Adult Basic Education Program Review 2015/2016

--word cloud generated by the ABE student survey responses

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1. Program/Discipline Overview

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 lifelong learners in a changing world.

Values

- A respectful and supportive learning environment

- Excellence in teaching

- Creating a bridge to the future by developing lifelong 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 credential, to prepare for placement into 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 lifelong learning that is essential to good citizenship and self-fulfillment.

The Students

In 2013-2014, 2,616 students were enrolled in ABE classes. These learners represent a vast array of individuals: at-risk youth, older pre-literate adults, learning disabled, undereducated, unemployed, working poor, recent high school dropouts, immigrants from all over the globe, and adult students of various economic backgrounds looking to refresh their academic skills after long absences from school. Some students are refugees with minimal previous educational experience;

some have suffered physical or mental injuries that impact their academic abilities; while others are in recovery from addictions, domestic violence, divorce and incarceration. In addition, the number of students living in poverty is high. These students face many challenges as poverty directly contributes to the health problems, transportation difficulties, poor attendance and planning habits that are barriers to furthering education.

Special Populations
High School Dropouts
Since the last Program Review, Portland area high school dropout rates have shown a slight increase. We expect this number to grow as a result of increasingly stringent high school
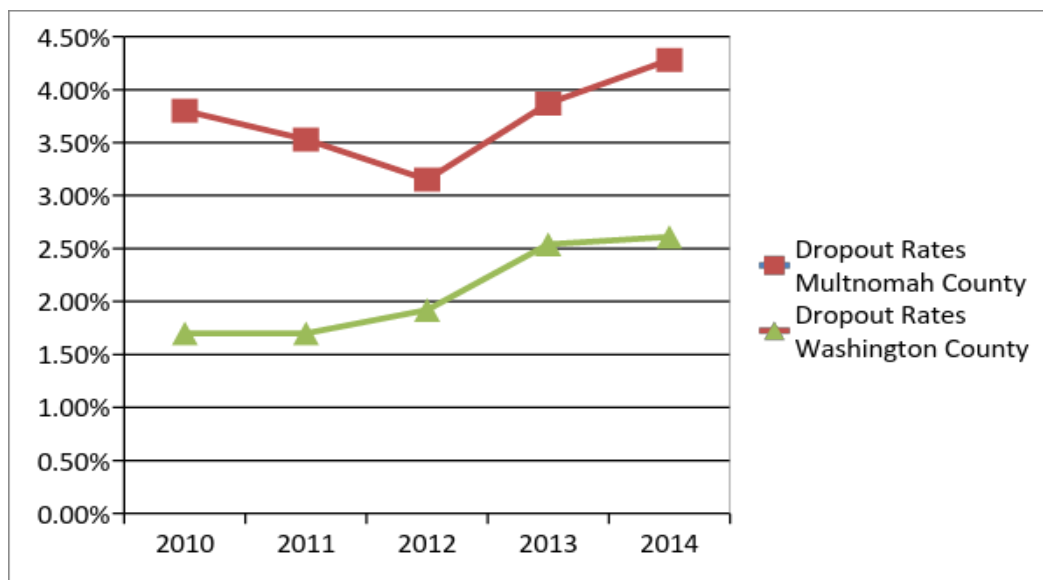
Source: Oregon Department of Education, http://www.ode.state.or.us/search/page/?id=1

graduation requirements driven by the 40-40-20 initiative, the Common Core Standards, and the Smarter Balanced tests, especially if those tests become a requirement for high school graduation. The proportion of young students (ages 16-20) directly impacts our instruction and classroom management, and we continue to adapt our program to meet this need. The *Yes to College (YTC)* program is designed specifically for this younger population. The YTC program works in conjunction with local school districts to put students on track to complete their GED and continue on into college classes. In addition to ABE instruction and counseling, the program provides monetary support for transportation and GED testing fees.

Migrants
The growing migrant farmworker population in the Portland Metro area has special educational needs. For the past five years, PCC has served this population through the High School Equivalency Program (HEP). The HEP staff performs outreach to the migrant workers, their

families, and other Hispanic community groups. HEP provides GED instruction in Spanish, monetary support for transportation, child care, textbooks, and GED testing fees as well as wrap around student support services to assist these students' in their transition to postsecondary education or training.

Our Approach
Whatever their background, students enter our ABE classrooms with great expectations for learning, growing, and improving their lives and the lives of their families. They have commonly overcome a wide variety of barriers just to step foot in the classroom and behind high hopes and excitement for a fresh start often lie fear of failure and lack of self-confidence. Furthermore, many students who come to ABE are unfamiliar with the language and culture of a classroom. To meet the needs of these students, ABE instructors take a holistic approach that fosters both academic skill gain as well as the all-around confidence students need to become active participants in their own learning. Faculty and staff in the program seek to support, educate, and encourage students with a positive, uplifting, and rigorous educational experience that allow them to meet their goals and move forward as capable, literate adults.

Integral to our approach is a focus not only on the reading, writing, math and technological skills students need to complete the program, but also on 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.

The 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. Outcomes and Assessment

Assessment and accountability in the ABE program is complex and multifaceted. In addition to the college expectations around course-level outcomes and college core outcomes, the ABE program is also required to meet the Oregon Adult Basic Skills Indicators of Program Quality, nationally set student and program outcomes as defined by the federal Workforce Investment Act, and benchmarks defined in the Adult Basic Skills Learning Standards. The following links provide information on these additional accountability and assessment responsibilities and measures:

- Oregon Community College and Workforce Development (CCWD) http://www.oregon.gov/ccwd/Pages/abs/index.aspx,
- Oregon WIA Title II http://www.oregon.gov/ccwd/ABE/PDF/ApprovedAccountabilityManual14-15.pdf
- Oregon Adult Basic Skills State Peer Review Indicators of Program Quality (IPQ) (see Appendix A)
- Oregon Adult Basic Skills Learning Standards http://www.oregonabslearningstandards.org/

A. Course-Level Outcomes: The College has an expectation that course outcomes, as listed in the CCOG, are both accessible and assessed, with the intent that SACs will collaborate to develop a shared vision for course-level learning outcomes.

i. The SAC process for review of course outcomes in your CCOGs to ensure they are assessable

The SAC has an intentional process for review of course outcomes in order to ensure all are accessible, are an accurate reflection of the goals of the program, and are in alignment with the multiple accountability measures required by the state. The whole SAC meets regularly to discuss outcomes and assessment. In addition, two standing assessment subcommittees have been formed, Reading/Writing and Math/Science, to review the CCOGs. Each CCOG is reviewed in the context of the following measures:

- CASAS Competency Areas and Performance Measures https://www.casas.org/docs/pagecontents/competencies.pdf?Status=Master
- Oregon Adult Basic Skills Learning Standards http://www.oregonabslearningstandards.org/
- State ABS Indicators of Program Quality (See appendix A)

Goal: learners are appropriately assessed, and results are documented and used for appropriate placement, progress, and achievement.

Outcomes: increase in the percentage of learners who are assessed and documented for accountability; increase in the percentage of learners who are progress tested showing progress and achievement for accountability; learners are placed, and their progress assessed, in appropriate instructional programs.

- Oregon Adult Basic Skills Learning Standards
  http://www.oregonabslearningstandards.org/

- Changes and updates to the GED test:
  http://www.gedtestingservice.com/uploads/files/2487f6e1ca5659684cbe1f8b16f564d0.pdf

- Common Core State Standards Initiative
  http://www.corestandards.org/

- Career and College Readiness Standards
  https://www.vrae.org/images/customer-files/CCRStandardsAdultEd.pdf

- SAC Assessment Projects
  Adult Basic Skills (ABS) State Peer Review IPQ (see Appendix A)

ii. Identification and examples of changes made in instruction to improve students' attainment of <u>course</u> outcomes, or outcomes of requisite course sequences (such as are found in in MTH, WR, ESOL, BI, CH, etc.), made <u>as a result of</u> assessment of student learning

<u>Reading Instruction</u>
Over the last two years the focus of our reading instruction has changed as a direct result of the assessment of student learning. Using data from state mandated reporting as well as information from a core outcomes assessment project we have refined the way we teach reading. We now present reading as a process:
- Determine the reading purpose
- Select and use reading strategies appropriate to the purpose
- Monitor comprehension and adjust reading strategies
- Analyze content and reflect on the underlying meanings
- Integrate the content with prior knowledge to address the reading purpose

Specifically, each year the ABE SAC receives, from CCWD, a Performance Measures Report that shows how our students performed and progressed (as measured by scores on the standardized CASAS test) in comparison to annual state targets in reading and math (State vs PCC Perf & Enrollment ABE Trends 2005-2015, see Appendix B). The most recent data indicated that students at the Intermediate High level have not been making sufficient progress in reading. As a result of this information, the SAC chose to focus one of the Core Outcomes Assessment Project in this area. The Core Outcomes Assessment Project was designed to help students in this level improve in the following areas: writing in response to text, identifying claims, and metacognition. The results then of this outcomes assessment project was the redefining of how all instructors teach reading.

GED Test Preparation
Another area in which assessment of student learning has led directly to changes in instructional practice is in preparing students to pass the GED exam. Through our formative and summative in-class assessments, we came to understand that our CCOGs needed to more clearly define the level of critical thinking and content mastery required in the new GED 2014. The Reading/Writing Sub-committee and Math/Science Sub-committee directed their focus to revise and update the CCOGS to better reflect what students need to know and be able to do for high-school completion and transition to postsecondary programs. In the 2014/2015 academic year, each group, with the help of a significant Curriculum Development Grant, met regularly for one year to critically review our current courses and make necessary changes to reflect the increased complexity and rigor of the new test, which also correspond to the Common Core, Career and College Readiness Standards, and ABS Learning Standards. We believe that the revised and improved CCOGs will directly lead to improved instruction and student achievement.

B. Addressing College Core Outcomes

i. Update the Core Outcomes Mapping Matrix.
http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html. For each course, choose the appropriate Mapping Level Indicator (0-4) to match faculty expectations for the Core Outcomes for students who have successfully completed the course.
    - See Appendix D

C. For Lower Division Collegiate (Transfer) and Developmental Education Disciplines: Assessment of College Core Outcomes

i. Reflecting on the last five years of assessment, provide a brief summary of one or two of your best assessment projects, highlighting efforts made to improve students' attainment of the Core Outcomes.

Over the last three years the Reading/Writing Sub-Committee has focused its work on the ABE Core Outcomes Assessment Project. Work has been done specifically around Communication and Self-Reflection in response to a number of needs expressed by the ABE SAC.

Background/Context for the project

Before the last program review, the *Basic Skills Coordinating Council* recommended that ABE create classes for DE students who were not at a level that allowed them to succeed in RD 80 and WR 80. The COMPASS score was raised and those students who tested below 28 were advised to take ABE Fundamentals of Writing. Students who tested below a COMPASS reading score 49 were advised to take ABE Fundamentals of Reading. We worked with DE instructors to develop the CCOGs. We also wanted to respond to the following recommendations from the 2010 ABE Program Review:

- "Research the effectiveness of Fundamentals of Reading and Writing." (Recommendation from the ABE SAC)
- "Develop a document that better articulates (in more detail) the reading and writing skills that are covered in each level of the curriculum as well as the specific reading/writing outcomes expected of the students." (Recommended by the administrative response team)

We also recognized that students should have multiple options as they moved through the credit reading and writing pathway. We wanted to be better informed of choices for students and better equipped to make recommendations based on predicting student success at each level. Finally, we wanted students to be a part of an informed decision making process.

As we worked together to create the project and materials, we identified these additional issues that would shape our work:
- We have no formal writing placement for ABE students who are entering our program-- those students are placed solely by reading scores. We do know students' Compass Writing Scores if they come through the DE/credit pathway; however, those scores can be problematic and do not include any assessment of actual writing.
- We want to better serve all reading/writing students, both ABE and DE, by formally assessing their writing gains with a common assignment and rubric.
- We want to help both students and instructors at all levels better understand options and readiness for transition.

- Our High Intermediate reading students struggle to make state targets in CASAS reading progress
- Our Reading and Writing Learning Standards and Frameworks help us to better understand what students need to be able to know and do at each of our ABE levels, but we need a formal writing assessment that all reading and writing faculty can utilize. The common assignment and rubrics should reflect the Reading and Writing standards and frameworks appropriate to each level.
- We want all ABE students to be directly involved in assessing their own progress and skills with frequent opportunities for metacognition and conversations about persistence and growth mindset.
- We want all ABE students to be involved in the decisions about transition and progression.
- We need to assess student writing in response to text at all levels.
- We need to help instructors prepare to teach many modes of writing in response to reading, e.g.: writing summaries of text, identifying claims, argument analysis, and using textual evidence.
- We chose to identify a specific writing concept most challenging to students, to target instruction in that area, and document improvement. We identified: *identifying and writing claims.*

Communication and Self-Reflection Assessment Project Goals:

- To clearly articulate a reading and writing continuum
    - o Utilize the *ABS Reading and Writing Standards and Frameworks* to shape the continuum and transition points
    - o Help all reading and writing instructors – ABE, ESOL, DE and Comp/Lit - better understand student transition points – what they are and what students need to be able to do to move along the continuum
    - o Provide a Reading/Writing: Advising Checklist for Placement and Progression (Appendix E)
- To assess our students' abilities to accurately assess their own work and progress through targeted self-reflection opportunities

- To create and share on the ABE Resource Site an end-of-term reading/writing assessment with corresponding scoring guide/rubric and student self-assessment tool that can be shared with the SAC: one for ABE 3,4 (see Appendix F) and ABE 5,6 (see Appendix G).

- To institute any program/curricular changes in order to improve teaching and learning

The Project

For the initial phase of the Communication component of the Core Outcomes Assessment Project, we assessed students using the common Scoring Guide (see Appendix D). Out of a sample size of 20, 12 students received a "novice" score. We wanted students to be at the "skilled/expert" level to be able to pass the GED and to prepare for transition into WR 115 or higher. Because identifying claims and writing effective claims are critical skills that our students must attain in order to pass the GED and to prepare for credit classes, we targeted our instruction in this area for the Communication component of our Core Outcomes Assessment Project. We shared tools and strategies for identifying claims and writing claims. In spring, we reassessed and found that out of 9 student samples, 1 student received a "novice" assessment, 6 received a "developing" assessment and 2 received "skilled/expert." In the first assessment, 88% of students received a "novice" score. In the second assessment, 12% of students received a "novice" score. We will continue our targeted instruction and assessment of student learning in this area in order to increase the number of students who at the "skilled/expert" level. As more instructors contribute samples to our 2016-2017 project, our sample size will increase to give more accurate and meaningful results as well.

In the Self-Reflection component of the project, we asked ABE 0791 students to use the scoring guide to assess their own writing in the following areas: identifying claims; development of ideas; organization and structure; sentence structure, punctuation and capitalization; rhythm and flow; and tone. Instructors used the same scoring guide to assess students' writing. Our R/W committee analyzed the level of difference between the assessment of instructors and the students' self-assessments. We found that students struggled the most with accurately assessing their mastery of "sentence structure, punctuation and capitalization." As a whole, they scored themselves significantly higher than instructors did. We will continue with this project for our 2016-2017 Core Outcomes Assessment Project, reassessing this area, after concentrated SAC work to help students better understand how well they are applying these skills to their own writing. We predict that our targeted instruction in this area will decrease the discrepancy when we continue with the project this year.

Based on the following Learning Assessment Council Peer Review results, we know that we need to increase our sample size and hope to do so through sharing the project results at the Fall 2015 SAC In-service and recruiting more volunteers to participate in the project this year.

CATEGORIES SCORE
Overall Mechanics of Reporting 5
SAC Participation/Coordination 3
Assessment Process 3
Student Achievement 4
TOTAL 15/17

The creation of our ABE Resource Site received commendations and was described as a "good model for other SACs." It was recommended that we increase the sample size in order to have more accurate results.

ii. Evidence of effectiveness of changes made based on assessment

The outcomes of this assessment project have led to both recommendations for future practice as well as positive outcomes for the program as a whole.

Program Outcomes

- Sharing of all assignments at the Fall 2015 In-service and at individual campus department meetings. They are now posted on the ABE Resource Site for all reading/writing instructors to utilize.
- Intentional integration of self-reflection activities into multiple assignments to help students better understand their academic and "soft-skills" progress in an ongoing manner throughout the term (see ABE Resource Site Self Reflection).
- Participation in an ongoing conversation about how to best serve students who demonstrate that they are not able to continue to progress to the next level (see Appendix H for existing procedures). This important and challenging conversation will lead us to focus and improve upon our work of serving these vulnerable students in a more holistic and beneficial way-- in a way that fulfills our mission of "creating a bridge to the future by developing lifelong learners."

Program Recommendations

- Utilize ABE 0790 Intermediate Integrated Reading and Writing in place of separate Fundamentals of Reading and Writing courses. (Note: We have worked with the DE SAC to approve ABE 0790 Intermediate Integrated Reading and Writing as a prerequisite for RD 80 and WR 80.)
- Have a common reading and writing in response text assignment for both Intermediate (ABE 0790) and Advanced Integrated Reading and Writing (ABE 0791) courses in order to provide an appropriate level of standardization and alignment so that we can assess communication as a whole SAC and at the individual student and classroom level.
- Align ABE assessment projects with work of the DE and Composition/Literature assessment committees, in order to continue the work of better understanding the whole reading/writing continuum from pre-college to WR 121.
- Continue to make targeted improvements in teaching and learning based on ongoing assessment.
- The emphasis on self-reflection and options for transition (see ABE Resource Site Self-Reflection Advising Checklist for Placement and Progression, Appendix E) will help faculty and students to have a better understanding of transition options and readiness and can be utilized in student-teacher midterm and end-of-term conferences.

iii. Evaluation of SAC's assessment cycle processes

The Core Outcomes Assessment Projects have provided opportunities for members of the SAC to regularly and purposefully reflect on our individual and collective instructional methods and the assessment of our students. Because we have a small SAC, it is challenging to assess more than one core outcome a year, but we have found productive and useful ways to combine outcomes into one larger project. We have learned that we need ongoing, consistent work in collective assessment in order to improve our individual teaching practices as well as a collective SAC. Because much of our recent focus has been on the assessment of our reading and writing classes, we intend to shift our assessment project focus to our math classes in upcoming years.

3. Other Curricular Issues

A. Courses offered in a Distance Learning modality and proportion of on-campus and online courses; differences in student success regarding DL and on-campus classes; addressing differences; revelations, concerns, and questions regarding DL delivery

The ABE program has very limited distance learning options. ABE 0741 Reading/Writing/Social Studies and ABE 0744 Math/Science are currently the only two online courses. Each campus runs between 5 and 15 on-campus courses each term while only 2 courses per term college-wide are offered via distance, demonstrating the small portion of sections that make up ABE online offerings.

There have been differences in student success in DL courses versus on-campus courses. When comparing success rates of the online ABE Reading/Writing/Social Studies, it is most appropriate to compare it to on-campus ABE Reading/Writing/Social Studies because the course content is the most similar, as well as the number of hours per week. The success rate in the online Reading/Writing/Social Studies class was much lower than the on-campus class in 2013-2014. However, over the last two years, student success in the Reading/Writing/Social Studies class has increased exponentially, almost reaching the success rate of the on-campus class.

Reading/Writing/Social Studies

	Winter 2014		Spring 2015	
	Campus	Online	Campus	Online
Passed/Progressed	64.5%	14.3%	58.4%	53.3%

It is a bit of a different story when we look at the success rates of the ABE 0744 Math/Science online versus on-campus courses. Initially success rates of on campus and online students were similar however, as we have transitioned to GED 2014, it has become evident that the math component is significantly more difficult than it was on the previous version of the GED, and therefore seems to lend itself much less to an online environment. (See Appendix I for a complete comparison of pass rates of online courses to on campus courses.)

Math/Science

	Winter 2012		Winter 2014	
	Campus	Online	Campus	Online
Passed/Progressed	72.2%	63%	64.5%	14.3%

The program has taken many steps to address this decline. For example, since 2014, students have been required to take a one-time face-to-face orientation so that they know how to navigate the online environment. This also ensures students meet the instructor and their classmates at least once before beginning the class.

Another adjustment made for the online course is the ability to meet with an ABE classroom assistant throughout the term. Students who are enrolled in an online ABE class have the option to attend a "tutoring" session with a classroom assistant throughout the term. The classroom assistant meets with students in a computer lab at the Portland Metro Workforce Training Center, two sessions per week, for a total of 5 contact hours. The classroom assistant supports the students by helping them with the course content lessons and with any computer issues (which arise frequently).

An additional component for success is appropriate placement.   Instructors have worked with the placement specialists to provide information on the realities of online learning for students, with a handout called "Is Online Learning For You?" Between this and the face-to-face orientation, instructors are able to help students determine if this is a good placement for them or not. These and other efforts at reducing attrition are paying off, and more students are now completing the term.

SAC Reflections
The ABE SAC has realized that the online course is not a good choice for all students. There are certain skills, such as the ability to work independently, the ability to manage time and the ability to follow written instructions that many ABE students lack when they enter the program. As such, in order for these students to be successful in an online environment the instructor's role is not only that of teacher but also of mentor and coach.

As success rates increase and the online class becomes a stable and viable option for ABE students, it will be important for the SAC and placement specialists to do a better job of promoting this opportunity to students.

B. Curricular changes made as a result of exploration/adoption of educational initiatives

Over the last five years there have been significant curricular changes made in the ABE program as the result of embracing several educational initiatives. The three most impactful initiatives have been the Oregon Adult Basic Skills Learning Standards, GED 2014, and Community Based Learning.

ABS Learning Standards

In order to provide consistency of knowledge and experiences for all ABS programs across the state, Oregon created the ABS Learning Standards in 2008. Developed and piloted from 2008-2010, the Oregon ABS Learning Standards provide guidance to instructors, administrators, professional developers, and state leadership about what adult learners in our programs need to know and be able to do in order to achieve their goals as family members, workers, community members, and lifelong learners. Curriculum Frameworks have been developed for Learning Standards in four major skills areas: reading, speaking, listening, and math. Each curriculum framework describes what adults need to know and be able to do at each Educational Functioning Level defined by the National reporting System. In addition, levels are included at the upper end to support transition into postsecondary education and training. All of the standards enhance learning by providing an articulated set of knowledge and skills which is transferable to postsecondary education, employment, family self-sufficiency, civic participation and lifelong learning. In addition they provide a clearly delineated continuum of skill development that guides goal-setting, curriculum development, instruction and assessment. The ABS Learning Standards are aligned with the Common Core and the College & Career Readiness Standards.

The ABS programs at Portland Community College have been an integral part in the creation, dissemination, and training of instructors in the ABS Learning Standards. Last year, 36 PCC instructors attended the Learning Standards Orientation and/or Learning Standards Institutes**.** Curriculum revisions on ABE 0790 and ABE 0791 have been made to incorporate the ABS Reading and Writing Learning Standards. Also, both ABE 0781 and ABE 0787 have been revised and have incorporated the ABS Math Standards into the curriculum. The benefits of incorporating ABS Learning Standards into the curriculum have been profound. The standards allow consistency among the ABS Programs and helps meet the wide range of learning goals among the various learners in the ABS Programs at PCC.

ABE instructors are in the process of a strategic, long-term professional development plan to have all instructors trained to implement standards-based teaching into their practice, including the following elements: thematically based curriculum, project-based learning, source documents and real-world texts, and real-life contexts. The following Learning Standards professional development opportunities include: Learning Standards Orientation and Learning Circles, Reading Institutes, Writing Institutes, Math Institutes, Listening and Speaking Institutes and Lesson Planning Workshops.

GED 2014

In January 2014, the GED exam changed significantly. The exam changed from five content area exams (Math, Reading, Science, Social Studies and Writing) to four content area exams including Math, Reasoning through Language Arts (RLA), Science, and Social Studies. At PCC, the test shifted

from a paper and pencil based exam to a computer based exam. The difficulty of the exam increased in many ways and the exam was normed to the exit criteria of graduating high school seniors. On the previous version of the exam (GED 2002), Bloom's Taxonomy guided item development by defining levels of activity required to complete tasks. In contrast, the 2014 test uses Webb's Depth of Knowledge (DOK) which focuses on the complexity of the cognitive processes adults use to perform those activities. The DOK consists of four levels:

- Level 1-Recall
- Level 2-Skill/Concept
- Level 3-Strategic Thinking
- Level 4-Extended Thinking

GED 2014 is made up of 20% of test items requiring Level 1 DOK, 80% requiring Levels 2 and 3, and no items will be requiring Level 4.

In addition, the essay portion of the RLA exam has shifted from a personal response to a critical analysis of two opposing readings and comparison based written response of the readings. Both the Science and Social Studies exams require significantly more background knowledge in the subject areas and both exams require a short answer written response to a question based on readings. The difficulty of the math exam has increased dramatically, and test takers must be able to perform much higher levels of math, including algebra.

The ABE classes serve students who have many different goals and often one of those goals is to complete a GED. Because of these changes in the GED, the ABE Program has made significant curricular changes based on the new GED exam. For example, in ABE 0791, many instructors have incorporated social studies readings into the curriculum. Also, many of the higher level math classes integrate science curriculum into the math lessons. This allows a more integrated approach to the GED content areas. Some campuses have classes focused on the study of high school level of science and/or social studies while incorporating reading, writing, and math knowledge. Technology and computer knowledge has also become a component to each of the ABE classes because the GED exam is now computer-based, and computer knowledge is an essential skill for adult learners. Rock Creek and Sylvania campuses purchased a program from TekniMedia in order to assist students in learning about the new computer based components of the GED. One of the many aspects of the program was walking students through some of the most unfamiliar features of answering questions on the new exam, such as "drag and drop" and "hotspot." Because many ABE learners' education goals are to complete the GED, and the GED exam had substantial changes, it was very important to enhance the curriculum to meet the students' needs.

The GED test has recently been updated. The passing score was lowered from 150 to 145. Also, the extended response on the Social Studies test will be eliminated as of March 1, 2016. This may be in response to the low passing rates of the test.

Community Based Learning
Some ABE faculty have also incorporated Community Based Learning Projects into their classrooms.   In 2013, a faculty member from SE Campus organized a Community Based Learning Project to increase students' civic duty/responsibility as a citizen. Students were encouraged to participate in SE ASPCC activities/events. These included:
>   1. Community Clean-up of SE 82nd (perimeter of PCC)--garbage pick up
>   2. SE 82nd Parade of Roses
>   3. Cinco de Mayo cultural event
>   4. Donate Blood to Red Cross at SE
>   5. Diabetes Convention at Oregon Convention Center
>   6. Attend and participate by asking questions in Pizza with the President (SE President)

Students were asked to choose four of the six activities, get a signature from the coordinator of the event, and write a reflection paper after each event.

In Spring 2014, a similar project was initiated by the same instructor. Students were asked to choose five of the nine activities listed. Some of the activities included the following:
>   1. Sustainable crafts
>   2. Beach clean up
>   3. Visit with the Elders

Another good example of Community Based Learning: In Fall 2014 students in an upper level Reading/Writing/Social Studies class read the novel Orphan Train. In the book, a young foster child befriends an older woman who was on one of the Orphan Trains in the 1920's.
This novel inspired a project called "Fostering Legacy". Students in the class were matched with elderly residents at Willamette View Continuing Care Retirement Community. The students prepared questions beforehand and spent an hour interviewing the residents about their lives, and then the students created PowerPoint presentations that they shared with the class and with the person they interviewed. As a result, students had "hands-on" experience learning about the time period in which their subjects lived.

D. Use of Course Evaluations by the SAC

The SAC developed three ABE specific questions for the student course evaluations as follows:

>   1) I feel like I made progress in this class.

2) I was able to maintain 80% attendance or better.

3) I know what my next steps are, or I met my short term goal for this course.

The data that we received for ABE SAC question #3 led to the conclusion that our students would benefit from having an ABE academic advisor. For example, at Rock Creek in fall of 2014, 6% of students disagreed to this question on their course evaluation, 13% were undecided, 50% agreed, and 13% strongly agreed. In that same term, Rock Creek ABE Department hired a Student Success Coach who is dedicated to working only with ABE students at the Rock Creek Campus. The main job duties include support for the ABE students in these areas: on-campus and off-campus resource referral, academic advising, short-term and long-term goal planning, and career exploration. The advisor also visits the ABE classrooms on a daily basis to check in with students and schedule appointments with them. Having this extra level of support for students made a significant impact on how they answered question #3 on their course evaluations. In spring 2014 at Rock Creek, no students disagreed to this question on their course evaluation, 7% were undecided, 43% agreed and 50% strongly agreed. Having a Student Success Coach at Rock Creek Campus shows that students better understand the need for support as they reflect on their progress in the course and prepare for the transition into college or a career pathway. This example suggests that all campuses should have a similar support person for ABE students not only to help students solidify their goals, but also to increase the success and retention of these students.

E. Other significant curricular changes that have been made since the last review

New Courses
Since the last Program Review, the ABE SAC has created four new courses:
- ABE 0790 Intermediate Integrated Reading and Writing
  http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=ABE&course=0790
- ABE 0791 Advanced Integrated Reading and Writing
  http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=ABE&course=0791
- ABE 0786 Foundations of Math I
  http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=ABE&course=0786
- ABE 0787 Foundations of Math II
  http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=ABE&course=0787

The changes have allowed us increased flexibility to offer a vibrant and diverse offering of courses at each campus and to expand our CCOGs to match the increased knowledge and skills necessary for progression, completion and transition. These courses were specifically designed and written in conjunction with the following Adult Basic Skill Learning Standards and Frameworks: *Write to Express Meaning, Read with Understanding, and Use Math to Solve Problems and Communicate.*

These courses represent full implementation of the learning standards into our classrooms, providing a framework that explicitly shows the progression of skills and knowledge students need to move through our program and prepare for transition to postsecondary programs and more meaningful employment. In addition, they introduce and emphasize the metacognition, self-reflection, and self-efficacy skills required of independent, self-directed and lifelong learners.

In addition to the course level outcomes, aspirational goals were included that reflect the program's commitment to holistic education and the importance of "soft-skills" attainment. With the goal of preparing students for the demands of post-secondary programs and the workplace, the following examples of aspirational goals were developed:

Aspirational Goals: Students will...

- Exhibit persistence, self-motivation, self-advocacy, and personal responsibility
- Reflect upon, assess, identify, and celebrate one's own learning gains
- Explore, develop, and monitor appropriate academic and professional goals
- Advance knowledge and skills to make independent choices as a citizen, family member, worker, and lifelong learner
- Ability to apply scientific reasoning in daily life
- Use math in a powerful way to achieve goals

The hope is that the integration of these aspirational goals into the new courses will help faculty to continue to provide contextual, engaging, student-centered learning opportunities, fostering students to become creative and innovative thinkers who work well with others and independently to solve complex problems.

Integration

During the 2014-15 academic year ABE transitioned from discreet reading and writing courses to an integrated approach. Fundamentals of Reading and Fundamentals of Writing courses were developed to serve two student populations, students at reading/writing levels 3 and 4 with the goal of earning a GED as well as students with a high school diploma who placed below reading and writing 80 on the COMPASS placement test. Last year, the program began to offer an integrated reading and writing course. This transition to an integrated course better meets the needs of the students at these levels because they benefit from cohesive instruction in reading and writing. Students' writing skills improve when they read, and their reading comprehension improves when they write. This integrated approach also follows the direction in which other departments, such as Developmental Education, are moving.

The GED preparation curriculum is also moving towards integration. Based on the content of GED 2014, the program concluded that science and social studies would need to be taught in a much more intentional manner. Therefore, one of the significant changes that has occurred in the curriculum is the integration of social studies into ABE 0791 Advanced Reading/Writing. The courses are taught with a social studies theme, such as labor movements, the Civil Rights Movement, or the Roaring Twenties. Reading and writing are then taught within the context of the social studies theme.

Additionally, because math and science are two disciplines so closely related, and because the science GED requires knowledge of math concepts, the department chose to integrate science content into the 0744 Math 2 curriculum. ABE is currently in the process of updating the math CCOGs to document this integration.

Finally, computer literacy is a vital component of the ABE program. The GED exam prior to 2014 was a paper and pencil test at PCC, which included mostly multiple choice questions and a handwritten response essay. Now, the GED 2014 is administered on computer. There are multiple methods of answering a question that require an understanding of how to utilize commands such as "drag and drop," "hotspot," copying and pasting text, and typing an extended response. In response to this new reality, as well as to the ever increasing need for computer literacy in the workforce, the ABE Department has integrated computer literacy/skills into its curriculum.

HEP Grant

In addition to responding to educational initiatives, the ABE program has also successfully developed new curriculum in the context of a Department of Education Federal Grant. In 2010, Rock Creek ABE successfully implemented the HEP (High School Equivalency Program) grant. The program is 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 service. 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

During the initial five years of HEP, PCC served over 400 students and graduated over 100. The students were recruited by a specialist trained in the needs of migrant students. Students received twelve hours of GED instruction per week from a bilingual instructor, as well as computer literacy training, ESOL screening, presentations from career and financial experts, and participation in cultural events. In addition, students received individual support such as academic advising, counseling, tutoring, child care assistance, tuition waivers, and health services.

Based on the successful implementation of this program during the last five years, PCC received a new five year grant in the summer of 2015 to continue the good work.
http://news.pcc.edu/2015/08/funds-for-excellence/

Other Curricular Innovations
ABE class terms have been extended from a 10-10-10 week schedule to a 12-11-11 week schedule to match that of the credit classes. Furthermore, to support the new technology-based GED 2014 test, ABE classes now have an increased focus on computer skills, and making use of online resources such as Learning Express, which is available through the PCC Library, the Multnomah County Library and the Washington County Cooperative Library Services.

In order to meet the need of Spanish speaking students, PCC also continues to run a Spanish GED Program. Classes are offered in Washington County and Southeast Portland that prepare students to take the Spanish-language version of the GED exam. All Spanish GED classes are taught in Spanish. There are 4 tutors located at Willow Creek and SE Campus. They serve approximately 100 students every term and there are often waitlists at the SE location.

Our participation in bridge classes such as Retail Sales Management Pathways and Career Pathways, 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.

4. Needs of Students and the Community

A. Changes in instruction due to changes in the student populations served

General Student Information

Age
In our last program review, the growth in the 16-20 year old population was substantial. At that time, they represented 36.1% of our students. That has increased to 38.2%. Currently, our largest percentage of students remains the 18-20 year olds at 23.4%. (See appendix J for demographics report)

Gender
Female students make up 53.1% of our students, while the males make up 46.9%. We have had an increase in female students. Previously, the percent of female students was at 48.1%.

Race/Ethnicity
The majority of our students are White Non-Hispanic (36.2%), but this is closely followed by Hispanic at 31.5%.

Enrollment
There has been a college-wide decline in enrollment in ABE over the last five years. In 2010-11, the number of students was 3,188 with an FTE of 803.1. For the 2014-15 academic year there were 2,192 students with an FTE of 548.7. SE Campus has seen the largest drop from 56.5% to 46.6% of students served. Rock Creek has seen the greatest increase from 17.8% to 25.3% of students served. Sylvania and Cascade have remained relatively stable.

Due to lower enrollment, fewer classes have been offered. This seems to reflect a college-wide trend of lower student attendance. One theory is that since the economy has improved, more individuals are working rather than attending school. High schools are also trying to keep their students so that they finish with a diploma.

Student Goals
We conducted an online survey of our students in fall of 2015 to which 244 students responded. Students' number one goal is to improve their skills. This is closely followed by the desire to obtain a GED. (See appendix K)

Barriers

According to the student survey, the top two barriers for students are work and finances. Our students often live in poverty and work in low wage jobs. The third barrier students listed was motivation. While many students cite the GED as their goal, they don't often realize the amount of work and/or time it takes to achieve it.

The ABE program is constantly adapting its classes and curricula to meet student need. Classroom instruction has adapted over the last five years to specifically address the increasing number of younger students, the large Hispanic population and the ever shifting barriers that students in these populations experience.

B. Strategies used within the program to facilitate success for students with disabilities; challenges in serving students with disabilities

Many students in ABE have learning and/or physical disabilities. In 2011-12, 2.0% of students were receiving disability services compared to 7.1% in 2014-15.

Instructors employ myriad strategies to assist students with accessing these services. Some instructors invite Disability Services (DS) speakers to come to class. Other instructors bring in brochures from DS. They also discuss with students the issue of accommodations, especially on the GED, and often assist students through the process. Resource Specialists on each campus meet with students to discuss how to access services. At SE, Cascade, and Rock Creek, there are school district resource specialists who check in on students and assist with IEPs. In addition, *YES to College* resource specialists on every campus discuss DS and accommodations with the students that they serve. At Sylvania, the DE/ABE pre-college advisor helps students with the DS process. Rock Creek also has a Student Success Coach who helps students navigate the system.

The SAC has also done trainings around programs such as Read/Write Gold. Disability Services staff have been invited to department meetings.

The challenge is that although many students have a learning disability, very few will seek actual accommodations. After being through a K-12 setting that mandates IEPs and meetings, students sometimes want to remain anonymous or want to try to "do it on their own." Also, many older students have had their diagnoses expire and it is too expensive to get re-diagnosed. It is also possible they may have never received a diagnosis. At times, students will suddenly disclose when there is a test; much of the time, it is late in the term and hard to go through the process quickly.

Getting accommodations on the GED is another hurdle—there are more forms, sometimes updated diagnoses are required (which is also time consuming and expensive), and the whole

process takes a long time. This used to be done at a local level, but now has to be done through the Pearson Vue Company. The process is trying and often discouraging.

C. Use of feedback from students, community groups, transfer institutions, business, industry or government used to make curriculum or instructional changes

As described above, feedback from students and ever changing government requirements from both the federal government (HEP Grant, Workforce Innovation and Opportunity Act Title II) and the state (ABS Learning Standards) have influenced both curricular and instructional changes. In addition, the program must be responsive to political realities. Most recently the following political initiatives have influenced program planning:

- **40-40-20 Initiative:** The state of Oregon has set a goal of achieving 100% high school graduation or equivalent by 2025. As providers of GED support, we are an integral part of this goal. (for more information: http://oregonlearns.org/oregons-challenge/the-40-40-20-goal/) Currently, 87% of Oregonians have finished high school or earned a GED.
- **Oregon Promise:** Students who finish their GEDs during spring term will now be eligible for free community college tuition. (http://www.oregonstudentaid.gov/oregon-promise.aspx)
- **WIOA (Workforce Innovation and Opportunity Act):** This is our Title II funding grant. Changes are being made and will be implemented in July of 2016. This will be an upcoming change to our structure and curriculum. There will be more of an emphasis on ABE students transitioning to college or a job and the ABE program will need to help students make this transition. More information will be forthcoming as we near the implementation date. (http://www.doleta.gov/wioa/Overview.cfm)

5. Faculty

A. Faculty composition and how it reflects the diversity and cultural competency goals of the institution

The ethnic/cultural diversity of our Adult Basic Education faculty and staff continues to be an area that needs improvement. The largest demographic of ABE instructors is Caucasian females. College-wide ABE has six full-time and approximately 25 part-time instructors each term. A recent faculty survey revealed that our SAC consists of four Hispanic, one African-American, one Asian, one instructor of Middle Eastern origin, with the remaining instructors being Caucasian.

ABE students, as a percentage of overall PCC students, are disproportionately from ethnic minority groups. Ensuring that our staff is ethnically diverse and culturally competent is an area where we still need improvement.

With regard to cultural competency, as Adult Education faculty, we have been trained in cultural competency as part of obtaining our educational credentials and we continue to participate in cultural competency education through a variety of professional development opportunities.

B. Changes the SAC has made to instructor qualifications since the last review and the reason for the changes

There were minor changes made to our instructor qualifications in April of 2012. Please see the original 2009 description and the changes made at:

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

Two changes were made to instructor qualifications in 2012. First, passing the C-Best exam has been moved from a requirement to a preferred qualification for ABE instructors. Next, a Spanish GED instructor is required to have a Master's degree in any field, have native or near-native fluency in Spanish and two years of teaching experience in a Spanish academic subject. We will soon be adding the following statement to the instructor preferred qualifications: Experience with Oregon Adult Basic Skills Learning Standards or other learning standards.

C. Professional development activities of the faculty and resulting changes in instruction or curriculum

ABE faculty members consistently participate in professional development activities. Every year, approximately $4,000 is set aside for the development of the faculty from the WIA Title II grant

and additional resources are provided by each campus through ABE General Funds and the Teaching Learning Centers. Many of the activities the ABE faculty have participated in during the last six years are outlined below.

CASAS

All ABE instructors are required to complete online training for administering the Comprehensive Adult Student Assessment Systems (CASAS) standardized exam. Testing all students with the exam is part of the WIA Title II requirement. This assures that the assessment of adult learners in reading and math are administered according to guidelines approved by the CCWD.

Learning Standards and CCOGs

Oregon ABS Learning Standards guide the CCOGs, curricula changes, and instructional practices. Oregon ABS Learning Standards provide a platform for all ABE faculty across the state to assure that certain learning benchmarks are met at each level as identified in the standards. Over 30 ABE instructors participated in the ABS Learning Standards orientation training (Learning Circles) and several faculty members completed the ABS Learning Standards Institutes. Instructors are expected to integrate what they learned into their instructional practices. CCOGs for 0790, 0782, 0787 and 0744 have been updated to reflect ABS State Learning Standards.

Developmental Education

The ABE program effectively worked with DE to revise the placement cut scores and to develop CCOGs, exit exams, and curriculum. This allows students who place below DE cut scores, but have their high school diploma, to enter the ABE program to improve their basic skills until they are ready for DE or college-level reading, writing, and Math 20 or Math 60.

OPABS

From 2009 to 2013, PCC ABE was one of the leads on the Oregon Pathways for Adult Basic Skills (OPABS) state initiative. Some ABE faculty participated in design and development of the curriculum with the focus on contextual ABE learning in occupational areas that have high demand and living-wages. Many instructors were trained in the curriculum. Though the project is no longer supported by the state, some ABE faculty at PCC use general concepts of contextualized instruction and some campuses offer OPABS College and Career Awareness courses.

GED 2014

With implementation of GED 2014, professional development was both needed and desired by all ABE faculty. In response, the faculty formed task forces to address the needs to expand and deepen the curriculum for math, science, and social studies. In addition, ABE instructors connected with math and science instructors across the state, actively participated in the state

GED Summit, explored, reviewed, and analyzed instructional materials that could be used to address the needs of instruction for GED 2014.

Conferences, Committees, and Workshops
During the last five years, ABE faculty participated in the following conferences, committees, and workshops: Commission on Adult Basic Education (COABE) Annual Conference, Oregon Teachers of English to Speakers of Other Languages (ORTESOL) Annual Conference, Student Success and Retention Conference, NW Great Teacher Seminar, ProLiteracy/COABE Conference, eLearning Conference, American Association for Women in Community Colleges (AAWCC), College Reading and Learning Association (CRLA) Conference, Breaker Institute for Design Thinking in the Classroom, Oregon Mathematical Association of Two Year Colleges (ORMATYC), HEP/CAMP Annual Conference, and Summer Institute for Intercultural Communication (SIIC).

When instructors attend conferences, they are expected to present the information to either the ABE SAC or ABE Department at their campus or both. Instructors take what they learned from attending conferences or training and apply it to lesson planning and classroom instruction.

Committees: PCC Assessment, Hiring, GED Summit Planning, DE Redesign, CIC, ABE Leadership Team, Deletion for Non-Payment, Compass Phase Out, Diversity Committees, and TLC events/activities.

Other: SAC In-Service Days, Critical Friends Group, LEAD, College and Campus In-Services, Department/Division Meetings, and Over-the-Shoulder technology trainings.

Continuous professional development needs for ABE faculty include: GED 2014 training, teaching multilevel ABE courses effectively, integration of technology for learning and teaching beyond basics, teaching integrated math and science courses across the curriculum, classroom management, and teaching adults with disabilities who may never be able to function at a college level or be ready for the GED exam.

In appendix L results of ABE faculty survey done the seventh week of the fall 2015 term are listed. The survey was answered by thirty teachers who answered the question, "What professional development trainings have you completed in the last 5 years?

Please refer to the appendices M for more data referring to faculty distribution, location, full time vs part-time, and turnover.

6. Facilities and Academic Support

A. How classroom space, classroom technology, laboratory space and equipment have impacted student success

The ABE Department serves a wide spectrum of diverse students with great need for computer literacy skills to prepare for college and/or employment. The department is attentive and supportive of state and district-wide goals of providing access to computers for students. Our program continues to explore, implement, and integrate current technology trends to increase student retention and completion.

The successful passing of the Oregon Bond Measure in 2008 and the resulting construction has impacted ABE classes district-wide in a positive way. Three campuses, Sylvania, Cascade, and Rock Creek saw either construction of new buildings and/or renovation of buildings. SE Center became a comprehensive campus with two new buildings: the Student Commons Building and the Library. Along with the physical structures came the expansion of services available for students: the Multicultural Center, the Women's Resource Center, and Veteran Services. All of these developments have benefitted ABE students across the college.

Having a dedicated classroom with a SMART podium at each site continues to be an asset for both students and instructors. Information about topics discussed in class on web pages and in computer labs have become more accessible for students' use, especially with the change in the way the new GED tests are administered. Students' computer literacy skills are showing improvement as they become more exposed to computers as part of classroom instruction.

SE, Rock Creek and Cascade campuses have dedicated computer lab classrooms supported either by Instructional Support Technicians or by work study students. Cascade and SE also have computer carts with laptops available for all ABE instructors to utilize. Sylvania has a number of computer stations located in the classroom. Other computer labs are accessible to ABE students college-wide through the libraries and Computer Resource Centers. Cascade has a permanent, full-time computer literacy specialist who is available to assist in the classroom and work with individual students on a variety of computer literacy needs.

Instructors and students conveniently access web-based software programs such as Learning Express, the GED Testing Service, and Khan Academy, as well as other websites as part of their lessons, homework, research, and classroom discussions. Rock Creek and Sylvania utilize

TekniMedia to expand their students' computer skills. Instructors and students also regularly use Google Docs and Google Slides for individual and group writing and presentations.

B. How students are using the library or other outside-the-classroom information resources

Library

ABE students have access to the libraries on each campus and receive a variety of support services through them. Students most commonly:
- Use the Student Learning Center services for math, reading, and writing
- Access the reserve section to borrow ABE reading, math, and writing books for supplementary studying.
- Check out books/ printed materials recommended by instructors for low-level students
- Visit the library with their instructor to perform research for homework
- Meet with other students in small group study rooms to discuss topics brought up in class

Some instructors are participating and integrating Open Educational Resources (OER) into their classrooms and sometimes take students on field trips to a public library. In addition, more and more ABE instructors are participating in the annual 'PCC Reads' events

The PCC Library subscribes to Learning Express, a website that helps students build skills and try all GED practice tests for free. These practice tests are comparable to the GED Testing Service official practice tests, which cost $6 per test. With Learning Express, students are given the opportunity to study any subject area (Reasoning through Language Arts, Mathematical Reasoning, Social Studies, and Science) and to do a practice test and/or receive feedback for study review until they are ready for the official GED test. Instructors devote classroom time for students to work on Learning Express, and students are strongly encouraged to continue this work outside the classroom.

Volunteer Literacy Tutoring

The Volunteer Literacy Tutoring (VLT) Program is another resource which provides volunteer tutors to assist students individually and/or in the classroom. Through VLT's network, Southeast and Cascade are currently piloting a reading program sponsored by Friends of Orton-Gillingham. These are tutors and volunteers who assist low level readers. Instructors refer candidates to the tutors who in turn assess if students are a good fit for the program. These sessions happen an hour before the students' class for a period of 10 sessions. Students are given incentives - $10 per session attended--provided by Friends of Orton-GIllingham. As a result, students are motivated to study, and they are willing to continue on with the program "even if I don't get paid."

Note: Due to a reduction in funding, the VLT program will be discontinued effective June 30, 2016.

Financial Resources

There are several financial resources available for students to pay for the GED Testing fee. Some in-house funding sources include: GED 217 Scholarship Funds, the Dorothy Brehm Fund, and the Helen Gibson Fund (specific to SE Campus only). Rock Creek also has a new scholarship called the Becky Cheng Memorial Scholarship. Plans are underway for a SE Campus Textbook and GED Testing fees scholarship drive since these sources have been depleted. The Portland Literacy Council is another resource which students draw on to help pay for their GED testing fee.

GED completers are awarded a college scholarship ($800) by the ABE Department after meeting certain criteria such as 50 hours of attendance in ABE classes, demonstrated appropriate college behavior, and regular class participation. Over the past three years, 543 students have taken advantage of this benefit.

Other Outside-the-Classroom Resources

High level (4,5,6) ABE instructors invite advisors and coordinators from Career Pathways, the Career Exploration Center, Life Tracks, and Project Independence to inform students about their programs. GED completers are feeders to Career Pathways' short term certificate programs and have developed successful cohorts. **Other district-wide campus resources include** Advising and Counseling services, Disability Services, Testing Services, Student Learning Center, Multicultural and Academic Center, Women's Resource Center, Career Exploration Center, Queer Resources, ASPCC, Links Programs (YES to College and Gateway to College), Computer software programs such as Learning Express through the PCC library, My PCC website which includes My Academic Plan (MAP) and My Course Tools, Bookstore Services, Cafeteria Services and Shuttle Bus Service.

SE STEM Center

ABE students at SE Campus have either used or visited the college science lab as part of their science classes. Students are exposed to lab settings to prepare them for future college classes. The STEM Speaker Series provides ABE students with information about different science, math, and technology opportunities to help them chart their own career.

While most of the above resources are accessed heavily by ABE students, there are some that are restricted, such as the use of any PCC gym, partaking of the $1 BBQ at Cascade, checking out books and/or calculators at the library, and taking advantage of student discounts in the community. This is due to the fact that ABE students are not allowed to have an official PCC ID card.

C. Insights regarding students' use of Advising, Counseling, Disability Services, Veterans Services and other important support for students

The ABE SAC has always advocated for all of their students, from entry level to completion of the program. As mentioned above, many students in the ABE program face a number of barriers to achieving academic success. In order to address these barriers it is vital that ABE students have access to support services. Each campus has met this need in a slightly different way. For example, the Student Success Coach at Rock Creek helps students map out their next steps, takes students on tours and informs them of various on-campus resources. Sylvania has a pre-college advisor working specifically with ABE students. This service benefits students in the following ways:

- meeting with students in resolving crises during their pre-college experience and developing this relationship as they enter credit programs
- assisting in filling out paperwork and procedures like the College Scholarship tuition waiver form, FAFSA, and other scholarship options
- cultivating academic relationships with students
- visiting classrooms to inform students about advising services

ABE students from SE Campus and Cascade utilize the campus wide advising and counseling services in a limited capacity. At present, instructors at CA and SE refer students to the Advising Office, Retention Specialist, and Career Exploration Center. Some instructors invite the ABE Testing Specialist to give workshops to students on goal setting, test anxiety, time management, and other areas instructors think would be helpful for students.

The ABE Department works closely with Disability Services to provide services to students who need accommodations in the classroom and to determine the GED testing accommodation needs of students with learning disabilities. Classroom accommodations and support include sign language interpreters, note takers, enlarged print materials, special chairs, Read Write Gold, Livescribe, as well as other resources for students with a wide range of cognitive and physical disabilities.

Partnerships with other programs
The ABE Program continues to enhance and foster partnerships with a variety of programs. The program's partnerships with Links (including YES to College, MAP, and Gateway to College), Project DEgree, Life Tracks, Project Independence, and Career Pathways continues to be strong, healthy, and stable as students continue to move successfully from one program to another.

Foster Youth Initiative is a developing PCC project to create a support network for foster youth attending PCC. PCC is working with our community partners to develop the network and have

identified staff at each campus in Advising, Financial Aid, and Enrollment Services as resources for the Independent Living Coordinators working with the foster youth students and the foster youth themselves. The initiative will be creating a "club" to help provide peer support, and we are developing curriculum to train faculty and staff to better understand the unique issues that foster youth face. There is a checkbox on the PCC application to identify foster youth in order to reach out to them and inform them of the assistance available. This will no doubt benefit many students in the ABE program.

ABE students blend into the college easily by participating in various college-wide free courses sponsored by the Women's Resource Centers, Community Based Learning activities, STEM, and ASPCC. Women's Resource Centers offer distinct programs at each campus; Life Tracks at SE, Project Independence at Cascade, and Transitions at Rock Creek. These cohort classes make it easier for students to plan their education and careers. Classes are free of charge and provide students with limited support services to those who qualify.

ABE students participate in other college sponsored activities such as Financial Aid Day and scholarship workshops. The Oregon Promise is another potential financial resource for GED students to access to continue their studies.

8. Recommendations

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

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

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

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

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

B. What support do you need from the administration in order to carry out your planned improvements? For recommendations asking for financial resources, please present them in priority order. Understand that resources are limited and asking is not an assurance of immediate forthcoming support, but making the administration aware of your needs may help them look for outside resources or alternative strategies for support.

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

- Additional resources for students to support their academic success
  - o Additional funds to assist students in paying for GED testing
  - o Calculators for student use at the GED Testing Centers at Willow Creek and Cascade
  - o Allow ABE students to get PCC ID cards
  - o 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).

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

- Institutional commitment and support during WIOA implementation

Appendices

Appendix B

State Goal vs Actual Performance by Educational Functioning Levels															
2010-2015															
	2010-11			**2011-12**			**2012-13**			**2013-14**			**2014-15**		
Performance Measures	# ss	Actual P	S Goal	# ss	Actual P	S Goal	# ss	Actual P	S Goal	# ss	Actual P	S Goal	# ss	Actual P	SGoal
ABE Beginning Literacy	57	49%	45%	69	39%	43%	72	44%	41%	54	40%	41%	21	24%	42%
ABE Beginning Basic	236	47%	40%	237	40%	42%	231	43%	42%	208	35%	42%	56	34%	39%
ABE Intermediate Low	**409**	**41%**	**39%**	**372**	**45%**	**39%**	**385**	**44%**	**39%**	**310**	**42%**	**40%**	**146**	**30%**	**38%**
ABE Intermediate High	848	22%	27%	641	29%	25%	642	25%	35%	514	25%	35%	408	22%	30%
ASE Low	327	24%	25%	192	23%	23%	181	30%	31%	171	28%	31%	212	15%	32%
ASE High	106			43			44			34			149		
	1983			1554			1555			1291			992		

Appendix C

ABS State Program Review Commendations and Recommendations

Commendations

Commendation 1

The review team commends the ABS Program leadership for the exemplary preparation of this program review which demonstrated targeted processes for the assessment of the eight areas being reviewed. These processes, which engaged a broad range of perspectives and participation, could serve as a foundation for ongoing Program planning and improvement.

Commendation 2
The review team commends the Adult Basic Skills Program leadership for the collection, analysis, management and use of data to improve the Program by regularly utilizing the data to establish clear and specific Program goals.

Commendation 3
The review team commends the program for its district-wide inclusion of college readiness behaviors and expectations, such as regular attendance and timely completion of homework, into orientation, classroom instruction, and course completion requirements. Students are clearly responding to these expectations and are adhering to them as they progress toward their educational goals. This practice strongly supports the development of a culture of student success and completion.

Commendation 4
The review team commends the Program for its comprehensive coverage of the service district. Classes of sufficient intensity and duration are offered at all levels at times that correlate with learner needs,, in multiple locations. This level of access to ABS programming is a model for the State.

Recommendations

Recommendation 1
The review team recommends that the College dedicate resources to the Adult Basic Skills Program to bring the ratio of full and part time faculty in the ABE Program to a level that is consistent with the ratio in other academic departments. The current ratio instructional practice which relies heavily on part-time faculty puts the quality of instruction in the ABE Program and the full implementation of Learning Standards in jeopardy. A similar recommendation regarding the ratio of full and part time faculty was made in the previous Title II program review.

Recommendation 2
The review team recommends that the Adult Basic Skills Programs work with the College leadership and the Completion Investment Council to explore the feasibility of developing momentum point completion metrics for ABE and ESOL students. The review team further

recommends that this process begin as soon as possible since the College is in the *Prepare* stage of institutional planning for student success and completion.

Recommendation 3
The review team recommends that the Program provide professional development for instructors in the area of lesson planning and delivery, as outlined in the Indicator of Program Quality, Program Area 8, II.A.4. While lesson plans were provided for all observed classes, the quality varied from excellent to rudimentary; the quality of instruction, in most cases, corresponded to the quality of the plan. The Program can draw upon internal expertise to provide models of quality lesson planning, as well as seek technical assistance from the State.

Recommendation 4
The review team reiterates the Recommendation made in the last review that the Volunteer Literacy Tutoring (VLT) Program develop a written plan with specific goals and strategies. While progress on data collection and reporting is evident, there is still no Program plan. The VLT Program offers excellent literacy support to students, including lower-level learners and students on Program wait lists and leverages impressive volunteer resources and community partnerships. However, without as Program plan it is not possible to assess the impact of the Program against agreed-upon performance expectations.

Recommendation 5
The review team recommends that preparation for the implementation of learning Standards include activities beyond the initial professional development provided through the State. The team observed limited use of the Learning Standards in instruction by teachers who have received Learning Standards training.

This preparation would include:
- Integration of Learning Standards into program curriculum documents (e.g. Course Content and Outcome Guides [CCOG]);
- Professional development opportunities, both within the Program and externally, beyond attendance at Learning Circles;
- Mentoring and other approaches to incorporate learning into practice;
- Evaluation of how effectively Learning Standards are integrated into instruction.

Appendix D

Core Outcomes Mapping
SAC: ABE Adult Basic Education

Course #	Course Name	CO 1	CO 2	CO 3	CO 4	CO 6
ABE 0741	Adult Basic Education: Beginning Literacy	2	3	2	2	3
ABE 0744	Adult Basic Education Secondary	2	3	2	2	3
ABE 0782	Adult Basic Education: Fundamentals of Math	1	1	3	2	3
ABE 0783	Adult Basic Education: Fundamentals of Reading	3	3	3	2	4
ABE 0784	Adult Basic Education: Fundamentals of Writing	3	3	2	2	4
ABE 0786	Adult Basic Education: Foundations of Math I	1	1	3	2	3
ABE 0787	Adult Basic Education: Foundations of Math II	3	2	4	3	4
ABE 0790	Adult Basic Education: Intermediate Integrated Reading and Writing	3	2	3	3	4
ABE 0791	Adult Basic Education: Advanced Integrated Reading and Writing	4	3	4	3	4

CO1: Communication
CO2: Community and Environmental Responsibility
CO3: Critical Thinking and Problem Solving
CO4: Cultural Awareness
CO 5: Professional Competence (N/A)
Co 6: Self-Reflection

Mapping Level Indicators:
O: 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 through effective and/or sophisticated application of knowledge and skills

Appendix E

Reading/Writing: Advising Checklist for Placement and Progression

For instructors to consider: Does the student demonstrate college readiness and self-management behaviors such as:

1. Attends consistently
2. Turns in homework and meets deadlines
3. Seeks and uses feedback to improve skills
4. Participates in classroom activities
5. Communicates appropriately with the instructor
6. Communicates appropriately with other students
7. Demonstrates self-advocacy behaviors
8. Demonstrates basic computer literacy

Potential questions for students to consider: (Students should understand the options so they can make informed decisions that are appropriate for them.)

1. Do I understand the differences between a credit and noncredit class? What are the benefits and challenges of each pathway? What would work best for me right now?
2. What are my short-term and long-term personal and educational goals? How would each pathway lead me to achieving those goals?
3. What is financial aid and how does it work?
4. How long might I be in pre-college level classes based on my current ability?
5. Am I ready for the demands of a graded, 11 week course?
6. Do I know what resources I can access that may help me as I continue?

Further Questions for Instructors to Consider:

What are some realistic goals/pathways for students who may not be ready for transitioning out of our Intermediate courses?   How can we ensure that students, who may not be ready to transition to the next level at this time, feel good about their many accomplishments and their advanced skills and knowledge?

Appendix F

ABE Assessment Project Materials: Communication and Self-Reflection Intermediate

Overview and Implementation Directions
Intermediate In-Class Final Reading and Writing Assessment

1. During weeks 8-11, administer the reading and writing assessment in class. It could take the entire 3 hour class.
2. Modify the assignment to fit with your class while keeping the integrity of the assessment. eg: select the text that fits with your class theme/direction, alter vocabulary as needed in any of the documents to better reflect your own instructional practices
3. Go through the directions with the students, but let students work through the materials as independently as possible. (Assist students throughout the process as necessary- use your best judgment so that students feel comfortable and confident as they work through the assessment.   Feel free to do what's developmentally appropriate for each student)
4. After the students have completed the assessment, allow time for students (this could be in a following class time) to self assess using the self-reflection questions we've developed.

In-Class Reading and Writing Assessment: Intermediate
Directions: Read the prompt below. Ask yourself: "What is the prompt directing me to do? What is my reading purpose? What is my writing purpose?"
Reading and Writing Prompt:
1.   Read the article, "Started Out Feeling Defeated" by Deron Mebane [*The Change Agent,* Tales of Resistance].   Apply the steps of the reading process we've been learning this term.
Think about these questions as you read:
● 	Why did the writer start out feeling defeated?
● 	How did he go from "feeling crushed and defeated" to "focused and determined?"
● 	How does Deron's experience compare to your experience as a student?
2.   Write a short response (at least two paragraphs) reflecting on what you read. Apply the steps of the writing process that we've been learning this term. Support your ideas with specific details from the reading.
3.   In your final draft, use your best grammar, punctuation and spelling. Before you turn in your final draft, reread your paper and use the editing checklist.

Name:_____

In Class Reading and Writing Assessment Scoring Guide

From the Reader: Underline the appropriate description in each category.

	Beginning (not there **yet**)	Developing	Skilled/Expert	Comments
Expressing Ideas in Writing	The writer attempts to reflect on the text, but gets off topic.	The writer reflects only on the text. The writer reflect only on his/her experience. The writer includes some details, reasons and examples from their experience and or their text.	The writer reflects on the text and his/her own experience. The writer includes logically ordered details, reasons and examples from the text and their own experience that effectively develop the topic.	
Subject and Verb Agreement	The writer demonstrates an inconsistent or beginning understanding of subject and verb agreement.	The writer demonstrates a basic understanding of subject and verb agreement with some inconsistencies.	The writer consistently demonstrates a solid understanding of subject and verb agreement.	
Capital Letters and End Marks	The writer capitalizes the first word of each new sentence on occasion. The writer puts the correct end mark at the end of each sentence on occasion.	The writer mostly capitalizes the first word of each new sentence. The writer mostly puts the correct end mark at the end of each sentence.	The writer consistently capitalizes the first word of each new sentence. The writer consistently puts the correct end mark at the end of each sentence. The writer uses end marks correctly and for effect.	
Sentence Structure and Flow	The writer writes in complete sentences on occasion. Run-ons and fragments cause confusion. The writer includes mostly simple sentences of the same length.	The writer mostly writes in complete sentences. Some run-ons and fragments cause confusion. Writer includes variety of sentences. The writer includes variety in sentence length. More variety would help to	The writer consistently writes in complete sentences. The writer includes variety of sentences: simple, compound and complex. The sentences flow throughout the text. The sentences have varying lengths that create an interesting rhythm.	

		create an interesting rhythm.		
Paragraphs	The writer does not organize the ideas into one or more paragraphs.	The writer organizes ideas into one paragraph.	The writer organizes ideas into two or more paragraphs. The writer includes a concluding statement or section related to the ideas presented.	
Purpose and Audience	The text does not respond to the writing prompt. The text is mostly off topic. The tone is too informal for the purpose and audience.	The text mostly responds to the prompt, but may be off topic on occasion. The tone is mostly appropriate to the purpose, but some inconsistencies appear.	The text responds directly the prompt. The tone is appropriate to the audience.	

I Observed the Reader/Writer….

1. Mark up the article while they read. This helped the reader to make connections to what they read and have a strong understanding. **Yes/No**

2. Organize their ideas before writing their paper. This helped the writer to plan and organize their ideas. **Yes/No**

3. Proofread their final draft and use the Editing Checklist. This helped the writer to find mistakes and correct them**. Yes/No**

4. **Strengths:**

5. **Areas to work on:**

Name:_____
In Class Reading and Writing Assessment: Intermediate
How did I do?

1. I thought about why I was reading: **Yes, No, Not sure (Circle one)**
2. I thought about the title. It helped me to get ready to read: **Yes, No, Not sure (Circle one)**
3. Before I started writing, I thought about why I was writing: **Yes, No, Not sure (Circle one)**

4. I thought about who would read my writing: **Yes, No, Not sure (Circle one)**

5. I organized my ideas before I started writing: **Yes, No, Not sure (Circle one)**

6. I re-read my sentences and thought about my ideas. I revised my writing to better "say what I wanted to say." **Yes, No, Not sure (Circle one)**

7. Before I turned in my final draft, I re-read my sentences. I used the **Editing Checklist** to help me better edit my writing. **Yes, No, Not sure (Circle one)**

_____Answer the questions on the back page_____

8. What did I like doing best in this assignment?

9. Which part was hard?

10. **Words of Wisdom to Myself**

The next time I read and write, what will I think about?   What will I do to read and write with more power?

Name:_____

Editing Checklist

Directions: Reread your final draft. Use the editing checklist and check off each step as you go.

1.   I capitalized the first word in every sentence._____
2.   Each sentence ends with a period, question mark, or exclamation mark._____
3.   I reread my sentences to make sure they are complete._____
4.   I checked the spelling of the words I sometimes misspell._____

Name:_____

Editing Checklist

Directions: Reread your final draft. Use the editing checklist and check off each step as you go.

1.   I capitalized the first word in every sentence._____

1.   Each sentence ends with a period, question mark, or exclamation mark._____

1.   I reread my sentences to make sure they are complete._____

1.   I checked the spelling of the words I sometimes misspell._____

Reading/Writing: Advising Checklist for Placement and Progression

For instructors to consider: Does the student demonstrate college readiness and self-management behaviors such as:

1. Attends consistently
2. Turns in homework and meets deadlines
3. Seeks and uses feedback to improve skills
4. Participates in classroom activities
5. Communicates appropriately with the instructor
6. Communicates appropriately with other students
7. Demonstrates self-advocacy behaviors
8. Demonstrates basic computer literacy

Potential questions for students to consider: (Students should understand the options so they can make informed decisions that are appropriate for them.)

1. Do I understand the differences between a credit and noncredit class? What are the benefits and challenges of each pathway? What would work best for me right now?
2. What are my short-term and long-term personal and educational goals? How would each pathway lead me to achieving those goals?
3. What is financial aid and how does it work?
4. How long might I be in pre-college level classes based on my current ability?
5. Am I ready for the demands of a graded, 11 week course?
6. Do I know what resources I can access that may help me as I continue?

Further Questions for Instructors to Consider:

What are some realistic goals/pathways for students who may not be ready for transitioning out of our Intermediate courses?   How can we ensure that students, who may not be ready to transition to the next level at this time, feel good about their many accomplishments and their advanced skills and knowledge?

Appendix G

Overview/Directions
Advanced: In Class Final Reading and Writing Assessment

1. During weeks 8-11, administer the reading and writing assessment in class. It could take the entire 3 hour class.
2. Modify the assignment to fit with your class while keeping the integrity of the overall reading and writing assessment. (eg: select two opposing texts that fit with your class theme/direction, alter vocabulary as needed in any of the documents to better reflect your own instructional practices, change the prompt to match a typical social studies or RLA prompt, as well.) [Make the assignment work for your class and your students.]
3. Go through the directions with the students, but let students work through the materials as independently as possible. (Always feel free to do what you think is developmentally appropriate for each student)
4. If necessary, highlight the differences between this kind of argumentation essay and the RLA essay or Social Studies essays. Using a Venn Diagram to do this can work well.
5. After the students have completed the assessment, allow time for students (this could be in a following class time) to self-assess, using the rubric and self-reflection questions that we've developed. Use this assessment, along with other assessments, to help students understand their progress and progression.
6. Refer to the **Reading/Writing: Advising Checklist for Placement and Progression** to help guide students and make plans for next steps.

In-Class Reading and Writing Assessment:
Advanced Integrated Reading and Writing

Directions: Read the prompt below. Ask yourself:

- What is the prompt directing me to do?
- What is my reading purpose?"
- What is my writing purpose?
- How will I meet my reading and writing purpose?
- What is my plan?

Prompt: Read the opposing claims in both articles. Think about the position/argument that each writer makes. In your essay, state your own claim/argument about the importance of grammar in our society. Support your claim with evidence from the text and your knowledge of the issue.

Assignment:

1. Write a short essay, applying the steps of the writing process that we have been practicing this term. Include an effective introduction paragraph with a thesis/claim statement that identifies your position on the issue. Organize your essay into three or more paragraphs.
2. Before you turn in your final draft, edit and proofread your paper. Use the **Editing Checklist.**
3. Staple the reading (both articles), any notes, and your drafts together and turn in all together.
4. You will have the entire class time to work on this. You may type or handwrite your essay.

Name:_____

In Class Reading and Writing Assessment Scoring Guide: From the Writer

In each category, underline or highlight the description that you think best describes your writing.

	Beginning	Developing	Skilled/Expert	Comments
Claim (aka: thesis statement/argument)	The writer's claim does not respond directly to the prompt. The writer does not clearly identify his/her own claim.	The writer's claim attempts to respond to the prompt but needs clarification and/or development.	The writer's claim clearly responds to the prompt. The essay has a clear and easily identifiable claim/argument/thesis statement.	
Development of Ideas (supporting details, evidence, examples)	The writer does not include evidence from both opposing texts. The writer does not include supporting evidence from their knowledge of the issue. The writer attempts to develop his/her ideas but needs more practice.	The writer does include some supporting evidence from one or both texts. The writer includes some evidence from their knowledge of the issue. More supporting evidence, details and examples are needed.	The writer includes relevant, effective evidence from both opposing texts. The writer supports the claim with relevant and convincing evidence from their knowledge of the issue. The writer includes interesting and effective details and specific examples. The writer includes the titles and authors of the texts.	
Organization and Structure	The essay is not organized into distinct paragraphs. The essay does not include a clear opening, body and closing.	The essay shows some evidence of being organized into paragraphs. The introduction, body and/or closing need to be developed.	The essay has effectively written paragraphs with a strong introduction, fully-developed body and concise closing.	

Sentence Structure, Punctuation and Capitalization	The essay does not show evidence of careful editing. There are frequent fragments, run-ons, and/or comma splices. There are frequent punctuation errors. There are frequent errors in capitalization. The errors make it difficult for the reader to make sense of the writer's ideas.	The essay shows evidence of editing. More editing work is needed. There are some fragments, run-ons, and/or comma splices. There are some punctuation errors. There are some errors in capitalization. The errors make is challenging, on occasion, to make sense of the writer's ideas.	The essay shows strong evidence of careful and thoughtful editing. The sentence structure flows well throughout. The rules of punctuation and capitalization are consistently applied throughout. The reader can easily read the essay and make sense of the writer's ideas.	
Rhythm and Flow	The writer includes mostly simple sentences of similar length. Adding more complex and compound sentences will improve the rhythm and flow.	The writer includes some variety in sentence types and lengths. Including more complex and compound sentences of varying lengths will enhance the rhythm and flow.	The writer includes a variety of sentence types and lengths, including simple, compound and complex sentences to construct text this is well connected and flows throughout.	
Tone	The tone of the essay is too casual and informal. The tone is not appropriate for the writing purpose.	The tone of the essay is formal and appropriate to the purpose, although some inconsistencies appear.	The tone of the essay is formal and appropriate to the purpose.	

Strengths: (What do you like about your essay? When you reread your own writing, what is the most effective part or your favorite line?)

Areas to Work On: (Identify one or two areas that you will work to improve)

Name:_____

In Class Reading and Writing Assessment Scoring Guide: From the Reader

In each category, underline or highlight the description that best describes the writing.

	Novice	Developing	Skilled/Expert	Comments
Claim (aka: thesis statement/argument)	The writer's claim does not respond directly to the prompt. The writer does not clearly identify his/her own claim.	The writer's claim attempts to respond to the prompt but needs clarification and/or development.	The writer's claim clearly responds to the prompt. The essay has a clear and easily identifiable claim/argument/thesis statement.	
Development of Ideas (supporting details, evidence, examples)	The writer does not include evidence from both opposing texts. The writer does not include supporting evidence from their knowledge of the issue. The writer attempts to develop his/her ideas but needs more practice.	The writer does include some supporting evidence from one or both texts. The writer includes some evidence from their knowledge of the issue. More supporting evidence, details and examples are needed.	The writer includes relevant, effective evidence from both opposing texts. The writer supports the claim with relevant and convincing evidence from their knowledge of the issue. The writer includes interesting and effective details and specific examples. The writer includes the titles and authors of the texts.	
Organization and Structure	The essay is not organized into distinct paragraphs. The essay does not include a clear opening, body and closing.	The essay shows some evidence of being organized into paragraphs. The introduction, body and/or closing need to be developed.	The essay has effectively written paragraphs with a strong introduction, fully-developed body and concise closing.	

Sentence Structure, Punctuation and Capitalization	The essay does not show evidence of careful editing. There are frequent fragments, run-ons, and/or comma splices. There are frequent punctuation errors. There are frequent errors in capitalization. The errors make it difficult for the reader to make sense of the writer's ideas.	The essay shows evidence of editing. More editing work is needed. There are some fragments, run-ons, and/or comma splices. There are some punctuation errors. There are some errors in capitalization. The errors make is challenging, on occasion, to make sense of the writer's ideas.	The essay shows strong evidence of careful and thoughtful editing. The sentence structure flows well throughout. The rules of punctuation and capitalization are consistently applied throughout. The reader can easily read the essay and make sense of the writer's ideas.	
Rhythm and Flow	The writer includes mostly simple sentences of similar length. Adding more complex and compound sentences will improve the rhythm and flow.	The writer includes some variety in sentence types and lengths. Including more complex and compound sentences of varying lengths will enhance the rhythm and flow.	The writer includes a variety of sentence types and lengths, including simple, compound and complex sentences to construct text this is well connected and flows throughout.	
Tone	The tone of the essay is too casual and informal. The tone is not appropriate for the writing purpose.	The tone of the essay is formal and appropriate to the purpose, although some inconsistencies appear.	The tone of the essay is formal and appropriate to the purpose.	

I Observed the Reader/Writer...

Mark up (annotate) the article while they read. This helped the reader to make connections to what they read and have a strong understanding of the issue. **Yes/No**

Organize their ideas before writing their paper. This helped the writer to plan and organize their ideas, resulting in a well-developed and organized argument. **Yes/No**

Proofread their final draft and use the Editing Checklist. This helped the writer to find mistakes and correct them**. Yes/No**

Strengths:

Areas to Work On:

Name:_____

In Class Reading and Writing Assessment: Advanced Integrated Reading and Writing

Reading and Writing Self-Reflection (From the Reader/Writer)
1.   Before I began reading and writing, I considered my own reading and writing purpose and audience. **Yes, No, Not sure (Circle one)**
a.   If **yes,** describe how this influenced how you read and how you wrote:

2.   I marked up (annotated) the text while I read so that I could identify important ideas and make connections to the readings. **Yes, No**
a.   If **yes,** describe how your notes helped you to understand the subject matter and write your essay.

b.   If **no**, what was it like to understand the subject matter and write your essay without marking up the text.

3.   Before I started writing, I made a plan that would help me meet my writing purpose. **Yes, No**
   a.   If **yes,** describe your plan.
   b.   Did your plan help you to write your essay?

4. Before I turned in my essay, I edited my own paper. **Yes, No**
a.   If **yes,** describe what you did to edit your own paper.

5. Scoring my own essay helped me to better understand how well I responded to the prompt.
 Yes, No, Not Sure
a.   If yes, describe how the scoring you own essay increased your understanding.

6. Reflect on the whole assignment. What part of the reading and writing process did you feel most confident doing?

7. Which part was the most challenging?

8. **Words of Wisdom to Myself** (What do I want to remember when I write my next essay.)

Final Reading and Writing Assessment: Editing Checklist

Sentence Structure, Punctuation and Capital Letters

1. Did I capitalize the first word of every new sentence? ___
2. Did I re-read my sentences and listen to the flow? ___
3. Did I put the proper end mark (. ? !) to end each complete thought? ___
4. Did I include a variety of sentence types **(simple, compound, complex)** and lengths (not all short sentences or not all long sentences)? ___
5. Did I re-read my sentences to determine if they all make sense? ___

Tone

1. Did I look for words I commonly abbreviate when I text? Did I correct those? ___
2. Did I take a formal tone (like I'm talking to a new boss that I don't know very well yet)? ___

_____

Final Reading and Writing Assessment: Editing Checklist

Sentence Structure, Punctuation and Capital Letters

1. Did I capitalize the first word of every new sentence? ___

1. Did I re-read my sentences and listen to the flow? ___

1.	Did I put the proper end mark (. ? !) to end each complete thought? ___

1.	Did I include a variety of sentence types **(simple, compound, complex)** and lengths (not all short sentences or not all long sentences)? ___

1.	Did I re-read my sentences to determine if they all make sense? ___

Tone

1.	Did I look for words I commonly abbreviate when I text? Did I correct those? ___

1.	Did I take a formal tone (like I'm talking to a new boss that I don't know very well yet)? ___

Reading/Writing: Advising Checklist for Placement and Progression

For instructors to consider: Does the student demonstrate college readiness and self-management behaviors such as:

1. Attends consistently
2. Turns in homework and meets deadlines
3. Seeks and uses feedback to improve skills
4. Participates in classroom activities
5. Communicates appropriately with the instructor
6. Communicates appropriately with other students
7. Demonstrates self-advocacy behaviors
8. Demonstrates basic computer literacy

Potential questions for students to consider: (Students should understand the options so they can make informed decisions that are appropriate for them.)

1. Do I understand the differences between a credit and noncredit class? What are the benefits and challenges of each pathway? What would work best for me right now?
2. What are my short-term and long-term personal and educational goals? How would each pathway lead me to achieving those goals?
3. What is financial aid and how does it work?
4. How long might I be in pre-college level classes based on my current ability?
5. Am I ready for the demands of a graded, 11 week course?
6. Do I know what resources I can access that may help me as I continue?

Further Questions for Instructors to Consider:

What are some realistic goals/pathways for students who may not be ready for transitioning out of our Intermediate courses?   How can we ensure that students, who may not be ready to transition to the next level at this time, feel good about their many accomplishments and their advanced skills and knowledge?

Appendix H

_____, 201_

Dear _____,

Although you are making an effort to improve your reading, writing and math skills for _____ terms, you are not showing enough progress to move to the next level. You cannot continue in the ABE program until you show improvement.

Reasonable Progress Policy

- Students who enter ABE/GED classrooms with no verified educational disability are expected to make reasonable academic progress within a maximum of 150 hours of instruction.
- Students with documented disabilities will be given 1.5 to 2 times longer to achieve this goal and/or be supported by recommended accommodations.
- Reasonable academic progress will be evaluated by any of the following methods: teacher judgment, progress tests, standardized tests or other department approved system (publisher' material, checklists, portfolios, interviews, etc.).
- Reasonable progress may include reading grade level improvement, completion of textbook, designated movement in curriculum, etc.

This decision is based on:
- **Academic** (includes quizzes, test scores, class work) Student must show progress and re-take CASAS test(s).
- **Attendance:** minimum time limit of one term, after which re-admission is at the discretion of the instructor and the department chair
- **Other**

We would like to give you some other choices that may be better for you. We suggest you go to one or more of the following support services:

- PCC's Community Education Program classes
   Information line: 971-722-6266

- PCC Volunteer Literacy Program
   Kathleen Holloway SE Campus, Tutor Coordinator
   PCC SE Campus, Mt. Tabor Hall, Rm. 123c
   Telephone: (971) 722-6280
   Email: khollowa@pcc.edu

- Margaret Carter Skills Center
   Technology Education Building, Rm. 124, Cascade Campus
   (971)-722-5450

- Check out Portland Parks and Recreation and other community centers
  (503) 823-7529 or at http://www.portlandonline.com/parks

You are welcome to return to the ABE program if you have fulfilled any of the following requirements:
- Retake the CASAS with a score of_____
- Document from any of the above resources that indicate progress. AND
- Make an appointment to talk with the Department Chair.

Sincerely,

Instructor   Department Chair   Student

Appendix I

Table: Pass Rates by Year and Term - 0741 DL and 0791 On Campus

		0741 Distance Learning			0791 On Campus		
Academic Year	Term	# passed	Total Students	Pass Rate	# passed	Total Students	Pass Rate
2013-14	201401	2	14	14.3%	120	186	64.5%
2013-14	201402	6	15	40.0%	172	281	61.2%
2014-15	201403	4	13	30.8%	103	153	67.3%
2014-15	201404	4	15	26.7%	143	272	52.6%
2014-15	201501	4	20	20.0%	177	275	64.4%
2014-15	201502	8	15	53.3%	149	255	58.4%

Note: Students with course outcomes of CM, PR, or GE were considered passing

Table: Pass Rates by Year - 0741 DL and 0791 On Campus

	0741 Distance Learning			0791 On Campus			
Academic Year	# passed	Total Students	Pass Rate	# passed	Total Students	Pass Rate	
2013-14	8	29	27.6%	292	467	62.5%	
2014-15	20	63	31.7%	572	955	59.9%	

Note: Students with course outcomes of CM, PR, or GE were considered passing

Table: Pass Rates by Campus and Academic Year - 0741 DL and 0791 On Campus

		0741 Distance Learning			0791 On Campus		
CAMPUS	Academic Year	# passed	Total Students	Pass Rate	# passed	Total Students	Pass Rate

					74	117	63.2%
Cascade	2013-14				74	117	63.2%
Cascade	2014-15				152	256	59.4%
Rock Creek	2013-14				97	143	67.8%
Rock Creek	2014-15				177	276	64.1%
ELC/SEC	2013-14	8	29	27.6%	121	207	58.5%
ELC/SEC	2014-15	20	63	31.7%	243	423	57.4%
Note: Students with course outcomes of CM, PR, or GE were considered passing							
PCC Office of Institutional Effectiveness, Sept 2015, ABE_pass_rate_0749_0741.xlsx							

ABE Math & Science: Pass rates for distance learning and on-campus courses by term 2010-11 through 2014-15								
			Distance Learning Courses			On Campus Courses			
Course	Academic Year	Term	Number passed	Total Students	Pass Rate	Number passed	Total Students	Missing Grades	Pass Rate
Math-Science	2010-11	201003				415	525	1	79.0%
Math-Science	2010-11	201004				522	680	0	76.8%
Math-Science	2010-11	201101				561	746	0	75.2%
Math-Science	2010-11	201102				748	986	3	75.9%
Math-Science	2011-12	201103				408	525	3	77.7%
Math-Science	2011-12	201104				592	809	17	73.2%
Math-Science	2011-12	201201				530	764	59	69.4%
Math-Science	2011-12	201202	17	27	63.0%	368	510	0	72.2%
Math-Science	2012-13	201203	19	24	79.2%	152	196	0	77.6%

Math-Science	2012-13	201204	15	27	55.6%	277	463	78	59.8%
Math-Science	2012-13	201301	8	14	57.1%	249	386	60	64.5%
Math-Science	2012-13	201302	10	19	52.6%	252	356	0	70.8%
Math-Science	2013-14	201303	4	10	40.0%	114	145	0	78.6%
Math-Science	2013-14	201304	8	15	53.3%	184	304	31	60.5%
Math-Science	2013-14	201401	2	10	20.0%	155	237	15	65.4%
Math-Science	2013-14	201402	5	10	50.0%	183	291	0	62.9%
Math-Science	2014-15	201403	8	16	50.0%	80	114	0	70.2%
Math-Science	2014-15	201404	6	15	40.0%	150	255	18	58.8%
Math-Science	2014-15	201501	7	24	29.2%	180	347	42	51.9%
Math-Science	2014-15	201502	5	20	25.0%	232	336	0	69.0%
Note: Students with course outcomes of CM, PR, GE were considered passing									
PCC Office of Institutional Effectiveness, Sept 2015, ABE_pass_rates.xls									

ABE Math & Science: Pass rates for distance learning and on-campus courses 2010-11 through 2014-15								
		Distance Learning Courses			On Campus Courses			
Course	Academic Year	Passed	Total Students	Pass Rate	Passed	Total Students	Missing	Pass Rate
Math-Science	2010-11				2246	2937	4	76.5%
Math-Science	2011-12	17	27	63.0%	1898	2608	79	72.8%
Math-Science	2012-13	52	84	61.9%	930	1401	138	66.4%
Math-Science	2013-14	19	45	42.2%	636	977	46	65.1%
Math-Science	2014-15	26	75	34.7%	642	1052	60	61.0%
Note: Students with course outcomes of CM, PR, GE were considered passing								

Appendix J

Enrollment and Demographics of ABE Students: 2010-11 to 2014-15							
			2010-11	2011-12	2012-13	2013-14	2014-15
ABE FTE Enrollment			803.1	791.3	673.8	573.9	548.7
ABE Undup Headcount			3,188	3,272	3,111	2,616	2,192
% gender							
% female			48.1	50.1	51.1	50.5	53.1
% male			51.9	49.9	48.9	49.5	46.9
% race/ethnicity							
Hispanic			29.5	29.6	32.4	33.1	31.5
Black/African American			14.7	14.9	14.2	14.2	13.9
Asian			8.8	7.2	6.1	6.5	6.5
Pacific Islander			0.6	0.9	1.3	1.0	1.1
Native Amer			2.7	2.5	2.1	1.8	2.1
White Non-Hisp			39.6	38.8	37.3	34.9	36.2
Multi-Racial			2.7	4.0	3.6	5.1	5.6
International Student			1.4	2.0	3.0	3.4	3.3
% age group							
Age 14-17			13.7	12.6	11.7	12.2	14.8
Age 18-20			22.4	24.3	21.7	20.9	23.4
Age 21-25			16.5	16.6	18.9	18.4	17.1
Age 26-30			13.1	12.3	14.9	14.7	14.4

Age 31-40			17.1	18.3	17.4	17.6	17.0
Age 41-50			11.8	11.0	10.3	11.0	8.6
Age 51-60			4.4	4.4	4.5	4.5	4.2
Age > 60			1.0	0.6	0.5	0.8	0.7
Campus in which student takes most of their coursework during fall term (includes only the 4 main campuses)							
Sylvania			10.3	14.8	12.5	13.3	12.5
Cascade			15.3	14.6	15.5	17.5	15.6
Extended Learning Campus			56.5	49.5	49.1	44.9	46.6
Rock Creek			17.8	21.1	22.9	24.3	25.3
% with documented disability			No Data	2.0	5.2	6.4	7.1
(fall term only)							
(Note: Increase over time may be due to a higher percentage of students receiving disability services but not necessarily a higher percentage of students eligible to receive services)							
% with no math and no writing compass score							
			67.8	64.1	63.9	66.6	73.1
Prior Education (from application form):							
Percent w/ Prior Education: GED Highest Education Level							
			3.7	3.5	3.8	4.4	4.9
Percent w/ Prior Education: HS Diploma Highest Education Level							
			6.1	9.0	11.1	12.8	13.3
Intent after PCC (from application form)							
Transfer to another 2-year school			5.2	4.4	4.3	4.8	5.5
Transfer to a 4-year school			12.7	13.8	15.0	16.5	14.5
Other			0.6	0.7	0.3	1.3	1.5

No Transfer after PCC		24.3	24.9	22.8	23.6	22.7
Undecided			57.2	56.3	57.5	53.8	55.8
Source: PCC Office of Institutional Effectiveness; Banner Student end-of-term records						

Appendix K

Results of 2015 ABE Student Survey (N =244)

1. Below is a list of common goals that students at PCC have. Please rate the extent that you are pursuing each of the goals listed while you are at PCC.

The Students Goal at PCC	Average Rating
Improve your skills	4.57
Obtain a GED	4.23
Help your family	3.97
Start a Career / Receive Job training	3.82
Continue on to a 4-year College	3.56

Ns range from 242-244

2. Below is a list of things that students must deal with. Please indicate, for each item listed, the extent to which it has acted as a barrier to achieving your academic goals while you have been at PCC during the past year.

Barriers Experienced in the last year	Average Rating
Work	2.65
Finances	2.63
Motivation	2.48

Academic Support	2.21			
Transportation	2.20			
Access to Technology	2.11			
Support from your family	2.08			
Lack of Housing	1.70			
Not enough food	1.64			
Child Care Resources	1.47			
Ns range from 240-244				
3. Please list the three things that have interfered most with your efforts to be academically successful while at PCC:				
Open ended data will be ready in January of 2016				
Awareness of PCC Services	**Yes**	**% Yes**	**No**	**Total**
4a. Are you aware of PCC's Veterans Center	104	43.5%	135	239
4b. How often do you use the Veterans Center	**N**	**%**		
Never	217	98.6%		
Weekly	1	0.5%		
Monthly	0	0.0%		
1 or 2 times a term	1	0.5%		
1 or 2 times a year	1	0.5%		
1 or 2 times over the past few years	0	0.0%		
Total	220			
Awareness of PCC Services	**Yes**	**% Yes**	**No**	**Total**

5a. Are you aware of PCC's Tutoring Services	206	85.8%	34	240

5b. How often do you use Tutoring Services	N	%		
Never	164	71.6%		
Weekly	24	10.5%		
Monthly	6	2.6%		
1 or 2 times a term	21	9.2%		
1 or 2 times a year	9	3.9%		
1 or 2 times over the past few years	5	2.2%		
Total	229			

Awareness of PCC Services	Yes	% Yes	No	Total
6a. Are you aware of PCC's Disability Services	158	66.1%	81	239

6b. How often do you use Disability Services	N	%		
Never	207	89.6%		
Weekly	5	2.2%		
Monthly	5	2.2%		
1 or 2 times a term	10	4.3%		
1 or 2 times a year	3	1.3%		
1 or 2 times over the past few years	1	0.4%		
Total	231			

Awareness of PCC Services	Yes	% Yes	No	Total
7b. Are you aware of PCC's Personal Counseling Services	173	73.9%	61	234

7b. How often do you use Personal Counseling Services	N	%		
Never	202	87.1%		
Weekly	5	2.2%		
Monthly	5	2.2%		
1 or 2 times a term	10	4.3%		
1 or 2 times a year	4	1.7%		
1 or 2 times over the past few years	6	2.6%		
Total	232			

8. What other services on campus do you use?

Open ended data will be ready in January of 2016

9. What was school like for you between Kindergarten and 12th grade (Elementary, Middle, and High School)?

Open ended data will be ready in January of 2016

Q10. Below is a list of reasons why a person may have quit attending High School. Please indicate the extent to which each reason may have contributed to your decision to quit High School.

Reasons of quitting High School	Average Rating		
Not enough credits	2.90		
Family issues	2.69		
I was getting bad grades	2.61		
I was bored with school	2.36		
I moved	2.23		
I had bad teacher	1.88		
Bullying	1.87		

Illness	1.77			
I had a disability	1.69			
I was expelled or suspended	1.58			
I ran away from home	1.56			
I became homeless	1.40			
Ns range from 232-240				
11. Please tell us how the ABE (Adult Basic Education) program has helped you?				
Open ended data will be ready in January of 2016				
PCC Office of Institutional Effectiveness, DEC 2015, ABE_student_surveys.xlsx				

Appendix L

Total Faculty Survey Sample = 30		
4. What professional development trainings have you completed in the last 5 years?	n	% of sample
SAC day	27	90.0%
Fall Inservice	25	83.3%
Spring Inservice	23	76.7%
Learning Standards Circles	22	73.3%
FERPA training	19	63.3%
OPABS	15	50.0%
Math training	15	50.0%
Mini workshops	14	46.7%
Committees	14	46.7%
GED Summit	13	43.3%
GED Prep training hosted by GED	11	36.7%
Learning Standards Math Institute	10	33.3%

Continuing Education Units	10	33.3%
Learning Standards Reading Institute	8	26.7%
TLC	8	26.7%
IT training	7	23.3%
COABE	6	20.0%
Anderson Conference	6	20.0%
Great Teachers Conference	4	13.3%
Community Based Learning	4	13.3%
Critical friends group	3	10.0%
Community Ed	3	10.0%
ORTESOL	2	6.7%

Appendix M

The ABE Department supports 32 faculty members, 6 full-time and 26 part-time, as of fall term 2015. It serves students on all four campuses, two off-sites (Willow Creek, 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	8	Cascade
Rock Creek	2	6	RC, Willow Creek, Forest Grove, HEP
SE Campus	2	8	SE, Online
Sylvania	1	4	Sylvania

Numerous classes are offered at each location in different subject areas and levels. Classes are typically divided into two different ABE levels: 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	0	6	6
Rock Creek (FG and WC)	2	5	6
SE Campus	0	6	7
Sylvania	3	1	1
Online	0	1	1

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 multicultural. 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 dropouts, learning disabilities, behavioral issues, illiteracy in native language, domestic issues, and the list goes on.

Classes are also multi-level. An instructor may have a wide disparity in what his or her students can do. For example, in a comprehensive GED class a student could read at college level but math skills might be at level 2 (approximately 3rd grade).

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.

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.

The ABE Department relies heavily upon the adjunct faculty. There are 6 full-time faculty and 25 part-time faculty. This means our ratio is 6:26. Put another way, our full-time faculty percent is 24%. In the college as a whole, the average is also 23% 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.