career Pathways resources				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Outcome IB: Program has identified and defined gaps in support services

Outcome IB Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Process II: Program has a support services plan that includes formal and informal strategies for providing and linking learners to

Process II Historical Baseline:

Outcome IIA: Program has developed strategies for providing support services

Outcome IIA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Outcome IIB: Program has developed strategies that link learners to support services

Outcome IIB Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Outcome IIC: Program has developed strategies for providing or referring learners to support services to meet gaps identified above

Outcome IIC Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Process III: Program implements strategies for providing and linking learners to support services

Process III Historical Baseline:

Outcome IIIA: Program implements support services plan

Outcome IIIA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Process IV: Program evaluates and improve support services plan

Process IV Historical Baseline:

Outcome IVA: Program evaluates support services plan

Outcome IVA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Outcome IVB: Program improves support services plan based on evaluation results

Outcome IVB Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>

				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Program Area 8: Instruction

Definition: *A system in which instructors integrate curriculum, instructional delivery, and assessment in a positive environment to meet program and learner goals.*

Goal: *Instruction maximizes learner and program attainment of goals.*

Outcome: *Program meets Primary Performance Measures (Accountability Policy and Procedures Manual)
 Program and Learners meet Learner Goals (Accountability Policy and Procedures Manual)
 Program attains goals related to instruction
 Learners attain individual primary and secondary goals*

Program Area Historical Baseline (for 2007-08 and prior):

Process I: Program has defined the purpose of instruction and learning

Process I Historical Baseline:

Outcome IA: Program has defined purpose of instruction and learning

Outcome IA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Outcome IB: Program has selected and defined instructional programs that will be offered

Outcome IB Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Outcome IC: Program has defined how it will provide an integrated system of curriculum, instruction, and assessment				
Outcome IC Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u>
Process II: Program has identified and defined content of instructional programs outlined in Process I				
Process II Historical Baseline:				
Outcome IIA: Program has identified and defines content of each instructional program, and regularly reviews and revises content				
Outcome IIA Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
Pre-College: The program will continue instituting the new learning standards adopted by OCCWD. The two instructors who attended the learning circles last year will attend the Math Learning Institute, and one instructor will attend the Reading Learning Institute in	2012-13 Academic Year	Title II and General Fund	Department Chairs	<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> The Pre-College program begin the process of attending professional development activities related to Learning Standards Outcome: The Department Chair and one faculty attended the Learning Standards learning circles In response to recommendations from the 2009 OCCWD program review, the Pre College department will restructure the department offerings in Hood River.

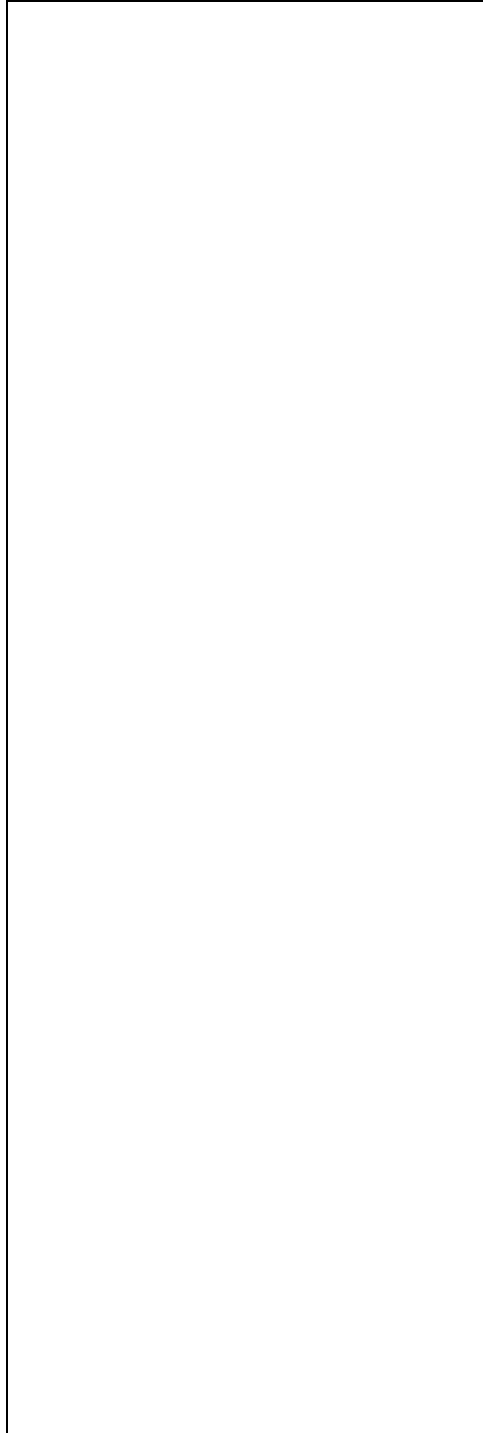
2012-2013. In addition two instructors will attend the learning circles training. Posters listing the math and reading learning standards will be hung in all of the pre-college classes. Students will be given personal copies of the standards including a self checklist to facilitate discussion and application of the learning standards strategies throughout their classes. Course outcome guides and syllabi will be written to reflect the learning standards.

Computer Literacy and Distance Learning

- In order to prepare students for college online courses and to improve computer literacy, all

Outcome: Evaluation of the student “demand” was completed to determine resources needed. Instructional changes to be implemented in 2011-12
2011-12

pre-college instructors will begin to incorporate the use of Moodle, an online course management system used in college credit classes, in their classes. There will be several trainings throughout the year to facilitate this. Particular emphasis in the use of Moodle will occur in the following classes in The Dalles: Reading 1, Writing 2, and Math 1. These courses will then serve as a model for the rest of the pre-college courses in



2013-14.

- A one hour computer basic training course will be offered in The Dalles for 5 weeks each term for the Pre-college students. The goal is to provide instruction in basic computer literacy skills, so that students are better prepared for jobs and college. A student services advisor will connect with these students to inform and assist anyone who would like to transition into the Basic Computer

Literacy
career
pathways
certificate.

ESOL: faculty will
continue to be
involved in
Learning Standards
Institutes and
Learning Circles.

In order to
increase the
retention of
computer skills and
help students be able
to use computers on
their own, and
possibly transition
into the certification
program for medical
professionals, all
instructors will be
using Moodle for
once-a-week
computer
instruction. The
shells have already
been set up. This
summer, all
instructors will take
the orientation for
using Moodle, and
we'll have ongoing
workshops/trainings
to adapt ESOL
computer lessons to
post on class
Moodle sites on
Tuesdays and

Thursdays, before the evening ESOL classes.				
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Process III: Program organizes and delivers appropriate instructional programs identified in Process II

Process III Historical Baseline:

Outcome IIIA: Program delivers instruction as appropriate and feasible

Outcome IIIA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Outcome IIIB: Program delivers instruction at a variety of times and locations, and maintains sufficient intensity and duration

Outcome IIIB Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>

Outcome IIIC: Program delivers instruction using a variety of research based methods and strategies that reflect an instructional continuum from teacher directed to learner centered (see Appendix)

Outcome IIIC Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>

				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>
Outcome IIID: Program delivers instruction with appropriate resources				
Outcome IIID Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>
Process IV: Program identifies and defines staff roles and responsibilities				
Process IV Historical Baseline:				
Outcome IVA: Staff maintain professional competence and ongoing improvement				
Outcome IVA Historical Baseline:				
<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u>
				<u>2009-10</u>
				<u>2010-11</u>
				<u>2011-12</u>
Outcome IVB: Staff meet program responsibilities and collaborate to enhance program organization				
Outcome IVB Historical Baseline:				

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u>

Process V: Program evaluates and improves instructional system

Process V Historical Baseline:

Outcome VA: Program evaluates instructional system

Outcome VA Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)
				<u>2008-09</u> <u>2009-10</u> <u>2010-11</u> <u>2011-12</u>

Outcome VB: Program improves instruction system based on evaluation results

Outcome VB Historical Baseline:

<u>Column 2</u> Action item(s)/plan for the upcoming year	<u>Column 3</u> Timeline	<u>Column 4</u> Resources	<u>Column 5</u> Responsible party	<u>Column 6</u> Baseline/Current year outcome(s)/accomplishment(s)