

## **Directions**

Dear SAC Administrative Liaisons:

This is a flexible and intentionally brief outline, created by deans in prior pilot years, to support your writing of the Annual Update Administrative Response (AR). To view examples of recently completed ARs, please visit [Program/Discipline Review at PCC](#) and scroll down to the table.

1. In 2021-2022 the office of Effectiveness and Planning will create a template file for each Pathway. These files will include the Annual Update Reports submitted by the SACs in your Pathway as well as a folder of individual AR forms for each SAC. We will share these folders with the administrative liaison (and the Pathway Deans) after the SACs submit their Annual Updates (usually early December 2021).
2. When your AR file is complete, please “Share” it with [nichole.reding@pcc.edu](mailto:nichole.reding@pcc.edu). (Use the blue “Share” button in the top right corner.) E&P will convert the file to .pdf and post it to the table here: [Program/Discipline Review at PCC](#)
3. Feel free to delete these instructions.
4. Our hope is to receive all the AR’s by Friday, March 18, 2022, and post all the ARs before April 1st, in time to be viewed by our accreditation visitors in April.

Tip from deans from prior years:

- Many SAC liaisons have found it helpful to have a principal writer and supporting deans and directors as commenters. ⇒ Feel free to share an early draft of your AR document with deans and directors and others.

Tip from past pilot participants and support from Student Affairs:

- The AR is an opportunity to invite participation within and even across pathways. In addition, the AR is an opportunity for admin liaisons of Academic Affairs (deans and directors) to invite participation and conversation with leaders in Student Affairs. (Consider contacting Heather Lang, VP Student Affairs, [heather.lang@pcc.edu](mailto:heather.lang@pcc.edu) to get started.) This engagement is essential when the AR cites services and support that is offered by or could be offered by our Student Affairs departments/programs.

### **Timeline:**

- 1) When the SAC liaison and co-writers have completed the AR, the SAC liaison should re-share the document with Nichole Reding and indicate that the document is final. ([nichole.reding@pcc.edu](mailto:nichole.reding@pcc.edu) , ⇒ Use the blue “Share” button in the top right corner.)
- 2) Again, our hope is to receive all final documents no later than **Friday, March 18, 2022**. This will allow SAC Chairs and SAC liaisons some time to include these documents as they plan for their spring SAC meetings. (Spring SAC day 2022 will be Tuesday, April 26th.) And this will allow time for Effectiveness and Planning to post the documents publicly for our accreditation visitors in April 2022.

⇒ If you have questions, or if you would like to schedule a 1:1 or small-group coaching meeting with Effectiveness and Planning, please contact Dieterich Steinmetz ([dsteinme@pcc.edu](mailto:dsteinme@pcc.edu)) or Nichole Reding ([nichole.reding@pcc.edu](mailto:nichole.reding@pcc.edu)) ⇒ You can also schedule a meeting directly by going to the E&P Office Hours appointment calendar, [here](#).

The template starts on the next page.

Program Review – Annual Program/Discipline Update  
**Administrative Response and Follow Up**  
**Winter 2021-2022**

**Program/Discipline: Adult Basic Education**

SAC Chair(s): Esther Loanzon, Amy Boehnke

SAC Administrative Liaison (Program Dean): Laura Horani

Other Dean(s) or Director(s): Dr. Terrell Clark, Pathway Dean, Academic Foundations,  
Essentials, and Gateways

Luis Rodriguez Garcia, ABS Program Director

Department Chair(s): Amy Boehnke, Patty Hawkins, Juliet Pursell, and Laurel Spillum

Date: 3/18/2022

Thank you to the ABE SAC for all of your work to complete this annual discipline update. We know that completing the ADU was a heavy lift as there is a short turn-around time and working remotely complicates the process. We see you, and we appreciate the work and passion you have for your subject area and for our Adult Education (AE) students.

1. Strengths and successes of the program as evidenced by the data, analysis and reflection:
  - We commend the AE faculty for offering instruction in different modalities, allowing students to earn a GED or improve their reading, writing and math skills while meeting their other responsibilities. The AE faculty department chairs deserve special recognition for working collaboratively as a team to create a one-College AE schedule.
  - We commend many of the AE faculty for being committed to professional development and continuous improvement. An example of this is the 18 AE faculty members who will be reading and discussing *The Trauma-Sensitive Classroom: Building Resilience with Compassionate Teaching* - Jennings and *Uncommon Sense Teaching: Practical Insights in Brain Science to Help Students Learn* -Oakley, Rogowsky, & Sejnowski over the next year or so.

- We highly support the ABE SAC's goal of accessing data from the Math SAC and Reading and Writing (English) SAC to help improve the ABE CCOGs. This will be critical if AE is to begin serving students who are at PCC to earn their high school diploma.
- We highly support the SAC's one year goal of examining and reforming the math curriculum.
- We commend the AE faculty for their continued work on trauma-informed and culturally responsive instruction.
- We commend the AE math faculty for their use of <https://radicalmath.org> as a resource for content that is more engaging for all learners.

Lesson Plans

**A Data Processing Lesson for Statistics about AIDS**

*Students explore global data about AIDS, and apply statistical methods to draw inferences about this global health issues.*

**Math Content:**  
Statistics, Data Analysis, Graphing

**Issue Areas:**  
AIDS

Click Arrow To Access 

Lesson Plans

**Banking Options in Low-Income Communities**

*Students explore how exploitative financial institutions are prevalent in low-income communities, and the mechanisms they use to take advantage of people. Students investigate compounding interest on loans.*

**Math Content:**  
Interest, Compound Interest, Percent Growth

**Issue Areas:**  
Financial Exploitation, Payday Loans, Check Cashing, Banking, Low-Income, Poverty

Click Arrow To Access 

Lesson Plans

**Banking on a Good Turn**

*Students research the economies of countries in the Group of 8 and present how their economies have changed over the past five years and how the relationships among these countries affect each other in light of world events. Finally, they individually reflect on how the war with Iraq has impacted the economy of one of the Group of 8 members.*

**Math Content:**  
Economics

**Issue Areas:**  
War, Globalization

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Lesson Plans

**Bills, Bills, Bills: A Real Life Mathematical Experience**

*This unit integrates literature, music, and cooperative learning into middle school mathematics. Students will learn to use decimals, percents, and make predictions about their own spending.*

**Math Content:**  
Decimals, Percentages

**Issue Areas:**  
Banking, Financial Management, Low-Wage Labor

Click Arrow To Access 

Lesson Plans

**Black Disenfranchisement**

*Students construct histograms using data about Black disenfranchisement rates*

**Math Content:**  
Histograms, Graphing

**Issue Areas:**  
Disenfranchisement, Voter Rights, Poverty

Click Arrow To Access 

Lesson Plans

**Born on Third Base**

*Students explore how wealthy Americans acquired their fortunes using a baseball analogy of the advantages of starting on third base.*

**Math Content:**  
Economics, Percent Growth

**Issue Areas:**  
Wealth Inequality, CEO Pay, Inheritance

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Lesson Plans

**Building a Community Garden**

*In this unit, students evolve their understanding of perimeter, area, and similarity, particularly how they can be practically applied, while developing a better understanding of issues of hunger and poverty in our community.*

**Math Content:**  
Perimeter, Area, Similarity, Geometry, Rectangles

**Issue Areas:**  
Hunger, Poverty

Data Sets

**Bureau of Justice Statistics Data Collection**

*Broad range of data which can be disaggregated by factors including geography, age, race, gender, covering topics including crime, incarceration, violent crimes, school arrests, prisons, etc.*

**Math Content:**  
Data Analysis, Statistics, Graphing

**Issue Areas:**  
Prisons, Incarceration, Crime, Murder, School Shootings, Jails, Parole, Arrests, Police, Police Brutality, Juvenile Detention, Human Trafficking, Sexual Violence

Data Sets

**Cancer Facts & Statistics**

*The regularly updated Facts & Figures website present the most current trends in cancer occurrence and survival, as well as information on symptoms, prevention, early detection and treatment. Data can be disaggregated by race, gender, geography, and other factors.*

**Math Content:**  
Data Analysis, Statistics, Graphing

**Issue Areas:**  
Cancer, Health, Disproportionality

Click Arrow To Access 

- Remote, faculty-driven professional development opportunities such as the ABE Winter Workshop offered on February 11, 2022.

2. Areas of challenge or concern, if any:

- The Science and Social Studies classes have experienced an increased FTE over the past three years. The two sections that are offered are both in the daytime. The AE faculty department chairs should consider offering evening sections, beginning with one section and increasing to two evening sections, depending on enrollment.
- If more Science and Social Studies classes are offered, the ABE SAC should discuss whether the inclusion of Science in Math 2 (ABE 0787) and Social Studies in Advanced Reading/Writing (ABE 0791) is necessary or even preferred as neither CCOG addresses science or social studies. Currently, instructors have the choice as to what science or social studies to include in a core math or reading/writing course or how much, resulting in an uneven student experience and preparation for the GED Science and Social Studies tests.
- According to the data, since 2018, Native-American and Black students have experienced less success in math. We encourage AE faculty to move past *exploring* ways to include other cultures and other cultures' experiences in the AE classroom to actively *including* content that engages all students.

**Is there such a thing as Native American math?**

If you are a little puzzled by this idea, you join me and 99% of teachers in schools that have a low density of Native American students. That 99% number wasn't pulled out of – um – the air. The National Indian Education Study in 2015 found that only 1% of American Indian/ Alaska Native students in "low density" schools, that is where less than a fourth of the students were AI/AN, were exposed to American Indian culture or history in their math class.

Yet, it should be pretty much effortless to implement. I was talking with Miss Jade, who teaches beading at Warwick Public School about all of the patterns that could be turned into math problems.

Take this star quilt as an example. Let's say we knew that each of the 8 points takes 12 large pieces and that the inside takes 8 medium pieces and 8 small pieces. You can make a bunch of math questions from this.

**How many large pieces do I need?**

This example could be used to teach several math concepts. One is "[Identifying essential information.](#)" It also requires you to multiply a two-digit number by a one-digit number. You could use this as an example of using the problem solving strategy of "[starting at the end](#)" to see what a problem is really asking.

**How many pieces do I need altogether?**

This requires a bit more complicated equation of

$$P = (8 \times 12) + 8 + 8$$



*This Star Quilt could be a math problem*

Source: <https://www.7generationgames.com/native-american-culture-math-blog/>

Possible resource: American Indigenous Math Circles <https://aimathcircles.org/>

The fascinating mathematics behind archery  
<https://www.youtube.com/watch?v=rOC1vzTGQck>

Perhaps there is an opportunity to partner with NAYA ( <https://nayapdx.org/> ) on including culturally relevant materials in AE curriculum?

3. Reflection on goals and resources:

- We have been supporting part-time faculty being paid for their professional development and will continue to do so.
- As more opens up post-pandemic, we look forward to supporting both FT and MYC faculty in professional development opportunities outside the College, as the budget allows.
- We will continue to advocate for general funds to bring the four ABE Navigators to full-time as it is unlikely we will ever have enough Title II funds to do so. We wholeheartedly agree that the Navigator role is instrumental in assisting with the recruitment, retention and success of all students in the program.
- We share your concern about the Cascade and Willow Creek Testing Centers being open limited hours by appointment only for GED testing and will continue to advocate for more hours.
- We share your concern about students who have low technology skills. In Spring 2022, there will be an experimental CG 99A Foundational Computer Fluency class offered through the Margaret Carter Skills Center, which will use the [Northstar Digital Literacy](#) assessments along with supportive instruction. We are hopeful that a permanent noncredit course could be offered for ABE students.

4. Recommended next steps:

Proceed as planned on program review schedule

Follow up conversation needed with SAC, Dept Chair(s) and Dean

5. Additional comments/questions:

- Recommend that the ABE SAC looks at student retention and completion rates for in-person versus remote instruction and use that information to inform scheduling decisions regarding modality.

- Recommend the ABE SAC obtain GED completion rates per term and use that information to inform SAC discussions on curricular choices and instruction.
- What are ideas for increasing enrollment at Southeast and Sylvania? Is it marketing? Is it modality? Is it the time of classes? How could obtaining another round of a GED wrap-around grant help increase retention?
- Laura agrees that having more time available for the SAC to talk pedagogy and update curriculum is needed. However, because of the budget, the College is not able to commit to financially supporting this in the current biennium. What would the cost be to the department of adding a winter SAC day or half-day in 22-23? Is there a way to schedule it so that it would not interfere with instruction?
- How wide-spread is the use of <https://radicalmath.org> among ABE math instructors? How will the SAC and faculty department chairs ensure that math instruction is uniformly culturally relevant in every section of Math 1 and Math 2 at the College?
- Integrated Education and Training (IETs) are coming our way! In Fall 22, the College will offer a Spanish welding IET at Rock Creek and an Advanced Manufacturing IET at OMIC. Be prepared to see a 4-hour ABE 0759 (ABE Career Pathways Support) for all IETs that will focus on 1) math and vocabulary support for these CTE programs, emailing skills, and building soft (essential) skills. We will be looking for AE faculty to teach these support courses. Other proposed IETs include HVAC and healthcare.

The deans and ABS program director want to thank the ABE SAC for all your hard work in support of PCC students. We know this past year has not been easy. You have had to do it all: continue offering quality remote instruction as we begin to offer in-person classes with all of their associated health and safety requirements. You are a brilliant group of faculty, and we appreciate your dedication.