

PORTLAND COMMUNITY COLLEGE

# ABE Program Review

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2009-2010

**Program Review Committee Members:** Amy Boehnke SAC co-Chair, Juliet Pursell SAC co-Chair, Esther Loanzon, Joe Urbina, Judy Voth, Andy Foeller, Nancy Jarrell, Derek Oringer, Laurie Trybom, Tanya Batazhan, Julie Kopet

# 1. Program/Discipline Goals

## ABE Mission Statement

The Adult Basic Education Department serves a diverse population of learners both on campus and in the community. Our mission is to teach basic skills and assist students in acquiring knowledge to function effectively as family members, citizens, workers and life-long learners in a changing world.

## Values

- A respectful and supportive learning environment
- Excellence in teaching
- Creating a bridge to the future by developing life-long learners
- Learning based on real-life contexts
- Openness to new ideas and change
- Accessibility to quality instruction
- Critical reflection
- Self-determination

Adult Basic Education is a low-cost, non-credit program designed to serve a diverse population of learners seeking to improve basic skills. Students entering our program range in abilities from pre-literate to college level. This program is an avenue for students to return to an educational environment in order to build core academic and life skills, to obtain a GED certificate, to prepare for credit college classes and training programs, to increase employability and to become effective and active participants in the world around them. Literate adults have the skills to make informed choices that benefit families and communities. Adult Basic Education promotes the life-long learning that is essential to good citizenship and self-fulfillment.

We understand that our students enter the ABE classroom with great expectations for learning, growing and improving their existence. They have commonly overcome big initial barriers to continuing their education when they enter our classrooms. Many of their previous experiences within the educational system have been shameful and disheartening. Behind high hopes and excitement for a fresh start, lie fear of failure and lack of self-confidence. Often our students are not just learning literacy skills, but a new culture, language and way of life. ABE instructors understand that we cannot only focus on academic skills. We take a holistic approach that fosters the all-around confidence students need to become self-motivated and active learners able to take the risks that education requires.

In 2008-2009, 2,581 students were enrolled in ABE. These learners represent a vast array of individuals from at-risk youth to older pre-literate adults, from learning disabled to undereducated, from unemployed to working poor. Many students have been successfully working for years, and then find themselves needing to advance their education to maintain or find employment. The majority of our students are contending with the effects of poverty that directly impact their ability to reach educational goals; this number continues to increase. Poverty directly contributes to the health problems, transportation difficulties, poor attendance and planning habits that are barriers to furthering education. Some students are refugees, ripped from their homes by war with minimal previous educational experience. Our students come from all over the globe. They are Christian, Buddhist, Muslim and non-religious. Some have suffered strokes and brain injuries, as well as developmental challenges caused by cerebral palsy, autism and dyslexia. Others are in recovery from addictions, domestic violence, divorce and incarceration. Many students have advanced academic skills that must be refreshed after long absences from school.

Whatever their background, the majority of our students are unfamiliar with the language and culture of a classroom. The ABE Department seeks to envelop students with a positive, uplifting and rigorous educational experience that allows them to meet their goals and move forward as capable, literate adults. Without programs like ours, these students have very limited ways to increase their literacy and improve the quality of their lives. The mission of Portland Community College “encourages the full of realization of each individual’s potential” and we seek to reflect that mission in all that we do. The fact that our ABE Program is integrated on the PCC campus, allows our students to see themselves as college students. When our students transition to credit classes, they have basic knowledge such as how to use PCC libraries, MyPCC, My Courses and MAP- all of which add to their success.

Since the last Program Review, our youth population has increased as the Portland area high school drop-out rates have also increased. We expect this number to continue to grow as Oregon schools implement more stringent graduation requirements. In response to the more rigorous national standards as well, the GED will be adapted to mirror those advanced skills of high school equivalency. According to the GED Testing Service, “This new program, GED 2020, will dramatically increase the number of test-takers and GED credential recipients who are prepared to pursue postsecondary education opportunities.” The ratio between youth ages 16-20 and adults, directly impacts our instruction and classroom management, and we continue to adapt our program to meet this need.

There are currently 1,657 PCC credit students with GED certificates. More and more students are using the Tuition Waiver allowing for 12 free PCC credits upon completion of the GED in our program. This trend continues to positively impact our ABE classrooms and the college as a whole. We not only focus on the reading, writing, math and technological skills students need to complete our program, but the critical thinking, communication and organizational skills

required for college success. The GED is no longer a terminal degree. We have revised our curriculum, focus and message to reflect the reality that our students will need to continue their education and training beyond high school completion in order to achieve the living wage and quality of life they are seeking. Our participation in bridge classes such as Bridge to Healthcare and Bridge to Advanced Manufacturing, which combine the teaching of basic skills and contextual skills, and our recent alignment with Developmental Education, also reflect our response to the changing needs of modern PCC students. These changes are direct responses to institutional goals and priorities around student access and success.

Our program doesn't just provide students with basic academic skills. Adult Basic Education transforms lives. We will continue to creatively and quickly respond to the changing needs of our students and communities to provide quality education that prepares students to advance to greater life opportunities.

## **2. Curriculum: reflect on the learning outcomes and assessment, teaching methodologies and content in order to improve the quality of teaching, learning and student success.**

### **A. Evaluate the curriculum using national and/or professional program/discipline guidelines where available.**

ABE has a dynamic and complex curriculum which has come as a result of a multifaceted and comprehensive approach to national, state and PCC professional program guidelines and standards. This curriculum is a living testimony to complex needs of basic skills students. What follows is a brief overview of the various facets of the ABE curriculum.

#### **The Basic Skills Coordinating Council**

In 2003, the Basic Skills Coordinating Council was formed in response to the college president's desire (Dr. Jesus Carreon) to establish PCC as a national leader for services to students in pre-college programs.

Nan Poppe, ELC President and BSCC chair, laid out the purposes of the task force: To provide for better initial placement, smoother transition between pre-college departments, and quicker completion of learning outcomes. Recommendations were made to better serve our students by aligning ABE/DE and ESL/ENNL.

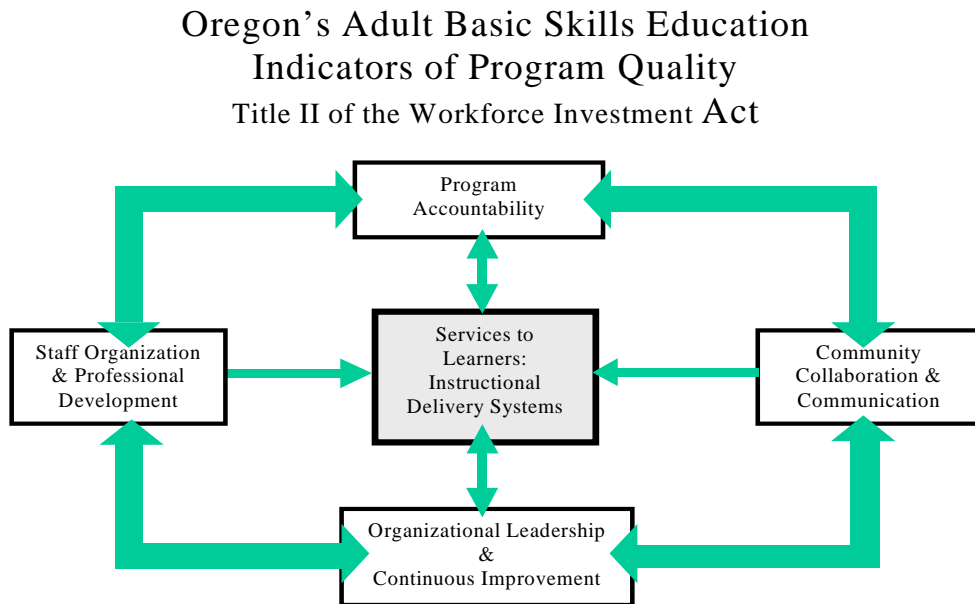
The ABE and DE SACs worked to create new Fundamentals classes. ABE absorbed Math 10 and 11 students into a new class- Fundamentals of Math. ABE also created Fundamentals of Reading and Writing classes in order to assist students who had not been successful in Reading

and Writing 80 courses. The COMPASS placement scores were adjusted so that students who scored 48 or lower in reading and/or 27 or lower in writing would be referred to ABE.

ABE courses offer several advantages for students which conventional courses cannot provide. First, ABE does not give letter grades; second, ABE students can go at their own pace to finish their courses; and finally, classes are less expensive than credit classes. These educational advantages give ABE the opportunity to accomplish the college's directives for pre-college students.

### Indicators of Program Quality (Title 11 Strategic Framework)

The requirement for quality indicators was prompted by amendments to the Adult Education Act of 1992. The state of Oregon developed the following indicators of program quality (IPQs): program administration, recruitment, orientation, assessment and accountability, retention, completion and transition, students support services and instruction. Oregon's Adult Basic Skills Education IPQs set up a framework for program administrators and instructors as they make decisions pertaining to program design and continuous improvements.



Instructors use portions of the Strategic Framework for instructional planning, self-evaluation and on-going professional development. The Strategic Framework document serves as the end of year report and continuation application. Accomplishments and action items are outlined and submitted to the state on an annual basis. Programs are reviewed by the state team on a seven year cycle. To view Title II Indicators of Program Quality and Strategic Framework documents,

visit the Department of Community Colleges and Workforce Development, Adult Basic Skills Program at <http://www.oregon.gov/CCWD/ABE/index.shtml> under the Administration Section.

### **CASAS Competency Areas**

Much of ABE's curriculum comes as a result of CASAS Competencies. The following are CASAS Competency Content Areas: Basic Communication, Consumer Economics, Community Resources, Health, Employment, Government and Law, Math, Learning and Thinking Skills and Independent Living. Instructors may use this to guide portions of classroom instruction. For more information visit: <https://www.casas.org/home/>

### **B. Identify and explain changes that have been made to course content and/or course outcomes since the last review.**

#### **Spanish GED**

Our Spanish GED Program has continued to expand, particularly in Washington County. The Spanish GED classes used to be taught mostly by volunteers. Now ABE has numerous paid tutors to help our Spanish speaking GED students earn GED certificates. In 2008, the Spanish GED Program added its first adjunct Spanish GED instructor.

#### **GED Online**

Since the last Program Review, GED Online has been revised and divided into two sections, using an adaptation of the Quality Matters distance learning rubric. One section contains the GED reading, writing, and social studies curriculum; the other contains math and science.

#### **New ABE Courses**

Three new ABE courses were added to the department: Fundamentals of Math, Fundamentals of Reading and Fundamentals of Writing.

#### **ABE Curriculum**

In 2008, the ABE SAC rewrote the curricula for math, reading and writing: levels 1,2,3 and 4,5,6. The CCOGs were also revised and approved in 2009 by the EAC.

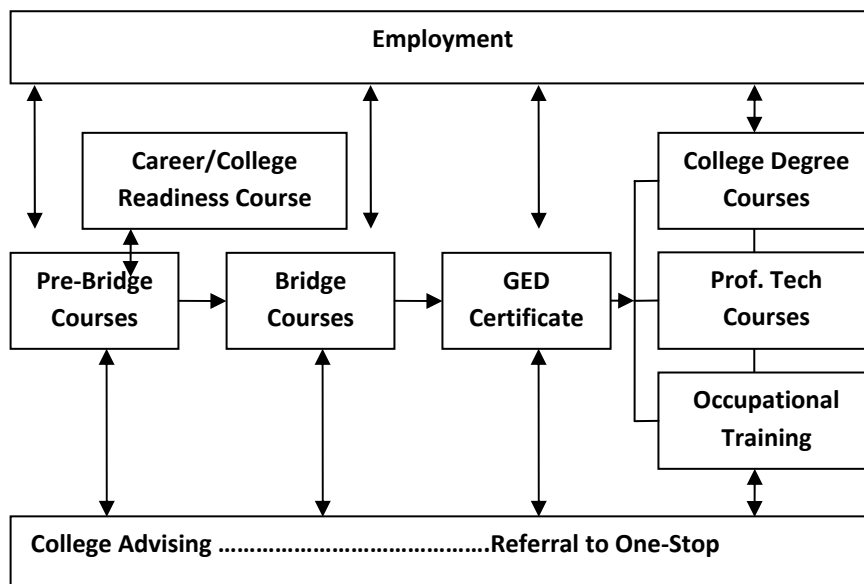
#### **Capstone Projects**

At the fall 2005 SAC In-Service, there were important changes made to the Capstone Project to more accurately define the Capstone curriculum and to help set clear parameters for the instruction of the projects. First, the projects should consist of 10% or more of the class time over the course of a term for each ABE class (whether the class is four hours per week or twelve hours). Secondly, every Capstone Project should address the following areas: reading, math, writing, communication and technology. Thirdly, each faculty chair assigns different themes (citizen, family, worker or life-long learner) to their sites each term. The only term that the entire ABE Program simultaneously does the same project theme is fall. In the fall term, all sites use citizen as the theme because of the November elections.

**Oregon Pathways for Adult Basic Skills**

We began to pilot OPABS in the fall of 2008 with the offering of a Career and College Awareness class and advising modules at various campuses. Oregon Pathways for Adult Basic Skills (OPABS) is a series of ABE courses (bridge, pre-bridge and career/college readiness) with lesson plans based on a standard format that are ready for use by other ABE faculty throughout Oregon and nationally. OPABS builds a pipeline for ABE learners to enter postsecondary education, training programs and high-demand career areas. For more information visit: <http://www.worksourceoregon.org/index.php/career-pathways/160-links-oregon-web-sites-related-to-career-pathways>

**OPABS Framework**



**C. Assessment of course outcomes:**

**i. Are assessments that address the course outcomes described in the Course Content and Outcome Guides (CCOGs)?**

The Community Colleges Workforce Development (CCWD) state office provides guidelines for developing and implementing a comprehensive state and local assessment policy for Adult Basic Skills Programs. Mandatory criteria are applied for any assessment instruments that are used for federal reporting. Assessments must be standardized, valid, reliable, appropriate and have evidence linking them to the National Reporting System (NRS) educational functioning levels.

State approved assessments follow federal guidelines and are used to ensure accuracy in learner placement (appraisal tests), in diagnosis of learner strengths and weaknesses, to inform instruction (pre-tests) and in monitoring progress (post-tests). Programs assess literacy, numeracy and language skill development of adult learners. These tests are administered in a standardized fashion, and assessment results provide the basis for state and federal accountability reporting. In order to report on federal and state performance measures, all students must be assessed with a state approved assessment, CASAS, at the program entry and progress tested before exiting the program, provided students have met the required minimum 40 hours of instruction.

Current state certification is required to administer and score all assessments used for state and federal accountability reporting. Training for each state approved assessment is required to ensure accurate use of tests, appropriate interpretation of learner results and to maintain the integrity and quality of the assessment process.

The ABE Program follows state accountability and assessment policies and guidelines. All new students are assessed by an intake specialist with CASAS Reading and Math tests during the program orientation session before instruction occurs. ABE instructors administer CASAS progress tests in classes at the end of each term. All instructors and staff are certified in CASAS. Instructors advise students on the next class placement at the end of each term, incorporating information from CASAS reports with other assessments such as GED practice tests or informal in-class assessments.

**ii. Describe evidence that students are meeting course outcomes.**

**State Outcomes**

The Department of Community Colleges and Workforce Development (CCWD) negotiates state performance targets with the federal Office of Vocational Adult Education (OVAE) on an annual basis. The table below depicts targets of completion for each level versus our actual performance. As evident in the graph below, our department meets or exceeds almost all of the state's targets for each functioning level. ABE Intermediate High continues to be a challenge for us in meeting the state performance targets.

<i>Performance Measures</i>	2007-08		2008-09	
	PCC Performance	State Goal	PCC Performance	State Goal
<b>ABE Beginning Literacy</b>	49%	37%	50%	39%
<b>ABE Beginning Basic</b>	48%	36%	46%	38%
<b>ABE Intermediate Low</b>	40%	40%	41%	41%
<b>ABE Intermediate High</b>	27%	31%	24%	32%
<b>ASE Low</b>	21%	21%	21%	22%

### **GED Completion**

According to the records from the PCC GED Testing Office and state database, over 600 PCC ABE students get their GED certificates every year (data for 2007-08 and 2008-09), which also indicates that students are meeting course outcomes.

### **GED Transition to College**

As students complete the ABE Program and get their GED certificate, they are encouraged to transition to college through the support of the college tuition waiver (12 credits). The data analysis for 2008-09 indicates that out of 125 students taking the COMPASS, 50% placed into Writing 121, 10% placed into WR 115, 55% placed into Reading 115 and over 40% placed into Math 60. Out of this sample, 57% finished their first term with a C grade or better. This evidence speaks to the academic rigor of our curriculum, which is focused on preparing students for college level work. (data from GED completers who received the college tuition waiver 2008-2009)

### **D. Assessment of College Core Outcomes**

#### **i. Describe how courses in the program/discipline address the College Core Outcomes.**

<http://www.pcc.edu/resources/academic/core-outcomes/index.html>

The Capstone Project, with its four themes of citizen, family, worker and life-long learner, is part of all ABE courses at PCC. Because it is incorporated in all courses, the following College Core Outcomes are covered: Communication, Community and Environmental Responsibility, Critical Thinking and Problem Solving, Cultural Awareness, Professional Competence and Self-Reflection. See the Learning Assessment website for the ABE SAC's Core Outcomes Assessment Plan and final report for Critical Thinking and Problem Solving.

<http://www.pcc.edu/resources/academic/learning-assessment/assessment-plans.html>

As a result of the last state peer review, all ABE courses have goal setting as a part of each class. This goal setting component satisfies the Self-Reflection Core Outcome. For other College Core Outcomes see the Mapping Matrix below.

ii. Please revisit the Core Outcomes Mapping Matrix for your SAC and update as appropriate. <http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html>

## ABE: Adult Basic Education

### CORE OUTCOMES MAPPING

### SAC ABE: Adult Basic Education

#### Mapping Level Indicators:

0. Not Applicable.
1. Limited demonstration or application of knowledge and skills.
2. Basic demonstration and application of knowledge and skills.
3. Demonstrated comprehension and is able to apply essential knowledge and skills.
4. Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.

#### Core Outcomes:

1. Communication.
2. Community and Environmental Responsibility.
3. Critical Thinking and Problem Solving.
4. Cultural Awareness.
5. Professional Competence.
6. Self-Reflection.

Course#	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
ABE 0741	ABE: Beginning Literacy	2	3	2	2		3
ABE 0744	ABE: Secondary	2	3	2	2		3
ABE 0782	ABE: Fundamentals of Math	1	1	3	2		3
ABE 0783	ABE: Fundamentals of Reading	3	3	3	2		4
ABE 0784	ABE: Fundamentals of Writing	3	3	2	2		4

iii. What strategies are used to determine how well students are meeting the College Core Outcomes?

#### Web-Based Learning

The ABE Program has two web-based computer programs for students to use: Reading Plus and My Skills Tutor. These programs are incorporated into our classroom curriculum and homework; progress and student usage can be monitored by instructors.

## **Internationalization**

A Sylvania instructor worked on internationalizing a portion of the ABE curriculum while on sabbatical in winter term, 2009. The sabbatical, based on Internationalization, will soon be presented to the SAC. This has been piloted during the 2009-2010 school year. Much of the curriculum is based on Cultural Awareness, Critical Thinking and Problem Solving, Communication and Self Reflection, as well as technology.

## **TOPS Profile Goals**

When students enter our program, they are given student profile goal forms to fill out, which include work and educational goals they plan to complete by the end of the year. At the last state peer review, it was stated that goals needed to be better defined with our students.

## **CASAS Content Standards**

Instructors teach the content required by the federal government and the state of Oregon in order for students to gain the academic literacy needed to pass from one skill level to the next. The ABE Program uses CASAS Content Standards and Competencies as a guideline in developing teaching strategies.

## **Writing Projects**

Students write resumes, business letters, paragraphs and essays. They fill out forms and applications.

## **Newspapers**

Newspapers such as *The Oregonian* and *News For You* , a publication made specifically for ABE low-level readers, are used to help students keep abreast of current events and to be more actively involved in communities. Students also sometimes create class newspapers and newsletters.

### **iv. Describe evidence that students are meeting the Core Outcomes.**

See the Learning Assessment website for the ABE SAC's Core Outcomes Assessment Plan and final report for Critical Thinking and Problem Solving.

<http://www.pcc.edu/resources/academic/learning-assessment/assessment-plans.html>

### **v. Describe changes made towards improving attainment of the Core Outcomes.**

There have been many changes to improve attainment of the College Core Outcomes since our last Program Review: refinement of the Capstone Project, the implementation of ABE College Success Cohorts, CG 100 courses, the growth and refinement of GED Online, piloting

internationalization of some ABE curriculum and use of My Skills Tutor and Reading Plus software programs.

**E. To what degree are courses offered in a Distance modality? Have any significant revelations, concerns or questions arisen in the area of DL delivery?**

Since the last Program Review, GED Online has been divided into two sections. One section contains the reading, writing and social studies curriculum, the other math and science. Students' ability to navigate the course has improved dramatically since the course's inception. Instructors continue to gain expertise through continued multimedia trainings and conference attendance. Due to the nature of the online courses, students need a high reading level and comfort with using technology in order to participate.

We are unable to measure students' progress or report it to the state because federally approved assessment instruments do not allow for unsupervised proctoring of standardized tests. Computerized CASAS assessments are still in development. Additionally, online students usually enter at the highest CASAS levels and thus are unable to demonstrate gains, particularly in reading. Though it appears that students have a high rate of completion and entrance into college, it is not possible to track them, so we are unable to receive federal dollars for their progress, as the face to face classes do.

**F. Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g. Service Learning, Internationalization of the Curriculum, Inquiry-Based Learning)? If so, please describe.**

- OPABS (Oregon Pathways for Adult Basic Skills)
- ABE-DE Alignment

**Future curricular change**

Our division dean and three instructors participated in the Oregon ABS Learning Standards Project. Instructors developed and piloted lessons using these standards in winter 2010. The subject areas were reading and math. Lessons demonstrated use of Adult Contexts, Clear Skill Development, Clarity and Usability. The state has embraced the use of these standards and promises funding to pay for some training and implementation. Work in additional skill areas (writing and informational literacy) will follow.

**3. Needs of Students and the Community: are they changing?**

**A. What is the effect of student demographics on instruction and have there been any notable changes since the last review?**

**Growth in 16-20 year-old Population**

One significant change in ABE classes since the 2003 Program Review is that the population of students 16-20 years of age has dramatically increased. In 2003, the department served 345 students in this age range and in 2008 the number had increased to 657. This represents a 90% increase in this population and has implications for instructional strategies focused around learning differences and classroom management. Students and teachers have the support of the YES! resource specialists at each campus (funded through Alternative Programs) who case manage the 16-20 year olds. These resource specialists help students overcome barriers, monitor students' class progress and help students prepare to continue in college or transition to a job. The YES! resource specialists in 2009-2010 began teaching a one-credit College and Career Readiness course to YES! students. These students also earn one high school credit for successfully completing this course.

Another significant change in working with this population since the last Program Review is that ABE instructors and YES! resource specialists are working more closely with the Portland Public School District and special education professionals in the district to align services for ABE students on Individualized Educational Plans. Anecdotally, it appears that as a result of this team approach, and the ability of the public school special education professional assigned to each campus to access services for students through the high school district, historically hard to serve students are able to remove difficult barriers and achieve their goals.

Statistics from Alternative Programs show that YES! students in ABE courses at PCC who complete their GED tests exceed the national average GED score in all five-subject areas: writing, social studies, science, literature and the arts, and mathematics. Statistics from TOPS reports show that when entering the ABE Program, students under 21 test higher by 15 points on the CASAS pretests than older students.

**Spanish GED Program Development**

The Spanish GED Program at PCC offers classes throughout the district that prepare students to take the Spanish language version of the GED exam. The program has significantly improved its effectiveness, infrastructure and stability since 2003 to better address the community's changing needs. As of the last Program Review, only limited Spanish GED classes were offered at PCC through disjointed grassroots efforts in SE Portland and Washington County. Furthermore, Spanish GED courses were predominantly free, one day per week, volunteer-led classes located at community partner sites such as churches and elementary schools. In 2005, the

various offerings throughout the district were brought under the supervision of a central program coordinator and soon thereafter all Spanish GED classes were moved to PCC sites and provided with a classroom set of books. In an effort to improve instruction and increase learning outcomes, paid tutors gradually replaced volunteers in the classroom as the program's budget expanded. In addition, a significant program shortcoming was addressed with the creation and implementation of a new student assessment process. In 2007, class fees were implemented with an eye toward better integrating the Spanish GED Program into the ABE Department while simultaneously improving the program sustainability. Another major milestone was achieved in 2008 when the first part-time faculty-led Spanish GED classes began.

### **HEP Grant Proposal**

Rock Creek ABE, collaborating with other Rock Creek programs, is applying for a HEP (High School Equivalency Program) grant. HEP is a federally funded program designed to help migrant farm workers, aged 16 and older, to earn GED certificates and transition to higher education programs, enhanced work opportunities or military services. The program targets migrant students with the following needs:

- multiple financial obligations with limited income
- lack of academic preparation and limited English skills
- low GED/postsecondary education attainment and lack of role models and support

The grant team has identified a large student population in the PCC area who meet the above profile. In order to better serve this population, we are seeking to enhance our current ABE Program by adding HEP at PCC Rock Creek, serving eligible students in the PCC service area.

The grant would fund HEP for 5 years, serving around 100 students per year. The students will be recruited by a specialist trained in the needs of migrant students. They will participate as a cohort in 10 hours a week of comprehensive ABE instruction taught by a bilingual instructor. Additional elective courses will be required in areas such as computer literacy, ESOL support courses, OPABS Career and College Awareness and Fundamentals of Reading, Writing or Math classes. Students will also receive individual support such as academic advising, counseling, tutoring, childcare assistance, tuition waivers and health services. Students will be expected to complete the program within three terms.

### **GED Online**

Responding to the need to expand access, GED Online was divided into two sections allowing our department to serve twice the number of online students, addressing the demand for more distance learning options. Many non-traditional students are enrolled: working parents, students who live at a distance and/or have transportation problems, people with health concerns and

more. The digital fluency of our online students has grown since the course began and continues to grow.

## **Economic Trends**

As a result of the downturn in the economy, the ABE Program is seeing significant growth in all classes. Anecdotally, it appears that older out of work adults are taking the opportunity to return to complete their GED, obtain basic skills and pursue post-secondary educational opportunities.

**B. Has feedback from students, community groups, transfer institutions, business and industry or government been used to make curriculum or instructional changes? If so, describe.**

## **College**

**ABE/DE Alignment 2009:** After several years of research and planning with deans and ABE and DE instructors on the college-wide Basic Skills Coordinating Council, the ABE Program completed new curricula (reading, math and writing), Course Content and Outcome Guides, (CCOGS) and began offering Fundamentals of Mathematics, Fundamentals of Reading and Fundamentals of Writing, spring 2009.

**Career Pathways:** The ABE Program, in tandem with the Division for Workforce and Economic Development at PCC through a State of Oregon Career Pathways Incentive Grant, partnered to develop two bridge classes in healthcare and advanced manufacturing with contextualized reading, writing and math basic skills curricula and emphasis on career exploration in these fields. Each class was conducted twice from spring 2008 to spring 2009 and featured ABE instructors collaborating with workforce development trainers to develop and deliver the curricula. Over the course of the grant:

- 56 students successfully completed the classes.
- 28 students continued their education in career and technical fields such as: Solar Manufacturing, Bioscience, Phlebotomy and Alcohol and Drug Counseling.
- 16 students became employed.

## **Government**

**Learning Standards (State of Oregon):** PCC, along with 16 other community colleges in Oregon, are participating in the Learning Standards pilot. The outcome was to provide the Department of Community Colleges and Workforce Development feedback on the Learning Standards developed by the task force. Learning Standards are statements that describe what

learners should know and be able to do in a particular skill area. The Oregon ABS Learning Standards were crafted with mindfulness of: Adult Contexts, Clear Skill Development, Clarity and Usability. They guide alignment of curricula, instruction, assessment, accountability and professional development.

**OPABS: Oregon Pathways for Adult Basic Skills Transition to Education and Work Initiative (State of Oregon):** ABE began to pilot OPABS in summer 2008 with the Career and College Awareness course and advising modules at various campuses.

**GED 2020:** The GED Testing Service is recommending programs adapt their curricula to the more rigorous academic standards required in the new test. Programs will also be required to prepare GED testers to pursue postsecondary educational opportunities. For more information see:

[http://www.acenet.edu/Content/NavigationMenu/ged/National\\_Needs\\_Announcement\\_FAQs.pdf](http://www.acenet.edu/Content/NavigationMenu/ged/National_Needs_Announcement_FAQs.pdf)

### **Business and Industry/Community Groups**

In the 2003 ABE Program Review, a stated goal was to establish a community advisory group. The same year, the college-wide committee, the Basic Skills Coordinating Council and PCC's college president also felt that an advisory group could provide community support and an opportunity for feedback to ABE/DE/ESOL pre-college programs. In the fall of 2006, after a committee identified a mission statement, the handbook was written, and members recruited, the Basic Skills Advisory Committee was established. The committee was made up of one faculty member from ABE/DE/ESOL, deans of those programs from each PCC campus and nine members of community programs either providing services to our population or referring students to our programs. The committee met for one year. During the course of 2006-2007, there were three meetings and members toured campuses and sat in on PCC pre-college classes. The committee elected officers and developed an action plan and work teams focused around the following issues: access, career paths, retention and partnerships. The advisory board did not meet the following year and in the spring of 2008, it was disbanded.

### **C. Describe current and projected demand and enrollment pattern. Include discussion of any impact this will have on the program or discipline.**

ABE/DE Alignment is expected to increase enrollment. The ABE Fundamentals of Reading, Fundamentals of Writing and Fundamentals of Mathematics classes are currently serving DE students scoring below Reading and Writing 80 and Math 20 on the COMPASS placement test. Data from spring 2009-fall 2009 show numbers increasing from 50 to 96. Barriers to student placement in these courses include problems with college-wide dissemination of information to

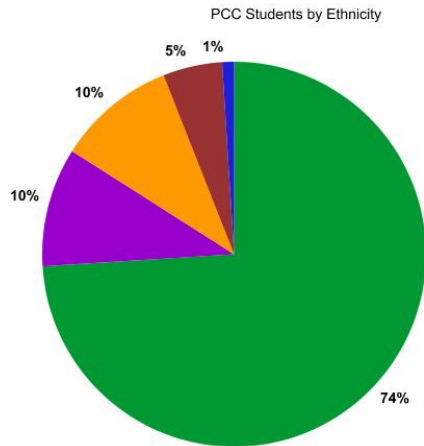
advisors about the classes, as well as the ability to locate the courses within the college class schedule. Including the Fundamentals of Mathematics course in the fall 2009 schedule has helped advisors and math instructors access the proper course upon COMPASS placement.

The Oregon high school graduation requirements are changing in spring 2010 from 22 credits to 24 credits. These changes will require students to complete an extra English and math course for high school graduation. The ABE Program expects this change to increase enrollment in ABE for GED completion.

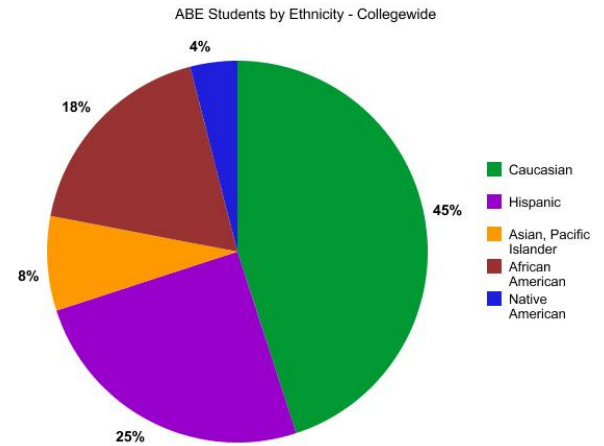
**D. What strategies are used within the program/discipline to facilitate access and diversity?**

- **Class Economic Fee Waivers:** Students who receive food stamps, are on the Oregon Health Plan or are in a Dislocated Worker Program and can verify with documentation, will have their class fees waived. Additionally, students who are homeless or without any monetary support can write a letter describing personal circumstances to the dean to have the class fee waived.
- **Scholarship Funds for GED Testing:** The PCC Foundation has designated two GED Testing Scholarship Funds – the 217 fund for students at all PCC campuses and sites and the 235 (Helen Gibson) fund for students at Southeast Center. Funds are limited based upon yearly foundation donations. The Dorothy Brehm scholarship is another source of funds for PCC students' GED testing. The Portland Literacy Council also supports students by offering GED testers scholarships for the testing fee.
- **Tuition Waiver and College Success Cohorts:** ABE students who have completed GED testing and attended ABE class consistently for 50 hours are eligible for a college tuition waiver for 12 credits at PCC. This waiver can be applied toward the tuition for one term or the credits can be divided into two terms. Students who receive the waiver are encouraged to be part of a campus-based cohort group of former GED students who work with an ABE full time instructor at Rock Creek, SE and Cascade several times throughout the term to ensure a smooth transition to college.
- **Disability Services:** Instructors in the ABE Program work closely with DS counselors to accommodate DS students in the classroom and to help students obtain accommodations for GED testing when appropriate.
- **Multicultural Centers:** ABE instructors at Rock Creek and Sylvania campuses facilitate student access to the Multicultural Centers.

- Locations: ABE classes are offered throughout the district and data from Institutional Effectiveness supports the premise that students take classes at sites near their homes. Current work is being done to expand our services to Columbia County.
- Online classes and Web-based learning: GED Online improves access for the non-traditional student who is unable to attend a campus class due to special needs or logistics. Anecdotally, many students say they would be unable to prepare for the GED were it not for the online option. Web-based learning programs in classrooms also increase access as students can complete homework assignments at home on the Web.
- Multicultural Academic Program: MAP is offered to non-native speakers of English of high school age through the Alternative Education Program at PCC. This is a feeder program designed to improve access to ABE.
- ESOL: English Speakers of Other Language students are often dually enrolled in ABE and ESOL classes to allow students to acquire language skills more quickly. However, there is limited referral to ABE classes from ESOL instructors and intake specialists at several campuses. (See Appendix A)
- Recruitment by ABE/ESOL Intake Specialists: Campus-based intake specialists are involved in on-going recruiting and advising and in conducting orientations for the ABE Program.
- Spanish GED: The program extends the college's diversity goals by allowing more students an unencumbered pathway to post-secondary education and greater workplace opportunities. Since March 2010, students are now able to take individual tests in either Spanish or English. Instructors can advise students on the option that is best for them.
- Additional GED Testing Offices: The addition of GED Testing Offices in Southwest Portland at Willow Creek and St. Helens will increase access to ABE students and their ability to complete GED testing.
- Fundamentals Classes: Students with high school diplomas, who lack the basic skills for DE courses, will have greater access to college courses with the opportunity to develop the basic skills of reading, writing and mathematics in the ABE non-credit Fundamentals courses. Students in these courses can also be enrolled in other DE credit courses.
- Diversity in ABE Classes: The student population of the ABE Program is significantly more ethnically diverse than the population of the college as a whole.



<http://www.pcc.edu/about/quick-facts/demographics.html>



Institutional Effectiveness Office

#### 4. Faculty: reflect on the composition, qualifications and development of the faculty

##### A. Provide information on

##### i. Rationale for the size, distribution and composition of the faculty in the subject area.

The ABE Department supports 40 faculty members, 5 full-time and 35 part-time, as of winter term 2010. It serves students on all four campuses, 3 off-sites (Willow Creek, Metro, and Forest Grove) and two online courses. Each department chair is responsible for their site and their associated sites listed below.

Here is the current distribution of faculty at each campus:

Campus	Full-Time Faculty	Part-Time Faculty	Locations
Cascade	1	9	CA and Metro
Rock Creek	1	10	RC, Willow Creek, Forest Grove
SE Center	2	14	SE, Online, Spanish GED
Sylvania	1	5	Sylvania

Numerous classes are offered at each location in different subject areas and levels. Classes are typically divided into three different levels: 1, 2, 3 and 3, 4 and 4, 5, 6. There are morning, afternoon and evening classes. Classes can either be comprehensive (reading, writing and math)

or broken into subject area: reading/writing and math. The different modalities allow us to serve students in different ways. The distribution in a typical term is as follows:

Campus	Comprehensive	Reading and Writing	Math
Cascade	3	2	2
Rock Creek	2	3	3
SE Center	2	7	8
Sylvania	5	0	1
Online	0	1	1
Forest Grove	1	0	0
Willow Creek	2	0	0
Spanish GED	0	1	1

Student numbers and FTE have steadily increased in recent years. Cascade has seen the greatest increase in students while SE Center has seen the largest increase in FTE.

Campus	FTE, 2008-2009	Percent increase from 2007-2008	Unduplicated Headcount, 08-09	Percent increase from 2007-2008
Cascade	124.2	9.8%	385	21.8%
Rock Creek	76.5	8.3%	298	3.5%
SE Center	432.1	18.8%	1,665	4.1%
Sylvania	101.6	12.6%	303	9.8%

Since SE Center serves the most students, more classes are offered at that location and there are more faculty members, both full-time and part-time, at that site.

Since our last Program Review in 2003, student numbers have increased while faculty numbers have remained the same. Our growth from 2004 to 2009 is illustrated below.

Collegewide					
FTE, 2004-2005	FTE, 2008-2009	Percent increase	Unduplicated Headcount, 2004-2005	Unduplicated Headcount, 2008-2009	Percent increase
648.8	734.4	13.2%	2,372	2,581	8.8%

**ii. Quantity and quality of the faculty needed to meet the needs of the program/discipline.**

Our faculty is highly accomplished. All new faculty members must have Master’s Degrees and experience in teaching students who are undereducated, at-risk and multi-cultural. Some instructors have specialized degrees or certificates in reading, math, special education or English

as a Second Language. Our students have a myriad of issues that teachers need to be equipped to deal with: high school drop-outs, learning disabilities, behavioral issues, illiteracy in native language, domestic issues, etc.

Instructors also need to possess a wide base of basic skills knowledge. Some instructors teach “comprehensive” classes. This means that they teach all the basic skills the students need: reading, writing and math. If it is a higher level (and in preparation for the GED), teachers must know the five areas of the GED: science, social studies, reading, writing and math. Other instructors may specialize in the areas of reading, writing or math. Most instructors extensively use technology in their teaching. They use our web-based programs, My Skills Tutor and Reading Plus, teach students how to use My PCC, incorporate SMART technology into their lessons, and maintain their own Web Easy sites (for an example, see <http://www.pcc.edu/staff/index.cfm/768.html>).

Classes are also multi-level. An instructor may have a wide disparity in what his or her students can do. For example, in a lower-level reading and writing class, students can range from no reading ability to a basic level of reading ability.

In 2006, the ABE Department changed its status from Lecture/Lab to Lecture. This was to reflect more clearly the mode of instruction used within the ABE classroom. Instructors teach using a lecture style, which means working in large groups, having small group work and pair work. Individual work time can be up to 25-50% of the class time. The instructor also spends time outside of class preparing for the class and homework assignments are given. Evaluation of in-class and homework assignments takes place outside of the class as well. Instructors regularly have conferences with individual students to reflect on goals and progress. Staff development time was utilized to insure consistency with the new status.

In 2010, we developed and implemented an ABE Instructor Website. This is a valuable resource in training and informing both new and current faculty. Instructors can easily locate important documents and forms as well as share lesson ideas to enhance collaboration. For more information see: <http://intranet.pcc.edu/departments/abe/>

We are currently working with the AV Department to create an ABE Department video which highlights our students and defines our program. This will be utilized in staff trainings and at orientation.

### **iii. Extent of faculty turnover and changes anticipated for the future.**

We have very loyal instructors in the ABE Department. Numerous instructors have been with the department for over 10 years and some even as long as 20 years. The average length of time with the department is almost ten years. Faculty turnover is always a challenge, however, and

there are typically one or two openings each term across the district. Most of the time, though, there is continuity from term to term.

In an effort to retain current faculty, some full-time faculty members mentor the newer or less experienced instructors. As we continue to grow, based on increases of our student population anticipated for the future, we will need more full-time faculty in order to improve turnover.

**iv. Extent of the reliance upon adjunct faculty and how they compare with full-time faculty in terms of educational and experiential backgrounds.**

The ABE Department relies heavily upon the adjunct faculty. There are 5 full-time faculty members and 35 part-time faculty members. This means our ratio is 1::7. Put another way, our full-time faculty percent is 14.5%. In the college as a whole, the average is 37% and the union goal is 60%. We are well below any of those figures. Many members of our part-time faculty are teaching the maximum load of 12 hours per week.

We also greatly depend on the part-time faculty to serve on committees and participate in pilot projects. Our committees often consist of one full-time and several part-time faculty members. We have regular SAC meetings and invite all faculty members to attend and give their input. SAC In-Service days are well attended and lively. We also have a Leadership Team that meets twice per term. On this committee, two rotating adjunct faculty members serve as representatives for the part-time faculty.

The educational and experiential backgrounds of the full-time and part-time faculty are comparable. Full-time and part-time faculty members are expected to meet the basic qualifications (see B below).

**v. How the faculty composition reflects the diversity and cultural competency goals of the institution.**

Our faculty members are quite diverse. They come from a range of ethnic, linguistic and cultural backgrounds. Our instructors hail from Mexico, the Philippines and Lebanon. Our instructors span a wide age range and have a vast array of life and work experience.

When we hire, we always take diversity into consideration. We try to make the hiring committees diverse and our selections as well. We also try to recruit and mentor instructors from different backgrounds so that they will become stronger instructors. In our Spanish GED Program, all classes are taught by native speakers of Spanish.

This area can always be improved upon and we hope to become more diverse in the future. We will continue to work on this so we will more fully reflect the great diversity of our students. We will also continue to ensure our current instructors are culturally competent.

**B. Report changes the SAC has made to instructor qualifications and the reason for the changes.**

There were changes made to our instructor qualifications in May of 2009. Please see the original 2003 description and the changes made at:

<http://www.pcc.edu/resources/academic/instructor-qualifications/index.html>

The first change made was to the type of teaching background required to be in the part-time pool. We clarified the requirement of experience in teaching in the areas of basic reading, writing and/or math—not just teaching in any field. Regarding the second change, the age of the students the applicant had taught previously had to be clarified. The applicant had to have experience working with adults or high school age students. The need for these changes stemmed from having numerous applicants in the part-time pool who were not truly qualified to teach ABE. We also decided that a degree in DE would be acceptable as a preferred degree, because many ABE instructors also teach or have taught DE courses.

**C. How have professional development activities of the faculty contributed to the strength of improvements? If such activities have resulted in instructional or curricular changes, please describe.**

Our faculty members continually participate in a number of professional development activities. Every year, funds (approximately \$4,000) are set aside for the development of the faculty. A sampling of the types of activities is listed below.

- Trainings: Comprehensive Adult Student Assessment Systems (CASAS)—mandatory  
Holistic Scoring Writing Appraisal (HSWA)  
Reading Training (in-house)  
Fundamentals Class Trainings
- Conferences: Commission on Adult Basic Education (COABE)  
Oregon Teachers of English to Speakers of Other Languages (ORTESOL)  
Student Success and Retention Conference  
NW Great Teacher Seminar  
ProLiteracy/COABE Conference  
eLearning Conference  
Volunteer Literacy Tutor Conference  
American Association for Women in Community Colleges (AAWCC)  
College Reading and Learning Association (CRLA)  
Sylvia Anderson  
Oregon Mathematical Association of Two Year Colleges (ORMATYC)  
Summer Institute for Intercultural Communication
- Committees: Leadership Team

Basic Skills Coordinating Council (BSCC)  
ABE/DE Alignment  
Technology  
Curricula Revision  
OTAAG (Oregon Adult Basic Skills Technology Committee)  
Various special project and pilot committees (diversity, website, instructor handbook, registration, etc.)

Other Professional Development:

SAC In-Service Day (various trainings: Reading Plus, My Skills Tutor, My PCC, etc.)  
College In-Service  
Site meetings  
PowerPath  
Bridges to Practice  
TechShare  
Technology Fair  
Wordstock Festival  
GED Math  
Over the Shoulder Technology Trainings  
Oregon Pathways for Adult Basic Skills (OPABS)  
Silver Falls Heron Reading Cohort  
Ocean Science and Math Collaborative Project  
Learning Standards  
Quality Matters

When instructors receive training or attend conferences, they are expected to come back and present the information to the group. This is usually done at site meetings or on SAC In-Service days. Many teachers take what they learned from attending these events and apply them to their classroom.

In 2006, we surveyed the faculty to find out what types of professional development activities they were interested in. They chose: reading, learning disabilities, retention strategies, writing, multilevel teaching and technology. We worked to meet these needs by offering a variety of trainings in those areas.

The Quality Matters training resulted in the online course being divided into two sections.

Also, the ABE/DE Alignment led to changes in our curriculum with the creation of Fundamentals classes.

## **5. Facilities and Support**

### **A. If classroom space, computers/technology and library/media, laboratory space and equipment impact success, please describe.**

ABE classes district-wide enjoy the benefit of having a dedicated classroom at each site. All campuses are fortunate to be able to conduct classes in SMART rooms. SMART classrooms have a podium outfitted with a computer and in-focus projector. SMART classrooms make teaching and learning more meaningful for both instructors and students.

The ABE Department serves many students needing to build computer literacy skills to prepare for college and/or employment requirements. The department is mindful and supportive of state and district-wide goals of providing access to computers for our students. We continue to explore and implement current technology trends to increase student recruitment and retention.

SE Center has a designated computer lab classroom. Other sites have a limited number of computer stations located in the classroom. Instructors and students conveniently access Web-based software programs such as Reading Plus and My Skills Tutor, as well as other websites as part of their lessons and classroom discussions.

Most teachers employ computer technology in teaching and supplement instruction using helpful Internet websites for research and other instructional activities. Other computer labs are accessible to students district-wide through the libraries and Computer Resource Centers.

GED Online students gain skills in Blackboard that are transferrable to Distance Learning credit courses.

### **B. Describe how students are using the library or other outside-the-classroom information resources.**

ABE students have access to the library as a resource to gain computer literacy and use the reserve section to borrow GED books for supplementary studying. ABE instructors make recommendations to librarians for low-level reading materials that are available for student check out. Many instructors take their students to the library and invite library staff to visit their classes. Students visit the library to conduct research for homework. Many instructors schedule field trips to the public library.

The Portland Literacy Council is another resource which students draw on to help pay for their GED testing fee. Other financial resources include: GED 217 scholarship funds, the Dorothy Brehm fund and the Gibson Fund.

Other resources include:

- Computer software programs purchased such as Reading Plus and My Skills Tutor
- The My PCC Website which includes My Academic Plan (MAP), My Course Tools and other student services available for ABE students

**C. Provide information on clerical, technical, administrative and/or tutoring support.**

The ABE Department decentralized its operations in July 2009, moving limited clerical and administrative support to each site. TOPS reporting and other state requirements, Economic Fee Waivers, College Tuition Waivers and disbursement of GED scholarship funds remains at SE Center. Work Study students are frequently used to provide additional clerical support.

ABE students at SE Center have access to the Tutoring Center with paid ABE tutors available to assist them in reading, writing and math skills. Rock Creek and Cascade students use the Learning Center.

The Volunteer Literacy Tutor (VLT) Program is another resource which provides volunteer tutors to assist students individually and/or in the classroom.

Instructional Support Technicians (ISTs) are also at hand at most campuses. ISTs provide technical assistance to students as they navigate computer-aided lessons; they also keep track of student progress based on data provided by web-based programs (Reading Plus and My Skills Tutor).

At SE Center, computer technical support in the ABS Computer Lab and SMART room equipment assistance are provided by the Technology Solutions Services (TSS).

Online students are given technical support through the DL Student Help Desk.

**D. Provide information on how Advising, the Office for Students with Disabilities and other student services impact students.**

Rock Creek and Sylvania have pre-college advisors who work specifically with ABE, ESOL and DE students. Having an advisor designated to work with pre-college students has many advantages such as:

- Advisors can meet with students at crucial times during their pre-college experience and continue this relationship as they enter credit programs.

- These advisors can be trained in specialized paperwork and procedures like the tuition waiver process.
- Their close proximity to classrooms fosters an ongoing relationship with students.
- They can visit classrooms to inform students about advising services.
- They can work one-on-one with students to understand the FAFSA process and scholarship options.

On Financial Aid Day, ABE students are also served by financial aid advisors in filling out FAFSA forms and accessing other scholarship resources available on campus.

The ABE Department works with DS to determine the GED testing accommodation needs of students with learning difficulties. They also provide classroom accommodations and support such as: CCTVs, sign language interpreters, enlarged print materials, special chairs, etc. to students with a wide range of students with cognitive and physical disabilities.

At SE Center, PowerPath is utilized on a limited basis to determine which students show greater need for learning adjustments. Assessments are conducted by a full time ABE instructor, intake specialist and VLT coordinators. Results are relayed to students and instructors who provide learning accommodations, if necessary.

SE Center, Sylvania and Cascade partner with a Portland Public Schools Special Education Professional for students who have IEPs. Rock Creek IEPs are provided by the YES! Program, however, currently there is no Beaverton, Hillsboro or Tualatin IEP support.

Over the years, the ABE Department has always worked closely with campus alternative programs. The department's partnership with YES!, MAP, Gateway to College and Career Pathways continues to be strong and solid as students transition from one program to another.

ABE students integrate into the college by participating in various college-wide free courses sponsored by the Women's Resource Centers. These include Life Tracks at SE Center, Project Independence at Cascade, Transitions at Rock Creek and ROOTS at Sylvania. These cohort classes help students plan their education and careers while providing support for those whose lives are in transition. Classes are free of charge and provide students with limited support services to those who qualify.

**E. Describe current patterns of scheduling (such as class size, duration, times, location, or other) address the pedagogy of the discipline and the needs of students.**

ABE classes are offered Mondays through Thursdays throughout the day at all campuses. Modular and comprehensive classes are offered. Online classes are accessible 24/7. A sample

schedule demonstrates how the different sites offer classes depending on the needs of the students. (See Appendix B)

## **7. Recommendations for improvement**

### **A. Assess the Strengths in your program/discipline:**

- a. Diversity and dedication of our students
- b. Diverse, stable and long-term faculty dedicated to the success of students
- c. District-wide scheduling of classes: classes offered at every campus and targeted satellite areas
- d. Community college based program utilizing all resources available to PCC students and staff, unlike other community based ABE programs
- e. Classroom focus on content areas, as well as college readiness, to prepare students for the GED and beyond
- f. Feeder for credit classes
- g. Connect students with community resources to enhance student success
- h. Effectively work with people from pre-literate to college levels
- i. Strong collaboration with public school districts
- j. State leader for new initiatives introduced by CCWD
- k. Can react quickly to community needs for program development

### **B. Identify the areas in need of improvement and recommendations:**

- a. Close the gap between full and part-time faculty from our current 14.5% to the college average of 37%.
- b. Increase ABE General Fund: ABE general fund covers 80% of costs; 20% covered by YES! and Title II grants. These funding sources are unstable and change from year to year which creates challenges scheduling permanent and flexible classes.
- c. Designate pre-college academic advisors at Cascade and SE Center. This has also been recommended by a DE BSCC task force from Cascade.
- d. Provide Resource Specialists at each campus for all students who don't qualify for YES! services.
- e. Put ESOL/ABE student placement flowchart into wider use to better serve and provide options for appropriate ESOL students. (See Appendix A)
- f. Research needed to assess how we can make improvements to meet the ABE Intermediate High state performance standards.
- g. Spanish GED:
  - more part-time faculty positions to replace paid tutor positions
  - expand classes in Washington County to meet the growing need

- integration into the ABE Department
- h. Institute ABE paid tutors in college campus Student Learning Centers at Rock Creek, Cascade and Sylvania.
  - i. Revisit core outcomes for math- need to add writing outcome to Fundamentals of Math Curriculum.
  - j. Research effectiveness of Fundamentals of Reading and Writing:
    - How many DE students are we serving?
    - Is 6 hours a week adequate instructional time to make progress? Do we need to combine the classes into one?
    - What is happening to students who test into these classes but don't enter our program? What are the barriers for students? Could we serve them better if these classes were listed in the reading and writing sections of the schedule?
    - How is this working for the DE Department?
  - k. Research the effectiveness of Fundamentals of Math:
    - How many DE students are we serving?
    - There seems to be a large gap between the number of DE students who test at this level and those entering our classes
    - What steps can we take to increase the number of students we serve?
    - How is this working for the DE Department?
    - Evaluate how to instructionally work best with a multi-level classroom
  - l. Continue working with Writing 115 and 121 instructors and Math 20 instructors to better understand the skills our students need to be successful as they transition.
  - m. Develop strategies to increase participation in our College Success Cohorts.
  - n. Revisit and discuss our instructional and scheduling strategies for levels 1 and 2.
  - o. Expand GED testing to Willow Creek.
  - p. Reinstate the ABE Technology Committee to research new computer programs and provide updates on current software.

## **Appendix A      Advising Guideline for ABE and ESOL Instructors**

### **ESOL Faculty**

When can I refer a student to the ABE/GED program?

- ESOL students can be referred to GED (i.e. levels 4, 5, 6 of the ABE program) if:
  - The student wants / needs a GED credential AND he/she has completed LEVEL 5 (or placed into level 6) in all three skill areas.
  - The student wants to work on math skills and he/she has completed LEVEL 5 (or placed into level 6) communication.
- ESOL students can be referred to ABE (i.e. levels 3, 4 of the ABE program) if:
  - The student's oral skills are progressing at a much faster pace than his/her reading/writing skills resulting in more than a one ESOL level difference between oral and reading/writing skills.
  - The student fails an ESOL level 4 or 5 reading or writing class two times.

### **ABE/GED Faculty**

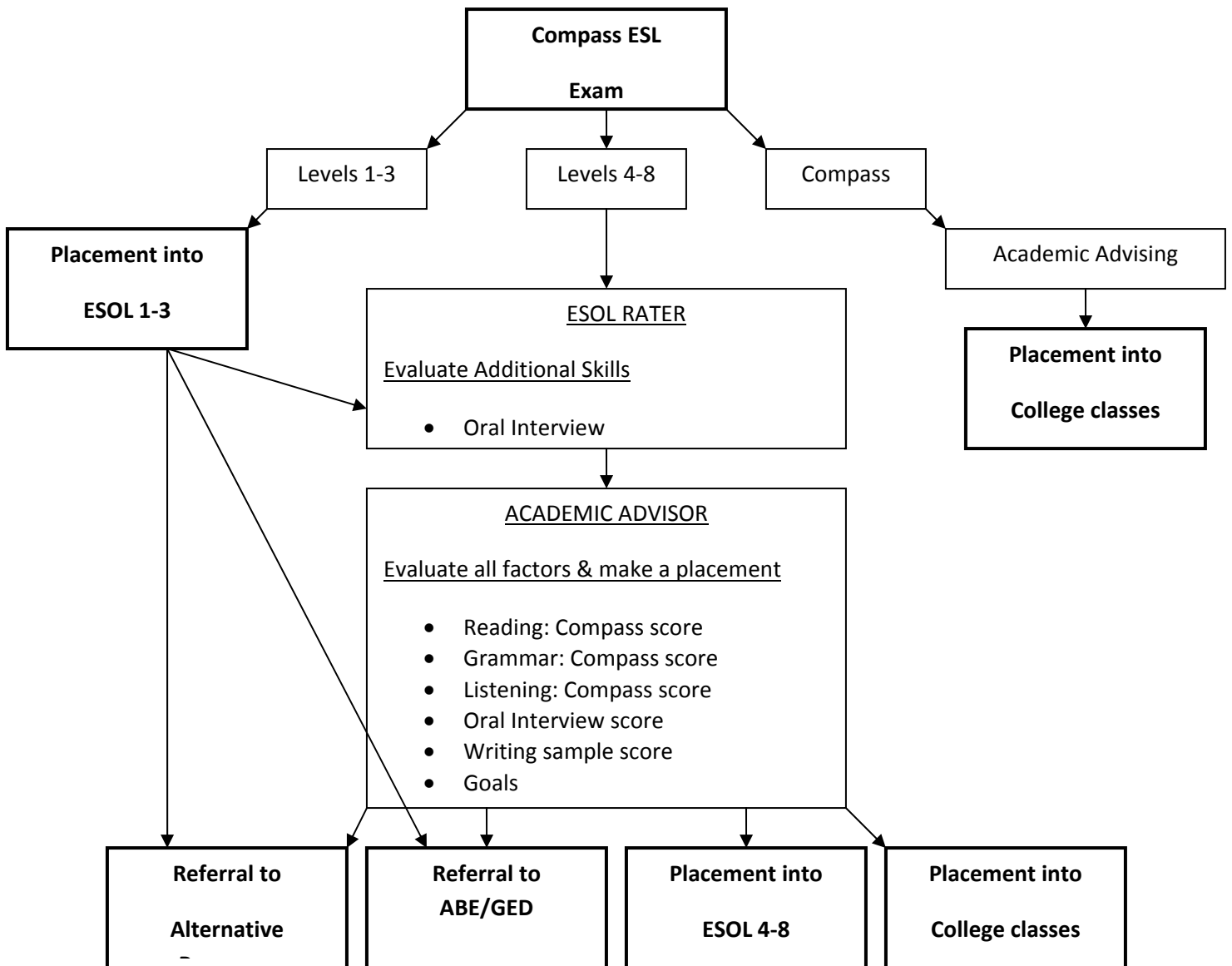
When can I refer a student to the ESOL program?

- Non-native English speaking students can be referred to ESOL if:
  - They do not want to get a GED and they have improved their literacy skills up to the same level as their oral skills – i.e. they are now “skill balanced”.
  - They got their GED and want to take college classes towards a certificate or degree but have placed below reading 115.
- Students in ABE/GED writing and/or reading classes who want to improve their oral skills may dual enroll in ESOL communication courses.

### **Recommendations from the committee for future work:**

- Develop a document that better articulates (in more detail) the reading and writing skills that are covered in each level of the ABE curriculum as well as the specific reading/writing outcomes expected of the students.
- Compare the COGs of ABE and ESOL to ensure that completion of all skill areas in ESOL level 5 is sufficient for student success in GED classes.
- Provide professional development opportunities for ABE instructors in teaching non-native speakers.
- Revisit the curriculum content for the ABE non-native speaker 3/4 classes and evaluate the need for modifications / changes.
- Develop and implement a process for evaluating the “Compass ESL levels” of those non-native speakers who come in through the ABE intake process.

**NEW Non-native English Speakers: Evaluation and Placement**



**ABE/GED Instructor Guideline / Checklist for referring to ESOL**

**WHO?**

**Referral to the ESOL program is appropriate for non-native English speakers if:**

Scenario #1

- Student has completed their GED and wants to take college classes towards a certificate or degree BUT has placed below Reading 115.

Scenario #2

- Student is working on reading and/or writing but would also like to work on oral skills. This student may dual-enroll in ABE/GED and an ESOL communication class.

Scenario #3

- Student does not want / need to get a GED and student has raised his/her writing/reading skill to at or above a level 5

**HOW?**

To refer one of your students to the ESOL program:

1. Contact the ESOL Department Chair at your campus.
2. Give the student the contact information of the ESOL Department Chair

## Appendix B

### ABE Class Schedule Spring 2010

Updated 02/16/10

CAMPUS	LEVEL	TIME	DAY	ROOM	CRN	INSTRUCTOR
<b>Cascade</b>	1,2,3	9:00- 11:50	M-T-W-Th	TH 211	25190	Boyd-Bunch, Merry
0741						
0744	4,5,6	9:00- 11:50	M-T-W-Th	TH 212	25191	Corbin/Oringer
0744 Math	4,5,6	1:00 – 2:50	T-TH	TH212	25256	Kleps-Vanderwall
0782 Fund, of Math	1,2	1:00 – 2:50	T/TH	TH 211	25753	Marshall
0783 Fun. Of Reading	3,4,5,6	12:30 – 1:50	M//W	TH 212	25764	Voth
0784 Fund. Of Writing	3,4,5,6	2:00 – 3:20	M/W	TH 212	25766	Voth
0744	4,5,6	6:00-8:50	M-T-W-TH	TH 212	25193	Osborne/McCoy
0741	3,4	6:30 – 9:20	M-T-W	TH 211	25192	Newton, Jodi
0741 tutor	1,2	5:00 – 6:20	M-T-W	TH 211	25257	Newton, Jodi
<b>Rock Creek</b>						
0744	4,5,6	9:00- 11:50	M-T-W-Th	RC 2/225	25194	Boehnke/Weihmann
Comprehensive				224		
0782 Fund. Of Math	1,2,3	9:00 – 10:50	T/TH	RC 2/212	25978	Marshall, Marilyn
0744 Comprehensive	4,5,6	1:00 – 3:50	M-T-W-TH	RC 2/225	25195	Olmstead, Cathie

0783 Fund. Of Reading	3,4	1:00 – 2:20	M-W	RC 2/224	25975	Marre, Mary
0784 Fund. Of Writing	3,4	2:30 – 3:50	M/W	RC 2/224	25990	Marre, Mary
0782 Fund of Math 1	1,2,3	5:30 – 7:20	M/W	RC 2/224	25991	Fairbanks, Jean
0744 Math 2	4,5,6	7:30 – 9:20	M/W	RC 2/224	25197	Fairbanks, Jean
0741 R/W	1,2,3	6:00 – 8:50	T/TH	RC 2/224	25198	Stuart, Pat
0741 R/W	4,5,6	6:00 – 8:50	T-TH	RC 2/225	25199	Foeller, Andy
Reading tutoring 0741	1,2	1:00 – 2:50	T-TH	RC 2/224	25200	Foeller, Andy

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**CAMPUS**

**SE Center**

ABE Comp 0741	1,2,3	9:00- 12:00	M-T-W-TH	S 201	28392	Scotton, Brenda
ABE Secondary Comp 0744	4,5,6	9:00- 12:00	M-T-W-TH	T 111	28393	Steady, Karl
Fund. of Read/Write 0783-0784	3,4	9:00- 12:00	M-W	T 124	28395 28396	Pursell, Juliet
Fund. of Math 0782	1,2,3	9:00- 11:00	T-TH	S 206	28397	Kaady, Paull
Read/Write 0741	4,5,6	9:00- 12:00	M-W	T 136	28398	Martin, Molly
OPABS Bridge to Read/Write 0741	4,5,6	9:00- 12:00	M-W	S 200	28399	Bridge, Kristl
OPABS Bridge to Math 0744	4,5,6	11:00 – 1:00	T-TH	T 124	28400	Kaady, Paull

OPABS CCA 0741	4,5,6	9:00 – 10:30	T-TH	T 124	28402	Casady, Elona
Math 0744	4,5,6	9:00 – 11:00	T-TH	S 200	28403	Loanzon, Esther
Read/Write 0741	4,5,6	1:00-4:00	M-W	S 200	28404	Loanzon, Esther
Math 0744	4,5,6	1:00 – 3:00	T-TH	S 200	28405	Loanzon, Esther
Math 0744 Tutoring	1,2,3	1:00 – 3:00	T-TH	S 201	28406	Kopel, Ann
Read/Write 0741	4,5,6	5:00 – 8:00	T-TH	S 201	28407	Daugherty, Linda
Math 0744	4,5,6	5:00 – 7:00	M-W	S 200	28408	Kaady, Paull
Read/Write 0744	4,5,6	6:00-9:00	T-TH	S 200	28409	Smith-Abbott, Mary
Math 0741	4,5,6	7:00-9:00	M-W	S 201	28410	Bridge, Kristl
Read/Write 0744	3,4	6:00-9:00	T-TH	T 124	28411	
Math 0741 tutoring	1,2,3	7:00-9:00	M-W	S 102	28412	Czerski, Gale
Fund. of Math 0782	1,2,3	7:00-9:00	M-W	T 124	28413	Kleps-Vanderwall, Cathy
Read/Write 0744 Tutoring	1,2,3	6:30-8:30	T-TH	TBA	28414	Packer, Sara
<b>Sylvania 0744</b>	1,2,3,4	8:30- 11:20  11:30 – 12:30 Lab	M-T-W-TH  M-T-W-TH	SS123	25263	Trybom, Laurie

0744	4,5,6	8:30 – 11:20  11:30 – 12:30 LAB	M-T-W-TH  M-T-W-TH	SS 123	25201	Urbina, Joe
0744	4,5,6  Lab	8:00 – 10:50  11:30- 12:30	M-T-W-TH  M-T-W-TH	TBA	25264	Giulvezan, Stacia
0744	3,4,5,6  ABE Lab	1:00- 3:50  4:00- 5:00	M-T-W-TH  M-T-W-TH	SS 123	25202	B. Holzapfel
0782 Fund. Of Math	1,2	1:30 – 3:20	T/TH	SS 123	25265	Slaven, Richard
0744	3,4,5,6  LAB	6:00-8:50  5:00 – 6:00	M-T-W-Th  M-T-W-TH	SS123	25203	May Varas
<b>WCC – 241 SW Edgeway Dr</b>	4,5,6	9:00 – 11:50	M-T-W-Th	223	25204	Esther Hinson
<b>0744</b>						
0744	4,5,6	5:30-8:20	M-T-W-TH	223	25205	Donna Trudeau
<b>Forest Grove</b>	3,4,5,6	6:00-9:00	T-Th	FG High	25206	Marisol Planchart
<b>0744</b>						
<b>Dist Learning Class</b>	4,5,6	<b>Open</b>	Open	Web	28415	Nancy Jarrell
<b>0744</b>						
<b>Writing/Reading/SS</b>						
<b>Dist Learning Class</b>	4,5,6	Open	Open	Web	28416	Linda Daugherty
<b>0741 Math/Science</b>						

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**Willow Creek**

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Spanish GED 0744	4,5,6	6:00 – 9:00	M/W	107	28667	Edwin Conta
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Reading/Writing

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Spanish GED 0744

Math	4,5,6	6:00 – 9:00	T/TH	224	28668	Edwin Conta
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Willow Creek Spanish GED Comprehensive	3,4,5 ,6	9:00-12:00	M/W/F	Willow Creek Rm 207	28662	Jason Johnson
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Spanish GED Comprehensive	3,4,5 ,6	6:00-9:00pm	M/W	Willow Creek Room 207	28663	Jason Johnson
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<b>Spanish GED Comprehensive</b>	<b>3,4,5 ,6</b>	<b>6:00 – 9:00pm</b>	<b>T/TH</b>	<b>Willow Creek Room 107</b>	<b>28664</b>	<b>Jason Johnson</b>
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<b>NE Portland Spanish GED comprehensive</b>	<b>3,4,5 ,6</b>	<b>6:00 – 8:30pm</b>	<b>M/W</b>	<b>PMWTC 204</b>	<b>28665</b>	<b>Jason Johnson</b>
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<b>SE Portland – Spanish GED Comprehensive</b>	<b>3,4,5 ,6</b>	<b>7:00pm – 9:00pm</b>	<b>T/Th</b>	<b>SE Center Tabor 137</b>	<b>28666</b>	<b>Jason Johnson</b>
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## **Appendix C: Glossary of Acronyms**

ABE- Adult Basic Education

ABS- Adult Basic Skills

BSCC- Basic Skills Coordinating Council

CASAS- Comprehensive Adult Students Assessment System

CCWD- Community Colleges Workforce Development

DE- Developmental Education

ELC- Extended Learning Campus

ESOL- English Speakers of Other Languages

GED- General Education Development

HEP- High School Equivalency Program

IEP- Individualized Educational Plan

IPQ- Indicators of Program Quality

MAP- Multicultural Academic Program

NRS- National Reporting System

OPABS- Oregon Pathways for Adult Basic Skills

OVAE- Office of Vocational Adult Education

TOPS- Tracking of Programs and Systems

WIA- Workforce Investment Act

YES!- Youth Empowered to Succeed