

ADULT BASIC EDUCATION DEPARTMENT & PROGRAM REVIEW (2023-2024)

Section 1: Report on Previous Goals & Requests

Please limit your response to 250 or fewer words.

What goals did you set in your last APR/DPR? What requests did you make? Briefly explain the status and/or outcome of these goals and requests.

1. Identify and promote career and academic pathways that are accessible to students through collaboration with other departments.
The ABS program is partnering with four CTE programs to provide Integrated Education & Training (IET) support courses in Medical Assisting, Certified Nursing Assistant, Ed/Early Childhood Education, and MATC. We are piloting, in partnership with the Career Pathways grant, a GED- IET Bridge to College and Career class that will support our GED students in completing their GED and transitioning into a CTE program.
2. Develop college/career awareness and employment activities for students.
All instructors and the director have been trained on the National Career Readiness WorkKeys assessment program. We are also planning to implement the Oregon Employability Skills curriculum in IET and ABS courses. These professional development activities and the implementation of career awareness and exploration are designed to support students' pathways to college and career.
3. Increase inclusion of ABS students as COCC students and program awareness within the college community.
Students have 820 numbers, enhanced access to library resources including a special section with ABS/ELL resources and book club kits, and campus benefits such as gym, food bank and clothing connection. Program awareness within college community has increased, although there is still more work to do. GED students will also be included in COCC graduation ceremony in June for the first time. Additionally, the GED-IET will provide a direct link for ABS students to transition to credit students.
4. Secure stability of college resources.
The college has committed resources to support the maintenance and growth of our programs. The main ABS fund will be moving from non-general to general fund beginning July 2024.
5. Obtain additional college financial resources to allow programmatic changes to meet the diverse needs of the students that we serve.
College support and resources are in place to support programmatic changes and strategic program growth. Title II grants continue to support a portion of our GED and ELL courses. We are also part of the 23-25 Biennium Career Pathways grant that supports development of IET courses. We have hired an ABS Director and Data Professional to support program goals and track program requirements.
6. Define "student success" and track students' progress accordingly.
We are making progress on this goal. The HECC provides success metrics for our ABS programs, which we are meeting. We also have several ways in which we track students' progress.

Institutional Effectiveness has set up Tableau dashboards, and we also track progress through our TOPS database. Refer to the data section for more details.

Our department is working with Nick Recktenwald, Director of Curriculum and Assessment to further clearly define student success and program outcomes, beyond HECC mandated goals.

Section 2: Fulfilling Your Mission

Please limit your response to 500 or fewer words.

What is your program or discipline mission statement, and how have you fulfilled this mission since your last APR/DPR?

The mission of the Adult Basic Skills program is to provide an accessible educational experience that supports student success and enhances the lives and well-being of its students, assists with transitions to post-secondary education, and develops the academic skills and knowledge necessary to help students achieve their goals and participate and thrive in today's workforce and community.

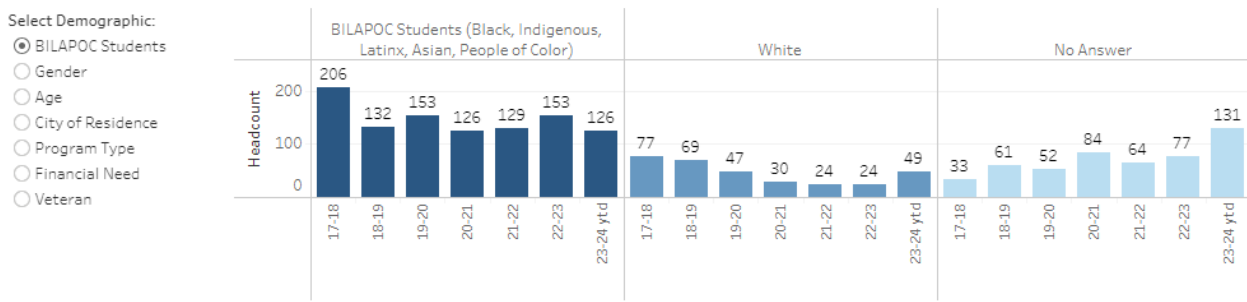
The ABS department strives to offer ELL and ABE/ASE courses at all COCC campuses and seeks to meet the needs of our communities.

The ABS department mission connects to the college's mission by promoting student success and community enrichment through providing equitable, quality, accessible, lifelong educational opportunities. We share similar goals, as we welcome all students, expand access to college programs for underserved populations in our communities, and as a result, improve students' career opportunities and strengthen our local workforce.

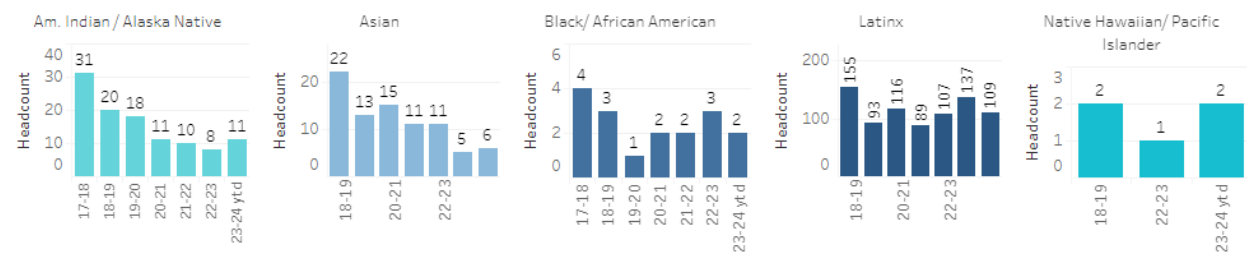
The ABS department's actions resonate with the current strategic plan in several ways. Our values coincide with the values expressed in the college strategic plan. ABS empowers students and community by creating classroom environments that honor students' strengths, address individual needs and support students in achieving the GED, improving English skills, and continuing their educational journeys. ABS seeks to prepare students for the workforce and involve our community partners in our work. We partner with many agencies in our community, including the Latino Community Association, Heart of Oregon Corps, COIC, WorkSource, Warm Springs Confederated Tribes, and others.

Championing Diversity, Equity, Inclusion and Belonging is a core value of the ABS program and team. We serve students from a broad spectrum of traditionally underserved communities, diverse cultures, backgrounds and experiences. All are welcome, and we strive to meet every student where they are. We offer courses at all branch campuses and in Warm Springs in a variety of time blocks, days, and modalities. Disaggregated data by race and ethnicity (see chart below) clearly demonstrates that the students attending ABS offerings are more diverse than the general credit population.

Unique Headcount by BILAPOC Students: Annual All ABS



BILAPOC Student by Race/Ethnicity: Annual All ABS
 Students are unduplicated within a category, but could be duplicated between categories. Example, if a student is Hispanic and Native American, they are counted once in both categories.



Our team embraces the worth and dignity of each team member, and we know that this collaborative, supportive approach plays an integral role in shaping the positive futures of the students we serve. Our innovation and creativity enable students to achieve excellence and reach their potential.

The ABS department strives to meet the HECC requirements for our Title II funding. This requires a sustained and targeted effort to accurately collect and analyze data, meet reporting deadlines and achieve measurable skills gains. In the last year, the ABS program has successfully met the benchmarks for our program as defined by the HECC.

- The ABS program has increased student enrollments to the highest level in the past five year. We currently have an annual headcount of 321 students (this does not include the HEP or DRCl students), which exceeds pre-pandemic levels in our courses.
- The HECC requires us to track pre-post CASAS test matches, which is the number of students who take a pre-test and stay for a minimum of 40 hours before taking a post-test. This key indicator of retaining our students is one of the most difficult benchmarks to meet because of the barriers our populations experience in accessing services. We are on track to meet our benchmark for this year.
- The HECC also requires us to track students who make a Gained Education Functional Level (EFL) with a pre-post test match. Our 2022-23 numbers were 63% better than the previous year and the best in the last five years, and our 2023-24 numbers are on track to exceed 2022-23.
- Students who have gained and EFL and completed their GED is steadily increase with 24 students earning a GED in 2022-23 and over 30 students are on track to earn their GED in 23-24. This is a huge accomplishment as it takes over seven hours to complete the four required GED exams.



Section 3: College Goals and Initiatives

Please limit your response to 500 or fewer words.

How has your program or discipline participated in fulfilling the College's plans and priorities, attaining campus-wide goals, or participating in broad initiatives (e.g., strategic plan state or grant initiatives) since your last APR/DPR?

The Instructional Outreach Dean that oversees ABS programming is closely aligned with the CTE and Transfer Deans and participates and advocates for the ABS department whenever possible and in all Academic Affairs and College conversations when appropriate.

The ABS department is represented on several College committees and workgroups. The Director is on the Diversity Committee and the Admitted Student Communication Committee. Our hope is that we can collaborate in the goals of increasing diversity and equity across all the college's campuses and programs and improving the experiences of newly admitted students. We serve a diverse population, and the principles of equity and inclusion are of paramount importance. Many ABS students go on to enroll in credit programs, and we hope to increase their numbers. As part of the Newly Admitted Student Communication Committee's work, ABS students' understanding of COCC processes, supports and programs will improve, along with the understanding of all students.

As the college has sought to increase student enrollment and participation, ABS has increased our student participation numbers significantly (See Student Enrollment data Chart #1 in the next section). ABS has recovered from the pandemic dip in enrollment, and we are now serving more students than pre-pandemic. This contributes greatly to the college's overall FTE, and thus supports fiscal responsibility and sustainability.

As partners in the Career Pathways grant, ABS is contributing to the college goals of strengthening the workforce and improving student retention and success in our CTE programs. We are a member of a collaborative team working hard to innovate new methods of increasing enrollment and success in CTE programs, while also building a bridge from ABS to the credit world. One key tool we are piloting soon is the new Integrated Education and Training (IET) course to serve current GED seekers in our ABS programs. This program is called Bridge to College and Careers and will serve as a model for future IETs that offer opportunities for students to achieve a college degree. This grant-funded IET will pay the tuition (up to 8 credits) of 1-2 CTE courses for GED seekers close to completing their GED, who apply for the program, successfully participate in an interview process, and are accepted into the cohort of 10-15 students.

Section 4: Diversity and Inclusion Insights

Please limit your response to 500 or fewer words.

When you review Institutional Effectiveness data for this report, note that many dashboards include the ability to filter data by location, race or ethnicity, gender, Pell eligibility, veteran status, and other options. At COCC, we honor individual strengths and needs, celebrate different cultures and viewpoints, and strive for equity that addresses systemic injustices. As you review data that illustrates this rich diversity, what insights have you gained about your students and how you might help them achieve their goals? What are your area's strengths in terms of student equity? Challenges? How might your faculty learn more about any equity gaps represented in the data?

Use data to support your narrative. Note that the most compelling responses will combine qualitative and quantitative data. For quantitative data, consult Institutional Effectiveness's [Dashboard Index](#) and the [Discipline FAQ](#). Work with your dean if you have questions about support.



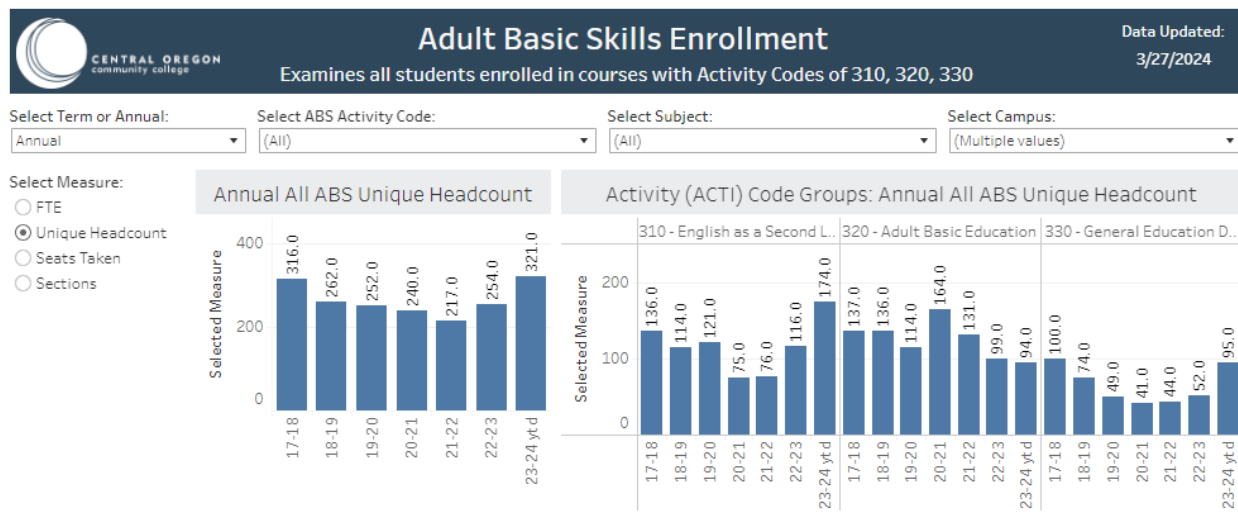
As mentioned in Section 2 of this report, the ABS team supports individuals who have been historically underserved. We provide the education that they need, and we meet them where they are. Disaggregated data by race and ethnicity clearly demonstrates that the students attending ABS offerings are more diverse, economically challenged, and more in need than the credit earning population. The approach of the ABS faculty has always been student-centered within the confines of our federal and state funding requirements.

The ABS program has many students’ success stories. We were recently highlighted by local media, KTVZ and the Bend Bulletin. The stories focused on the success of the students served by ABS, and KTVZ included a video testimonial of one student, now an employee of St. Charles in Bend. <https://ktvz.com/news/education/2023/10/12/if-i-can-do-it-you-can-do-it-too-coccs-adult-basic-skills-program-expands-to-meet-the-regions-growing-need/> Leslie Estrada Burgos spoke about her journey as a single mother achieving her GED, enrolling in our Health Careers Bridge IET, and then getting her job at St. Charles. Her story speaks to the heart of the ABS team’s mission and there are many more success stories.

We serve English language learners, students with diverse learning needs and styles, and many students from challenging socio-economic backgrounds. These populations are all too often required to overcome systemic injustice, bias, and exclusion. Serving these students is more than our mission, it is the passionate calling of our team members. Expanding our support and increasing student participation is needed for the enrichment of the students and our community at large. Changing demographics in our service areas are a result of the impacts of the pandemic on our young people’s ability to complete secondary credentials and our growing migrant population who need literacy skills in order to succeed.

Our growing success is evident in our quantitative data as well. Student enrollments are continuing to increase. By March 27, 2024, the ABS program has served 321 students, which has surpassed the last six years of data available. We are in the process of enrolling our spring term classes and will certainly continue exceeding any past enrollment numbers. See ABS Student Enrollment Chart #1.

ABS Student Enrollment Chart #1:



Section 5: Strengths and Accomplishments

Please limit your response to 500 or fewer words.

Briefly share your department's strengths and major accomplishments, noting that this should not be an exhaustive list, but rather the most important or significant accomplishments your program has achieved since the last APR/DPR.

Our greatest strength in the ABS department is the collaboration among the faculty toward a common goal of student success. For example, ELL instructors share common resources and teaching strategies. They travel together to professional development conferences or form professional learning communities. The team has developed into a strong and effective unit due to shared common goals and appreciation of each member's skills and experience.

Beyond collaboration, the commitment and excellence of our faculty has resulted in increased enrollments in AY 2022-23 of 10% when compared to academic year 2019-20, our last, mostly, pre-pandemic year. It increased more than 60% when compared to 2021-22. AY 2023-24 enrollment is on track to see a significant improvement yet again. Our ABS faculty are key to recruitment and retention of students as they form close relationships with their students and the communities we serve. In our recent annual risk assessment with the state, our program passed with flying colors. We are meeting and surpassing our Title II required benchmarks, and we were given high praise by our state monitor. This success is required for the sustainability of our programs.

- *Innovative pedagogy, service learning, developmental education highlights, technology, grants or other unique approaches to learning-*

The ABS department has expanded IET collaborations with the ECE, Allied Health, and MATC departments with the goal of further collaboration with other CTE programs in support of even greater student success. We are working closely with the Career Pathways Grant to develop a Bridge to College and Career Course. We currently have 14 participants in our pilot program.

ABS faculty engage in year-long Professional Learning Communities through the HECC's ABS programming. They also collaborate with each other in sharing content and strategies. One recent example is the training in the Burlington English program that supports ELL students through intelligent programming and innovative technology. This program provides access to computer-aided language learning (CALL) English language instruction.

- *Successful partnerships with internal support services, such as the library, eLearning, admissions, advising, counseling, disability services, recruiting, tutoring, testing*

The Barber library has been an excellent ally to the ABS department. ABS students now can quickly and easily find digital and physical tools to reach their goals on the library's homepages. The library continues to purchase books and periodicals specifically for ABS classes, and purchases licenses for online materials, such as Learning Express Hub. Barber Library also continues to secure free materials that students can access from anywhere. The eLearning department has been patient and supportive as teachers were given access to Canvas for the first time during the pandemic and needed to create classes very quickly in the LMS in order to be able to offer online classes.

We continue our efforts to strengthen relationships and mutual programmatic understanding with disability services, counseling, and tutoring. We continue to work with relevant COCC departments to clarify any confusion about ABS programs and students and about how these student supports fit the goals of the college.

- *How you have leveraged external resources to support student success or to enrich the community (e.g., statewide initiatives, partnerships, advisory boards, clinical/practicum/CWE sites)*

The faculty has worked tirelessly to recruit students throughout the broader community and these efforts have led to increased enrollment, and strong relationships with community services organizations that serve similar populations. Although there have been many staff changes at these organizations, we continue to reach out and find the appropriate people with whom to share our course offerings. This has led, in turn, to more mutual referrals and a better community awareness and understanding of our programs.

Two examples highlight these partnerships. One is our partnership with WorkSource where we offer GED classes at the WorkSource Center in Bend. This allows students a one-stop resource to help them meet their needs. Another example is our renewed partnership with Warm Springs where we are offering a GED course at the Warm Spring Education Center. Although our numbers started small, they are continuing to grow and expand as we rebuild our commitment to serving our communities.

Section 6: Challenges

Please limit your response to 500 words.

The ABS department faces several challenges:

- Leadership transition: The ABS department has experienced significant transition in its leadership over the last five years. We have had three deans in the last five years. Two deans currently oversee several different ABS programs. The HEP Spanish GED program for Migrant Farm Workers and the Department of Corrections educational program at Deer Ridge are managed by a different dean than the one that oversees the main ABS program that is featured in this report. ABS has a new Dean, a new database professional and a new director. All have been in place a year or less. This presents challenges as they are continuing to learn more about the complicated landscape of ABS and the Title II grant requirements. The frequent changes in administration have slowed the department's ability to make significant and needed changes that affect student success.
- Curriculum Review and Development: The COVID pandemic allowed the department to obtain needed online materials, student access to CANVAS, and permission to teach online classes to reach students never served before in outlying areas such as Christmas Valley, Antelope and Mitchell. However, we still have challenges in reaching our most rural communities. Creating viable hybrid and completely online GED courses involves time, knowledge, and resources to create a supportive and engaging class. Technology that supports curriculum that meets the needs of our students can be expensive, and instructors need professional development to provide courses that lead to student success.

- Program policies: Policies for ABS programs are set by the HECC, however, COCC specific policies in post-pandemic era are under review and development. The ABS Director is leading this work. This is an intensive process on many levels, taking time and requiring input from faculty, program, and college leadership as well as other college stakeholders.
- Assessment Activities: Before the pandemic, the ABS department began developing a process for assessing program and course outcomes. We have re-engaged with the Director of Curriculum and Assessment this last year to restart that process. This is a time intensive process as the previous work was not integrated with the general assessment processes for other academic programs. Setting aside time and bringing faculty together who are spread over a large geographic area is an ongoing challenge.

Section 7: New Goals

List your goals and needs here. Include no more than five goals and indicate where/how you see these goals aligning with and/or positively impacting the current strategic plan or other important initiatives.

1. Increase our capacity to provide students with a variety of wraparound supports including:
 - a. GED Success Coach
 - b. basic needs and technology access
 - c. other non-academic resources
2. Increase integration of ABS program, including students, faculty, and processes into the broader college community:
 1. Integrating ABS into Guided Pathways Planning processes
 2. Restart student learning outcomes and assessment of program and courses
 3. Develop flexible, standardized ABS curricula that includes technology literacy development.
3. Explore the possibility of offering employer-based ELL classes that reach working students and help local business and industry retain employees by offering onsite educational opportunities. (Timeline is 2024-26 academic years)
4. Expand our ABS (GED, ELL, IET) program offerings to meet the needs of our communities:
 1. Expand our ELL offerings by adding multi-level ELL courses in Bend in the morning hours, and Madras in the evening. Our current ELL classes are full, but instructors have had multiple requests from students and community organizations to offer courses at different times of the day. We are missing out on the opportunity to serve more students who are not available to attend either morning or evening classes depending on the location (Timeline is 2024-26 academic years).
 2. Expand our GED classes in Bend to an evening section. Our current GED class in the morning is full with a waitlist (Timeline is 2024-26 academic years).
 3. Expand IETs that improve student success in CTE and transfer courses,
 4. Develop and offer online and hybrid GED and ELL courses. (Timeline is 24-26 academic years)

Section 8: Resource Needs

For each goal listed in Section 7, indicate what kind of resources, strategies, or support you need to achieve your stated objectives. The DPR Response team will review these requests and recommend the next step as appropriate in their written response.

In short, the resources we need include more qualified ABS instructors as we expand our offerings, and a recognition by senior leadership of the importance of the ABS program in providing college and career pathways for our underserved populations. Specific to each item in Section 7:

1. Currently, we are partnering with the 23-25 Career Pathway grant to expand our capacity and develop new IET programming. We have also applied for the 2024 GED Wraparound grant in the hope of expanding student support and success. As we learn what works, we will need continuing resources to meet the needs of students.
2. Increased integration would require continued and expanded collaboration with various other college departments as well as ongoing efforts of ABS team members. Increase the number of ABS instructors who serve on Guided Pathways and other strategic planning committees.
3. Creating employer-based ELL offerings will require determining the need and making informed decisions from there. The plan is in 24-25, talk to business, industry, and related organizations to determine need. Develop a strategy in 25-26 if there is a need.
4. Grow the program in response to community needs requires expanding our offerings in the evening, which will require hiring more PT instructors since FT instructors can only teach one evening class. PT instructors provide more flexibility in scheduling. We also need to have other College services, e.g., tutoring and testing center, financial aid, admissions & records, to be open more in the afternoons and evenings. Overall, adding more classes requires more instructors and targeted strategies and support from VPAA and SLT. Recruiting instructors is always challenging. Given the CBA, hiring PT instructors is no less proportionally cost effective than hiring a FT instructor. FT instructors can provide more stability and flexibility in offering courses and supporting students overall. We will continue working with how to design and offer courses in different modalities and times to meet the needs of our students.