Administrative Response to Program Review
Adult Basic Education 2016

On February 26, 2016, the Adult Basic Education SAC presented their Program Review findings to an audience of PCC administrators, students and other interested employees. Both the written report and the presentation were informative and thought provoking. The presentation provided an opportunity for engagement with those in attendance through an informative and interactive dialogue.

This Administrative Response will: A) note particular highlights of the Adult Basic Education Program Review; B) provide observations and recommendations; and C) provide an administrative response to the SAC recommendations.

Noteworthy Efforts and Accomplishments

- Student voices are very powerful. Thanks for including them in your program review presentation.
- Your “holistic approach that fosters both academic skill gain… and “the all-around confidence students need to become active participants in their own learning”.
- Your vision that the “GED is no longer a terminal degree by: revising the curriculum, its focus and the message … 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”.
- Your continued work on the Core Outcomes Assessment Project. The thoughtful approach to assessment of student learning outcomes that has both by design and in practice, informed teaching and learning. We support this work and encourage you to expand participation to a larger number of faculty and explore assessment of PCC core outcomes and program-specific outcomes.
- Your engagement in Community Based Learning.
- Your attention to differences in student success for on-line versus on-campus courses and for your thoughtful efforts to address this in ways that support student achievement in the on-line environment.
- Your work to incorporate ABS Learning Standards (thematically based curriculum, project-based learning, source documents and real-world texts and real-life contexts into your curriculum and your long-term work to implement standards-based teaching into your teaching practices. We applaud this work and hope this will continue to happen at all four campuses.
- Your decision to transition from discreet reading and writing courses to an integrated approach. We encourage you to share what you have learned with the DE and Composition/Literature and ESOL SACs.
- Your decision to integrate Social Studies into the Advanced Reading and Writing curriculum. Your participation in the Retail Sales Management Pathways bridge
classes validate your commitment for students to complete Career Pathways Certificates of Completion so they can enter the workforce before completing a one-year certificate or and AAS degree.

Observations and Recommendations

- On page 9, you mention the need to show writing gains with a common assignment and rubric, has this been developed? We support this initiative and suggest that it be done collaboratively with the DE, Composition & Literature and ESOL SACs to better serve students along the reading and writing curriculum continuum.
- On page 17, you indicate that Rock Creek and Sylvania have purchased a program from TekniMedia… “to assist students in learning about the new computer based components of the GED. Should this software be purchased college-wide? If so, please consult with your division deans at your respective campuses.
- Based on the American Council of Education (ACE) recommendations for College Ready level scores (165-174) and College Ready + Credit (175-200 points), we encourage you to begin discussions with various SACs for them consider the possibility to offer GED completers exemptions from placement testing in writing and math and college credit to GED completers who plan who want to enroll in social science and science courses at PCC. We saw that you are developing a workgroup that will explore these strategies. We encourage you to consult with Karen Paez, as one of the co-chairs of the PCC COMPASS Phase-Out/Multiple Measures workgroup.

Administrative Response to Adult Basic Education SAC Recommendations

A. What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion?

- Commit to continuous curricular improvement
  - Full implementation of Oregon ABS Learning Standards
  - Include training in learning standards as a preferred instructor qualification
  - Ongoing evaluation of CCOGs to meet changing student needs
  - Ongoing evaluation of CCOGs in the context of GED 2014
  - Ongoing and regular assessment of student learning outcomes
  - Continue sharing of curriculum best practices on ABE resource page

Response:

We applaud your work on fully implementing the Oregon ABS Learning Standards and support your recommendation for preferred instructor qualifications to include prior experience with implementing learning standards for both full-time and part-time faculty in ABE. The SAC should continue its on-going evaluation of your CCOG to meet the changing needs of students and changes in the GED 2014 as they occur.

In reviewing your ABE resource page, https://intranet-pcc-edu.view.pcc.edu/departments/abe/kit/cover.html many of the links you provide are not active, for example, PCC no longer offers an Adult HS Diploma/HS Completion program and/or some links are under construction. Under free
Professional Development Resources, although there is a link, [http://www-tcall.tamu.edu/tool](http://www-tcall.tamu.edu/tool) to resources for instructors-- Is there a similar website for Oregon Adult Basics Skills Programs? If so, we encourage you to add that link.

- **Facilitate focused and accessible professional development for all ABE faculty**
  - More focus on helping guide new instructors
  - Ongoing Learning Standards training
  - Create and hold campus based workshops for GED 2014
  - Additional training with Read/Write Gold and Decoding Dyslexia Oregon

  **Response:** We support all these strategies. In hiring part-time faculty for Multi-Year Contacts, we encourage you to make sure that they are hired with experience and have received training on the Oregon ABS Learning Standards or other state or national learning standards. We encourage you to partner with Disability Services and Karen Sorensen in Instructional Support Services to help with training and technical assistance for Read/Write Gold and other software options.

- **Maintaining existing partnerships in order to facilitate increased student success**
  - Maintain and expand existing partnership with Career Pathways
  - Maintain relationships with Yes to College and Beaverton GED programs
  - Seek out appropriate partnerships to improve services for foster youth

  **Response:** Maintaining both internal and external partnerships are important. We also encourage you to actively reach out to the DE SAC, the Comp./Lit. SAC, Math SAC, and various Science and Social Science Discipline SACs to encourage them to learn more about the GED 2014. In order for faculty in these SACs to fully understand the rigor of the GED 2014 exam, it may be helpful to provide faculty with an opportunity to take practice tests so they can see the academic rigor of the assessments, especially as it relates to course placement into college-level course work in Reading, Writing, Math, Science and Social Studies. If you start these conversations/trainings at the campus level, please work with your respective Division Dean and DOI. If these SACs make recommendations about placement and/or college-credit based on GED 2014 results, it will need to come through the Curriculum Committee as a recommendation to the DOIs, Dean of Academic Affairs and Vice-President of Academic and Student Affairs.

- **Strengthen existing student supports in order to facilitate increased student success**
  - Continued development of student self-assessment and goal setting tools
  - Create/maintain advisors for adult students
  - Explicitly promote and support student transition to college level courses
  - Increase student awareness of campus student support services

  **Response:** We encourage your efforts to promote and support your students’ transition to college-level courses. This will require you to be more intentional in collaborating and forming partnerships with various SACs.

**B. What support do you need from the administration in order to carry out your planned improvements?**

- **Additional staffing to support student success**
  - Advisor at each campus for adult students
- Additional full time faculty positions college wide
- Dedicated full or part time faculty for the Spanish GED program

**Response:** Given that the College is currently undergoing an Advising Model Process Review, it seems premature to hire advisors for Adult Basic Skills students specifically. In reviewing the FT/PT Faculty Ratios of ABE/GED faculty based on student FTE, based on Fall 2015 student FTE, 26% of your courses are taught by FT faculty, which is less than the FT/PT ratio for credit course student FTE at 36%. When comparing the ABE ratio to other disciplines with similar student FTE, you are higher than PE (18%) and lower than Communication Studies at 34%. As you know, the College invests a significant amount of General Fund dollars in Adult Basic Skills instruction in both non-credit ABE and ESOL courses and does not generate tuition revenue to support this instruction. Please work with your respective Division Deans to help recommend, where a position would be placed if funding were available.

We support the progress being made in the Spanish GED program through the use of paid tutors. Spanish GED completion rates are not as high as GED completion rates taught by FT and PT faculty teaching. Giving our limited financial resources, hiring part-time faculty to teach in the Spanish GED program would require PCC to reduce the number of ABE sections, that the College offers in English (on-line or in-person). It is our understanding that the State will not reimburse PCC for Spanish GED instruction.

- **Additional resources for students to support their academic success**
  - Additional funds to assist students in paying for GED testing
  - Calculators for student use at the GED Testing Centers at Willow Creek and Cascade
  - Allow ABE students to get PCC ID cards.
  - Implementation of a deletion for non-payment exemption for ABE students that excludes them from the first two drops (i.e. they will only be dropped if they haven’t paid by the end of week 1).

**Response:** We encourage you to work with the PCC Foundation to see if Foundation funds could be used for GED Testing. In relation to purchasing calculators, assuming calculators are allowed during the test, please work with your Division Dean at Cascade and with Ken Dodge at Willow Creek to see if funding could be available at the College’s GED Testing Centers. In relation to providing ABE students with PCC ID cards, nothing has changed in the College’s ability to offer PCC ID Cards to discrete populations of non-credit students. If ABE students are not able to access Library Services, Shuttle Bus, or other College-based services, please let your respective Division Dean, DOI, and DOS know this is occurring and they will work with District-wide departments to advocate for your students access to these services. Your Division Deans will revisit the discussion about IDs with Tammy, but obviously they cannot guarantee that the process can be changed for just ABE students. As it relates to the DNP exemption for ABE students, it is our understanding that the Division Deans have reached out to Tammy Billick and plan to meet with her over the summer with her team to discuss the DNP process and whether it is possible to exempt ABE students in some way.

- **Financial support of curricular innovation**
  - Continued support of existing ABS career pathways
- Development of new ABS career pathways
- Support of the development of bridge classes into credit programs

**Response:** We support ABS Career Pathways and encourage you to work with Kate Kinder, our Career Pathways Director to submit a funding proposal as part of the Strategic Initiative Funding process to use general fund dollars to fund on-going curriculum development for ABS Career Pathways and funding for a career pathways student support position who can help transition students from non-credit ABS career pathways to credit programs. This may be more helpful than a dedicated ABE advisor on each campus.

- **Institutional commitment and support during WIOA implementation**

**Response:** We know there is still a lot of uncertainty on how WIOA funding will be distributed to community colleges. Please stay in direct communication with your Division Deans, DOIs, Tanya Batazhan and Marc Goldberg who will be advocating for WIOA funding to be coordinated through community colleges while partnering with other non-profit agencies and workforce development organizations. It is our understanding that they might be some additional performance expectations under WIOA and we should have more information in May.

**Closing**

In closing, we want to again thank the Adult Basic Education SAC for sharing the results of your program review with us. We enjoyed learning more about your successes and plans for the future. We look forward to supporting your on-going work on continuous program improvement.

Administrative Response submitted by Craig A. Kolins, on behalf of the Deans of Instruction and Dean of Academic Affairs.

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