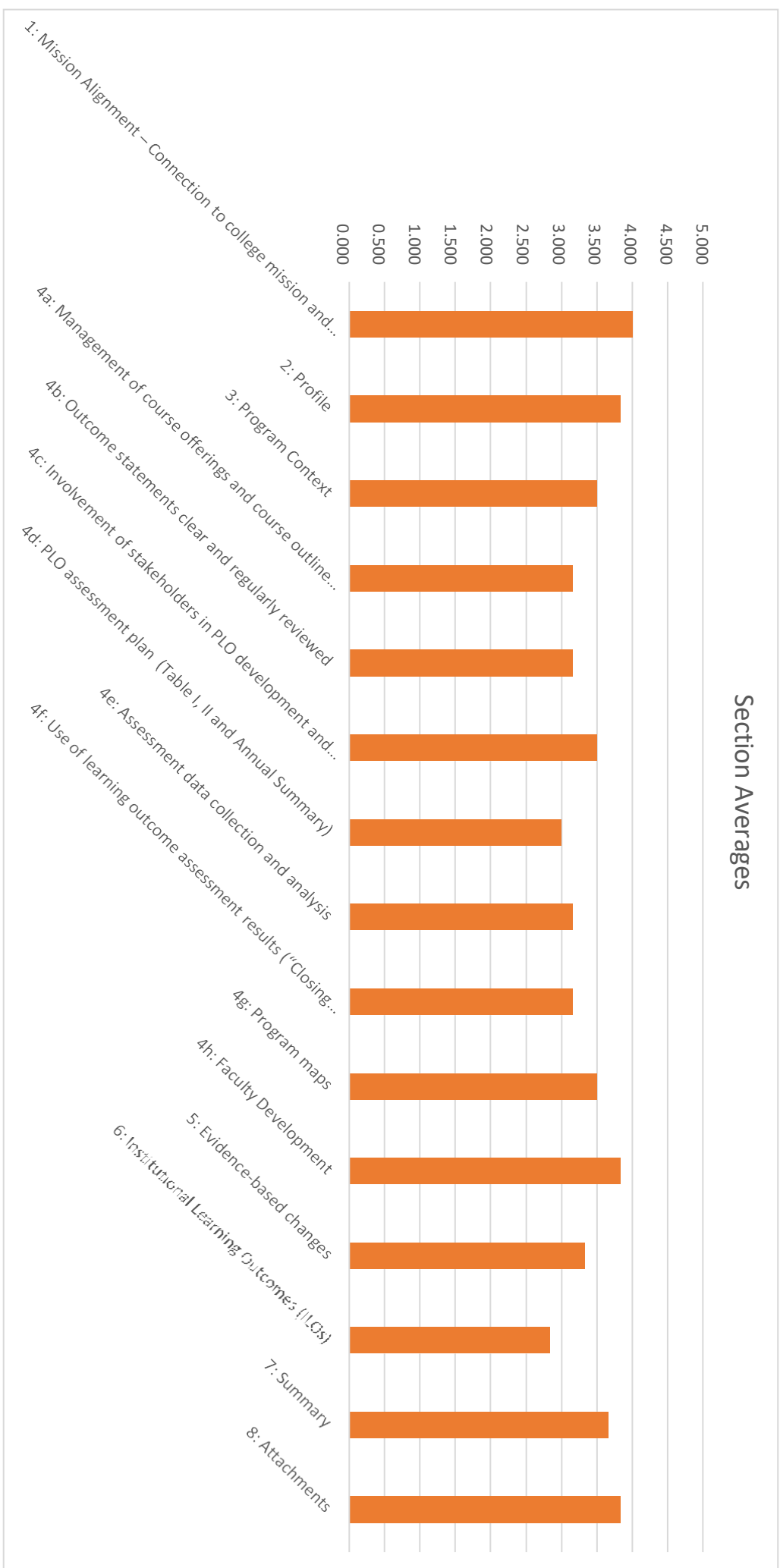


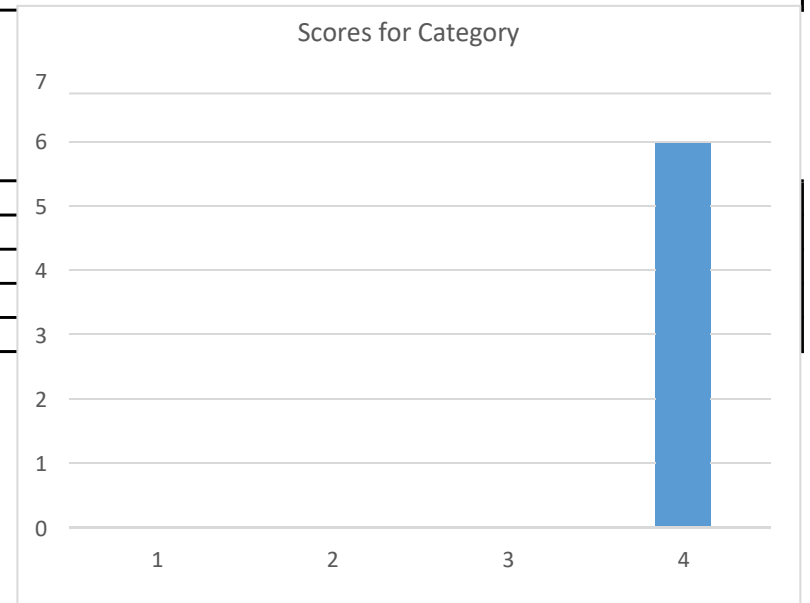
Mean	
4.000	1: Mission Alignment – Connection to college mission and strategic plan
3.833	2: Profile
3.500	3: Program Context
3.167	4a: Management of course offerings and course outline updates
3.167	4b: Outcome statements clear and regularly reviewed
3.500	4c: Involvement of stakeholders in PLO development and review - internal and external* (if relevant) (Examples of internal stakeholders: students, related departments. Examples of external stakeholders: Advisory committees, transfer institutions, employers, Jackson County Library)
3.000	4d: PLO assessment plan (Table I, II and Annual Summary)
3.167	4e: Assessment data collection and analysis
3.167	4f: Use of learning outcome assessment results (“Closing the Loop”)
3.500	4g: Program maps
3.833	4h: Faculty Development
3.333	5: Evidence-based changes
2.833	6: Institutional Learning Outcomes (ILOs)
3.667	7: Summary
3.833	8: Attachments



Scores	1: Mission Alignment – Connection to college mission and strategic plan	Comments for Section 1: Mission Alignment
4	Highly Developed: Strong alignment described between the department work and the larger work of the college (strategic plan and mission).	Clear alignment between department and college. Superb foundation and gateway program.
4	Highly Developed: Strong alignment described between the department work and the larger work of the college (strategic plan and mission).	Great to see the connection with the Health Pathways program.
4	Highly Developed: Strong alignment described between the department work and the larger work of the college (strategic plan and mission).	They have provided a clear alignment with college!
4	Highly Developed: Strong alignment described between the department work and the larger work of the college (strategic plan and mission).	ABS mission aligns exactly with community college goals to include increasing diversity.
4	Highly Developed: Strong alignment described between the department work and the larger work of the college (strategic plan and mission).	Comprehensive and thorough profile. Well done!
4	Highly Developed: Strong alignment described between the department work and the larger work of the college (strategic plan and mission).	Well outlined documentation of community connection and alignment with college/community.

Scores	1: Mission Alignment – Connection to college mission and strategic plan
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Score	Quantity	Category
1	0	Initial
2	0	Emerging
3	0	Developed
4	6	Highly Developed

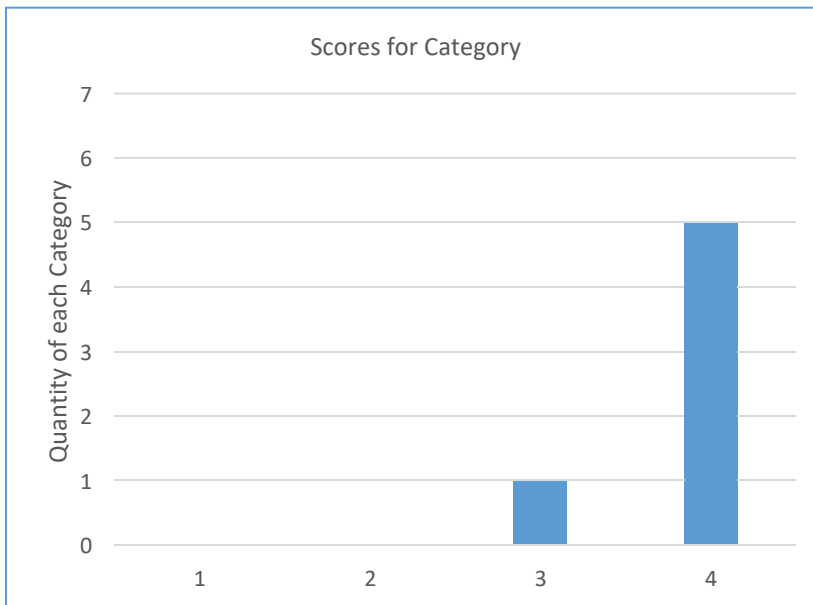


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Scores	2: Profile	Comments for Section 2: Profile
4	Highly Developed: Contains essential historical and demographic narrative information. Data and descriptions clear and complete; data-supported statements of need for staffing, budget, facilities, and college resources.	Experienced significant changes in the last decade and has continued to serve this population of students. They have accomplished a lot of great work with less and yet clearly understand, track, recruit and support this demographic of students.
4	Highly Developed: Contains essential historical and demographic narrative information. Data and descriptions clear and complete; data-supported statements of need for staffing, budget, facilities, and college resources.	
4	Highly Developed: Contains essential historical and demographic narrative information. Data and descriptions clear and complete; data-supported statements of need for staffing, budget, facilities, and college resources.	ABS tracks their own data carefully because of all of the outside requirement/expectations.
4	Highly Developed: Contains essential historical and demographic narrative information. Data and descriptions clear and complete; data-supported statements of need for staffing, budget, facilities, and college resources.	The data was well- represented. I still worry about accurate data coming from college resources, but in this case, it is clear that ABS tracks carefully due to their multiple funding streams and state expectations.
3	Developed: Contains essential historical and demographic narrative information. It may need more thorough data support for staffing, budget, facilities, and college resources.	
4	Highly Developed: Contains essential historical and demographic narrative information. Data and descriptions clear and complete; data-supported statements of need for staffing, budget, facilities, and college resources.	Well outlined and covered information for the department, staffing, and impacts on the community with COVID-19 and prior budget changes.

Scores **2: Profile**

Score	Quantity	Category
1	0	Initial
2	0	Emerging
3	1	Developed
4	5	Highly Developed

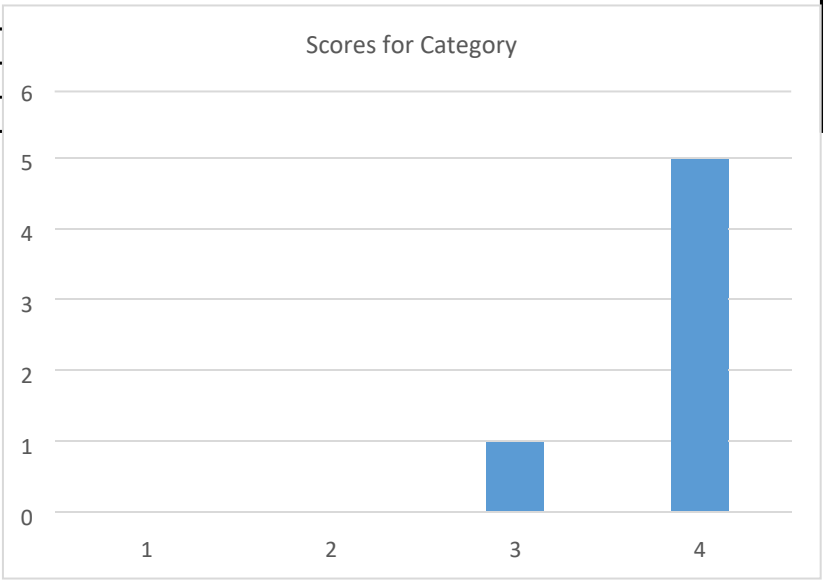


Scores	3: Program Context	Comments for Section 3: Program Context
4	Highly Developed: Thorough discussion of local/regional trends or issues. Clear process of gathering external stakeholder feedback; clearly responds to external stakeholder feedback. (e.g. Advisory committees, transfer institutions, employers, Jackson County Library, SOU if appropriate) Effective tables and charts which show a summary and analysis of the data.	Very involved in the community outreach, networking locally and active partnership with State as well.
4	Highly Developed: Thorough discussion of local/regional trends or issues. Clear process of gathering external stakeholder feedback; clearly responds to external stakeholder feedback. (e.g. Advisory committees, transfer institutions, employers, Jackson County Library, SOU if appropriate) Effective tables and charts which show a summary and analysis of the data.	
4	Highly Developed: Thorough discussion of local/regional trends or issues. Clear process of gathering external stakeholder feedback; clearly responds to external stakeholder feedback. (e.g. Advisory committees, transfer institutions, employers, Jackson County Library, SOU if appropriate) Effective tables and charts which show a summary and analysis of the data.	Great involvement with community, but also state and interstate collaboration.
3	Developed: Good discussion of local/regional trends or issues. External stakeholder feedback collected, discussed, but may not be implemented. (e.g. Advisory committees, transfer institutions, employers, Jackson County Library, SOU if appropriate) Somewhat effective tables and charts, but too much raw data	Funding was a barrier to achieving goals- particularly when staff positions are cut. ABS is clearly very plugged into stakeholder feedback, expectations, and mandated achievements.

4	Highly Developed: Thorough discussion of local/regional trends or issues. Clear process of gathering external stakeholder feedback; clearly responds to external stakeholder feedback. (e.g. Advisory committees, transfer institutions, employers, Jackson County Library, SOU if appropriate) Effective tables and charts which show a summary and analysis of the data.	
4	Highly Developed: Thorough discussion of local/regional trends or issues. Clear process of gathering external stakeholder feedback; clearly responds to external stakeholder feedback. (e.g. Advisory committees, transfer institutions, employers, Jackson County Library, SOU if appropriate) Effective tables and charts which show a summary and analysis of the data.	Well covered and directly covers budgets and regional, state, and national impacts.

**Scores 3: Program Context**

Score	Quantity	Category
1	0	Initial
2	0	Emerging
3	1	Developed
4	5	Highly Developed

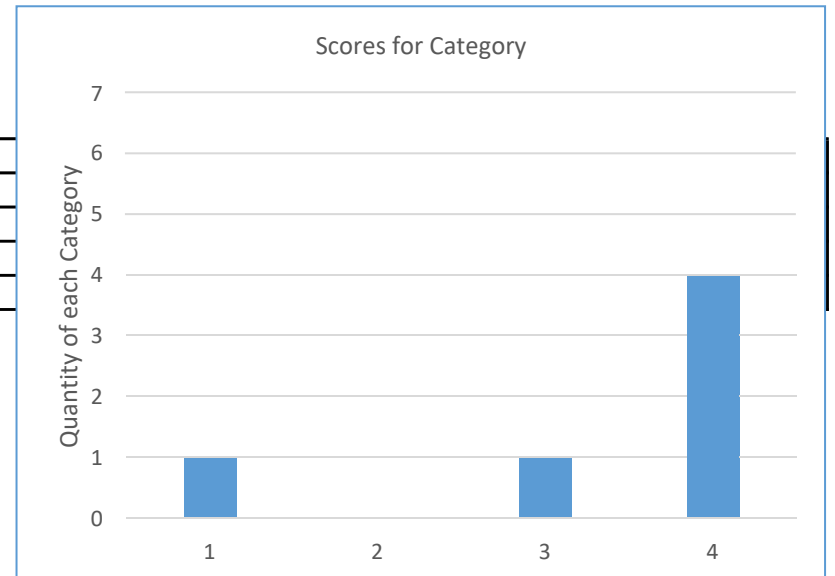


Scores	4a: Management of course offerings and course outline updates	Comments for 4a: Management of course offerings and course outline updates
4	Highly Developed: The department effectively manages the courses it offers, including regularly reviewing their relevance, enrollments, outcomes, assessment methods, and alignment with program learning outcomes. Systems are in place to ensure content consistency across multiple sections of a course.	Clear process on managing and updating PLOs (although not driven by RCC) and courses to be offered
4	Highly Developed: The department effectively manages the courses it offers, including regularly reviewing their relevance, enrollments, outcomes, assessment methods, and alignment with program learning outcomes. Systems are in place to ensure content consistency across multiple sections of a course.	N/A
4	Highly Developed: The department effectively manages the courses it offers, including regularly reviewing their relevance, enrollments, outcomes, assessment methods, and alignment with program learning outcomes. Systems are in place to ensure content consistency across multiple sections of a course.	
4	Highly Developed: The department effectively manages the courses it offers, including regularly reviewing their relevance, enrollments, outcomes, assessment methods, and alignment with program learning outcomes. Systems are in place to ensure content consistency across multiple sections of a course.	NO course outlines- not sure it's applicable here

1	Initial: No clear process or schedule for management of courses and course outline updates. Course outlines more than three years old. No process for ensuring content consistency across multiple sections of a course.	
3	Developed: Course offerings and course outlines are reviewed regularly, at least every three years. Report describes the process for updating official course outlines. Evidence that efforts are being made to ensure content consistency across multiple sections of a course.	Answers in Section 4 are kind of all over the place, and generally don't fit into the standard PLO structure. It seems like course offerings are reviewed effectively.

Scores	<b>4a: Management of course offerings and course outline updates</b>
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Score	Quantity	Category
1	1	Initial
2	0	Emerging
3	1	Developed
4	4	Highly Developed

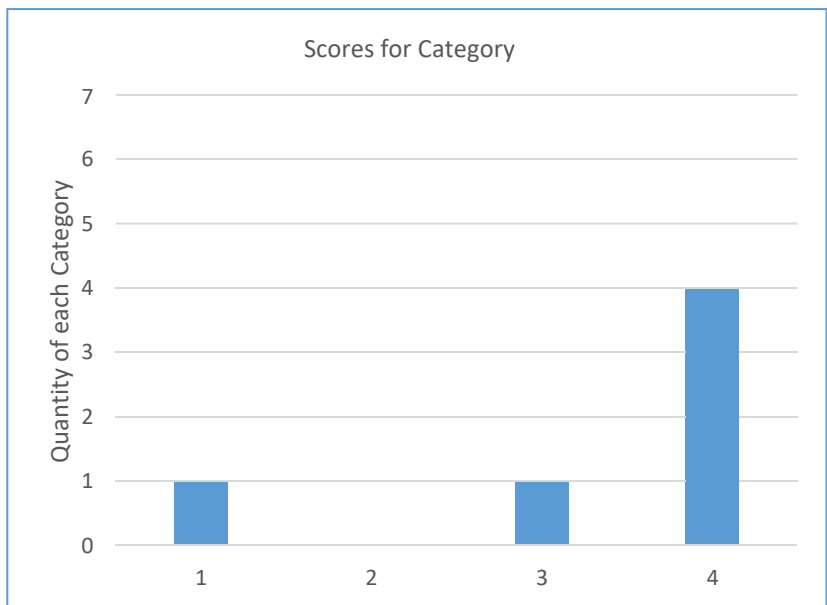




Scores	<b>4b: Outcome statements clear and regularly reviewed</b>	<b>Comments for 4b: Outcome statements clear and regularly reviewed</b>
4	Highly Developed: Outcome statements clearly describe what students should be able to do as a result of the learning experience; are assessable; have sufficient substance to drive curriculum planning.	Excellent updates and tracking mechanism
4	Highly Developed: Outcome statements clearly describe what students should be able to do as a result of the learning experience; are assessable; have sufficient substance to drive curriculum planning.	N/A
4	Highly Developed: Outcome statements clearly describe what students should be able to do as a result of the learning experience; are assessable; have sufficient substance to drive curriculum planning.	
4	Highly Developed: Outcome statements clearly describe what students should be able to do as a result of the learning experience; are assessable; have sufficient substance to drive curriculum planning.	Again- not sure we can assess here.
1	Initial: Nonspecific or unclear outcome statements. No evidence that outcomes are reviewed on any schedule or regular basis.	
3	Developed: Most outcome statements are clear and measurable, and reasonably state what students should be able to do as a result of learning. Outcomes are reviewed based on assessment data.	For both b. and c. : Outcomes are based on national standards and GED requirements, but those are not listed. N/A.

Scores	<b>4b: Outcome statements clear and regularly reviewed</b>
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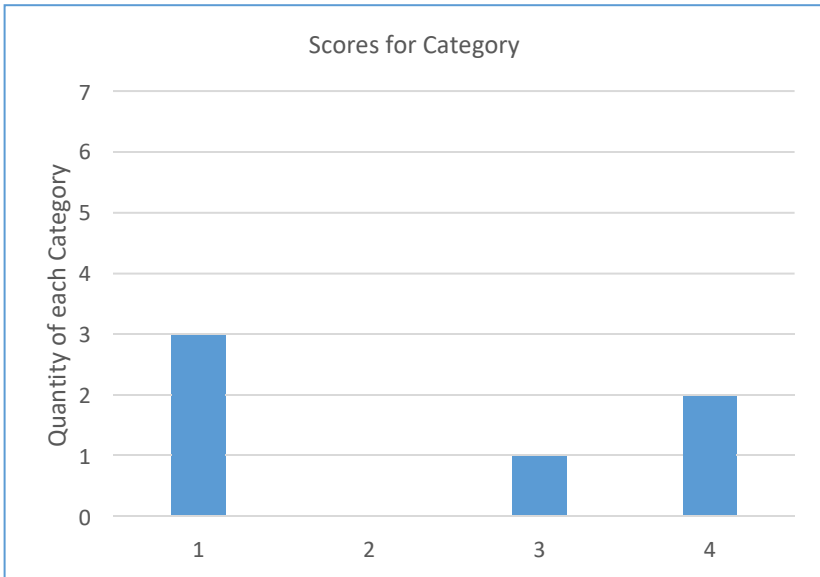
Score	Quantity	Category
1	1	Initial
2	0	Emerging
3	1	Developed
4	4	Highly Developed



Scores	<b>4c: Involvement of stakeholders in PLO development and review - internal and external* (if relevant) (Examples of internal stakeholders: students, related departments. Examples of external stakeholders: Advisory committees, transfer institutions, employers, Jackson County Library)</b>	<b>Comments for 4c: Involvement of stakeholders in PLO development and review - internal and external</b>
1	Initial: Lacks / missing stakeholder involvement in PLO development or review.	N/A
4	Highly Developed: The department includes multiple stakeholders and actively pursues involvement in the development, review, and revision of PLOs.	N/A
1	Initial: Lacks / missing stakeholder involvement in PLO development or review.	N/A
4	Highly Developed: The department includes multiple stakeholders and actively pursues involvement in the development, review, and revision of PLOs.	
1	Initial: Lacks / missing stakeholder involvement in PLO development or review.	N/A
3	Developed: The department includes multiple stakeholders in the development and review of Program Learning Outcomes.	

Scores	<p><b>4c: Involvement of stakeholders in PLO development and review - internal and external* (if relevant) (Examples of internal stakeholders: students, related departments. Examples of external stakeholders: Advisory committees, transfer institutions, employers, Jackson County Library)</b></p>
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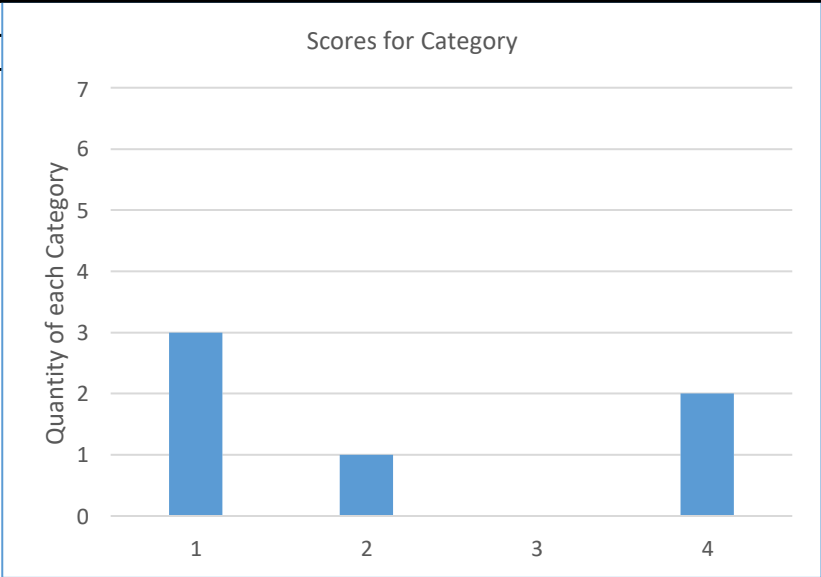
Score	Quantity	Category
1	3	Initial
2	0	Emerging
3	1	Developed
4	2	Highly Developed



Scores	4d: PLO assessment plan (Table I, II and Annual Summary)	Comments for 4d: PLO assessment plan
1	Initial: No plan for assessing PLOs. No data collection. No intentional alignment between PLOs and CLOs.	N/A
4	Highly Developed: Clear multi-year plan for each program; ongoing data collection done at the course level; thus, CLOs align with PLOs; cyclical plan in place for collecting and analyzing assessment data, making adjustments, and re-assessing. Distinct sets of PLOs for each program.	N/A
1	Initial: No plan for assessing PLOs. No data collection. No intentional alignment between PLOs and CLOs.	N/A
4	Highly Developed: Clear multi-year plan for each program; ongoing data collection done at the course level; thus, CLOs align with PLOs; cyclical plan in place for collecting and analyzing assessment data, making adjustments, and re-assessing. Distinct sets of PLOs for each program.	N/A here
1	Initial: No plan for assessing PLOs. No data collection. No intentional alignment between PLOs and CLOs.	N/A
2	Emerging: Beginning to develop an assessment plan, but may only focus on grade distribution and completion, not learning outcomes. One set of PLOs for multiple programs. A few CLOs are intentionally aligned with PLOs.	N/A

Scores	<b>4d: PLO assessment plan (Table I, II and Annual Summary)</b>
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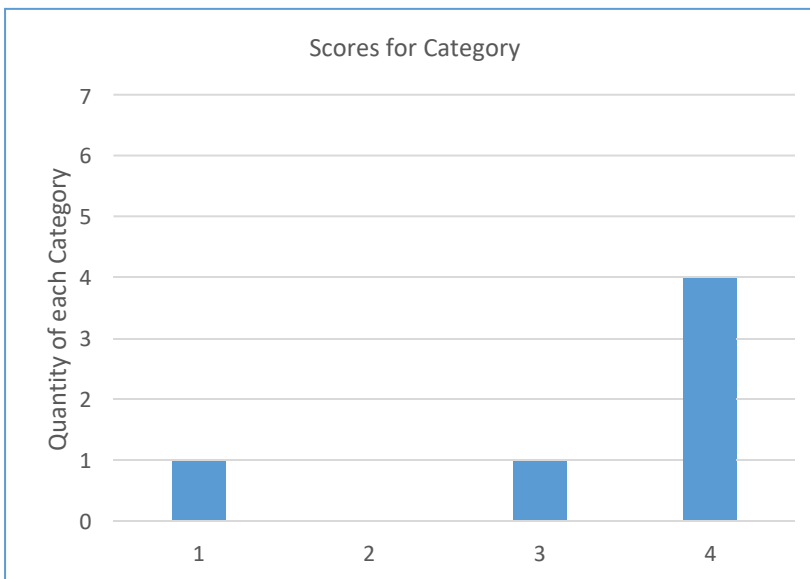
Score	Quantity	Category
1	3	Initial
2	1	Emerging
3	0	Developed
4	2	Highly Developed



Scores	4e: Assessment data collection and analysis	Comments for 4e: Assessment data collection and analysis
4	Highly Developed: Clear methods of data collection, presentation, and analysis used by department or program faculty; faculty are trained in these areas; multi-section courses have consistent assessment methods and inter-rater reliability.	Excellent analysis and reporting
4	Highly Developed: Clear methods of data collection, presentation, and analysis used by department or program faculty; faculty are trained in these areas; multi-section courses have consistent assessment methods and inter-rater reliability.	Excellent
4	Highly Developed: Clear methods of data collection, presentation, and analysis used by department or program faculty; faculty are trained in these areas; multi-section courses have consistent assessment methods and inter-rater reliability.	Good informaiton!!
4	Highly Developed: Clear methods of data collection, presentation, and analysis used by department or program faculty; faculty are trained in these areas; multi-section courses have consistent assessment methods and inter-rater reliability.	
1	Initial: Not clear that learning outcomes assessment data are collected or analyzed.	
3	Developed: Learning outcomes assessment data are collected used by department or program faculty and analyzed as a team. Key multi-section courses have at least one common assessment method and tool, and there is a recognition of the need for inter-rater reliability.	

Scores	<b>4e: Assessment data collection and analysis</b>
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Score	Quantity	Category
1	1	Initial
2	0	Emerging
3	1	Developed
4	4	Highly Developed

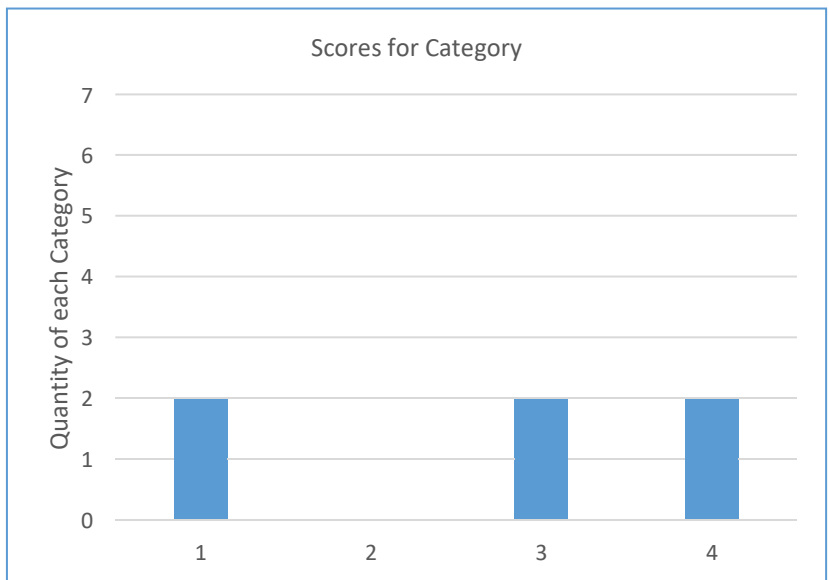




Scores	<b>4f: Use of learning outcome assessment results (“Closing the Loop”)</b>	<b>Comments for 4f: Use of learning outcome assessment results (“Closing the Loop”)</b>
1	Initial: No evidence that assessment data are discussed or made available to internal or external stakeholders.	N/A
4	Highly Developed: Clear flow of evidence for how assessment results are used by department or program faculty to make curricular changes; Changes are analyzed in next assessment cycle. The department has a clear system for making assessment data available to internal and external stakeholders.	N/A
3	Developed: Assessment data are discussed and used by department or program faculty to make curricular changes. Assessment data are made available regularly to internal and external stakeholders.	N/A
4	Highly Developed: Clear flow of evidence for how assessment results are used by department or program faculty to make curricular changes; Changes are analyzed in next assessment cycle. The department has a clear system for making assessment data available to internal and external stakeholders.	N/A
1	Initial: No evidence that assessment data are discussed or made available to internal or external stakeholders.	N/A
3	Developed: Assessment data are discussed and used by department or program faculty to make curricular changes. Assessment data are made available regularly to internal and external stakeholders.	N/A

<b>Scores</b>	<b>4f: Use of learning outcome assessment results (“Closing the Loop”)</b>
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Score	Quantity	Category
1	2	Initial
2	0	Emerging
3	2	Developed
4	2	Highly Developed

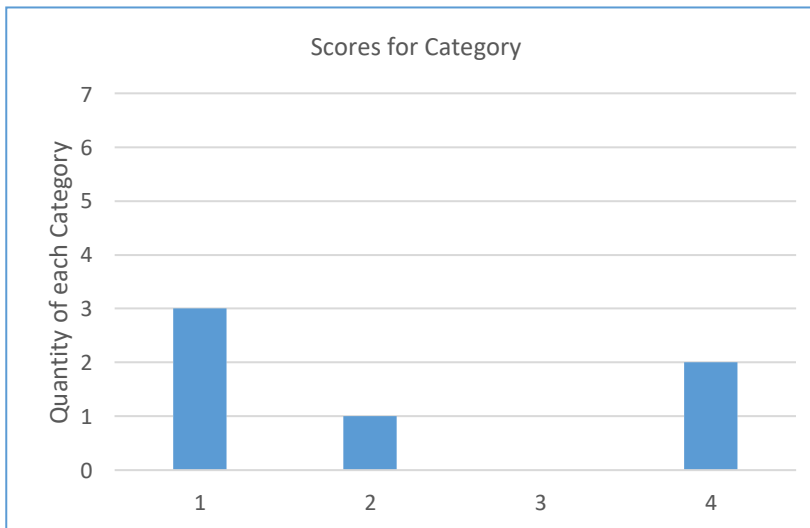


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Scores	4g: Program maps	Comments for 4g: Program maps
1	Initial: No curriculum maps have been created for any of this department's degrees/certificates.	N/A
4	Highly Developed: Program map(s) is/are at least Generation Two; are reviewed as part of yearly cycle and used to determine if curriculum changes are needed; map(s) is/are used as part of faculty training. Program/department faculty, including adjunct faculty, are involved in the mapping process; faculty from supporting departments are included in the process.	N/A
1	Initial: No curriculum maps have been created for any of this department's degrees/certificates.	N/A
4	Highly Developed: Program map(s) is/are at least Generation Two; are reviewed as part of yearly cycle and used to determine if curriculum changes are needed; map(s) is/are used as part of faculty training. Program/department faculty, including adjunct faculty, are involved in the mapping process; faculty from supporting departments are included in the process.	N/A
1	Initial: No curriculum maps have been created for any of this department's degrees/certificates.	N/A
2	Emerging: One curriculum map exists, though there is more than one program offered. Program/department faculty are involved in the mapping process.	N/A

Scores	<b>4g: Program maps</b>
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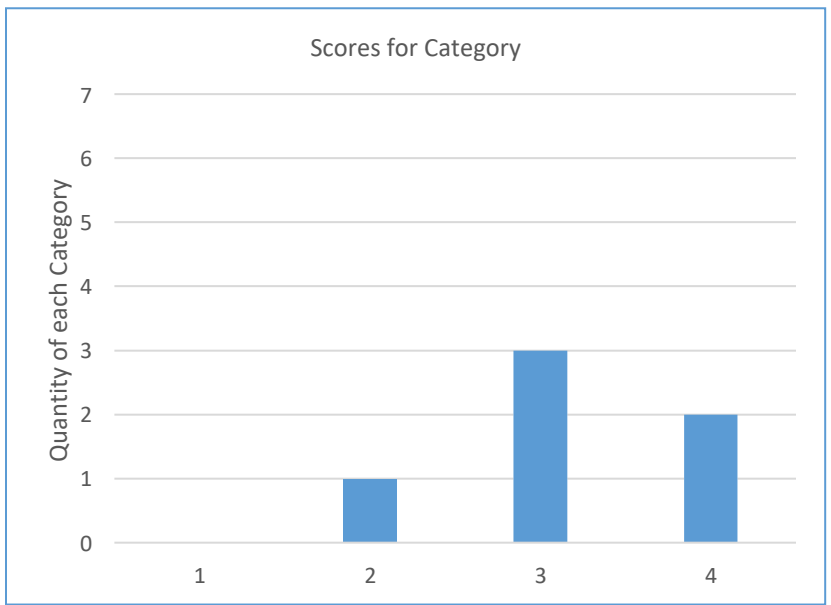
Score	Quantity	Category
1	3	Initial
2	1	Emerging
3	0	Developed
4	2	Highly Developed



Scores	4h: Faculty Development	Comments for 4h: Faculty Development
3	Developed: Department leadership can identify where the multiple teaching methodologies and student engagement methods are being used; the department has a plan to identify faculty training needs in outcome-based design.	Learning Standards Group is innovative, but would like to see more outside training as well.
4	Highly Developed: A range of teaching methodologies is used, including a variety of approaches and innovative student engagement methods; the department can identify faculty training needs in outcome-based design and/or has identified some faculty who can serve as mentors.	N/A
3	Developed: Department leadership can identify where the multiple teaching methodologies and student engagement methods are being used; the department has a plan to identify faculty training needs in outcome-based design.	
3	Developed: Department leadership can identify where the multiple teaching methodologies and student engagement methods are being used; the department has a plan to identify faculty training needs in outcome-based design.	There was some cross-over in the section between instructor resources and resources for students.
4	Highly Developed: A range of teaching methodologies is used, including a variety of approaches and innovative student engagement methods; the department can identify faculty training needs in outcome-based design and/or has identified some faculty who can serve as mentors.	Excellent discussion of faculty work and growth
2	Emerging: There is some attention to teaching methodologies and student engagement methods, but it is not systematic; there is no plan to identify faculty training needs in outcome-based design.	Fairly vague other than covering what faculty do and that a list is kept of faculty that train and attend courses.

Scores	<b>4h: Faculty Development</b>
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Score	Quantity	Category
1	0	Initial
2	1	Emerging
3	3	Developed
4	2	Highly Developed

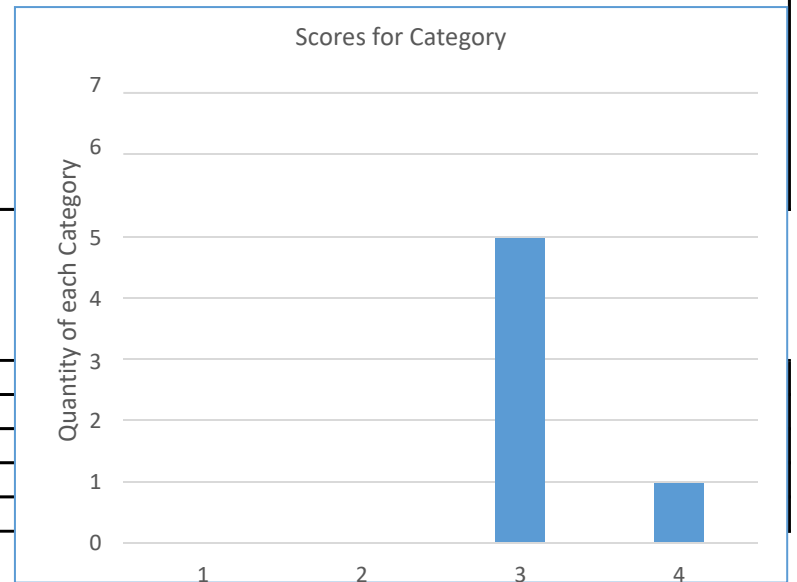


Scores	5: Evidence-based changes	Comments for Section 5: Evidence-based changes
3	Developed: There is a regular process of examining evidence on student success to drive changes. (Evidence includes learning outcome achievement, graduation rates, and/or other sources of data related to student success.) There is strong indication that an honest, broad look at the department /program was taken and highlights both some strengths and some weaknesses.	ABS has done a terrific job making changes where needed. Unfortunately, some of it appears as if it is required to adapt and overcome RCC made changes. Determination and perseverance are impressive.
3	Developed: There is a regular process of examining evidence on student success to drive changes. (Evidence includes learning outcome achievement, graduation rates, and/or other sources of data related to student success.) There is strong indication that an honest, broad look at the department /program was taken and highlights both some strengths and some weaknesses.	
3	Developed: There is a regular process of examining evidence on student success to drive changes. (Evidence includes learning outcome achievement, graduation rates, and/or other sources of data related to student success.) There is strong indication that an honest, broad look at the department /program was taken and highlights both some strengths and some weaknesses.	It seems like change has been constant for this department, but they are handling it very well.
3	Developed: There is a regular process of examining evidence on student success to drive changes. (Evidence includes learning outcome achievement, graduation rates, and/or other sources of data related to student success.) There is strong indication that an honest, broad look at the department /program was taken and highlights both some strengths and some weaknesses.	This surely happens as required for state funding sources.

4	Highly Developed: Changes to department offerings, curriculum, staffing, policies, and partnerships are based on the analysis of evidence on student success. (Evidence includes learning outcome achievement, graduation rates, and/or other sources of data related to student success.) The report courageously provides data showing the current state of the department, showing both serious strengths and serious weaknesses.	I have attended an advisory meeting and they have a strong group of stakeholders whom aid in their decision making.
3	Developed: There is a regular process of examining evidence on student success to drive changes. (Evidence includes learning outcome achievement, graduation rates, and/or other sources of data related to student success.) There is strong indication that an honest, broad look at the department /program was taken and highlights both some strengths and some weaknesses.	

**Scores 5: Evidence-based changes**

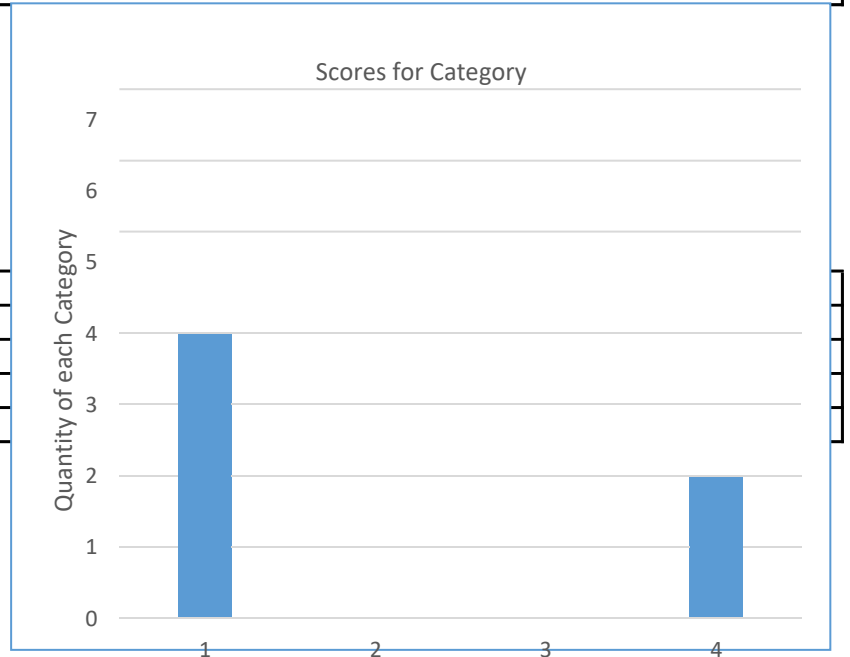
Score	Quantity	Category
1	0	Initial
2	0	Emerging
3	5	Developed
4	1	Highly Developed





Scores	6: Institutional Learning Outcomes (ILOs)	Comments for Section 6: Institutional Learning Outcomes (ILOs)
1	Initial: No attention to ILOs at the program/department level.	N/A
4	Highly Developed: The department systematically focuses on ILO assessment data.	N/A
1	Initial: No attention to ILOs at the program/department level.	N/A
4	Highly Developed: The department systematically focuses on ILO assessment data.	N/A
1	Initial: No attention to ILOs at the program/department level.	
1	Initial: No attention to ILOs at the program/department level.	N/A

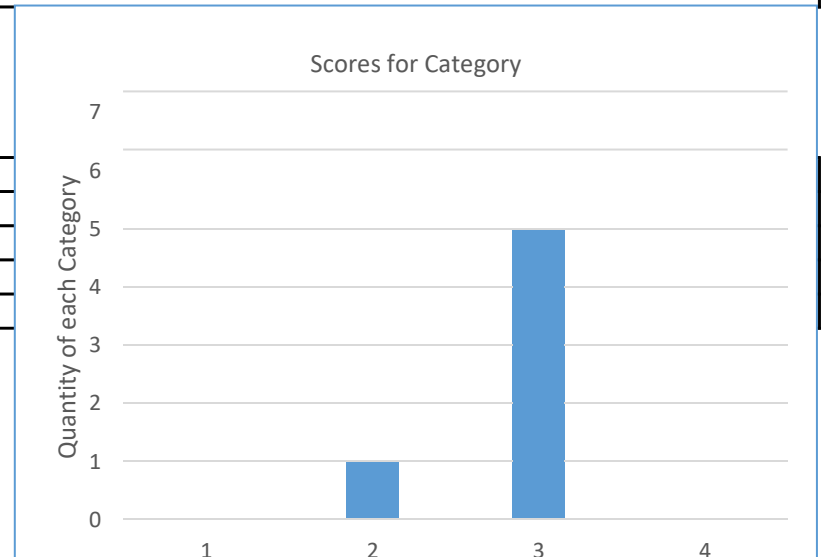
Scores	6: Institutional Learning Outcomes (ILOs)	
Score	Quantity	Category
1	4	Initial
2	0	Emerging
3	0	Developed
4	2	Highly Developed



Scores	7: Summary	Comments for Section 7: Summary
3	Developed: Clearly addresses the strengths, challenges, and themes that have emerged. Evidence-based goals are reasonable.	I truly enjoyed the testaments. I am inspired by the grant writing success and resourcefulness exhibited.
2	Emerging: Includes a brief summary of strengths and weaknesses but still superficial. Goals are not evidence-based or attainable.	Very good discussion of the strengths and weaknesses facing the department.
3	Developed: Clearly addresses the strengths, challenges, and themes that have emerged. Evidence-based goals are reasonable.	Resourceful with what they have but also sad they are in the basement still!
3	Developed: Clearly addresses the strengths, challenges, and themes that have emerged. Evidence-based goals are reasonable.	Could have provided a plan moving forward better
3	Developed: Clearly addresses the strengths, challenges, and themes that have emerged. Evidence-based goals are reasonable.	They need to be moved out of the G-building basement!!!
3	Developed: Clearly addresses the strengths, challenges, and themes that have emerged. Evidence-based goals are reasonable.	A large portion was a speech from a student but the strengths and challenges were covered well.

Scores	7: Summary
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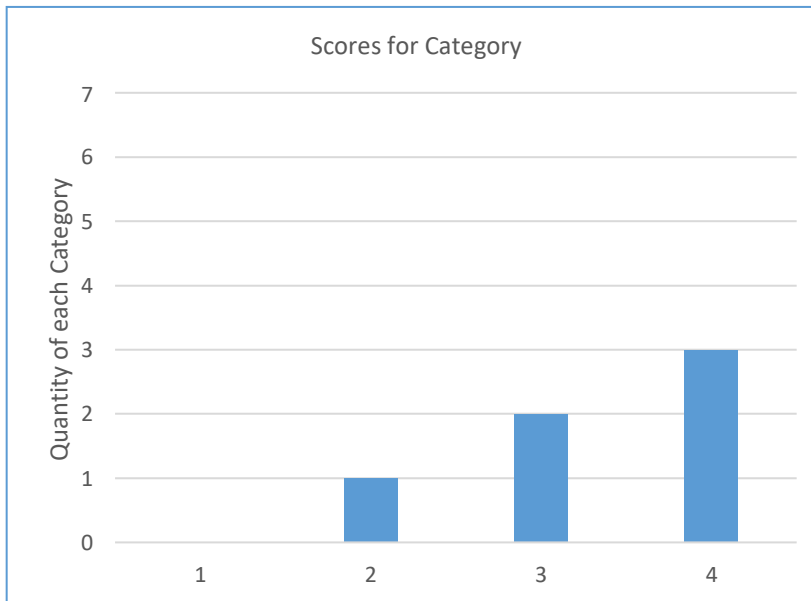
Score	Quantity	Category
1	0	Initial
2	1	Emerging
3	5	Developed
4	0	Highly Developed



Scores	8: Attachments	Comments for Section 8: Attachments
4	Highly Developed: All attachments are included; every program has a map; sample syllabus is complete and current, including a match between the course learning outcomes listed and the ones in the official course outline; department website is current.	
3	Developed: Attachments included, including map; syllabus does not contain most current language on policies; course outcomes on syllabus only partially match the course outcomes in the official course outline; elements of department website out of date.	Could not locate program map.
4	Highly Developed: All attachments are included; every program has a map; sample syllabus is complete and current, including a match between the course learning outcomes listed and the ones in the official course outline; department website is current.	
3	Developed: Attachments included, including map; syllabus does not contain most current language on policies; course outcomes on syllabus only partially match the course outcomes in the official course outline; elements of department website out of date.	
4	Highly Developed: All attachments are included; every program has a map; sample syllabus is complete and current, including a match between the course learning outcomes listed and the ones in the official course outline; department website is current.	
2	Emerging: Some attachments missing or incomplete; syllabus does not contain most current language on policies; course outcomes on syllabus or don't match the course outcomes in the official course outline; department website out of date.	

Scores	<b>8: Attachments</b>
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Score	Quantity	Category
1	0	Initial
2	1	Emerging
3	2	Developed
4	3	Highly Developed



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	<b>Please add any additional comments</b>
	I enjoyed learning about this much needed community resource. Perhaps the thing that will stick with me the most is the camaraderie, respect, and genuine warmth and compassion between the ABS department staff. Thank you
	Great extensive work shared. This was very educational. A little difficult to follow with all the acronyms. Overall you are doing excellent work and meet a highly valuable need for the Rogue community.
	They have such a great program, a phenomenal group of employees who work hard at getting these citizens/students working towards improving themselves in a safe and fun setting!
	ABS is a community MUST and I hope this review keeps RCC leadership moving in supporting the program as much as possible! The ABS staff clearly have a good, solid, caring team to work with students. Quite exemplary group of folks working with arguably our most vulnerable population within the community. Bravo!
	Great program