



Adult Basic Skills Department Program Review

**Presented by
Julie Rossi, ABS Director
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DEPARTMENT: Adult Basic Skills

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Section One – Mission Alignment

Mission

Rogue Community College provides quality learning opportunities for students to achieve their goals and supports the vitality of our communities.

Wildly Important Goals (Strategic Plan):

1. Access to Educational Opportunities

Objective 1: Improve access to educational and support systems for current and prospective students.

Objective 2: Increase participation of under-served populations in our programs.

Objective 3: Create collaborative learning spaces that connect students to other students, faculty, staff, and local employers.

2. Student Success

Objective 4: Construct guided educational pathways.

Objective 5: Increase effective student engagement strategies.

Objective 6: Decrease student time to completion while maintaining quality education.

3. Collaborative Partnerships

Objective 7: Increase alignment between college programs and local employers.

Objective 8: Leverage local partnerships to enhance college strategic goals.

Objective 9: Maximize cross-divisional strategies to solve problems creatively.

How does our department and its program(s) fulfill the larger work of the college?

The Adult Basic Skills (ABS) Department supports Rogue Community College's mission and vision by increasing student access to educational opportunities, improving student success rates and continuing strong collaborative partnerships. The ABS program provides effective English language and basic skills/GED® instruction to improve students' literacy and ability to develop the knowledge and skills needed to become successful learners, workers, family members, community members, and citizens.

ABS offers accessible, affordable, and quality services by charging one program fee of \$65 for all services; offers program fee waivers based on self-reported financial need; and provides daytime and evening classes, guided study in RCC learning centers and one-on-

one tutoring. Classes include four levels of English Language Acquisition, two Spanish GED® classes, Integrated Science and Math, and Integrated Language Arts and Social Studies. During normal terms, we offer classes at our two main campuses, Riverside and Redwood, and guided study at Table Rock and Kerby. Sadly, the Kerby Campus is slated for closure due to budget cuts. Since COVID 19, we have moved all of our courses online and have streamlined to offer courses for students from all campuses, as well as a daytime and evening guided study.

1. ABS improves access to educational and support systems for current and prospective students by working with our RCC Recruitment office, promoting our program at workforce partnership meetings and to our ABS Advisory Board, and participating on Rogue Workforce Partnership's Local Leadership Team (LLT) and One-Stop Operator consortia.
2. ABS promotes equity, diversity and inclusion by increasing participation of under-served populations in our programs which provide basic skills instruction to adults and out of school youth, and by providing wrap-around services through our STEP program and Title II Healthcare Pathways Program. Many of our students were not successful in traditional school settings, so they often lack the confidence in their own abilities and have many barriers to success. Students perceptions and lack of awareness of workforce and college opportunities are ongoing barriers for our students. English as a second language is a barrier for about a third of our ABS population. Many of these students do not have a high school diploma in their own countries.
3. ABS creates collaborative learning spaces that connect students to other students, faculty, staff, and local employers with our community resource room where students can meet with ABS advisors and WorkSource Rogue Valley case managers. Students also use our Academic Success Centers at both campuses. We have had student representatives participate in RCC Associated Student Government. We also teach group and partner skills in our classes.
4. ABS supports guided educational pathways through career contextualized lessons and curriculum and a Concurrent Enrollment Program where students can take a free college class that is a pre-requisite for a college or career pathway, with support while studying with us. Oregon Adult Career and College Awareness Standards (OACCRS) provides guidelines for real-life contexts for our curriculum. Four of our staff members have been involved at the state level in writing these standards and creating and delivering trainings.
5. ABS provides professional development on effective student engagement strategies (Mockingbird Education) and OACCRS. Instructors have been working on making their zoom classes more engaging for students. Instructors share ideas at staff meetings and Professional Learning Community (PLC) subject area meetings.
6. ABS decreases student time to completion by maintaining quality education and concurrent enrollment in credit classes with ABS support. Our instructors advise students and help them remove barriers to success. Our bilingual ESL/ELA Transition Specialist helps to remove language barriers, retains students on a path to success and

helps them transition to college or our ABS Healthcare Pathway.

7. Through participation in Rogue Workforce Partnership's Local Leadership Team (LLT) and One-Stop Operator consortia, ABS increases alignment between college programs and local employers. We are working with our workforce partners and SOHOPE to fill the need for healthcare workers in our community.
8. Through its participation in the LLT and One-Stop Operator consortium, ABS leverages local partnerships to enhance college strategic goals. Our students and staff have received training through this partnership, referrals from partners and braided funding for our students for tuition, fees and supplies.
9. ABS maximizes cross-divisional strategies to recruit, retain and transition students. ABS now has a Title II funded bilingual transition specialist on the college's Marketing and Recruitment team who serves ABS English Language Acquisition (ESL/ELA) students. We have worked with our marketing department to recruit and tell our student stories through Public Service Announcements, Banners, Blogs, RCC Connections Magazine and other media outlets.

Section Two – Profile

Brief history of ABS department and its program(s).

1971: Illinois Valley Learning Center was providing ABS services.

1980s: ABS services offered at Redwood and spread to Jackson County sites in Medford, Phoenix and Ashland.

1996: Jackson County was annexed into the Rogue Community College District. Services in Jackson County went from multiple sites and locations to beginning a permanent location in downtown Medford and at Redwood Campus, along with centers in White City, the Rogue Valley Mall, several churches and with the Jackson County Literacy Council.

1998-1999: ABS at Redwood moved into the K Building. We were serving 2,400 students across all campuses including a large ESL/ELA population and a large teen population. During this time, we had instructors working at outreach sites in Josephine County including Wolf Creek, Williams, several local churches, Josephine County Literacy Center and the library. We also had a center on "C" Street which served our teen population and housed our services for RCC as well as programs at Jackson and Josephine County jails.

2001: ABS received EL Civics Grant from Title II and was recognized for excellent work at the state level. We started prepping for the new GED® 2002 test.

2002: ABS in Medford moved to Fir Street. Adult Basic Skills was part of the RCC Developmental Studies Division consisting of three main program areas; Developmental Education, Adult Basic Skills and Support Services. At that time there was a Dean, Associate Dean, and three directors over the main program areas. ABS and Developmental

Education are now part of Instruction, Curriculum and Academic Excellence and our Dean is Dr. Jeanine Henriques.

Early 2000s: ABS taught outreach ELA classes at several community partners including Oregon Child Development Center, Headstart in Grants Pass, and later Harry and David and Grayback Forestry. ABS also established a youth program at the Job Council and provided instruction at the Gospel Rescue Mission.

2003-2004: The DEPOT at the Medford Downtown Center closed, and we lost many teens and a lot of ADM funds from the state.

2006-2007: ABS in Medford moved from Fir St. to RCC G Building.

2008-2009: In the beginning of great economic recession, we expanded our classes to accommodate more students.

2009-2010: Moved from “drop in” enrollment to managed enrollment, ABS Learning Standards pilot started.

2010-2011: Pilot for Oregon Pathways for Adult Basic Skills and Career and College Awareness pilots. Statewide curriculum focused on college and careers.

2011-2012: Early Childhood Education/Vocational English as a Second Language (ECE/VESL) students earned ECE certificates and degrees while getting English Language support. Adult Basic Skills Leadership (ABSL) discussed implications of Katie Hern article on Accelerated Learning and how we could use this model in ABS to get students on a pipeline to college more quickly.

2012-2013: ABS collaborated with Discovery Program to allow ABS students to attend credit classes designed to prepare them for entry into college. ABS provided a support class.

2013-2014: Prepped for the new GED® 2014, a more rigorous and relevant test. Assigned mentors to our ADM students (16-17-year-olds referred from local high schools).

2014-2015: Mockingbird Education professional development provided engagement strategies for at risk students to classified staff and faculty. We provided brush up workshops for several years. Piloted Psych 101 for our Concurrent Enrollment Program (CEP). Instituted Attendance Policy of 80% or better. Linda Renfro retires; Teresa Rivenes is new Dean.

2015-2016: Added instructional advising with the goal of meeting with at-risk students at the beginning of the term and reaching out to each student at least once during the term. Used local and state funding to expand CEP to 32 students including Math 60 cohorts. Laurie Rydell retires; Julie Rossi is new ABS Director.

2016-2017: Integrated core GED® courses for Language Arts/Social Studies and Math/Science. ABS Leadership was awarded RCC’s first group Innovations award, and lost

one-third of full-time instructors and classified staff to budget cuts. ABS stopped serving students from high schools. We added CG147 Career Decision Making to CEP.

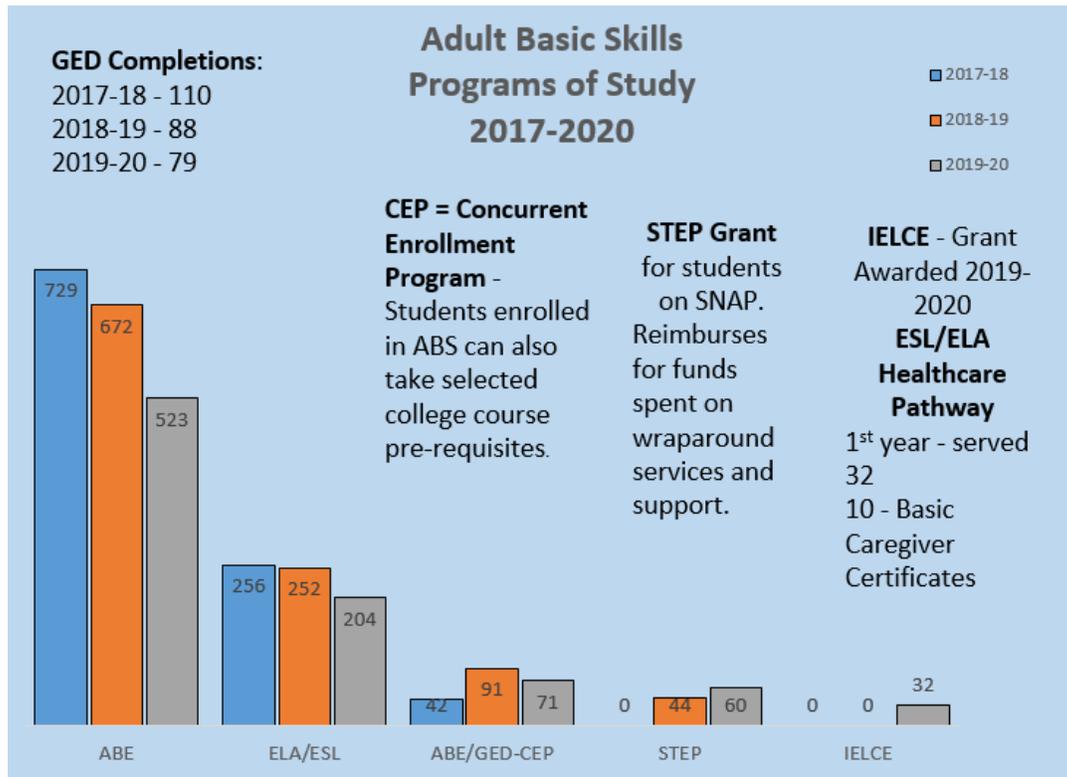
2017-2018: Doubled CEP enrollment and started using GED® scores for multiple measures for placement testing. ABS staff members were trained to waive scores in RogueNet. Teresa Rivenes takes a new position at Tillamook Bay Community College; Navarro Chandler is our interim dean.

2018-2019: Received SNAP Training and Employment Program (STEP) 50/50 reimbursement grant to provide enhanced services for SNAP eligible students. ABS CEP makes it into top 20 in the national Pathways Challenge Contest from Coalition on Adult Basic Education (COABE) and is selected by American College Testing (ACT) as Oregon's Career and College Readiness Champion for postsecondary education. CEP is also selected as a Bellwether Award Finalist, a nationally recognized award that focuses on cutting-edge, trendsetting programs worthy of replication.

2019-2020: Three-year Integrated English Language and Civics Education (IELCE) grant awarded from Title II for ABS ELA Healthcare Pathway where ESL/ELA students can take CEP courses in healthcare with English Language support. Expanded STEP from ABS to college through Student Services. Our FT ABS STEP coordinator moved into Student Services, so we now have an adjunct faculty member coordinating our ABS STEP program. Jeanine Henriques, Dr. H., becomes our new dean.

Summer 2020-2021: Awarded 10 Basic Caregiver Certificates to ELA students in our new ELA Healthcare Pathway.

ABS Current Programs



ABS Programs: Our ABS/GED® population includes students who are at the GED® level (ready to test) and ABE Level, not ready to test, and students who do not need a GED®. This could be students with a high school diploma who need to brush up on basic skills including English as a Second Language. Concurrent Enrollment Program students are ABE/GED® students who take a college class while studying with us. We provide a support class or session with an ABS instructor for each of these classes: Psych 101, Career Decision Making (taught by an ABS instructor), Math 60, 63, and 65. STEP students are part of our CEP, but they can also take alternate college courses as part of their enhanced STEP services. The GED® Completion Rate is 13%-15% of our ABE/GED® student population, but the GED® Completion Rate for CEP students is 50%.

Our RCC Testing Center was closed for most of spring term, so our GED® completion numbers are low. Marie Maguire Cook worked with Pearson Vue (no small feat there) to open up some seats the beginning of summer at the Riverside Campus. Students can also take the test online at home, but it is tricky and they have to have the correct technology.

The Healthcare Career Pathway is for non-native English speakers who still need help with English skills and are in ABS. Students with a CASAS score of 220 (high intermediate English Reading and Writing Skills) or better begin with an English Language supported Healthcare Preparation class taught by an ABS instructor. Students can then take our Basic Caregiver Course (Created in conjunction with Marla Ipsen who runs two assisted living facilities). Because of COVID 19, we were not able to offer the face to face course and found an online substitution. One of our students completed a CNA1 course, and ten

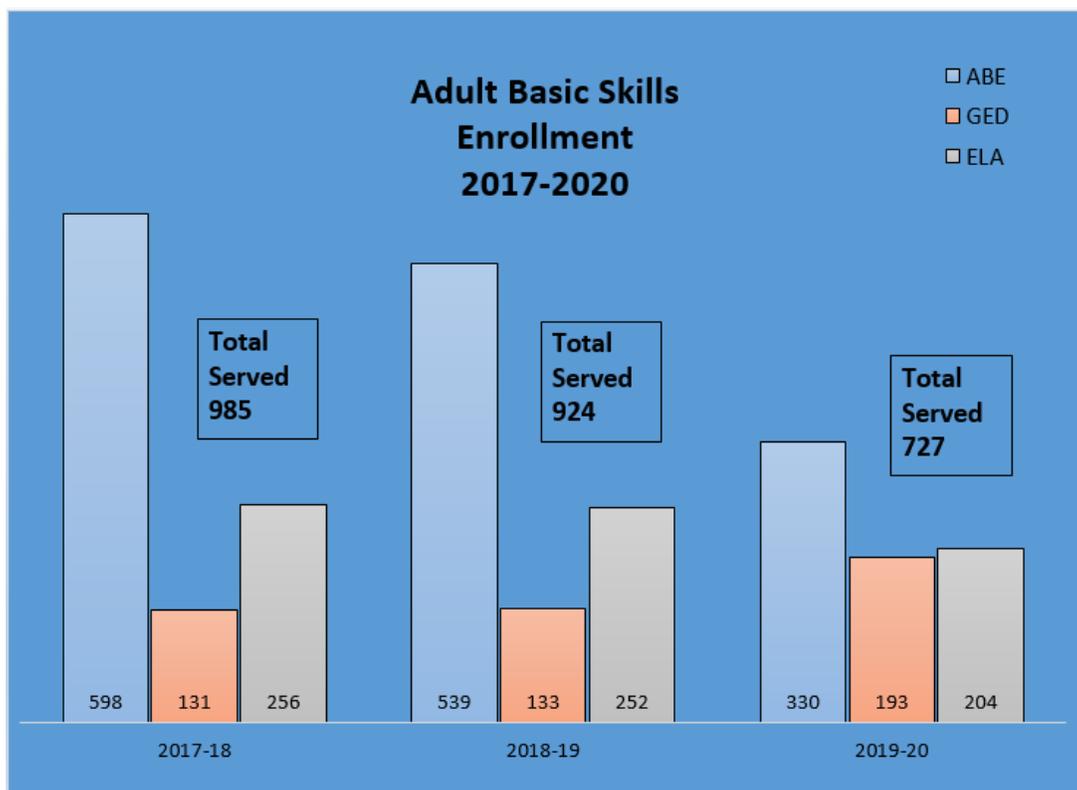
students earned their Basic Caregiver Certificate this summer. Many of them hope to continue on to more training.

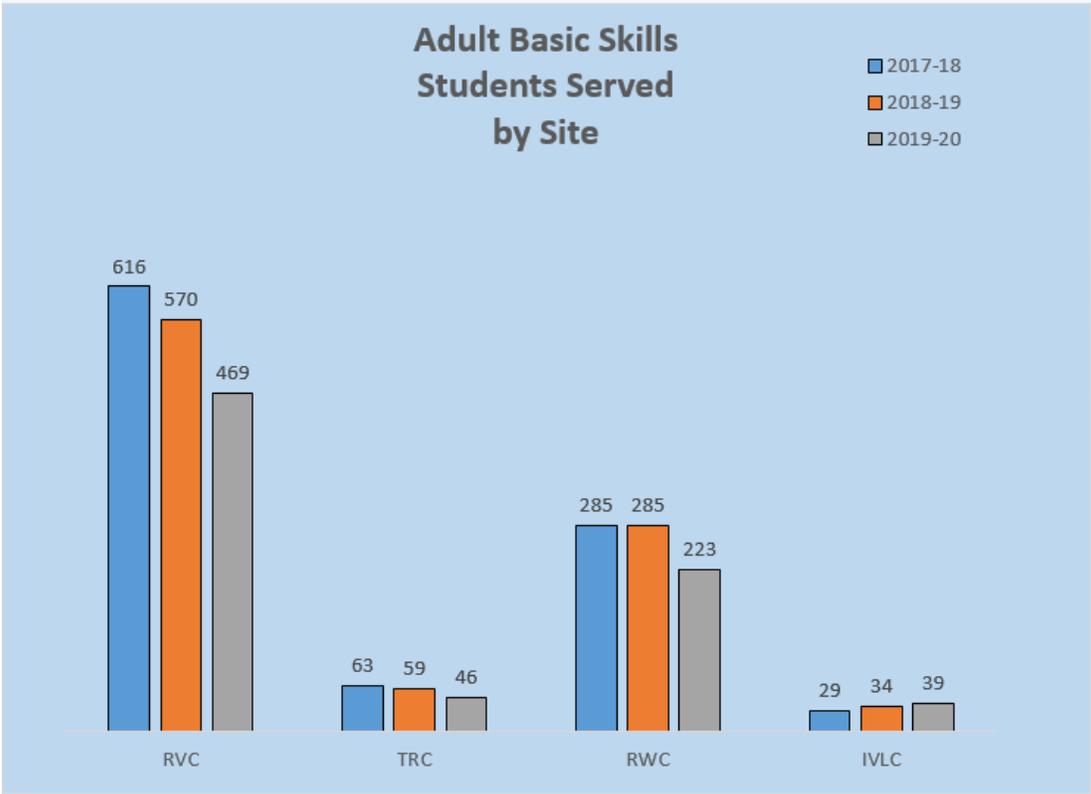
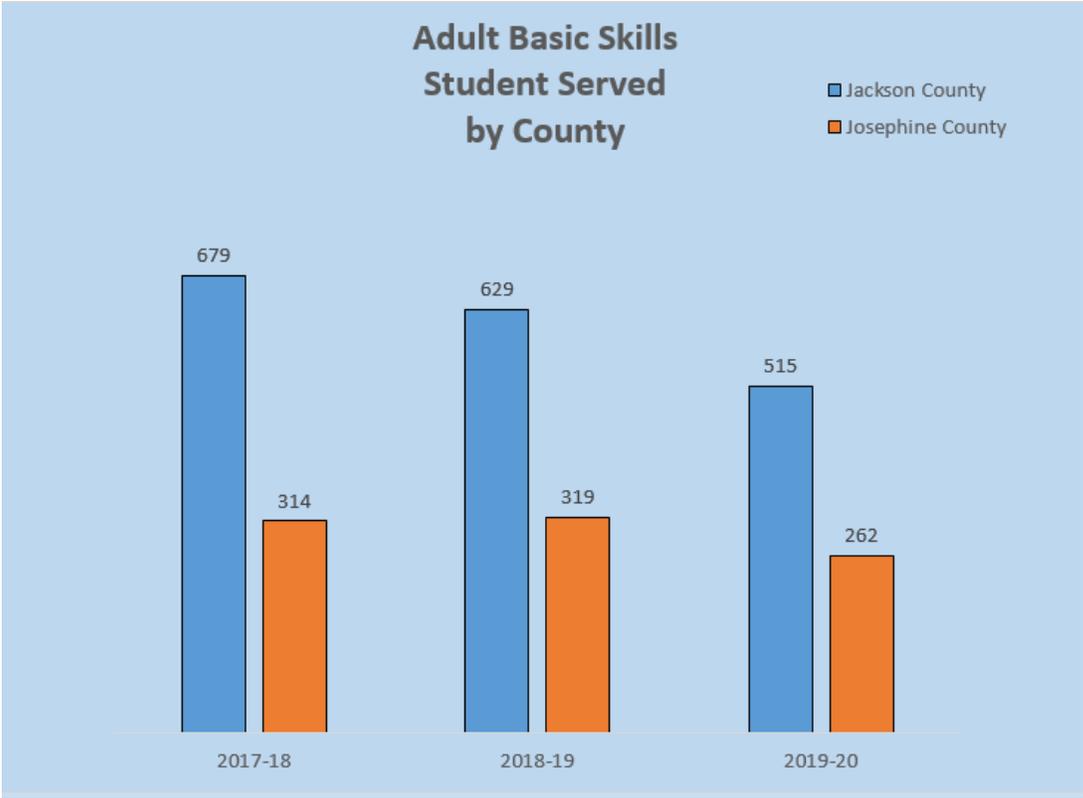
This pathway is funded through our IELCE grant that we received last year. We also used these funds to hire a bilingual transition specialist (English/Spanish) and tutors to help with Caregiving class and other career pathways. Our transition specialist is housed in Student Services and is part of our Latino Outreach and Recruitment team, but she only works with ABS ESL/ELA students.

STEP students receive services through our STEP Reimbursement grant that we secured in 2018. We are reimbursed for services we provide through general funds, and state and local grants. STEP students can take a wide array of CEP classes and have access to funds for books, supplies, transportation and childcare.

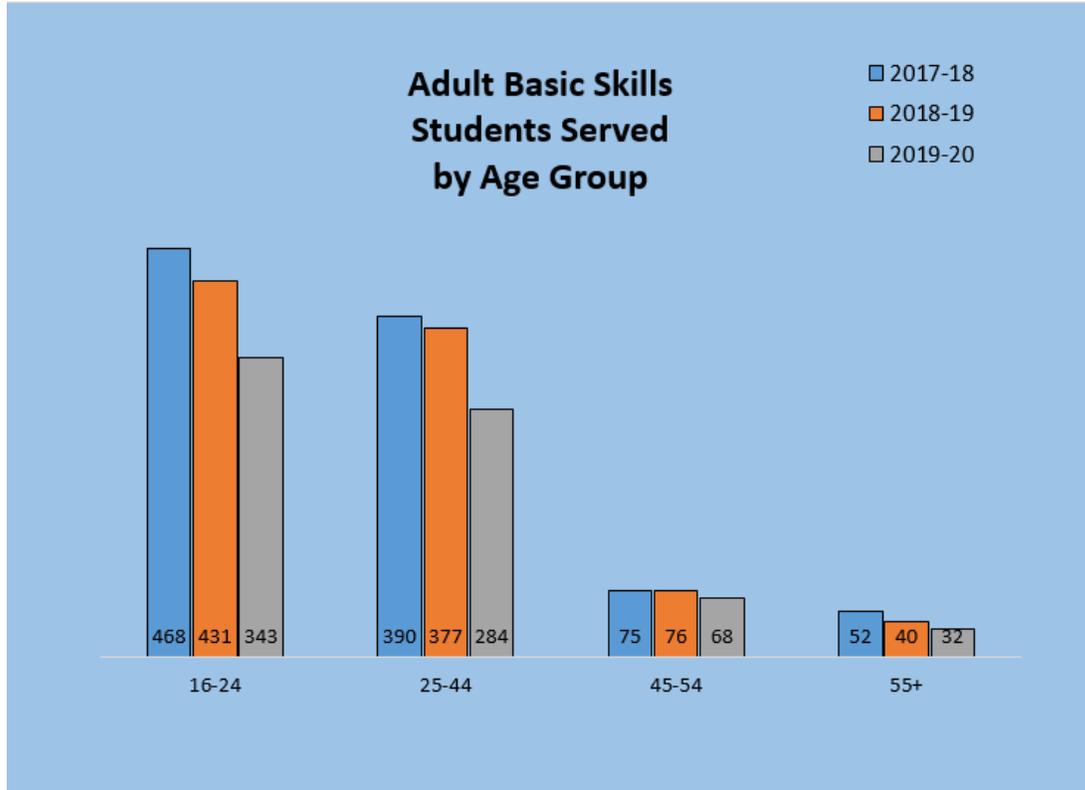
Demographics:

ABS Enrollment





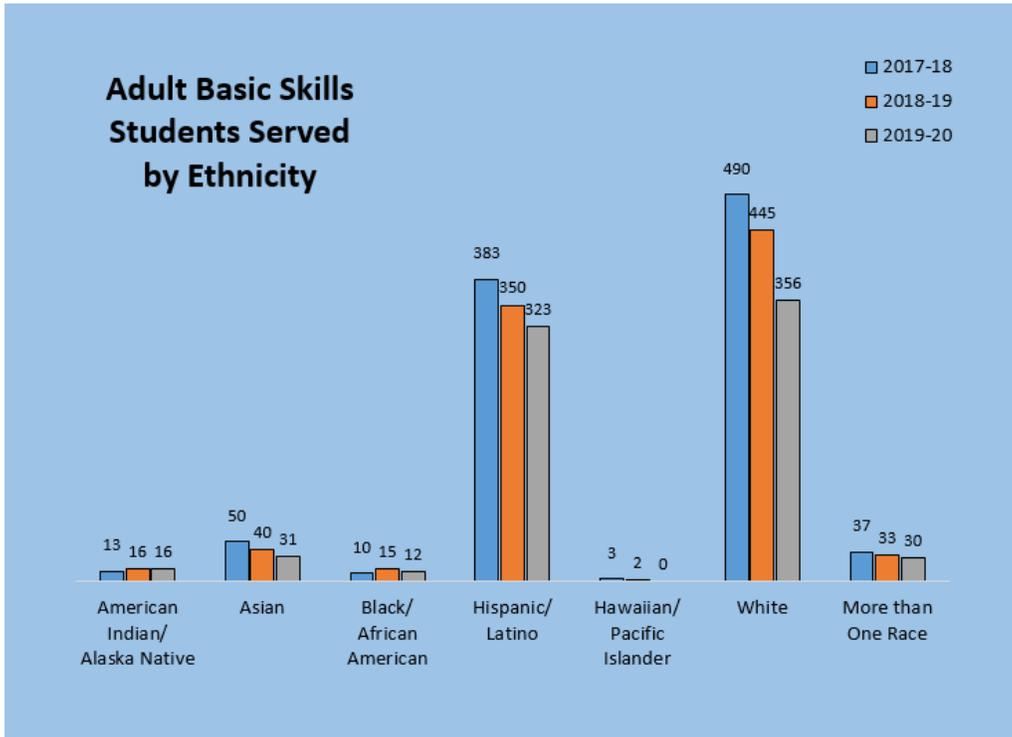
ABS Age Groups



College Age 2018-2019:

- Less than 18 16% ABS (16-24 = 45%)
 - 18-24..... 29%
 - 25-64..... 51% ABS (25-44 = 41% + 45-54 = 8%)
 - 65 and over 4% ABS (55+ = 4%)
 - Unknown..... .49%

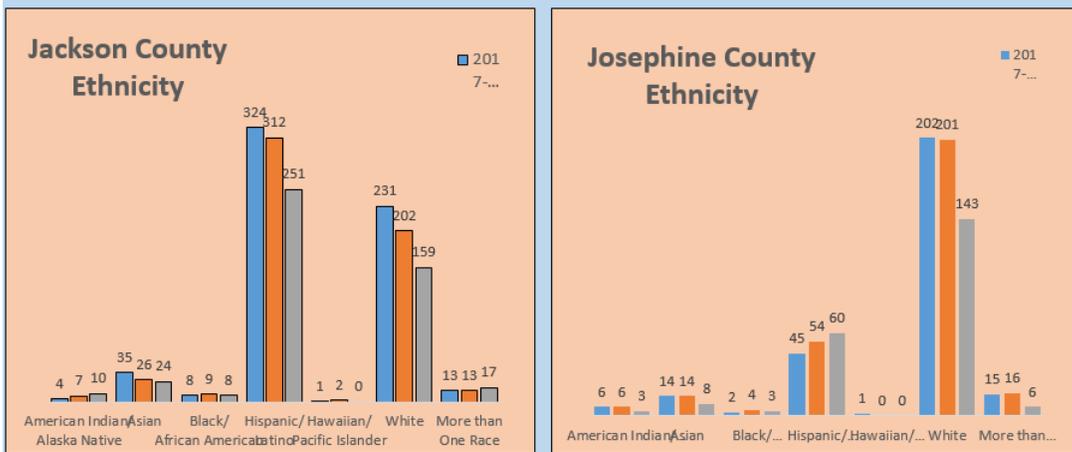
ABS Ethnicity



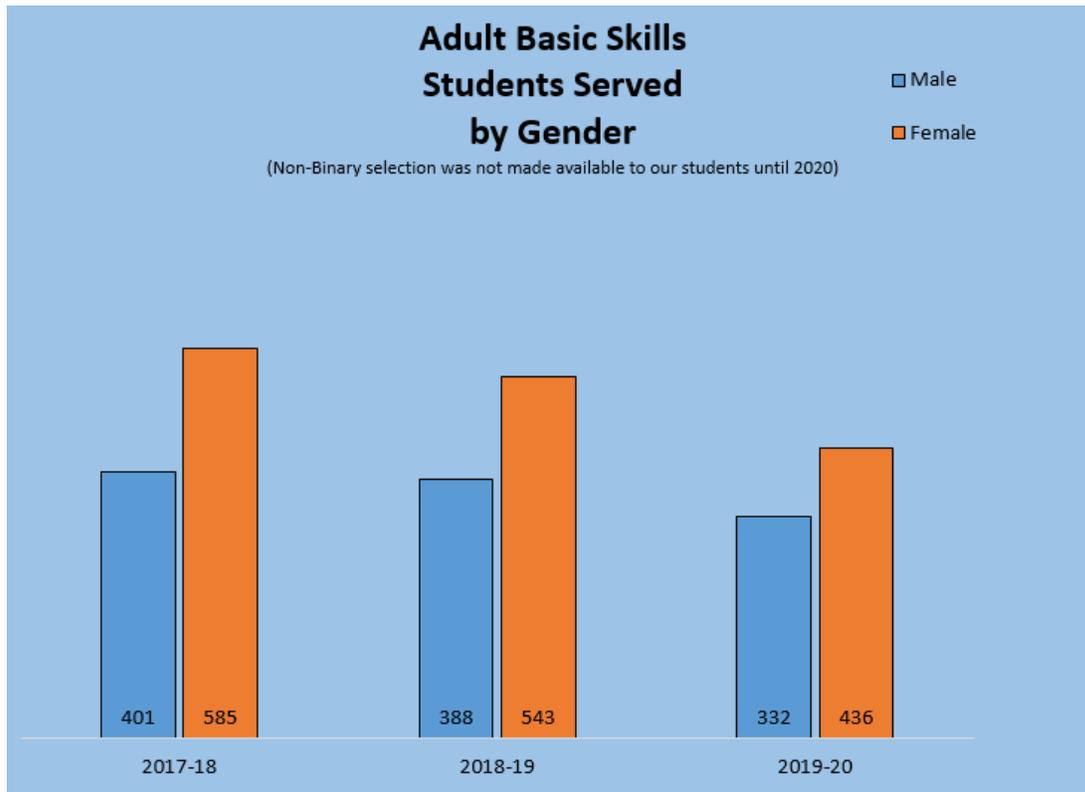
College ETHNICITY

- White..... 8,567 (60%)(ABS 49%)
- Not Reported 2,392
- Latino 2,164 (15%)(ABS 38%)
- Multi-Racial..... 520 (4%)(ABS 4%)
- Asian..... 218 (2%)(ABS 4%)
- American Indian/Alaskan Native 172 (1%) (ABS 2%)
- Black.....118 (<1%)(ABS 2%)
- Pacific Islander..... 70 (<1%)(ABS<1%)

Adult Basic Skills – Ethnicity by County



ABS by Gender



Ratio is almost exactly the same as college for 2018-2019

Barriers to Success

Barriers to Employment/Success

(These are self-selected by our students upon entry into our program)

- Cultural Barriers
- Disabled
- Displaced Homemaker
- English Language Learner
- Ex-offender
- Foster Care Youth
- Homeless
- Long-term Unemployment
- Low-income
- Low Level of Literacy
- Migrant & Seasonal Farmworker
- Seasonal Farm Worker
- Single Parent
- No TANF in 2 Years or Less
- n/a

Part 1

Predominant Barriers Faced by ABS Students

2017-18 -

518 or **61.30%** faced two or more barriers. 123 or 24% of the above selected 3 or more.

2018-19 -

483 or **66.35%** faced two or more barriers. 89 or 18% of these selected 3 or more.

2019-20 -

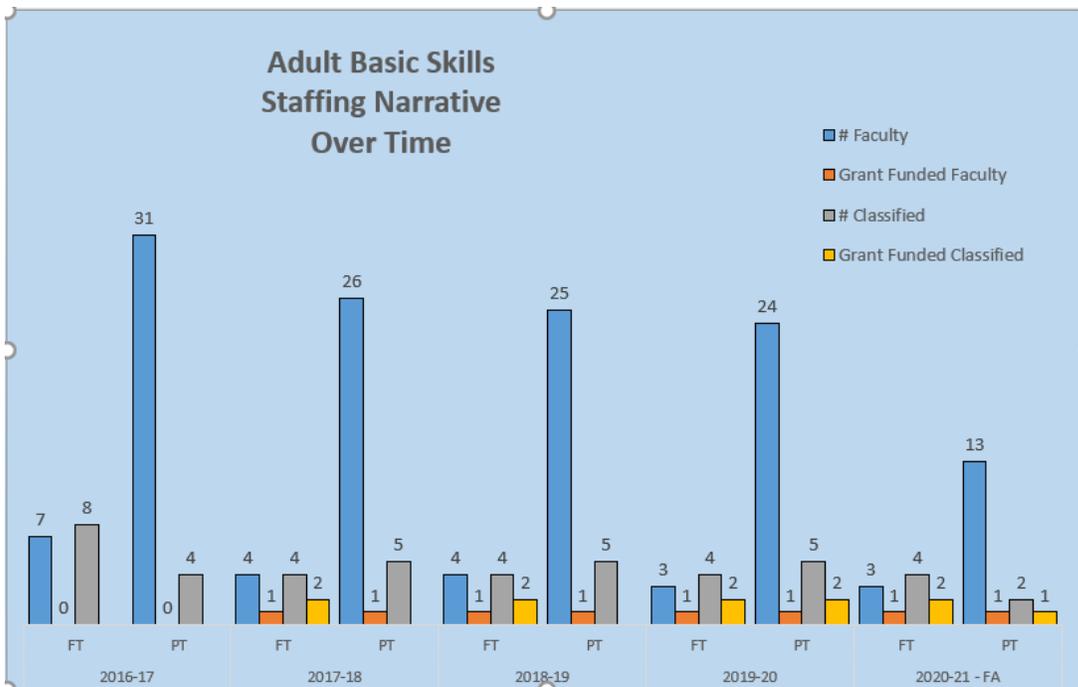
355 or **59.07%** of our students faced two or more barriers. 129 or 36% of these selected 3 or more.

- Single Parent and Low Income are most commonly selected
- Foster Care Youth is the least common.
- All of them have been selected by students over the past 3 years
- 2018- 2019 Barriers reported:
 - 28.53% - English Language Learners
 - 30.71% - Low Income
 - 60.37% – Low Literacy Levels
 - 9.13% - Single Parent
 - 19.1% - Self-selected other barriers

Part 2

Our data shows that the ABS population is more diverse than the rest of the college, and two-thirds of our population face barriers that may prevent them from accessing college, training and employment. We serve some of the most at-risk populations and strive to meet each student where they are. We utilize as many department, college, and community resources as possible to meet these students’ many needs. If we want to move the needle on poverty, illiteracy and unemployment in our community, we need to invest in this population.

Staffing Narrative:



The chart above shows the results of budget cuts in 2016-2017. In 2016-2017, we had 15 full-time instructors and classified staff. Six out of 15 FT positions were eliminated. Three new FT positions were opened in the Title II grant: two Data Management specialists (for Title II reporting and funding) and one full-time faculty. Two full-time faculty who had been running our volunteer tutor program and our Career Pathways/CEP program were reassigned to the classroom. We completely lost three full-time faculty positions and one full-time classified position. One of our remaining four full-time faculty positions has been on hold since 2019.

Because the DMS and the faculty position was in Title II, they could not work with any non-title II students, so we had to drop our younger students who were referred to us through high schools.

Are our staffing levels adequate to support achievement of our student learning outcomes? Why or why not?

Because we operate our own school within a school, our staffing levels are not enough to keep things running as efficiently as we would like, and staff are often overworked during different periods in the term. Since COVID 19, our staff are busy and overworked all of the time. The following is a list of lead duties. Adjunct faculty also helps with some of these duties, but day to day operations, planning, scheduling, recruitment, etc. are run by leads and classified staff.

- Instructors plan curriculum and teach classes
- recommend program/system/personnel changes to the Director
- participate in ABS Leadership group and communicate decisions to adjunct faculty
- respond to student issues
- serve on college wide committees, help develop and manage grant funded programs to accelerate learning (STEP, ELA Career Pathways, Concurrent Enrollment, Verizon grant)
- attend Workforce Investment Opportunity Act (WIOA) Partnership Meetings and make connections with other community partners
- Attend Latinx Interagency Committee meetings.
- help plan staff meetings and run our Professional Learning Communities
- work with the State ABS Team to develop, revise and provide statewide training for Oregon Adult Career and College Readiness Standards
- register students
- advise students and connect them to community resources
- handle and report students in crisis
- revise course outlines
- schedule classes
- help with recruitment
- conduct orientations
- provide support for CEP classes
- help staff with issues
- training and orientation for new staff
- work with adjunct instructors to meet state targets for level gains on Comprehensive Adult Student Assessment Systems (CASAS) tests as required for Title II grant

- help with ABS Advisory Board
- work with classified staff to streamline processes
- Instructors now do all of this remotely.

Our classified staff members work as a team to accomplish the following:

- process payroll
- do purchasing
- maintain budget worksheets
- create schedules
- enter data in TOPS (our data management system for Title II data) and the college's student management system
- create PT contracts
- process timecards and modification forms
- review NOAs
- help with orientation and registration
- input data from registration forms
- help new employees access resources
- file administrative documents
- maintain current and accurate student and staff files
- process and help arrange travel and professional development
- take notes and distribute minutes
- maintain appropriate files
- record and maintain information about grants
- work with other staff members or RCC departments to coordinate grant goals and projects
- track department's general fund expenditures
- maintain effective relationships with students
- WIOA Partners and other RCC offices and departments
- assist students in a wide variety of areas such as answering program questions
- making referrals, handling grievances, plan and facilitate meetings and trainings onsite
- monitor and train student workers
- help coordinate GED® graduation
- provide training on data
- attend state data meetings
- prepare data to be audited
- proctor CASAS testing
- set up rosters
- enter attendance
- manage and distribute GED® test vouchers
- manage vouchers and paperwork for STEP and CEP
- prepare enrollment, assessment, completion, and attendance reports
- perform other duties as assigned
- participate in Professional Learning Communities

- work with the State ABS Team to revise ABS Learning Standards, create curriculum and trainings for all of the state ABS programs
- Classified staff now do all of this online

Since losing two-thirds of our full-time staff positions in Spring 2017, we have served about the same number of students. Since we were not allowed to backfill with adjunct, we had to cut our adjunct staff by five positions and also the numbers of classes and hours of guided study we offered. This was particularly hard on our English as a Second Language students who were used to having classes four days a week and then they only had two. We cut our adjunct salaries from our Title II budget and replaced them with one full-time lead instructor and our two data management specialists – positions that had been eliminated. After getting the Integrated English Language and Civics Education (IELCE) grant through Title II last year, we were able to add back one day to our ESL/ELA classes.

The Individualized Career and Training program was also completely cut that year. Although it was not part of ABS, it was supervised by the ABS director and we worked closely with their team to get our students into internships and jobs. This program also works with underserved populations including students from Vocational Rehabilitation. Even with a 90% job placement rate, the program was deemed too expensive to run.

Getting students enrolled in our CEP program and making sure they are successful is an incredible amount of work. From recruiting, to selecting the college courses, to scheduling the support sessions to processing the vouchers and buying books, to retention and transition to college, it takes a huge effort on everyone's part and the success of these students is on everyone's shoulders. We were able to hire a part-time ABS Transition Advisor with our Career Pathways funds, and he was a tremendous asset for CEP. He then became our STEP advisor, and he now is housed in Student Services since we expanded STEP to the college. We still fund half his position with Career Pathways funds. So, we now have one adjunct who is coordinating advising, CEP and our new Verizon grant.

Our CEP program is highly successful and worth the investment. As one student put it, "I'm just now coming back from years of being out of school. I didn't get my high school diploma or anything and didn't exactly have the best track record. I'm just getting in and finding what I need to do and they're actually offering to give me another leg up and to get ahead and start going on the journey that I want. That's excellent, that's great that somebody's willing to invest in me, in a sense. That really encouraged me to go even more full-speed towards it.

Budget Narrative: Are our Materials & Supplies and Equipment budgets adequate to support achievement of our program learning outcomes?

Our Materials and Supplies and Equipment budgets are not adequate to support our Integrated Education and Training Program (CEP and ELA Healthcare pathway). We use grant funds from Title II, IELCE, STEP and GED® Wraparound services to provide books, tools, supplies, transportation, childcare, laptops, Internet access, and uniforms. We cannot accelerate student learning, transition to college and the workforce without wraparound services. Currently, we are using Pathways to Opportunities funds to hire a fixed-term Program Support Specialist for our ABS STEP program. This position will also help the

Assistant to the Dean, Student Success with required paperwork and reporting for the STEP grant. We were able to use IELCE funds to hire a Transition Specialist in Student Services to help our ELA students transition to college and participate in our ELA Healthcare Pathway.

Our budgets are adequate for classroom and office supplies, but not enough for equipment and resources for instructors and students for remote learning. We were able to use extra Title II funds we were given by CCWD to transition to distance for laptops, cameras, WIFI access, white boards and some software. We are using Title II Funds to continue our subscriptions to GED® Academy and Burlington English which are used as supplemental materials in our Zoom classrooms and for guided study. We also used these funds to buy laptops for students to check out and to provide Internet access. Unfortunately, we were not able to provide Internet access for many of our Kerby students. Some sat in their cars in the campus parking lot to access Internet on their phones.

Facility Narrative: Are the college facilities adequate to support achievement of our program learning outcomes?

Research suggests that physical learning environments for adult learners can repress or strengthen the ability to learn. “We have, perhaps, overlooked something very important, such as the power of the environment to create learning simulation, enquiry, conversation, inspiration and discovery.” (Philips, Evonne. *Creating beautiful learning spaces for adults: how the work of the child and the adult learner can intersect*. www.hekupu.ac.nz, September, 2020)

Our facilities are not all adequate to support achievement of our program learning outcomes and are not conducive to at-risk learners who need to feel safe and welcomed. At Riverside Campus, our college’s most vulnerable populations have been relegated to the basement of G Building. While our instructors make the best of what they have and use student engagement strategies to connect with students, the physical environment of our classrooms sends a message that they are not as valued as other students. You can hear toilets flushing in several of the classrooms, and when the pump backs up under the floor in our computer lab where students take their CASAS tests and GED® practice test, it smells terrible. Our ESL/ELA students spend three hours a day, three days a week in the basement with no windows, and our ABE/GED® students spend up to three hours a day, four days a week, as do our instructors. After hiring an adjunct instructor several years ago, we took him on a tour of our Riverside classrooms and he promptly quit, saying he couldn’t work in those conditions.

Our K Building at Redwood campus is an airy, welcoming place, but without enough classrooms to house our students. We have a classroom in Coates Hall, one in Wiseman and one that travels to different building based on availability. I know this may be a preview of college life, but for students who need wraparound services, it makes it difficult. We recently toured the M Building with Grant Lagorio, and while the space is problematic, we think with some creativity and flexible scheduling, we may be able to make that work in the future. We appreciate that the college is trying to put all of our ABS services at Redwood Campus in one building. We also appreciate that we will have a presence in the Welcome Center once we are able to return to campus.

The TRC Learning Center is a good space for students and we share it with college students and the library. As long as we are able to have enough space for students to work quietly and for the instructor to do mini-lessons, it is adequate. One issue is being able to reserve a computer lab for our orientations and CASAS testing. Because we sometimes have a small group show up, it has been difficult to reserve.

Our Kerby Campus has served us well in that area of Josephine County and has been a hub of the community, but unfortunately, the campus will be closed and, Gray Conway, will lose her position as ABS Facility Coordinator today, October 9.

College Resource Narrative: Are the college resources such as the library, technology, marketing, tutoring, testing, etc. adequate to support achievement of our program learning outcomes?

The RCC library is one of the best resources we have. They have always been willing to work with our students and help us find resources for the topics we are teaching. Our tech support is usually very good, and over the past few years, Marketing has been working more closely with us to tell our story with an article in our Connections magazine, blog articles, banners and rack cards, several blog articles and a spot on KDRV with Brian Morton when we went to remote learning. Our facilities department is always supportive, and we appreciate the help they give us setting up for our GED® graduation ceremony.

At Riverside campus, we have one computer lab with 18 computers and one lab with 14 computers. We use the labs for testing during orientations, CASAS progress testing during the middle of the term, and for GED® Practice testing. Our ESL/ELA classes use the lab one day a week, and ABE/GED® use it the rest of the time. Since our CASAS tests and GED® tests are all online, computer skills are necessary for completion and for life skills beyond the classroom. We could probably use a bigger lab (we have to use both labs if we have more than 18 students and that makes it difficult for the instructor to go back and forth between the two rooms and we often have to enlist the aid of another staff member), and it would be nice to have windows. As stated above, getting a computer lab at TRC is sometimes an issue. Redwood has a small computer lab that is adequate and is usually able to use labs in Coates Hall.

We are fortunate to have two testing centers, one at Redwood Campus and one at Table Rock Campus. While TRC was difficult to get to, the added RVTD route helped students tremendously. One issue we have is at the end of the year when all our students (and those from outside of RCC) want to test. While Marie tries to add as many as she can, this is still something we are working on.

Section Three – Current Program Context

How do our programs reflect national/regional/program/discipline trends?

Integrated Education and Training and Concurrent Enrollment Program: In 2011-2012, our ABS Director, Laurie Rydell, was part of a grant writing effort focused on accelerating opportunities for students in ABS and Developmental Ed. While we didn't get the grant, we did discuss this at length at our ABS Leadership Team meetings, including a Katie Hern article on accelerating students through development education. It made sense. If we provided enough support for our students, why couldn't we accelerate through our program and even start them on a college program while they were still in ABS? While we looked at IBest models around the state and in Washington, we know that having a class of ABS students with a content area teacher and an ABS instructor all heading on the same career pathway might be difficult for us to accomplish.

So, Adult Basic Skills moved from a GED® program that focused primarily on completion of a diploma to a shared vision and mission to get students through their GED® as a first step toward transition to an education and career goal with support from our department. We already had an accelerated learning model with our ESL/ELA population. ABS, and the ESL/ELA program in particular, had been collaborating with Early Childhood Education to offer Vocational ESL/ELA classes to help these students earn their basic and one-year certificates. Some students have earned their AS degrees and some went on to get their four-year degrees. The ECE/VESL program has been cited as a model for the state. In addition to the research on accelerated learning, we knew from our meetings with CCWD that the new WIOA language would require Integrated Education and Training. IET activities must be simultaneous and include Adult Basic Skills instruction, workforce preparation and workforce training.

Our first model was with the Discovery program in 2012-2013, where our students attended one of their college preparation and skill building courses at both Riverside and Redwood Campuses, and we provided a support class for the students. The cohort took Human Development courses with the Discovery Program in the fall and winter while studying to get their GED®. We provided a support class to help them be successful. Results of that first year were promising:

- Of those 23 students in the winter cohort (18 students who continued from fall and 5 added winter):
 - 65% continued with the ABS program in the spring
 - 65% completed their GED® by the end of spring term
 - 13% enrolled in college courses in the spring
 - 22% enrolled in summer courses
 - 22% enrolled in fall courses
 - Nine students total enrolled in college by fall term.
 - Anecdotally, we continued to see at least five of these students continue to study in the Tutoring Center for their college classes for several years.

Encouraged by this initial success, we continued the program for one more year until the Discovery Program ended. In spring of 2015, Seven ABS students took a free Psychology 101 class while finishing their GED®. A support class was provided to ensure success. All seven earned A's, five completed their GED®, four entered college within two terms of completing CEP class. In 2015-2016, we enrolled 27 students in our Concurrent Enrollment Program and added Math 60 to the program. In Spring of 2016, our ABS Leadership Team won our President's first group Innovation Award and presented our program at the League of Innovations conference in San Francisco. Later that spring, we lost a third of our full-time staff to budget cuts and had to cut our services by one-third.

The following year, we doubled the number of CEP students in our program and have kept it up there ever since. Many community colleges in Oregon used our CEP as a model to build their own concurrent enrollment programs.

Also during this time, we built integrated core classes for our Language Arts/Social Studies classes and our Math/Science classes. While the research is not conclusive, there is enough to suggest that tying curriculum together helps students learn better. We also extended these classes to six hours a week. Students in ABE/GED® classes spent approximately 12 hours a week in class. Not only does this prep them for college studies, but meets the minimum number of hours (100+) that ABS students need to make a significant difference in their lives. Dr. Stephen Reder from Portland State University conducted a nine-year study of 1,000 ABS students. Over the course of the study, he found that students who were in ABS for at least 100 hours had significantly higher wages, literacy levels and GED® attainment. He also concluded that ABS programs appeared to be effective on-ramps into postsecondary education, but additional supports are likely needed for completion.

Concurrent Enrollment Data Last Three Years as of 7/1/20

	2017-2018		2018-2019		2019-2020		Total 2015-2020			
	CEP	NonCEP	CEP	NonCEP	CEP	NonCEP	CEP		NonCEP	
Total Enrolled	42	708	91	645	71	555	264		4536	
Credits attempted	927.00	8481.00	1577.00	8811.00	1802.00	7912.00	5107.00		34744.00	
Credits earned	856.00	7312.00	1310.00	7872.00	1558.00	6849.00	4398.00		29901.00	
Enrolled in college after GED	29	86	49	79	69	76	173	65%	318	7%
C or better grades	52	419	78	485	90	448	282	106%	1823	40%
GED Passers	24	99	39	81	29	74	131	50%	465	10%
Degree or Certificate Count	3	12	8	16	9	3	22	3%	35	<1%
Average GPA	3.22	2.99	3.18	3.25	2.38	3.15	3.17		3.00	

CEP Budget

How did we pay for it? The first year (Spring 2015) the tuition was waived, and then we succeeded in capturing several local and state grants to pay for the tuition and the support classes since we couldn't use general funds.

Year	Funding Source	Amount	
2015-1016	Local Private Foundations	\$17,500	Tuition and Support
2016-2017	Local Private Foundations	\$32,000	Tuition and Support
2016-2017	Oregon Career Pathways Funds	\$15,000	Tuition and Support
2016-present	Rogue Community College	\$25,000 annually	Tuition Waivers – transferred from BOGO
2017-2019	Local Private Foundations	\$7,500 yearly	Tuition and Support
2017 – 2019	Oregon GED® Grant	\$9,000	Tuition and Support
2017-2018	Oregon Career Pathways Funds	\$31,000	CEP Transition advisor, tuition and support
2018-2019	STEP Reimbursements and Oregon Career Pathways Funds	\$50,000 from STEP and \$31,000 from CP	Our CEP Transition advisor became our FT transition Advisor for STEP
2019-2021	Oregon GED® Grant	\$11,200	Tuition and Fees

The grants we have used allowed us to build our program, expand it beyond the college waivers allotment and also, at times, saved the college some money.

WIOA Partnerships: In July 2014, President Obama signed the Workforce Innovation and Opportunity Act (WIOA), completing the reauthorization of the Workforce Investment Act (WIA) approximately 11 years overdue. WIOA's focus is on better alignment between all aspects of the system. Major changes, particularly for Adult Basic Skills (ABS) providers, include the creation of shared performance measures among six 'core' partners (which in addition to ABS includes workforce development, the employment department and vocational rehabilitation), the level of shared planning at the state and local level that will allow for the accountability to these shared performance measures, and the requirement

that all “partners” have to provide money to help fund the one stop system operations. Furthermore, not meeting the performance measures will now result in financial consequences.

In response to this guidance for our STATE ABS Team, our former director, Laurie Rydell, worked with Jim Fong from Rogue Workforce Partnership to establish a Title II Subcommittee with all of our WIOA partners who were also offering Title II services, specifically GED® preparation. These partners included WorkSource Rogue Valley (formerly the Job Council) and Southern Oregon Goodwill. DHS Self-sufficiency also attended these monthly meetings. After mapping out our different services and clientele, we found that each of our programs provide a different niche for students and thus began the work of streamlining and co-locating our services for our shared population. After Laurie retired, we continued to be a part of this committee and brainstormed how we could bring this work to our frontline employees.

To kick off the work, we invited employees from all of the partners to attend a poverty simulation. While we all work with students who have barriers, to actually role play a family seeking services was very frustrating and eye-opening for participants. Having to use your transportation tickets to go get help from ACCESS only to find out that they close at noon on Tuesdays was just an example of the barriers we saw for our students. Needless to say, working with our community partners to provide more streamlined approaches to serving students became very important to all of us in ABS. For two years, we created Workforce Academies together where employees from all partners were gathered together for cross-training with their counterparts. This led to the creation of a matrix of services we used for several years to refer students to other resources. For example, when one of our students showed up with her brand-new baby in class, we were able to refer her to WorkSource Rogue Valley where she could attend GED® Academy from home.

After the Title II Subcommittee was suspended, the ABS Director became a part of the RWP’s Local Leadership Team which included managers from DHS, Vocational Rehab, RWP, WorkSource Rogue Valley and Southern Oregon Goodwill. Together, we created the charter for the group whose mission was to work together to implement strategies from the state’s Workforce Strategic Plan and WIOA guidelines. The team’s work includes sharing relevant information to effectively distribute communications to organizational teams. Information may include training opportunities, program updates and any other details that will keep team members informed of decisions, guidance, and programmatic changes. The group meets once or twice a month as needed. Last year, the ABS Department also became a part of the local Rogue Consortium One-Stop Operator. The Local Leadership Team is currently planning virtual Workforce Academy for all of our staff members.

Our collaborative One-Stop Consortium will strategically utilize our Local Leadership Team to facilitate a coordination of service beyond our individual organizations; communicating, creating, and implementing workforce service delivery and programs at the leadership level with our fellow workforce community partners. As a consortium of community partners, we represent different services of the workforce system but will be working together and networking to achieve a common goal of coordinating workforce services. There is a saying, “If you want to go fast, go alone. If you want to go far, go together.” We want to go the distance in the coordination of workforce services in our local community.

One of our goals of WIOA is to co-locate services for our shared clientele. We know that sending students outside of RCC to receive services doesn't always work. We created a cross-training group of case managers from WorkSource Rogue Valley and two ABS faculty advisors. This group met to cross-train and then spent one hour or so a week together at Riverside Campus in the computer lab so students could stop by after class to sign up for STEP or services with WorkSource Rogue Valley. Often, we work together to help students achieve their goals and braid our funding to make it go further without duplication of services. For example, this spring, we were unable to spend our funds to send one of our ESL/ELA students who was in our Healthcare Pathways to Pacific Healthcare to earn a CNA1 certificate. WorkSource was able to provide the funding for her to earn her CNA1 certificate. We hope to continue our cross-training team once we are back on campus and may be looking at ways to accomplish this virtually.

Supplemental Training and Employment Program (STEP): ABS joined 13 other community colleges in 2017-2018 to become part of the state-wide STEP consortium. Offered through the Department of Agriculture, the program reimburses colleges who provide enhanced services to students who are eligible for SNAP. We leveraged our CP grant to hire a full-time faculty STEP coordinator to recruit students, work with community partners, and provide tutoring for students to be successful in our CEP. We enhanced our CEP for STEP by offering other college courses and gave priority for tuition waivers to our STEP students.

We also offered wrap-around services including support sessions, tutoring, transportation, books and supplies. For all of these services, we had to create policies for funding and track all funds spent on each student. In addition, staff were trained through the WorkSource Rogue Valley to use iMatch to track students' eligibility on a monthly basis. All of our time, resources and services were reimbursed to the college at 50% to be used to continue and expand the STEP program. ABS program fees, testing and general instruction is not reimbursable since we offer these services to all of our students.

Discuss local trends or issues in the community or the college that impact our program(s).

COVID 19: When COVID 19 hit in March, our classified staff packed up in one week and helped each other set up offices from home including necessary student files, personnel files and other paperwork. Our instructors set up completely online classes in three weeks. Some of them had never taught online before and many had connectivity issues. We contacted all of our students and helped them get access to technology using grant funding. Some of the Kerby Campus students parked their cars in the parking lot so they could study online. The entire college made an incredible effort to transform themselves for their students, and my staff was no different. We just never seem to have enough hands-on deck anymore to do all the work.

Because of declining numbers in spring due to COVID 19, we streamlined our classes for summer and fall, so that we have one class at each level that is offered as a zoom class to students from all of our campuses. We have kept one multi-level ESL/ELA class for Redwood Campus and one guided study session during the day and one in the evening for students who are unable to attend the zoom class times. This gives them some flexibility to

work around their schedules. While this works for most of our students, we have seen a decline in our lower levels because of remote access. We have also had to lay off adjunct faculty.

The new Campus Nexus has created a burden for students and classified staff as well. The admissions process is another barrier our students face. Error messages and glitches in the system prevent many from completing the process on time, even with assistance from classified staff. Luckily, Nicole Sakraida and Nicole Longoria from Admissions and Recruitment, and Analisa Gifford from Registrar and Records, were able to help collect information from us to manually enroll our students. We appreciate this team effort. Our classified staff just finished all of our registrations this week. We are continually trying to align our processes with the college processes, but it is a work in progress.

Integrated Education and Training for ESL/ELA Students – Healthcare Pathways:

Another issue facing our community is a lack of caregivers needed to fill positions in assisted living facilities, nursing homes and in-home services. While these jobs are not always high paying, they are stepping stones to other careers in healthcare. We worked with Rogue Workforce Partnership to create a Healthcare Pathway for our ESL/ELA students that includes a Basic Caregiver Course taught by Marla Ipsen who has worked with RWP to provide training for high school students. Unfortunately, COVID 19 prevented us from offering this hands-on class, and we found an online class through the American Caregiving Association to offer last spring, summer and now fall. We have expanded this course to ABE/GED® students with funds from our Verizon grant. ABS/GED® students earning four certificates in spring and ESL/ELA students earned 10 by the end of summer term. Many of those students plan to take more training/coursework in healthcare and they are in the pipeline to apply for SOHOPE. IET provides access to college for underserved populations by removing barriers and accelerating learning. These students are guided by our ESL/ELA Healthcare Career Preparation class instructors, imbedded ABS instructors in the online Basic Caregiver course and by our ESL/ELA Transition Specialist who is housed in the Latino Outreach and Recruitment Team in Student Services. These positions are all grant funded.

SOHOPE and ABS: The SOHOPE grant began at RCC in 2015. Many students who were eligible for the SOHOPE grant and randomly selected into the ‘treatment’ group needed to get a GED® or refresh basic skills before transitioning into a college program. By early 2016, an ABS Faculty Coordinator was in place working with SOHOPE students. ABS far exceeded its original goals for number of students served. Students were able to either complete their high school equivalency or refresh their skills enough to successfully complete college certification programs.

As of Spring 2019, 102 students had successfully transitioned from ABS into programs, either earning a GED® or completing skills review. Of those, 42 students participated in the Concurrent Enrollment Program (earning college credit while still in ABS), and 34 students completed degree/certificate programs with SOHOPE.

Collaboration with CTE – Verizon Grant: ABS and CTE will be working together as a team as part of the Oregon Pathways Alliance. Many students don’t think of CTE pathways as a career. They may not have any role models to teach them how to use tools or get them

interested in this type of work. Right now, ABS houses the grant, but we are looking at moving it to CTE. ABS will continue to collaborate with CTE and is currently working with Kim DeFreeze and Anthony Knight to use Verizon grant funds to enroll ABS STEP students in the following CEP classes winter term:

- WLD101 – Welding Fundamentals I
- WLD104/MET105 – Blueprint Reading
- MET101 – Mechanical Drafting
- MET111 – SolidWorks I (CAD)
- MET121 – Autodesk Inventor I (CAD)
- MEC102 – Basic Hand Tools
- MEC114 – Safety for Industry

List our external stakeholders (e.g. advisory boards, employers, transfer schools). Describe how we gather external stakeholder feedback (e.g. survey, focus group, advisory board meetings).

- Rogue Workforce Partnership (*Monthly meetings and weekly emails*)
- RWP Local Leadership Team and One-Stop Operator Consortium (*one monthly meeting for leadership and one partnership meeting for all staff*)
- WorkSource Rogue Valley (*weekly emails and monthly meetings*)
- DHS Self Sufficiency (*monthly meetings*)
- Vocational Rehabilitation (*monthly meetings*)
- Southern Oregon Goodwill (*monthly meetings*)
- Jackson County Housing Authority (*yearly at advisory board or as needed*)
- ABS Advisory Board (*yearly*)
- Oregon Council of Adult Basic Skills Directors (*quarterly meetings and monthly calls*)
- State ABS Team at CCWD (*part of OCABSD*)
- OCABSD Executive Council (*Current and past ABS Directors have served on board, a four-year commitment. Monthly meetings and emails*)
- Oregon Pathways Alliance (*quarterly meetings*)
- Rogue Workforce Healthcare Partnership (*monthly meetings as time allows*)
- Pathways to Opportunity (bring teams from cross-section of the college to quarterly meetings. Now virtual)
- Rogue Valley Reading Council (various instructors have been a part of this group and attend literacy celebrations and professional development opportunities)

Showcase highlights and any changes needed or made based upon that feedback.

Career Pathways: based on our work with Oregon Pathways Alliance and Pathways to Opportunity, we have tried to create supportive pathways for our students that lead to postsecondary training and living wage jobs in our community. The STEP grant helps us get students on these pathways and the STEP Coordinator in Student Services helps these students transition to Student Services. We still need to hire an assistant to help with all the paperwork and tracking requirements.

WIOA Partners: As a result of our meetings and collaboration with these community partners (WorkSource, DHS, VR, SOGI), we have tried to combine our resources and “braid” funding for students when we are able. There is no formal system for doing this, but rather a matter of building relationships and reaching out to partners when we have or need funding and vice versa. We have tried “referral matrixes” in the past, but these are often difficult to keep updated.

ABS Advisory Board: Fall 2019 feedback from our participants indicated we should “take our show on the road.” They felt we should go out into the community and present about the opportunities we offer in our program. We would like to promote outside of our current external circle of partners, but COVID 19 and heavy workloads make that difficult. Recruitment suggestions included treatment centers, Northwest Seasonal Workers, Head Start, Unite, Southern Oregon ESD, Housing Authority, Medford Drop, Rotary, etc.

Data Dashboard: Another suggestion from workforce is to have an online data dashboard that shows our statistics in real time. We would have current information on student enrollment, courses offered, new programs and funding sources, contacts, GED success, etc. While we did look at a template for this, we have not had time to implement.

Section Four – Program Learning Outcomes (PLOs) and Assessment

Oregon Adult Learning Standards and Oregon Career and College Readiness Standards: ABS Program Learning Outcomes and Course Outcomes. Our instruction is based on these standards and it is how we determine what courses and curriculum to offer (in addition to Educational Functioning Levels – see Assessment below). We also make sure we are covering material on the GED® test.

Content standards define what learners should know and be able to do within a specific content area. The Oregon Council for Adult Basic Skills Development (OCABSD) unanimously agreed in May of 2008 to support the development and implementation of content standards for adult learners. In 2010, the National Governors Association (NGA) and the national Council of Chief State School Officers (CCSSO) published the Common Core State Standards for K-12 (CCSS).

By 2018, 46 states had adopted the Career and College Readiness Standards (CCRS), were based on K-12 standards, for their Adult Basic Skills programs. A full range of standards-based resources had been developed from which adult education could benefit. These included formative and summative assessments, instructional materials, teacher preparation, and professional development opportunities. The CCRS were also more closely aligned with our state-mandated CASAS testing. Ten consultants, many of whom helped develop the Oregon Adult Learning Standards (OALS) including RCC ABS faculty, recommended to the state that we adopt Oregon Adult College and Career Readiness Standards (OACCRS) that encompass key elements from the standards developed by Oregon.

RCC lead faculty have been integrally involved in the creation and implementation of all the iterations of the ABS Learning Standards. Two faculty members have been state Learning Standards Trainers as well. The Director of ABS has also encouraged classified staff to attend all Learning Standards trainings. In addition, the Director is also currently the past president of the OCABSD group.

Assessment: CASAS assessments are included on all of our syllabi and course outlines, and GED® assessments are listed in ABE/GED® courses.

Each year, CCWD conducts a risk assessment for all Title II ABS Program. Programs are expected to be responsive to CCWD's technical assistance efforts, which may include meetings, workshops, and trainings. As recommendations arise from technical assistance, programs are expected to implement them in a timely manner.

Risk assessment looks at our reporting record and the levels gains our students make on CASAS scores. Last year, ABS work on two-three specific levels where test scores almost met the state targets. We held trainings where staff look at test reports, which CASAS competencies were being missed most often on test and how these competencies fit in with our curriculum. This project was cut short by COVID 19. These level gains are based on Educational Functioning Levels. Next year, the state will implement a performance-based funding model.

There are six primary indicators of performance:

1. Employment Rate – 2nd Quarter after Exit: The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program;
2. Employment Rate – 4th Quarter after Exit: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program;
3. Median Earnings – 2nd Quarter after Exit: The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program;
4. Credential Attainment – The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program;
5. Measurable Skill Gains – (pictured below) The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving

measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. Depending on the type of education or training program, progress is defined as one of the following:

- a. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
 - b. Documented attainment of a secondary school diploma or its recognized equivalent;
 - c. Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards;
 - d. Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or
 - e. Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams. (OCTAE Program Memorandum 17-2)
6. Indicators of effectiveness in serving employers – WIOA section 116(b) (2) (A) (i) (VI) requires the Departments to establish a primary indicator of performance for effectiveness in serving employers. The Departments are piloting three approaches designed to gauge how well the workforce system is meeting critical workforce needs of the business community

Sanctions: WIOA identifies sanctions for states and local areas that fail to meet state performance targets. For low performing states after the first year, technical assistance will be provided, including assistance in the development of a performance improvement plan. If a state fails to meet state targets for a second consecutive year, or a state fails to submit a required report for any program year, the percentage of the Governor's reserve will be reduced by 5 percentage points. As far as we know, ABS at RCC has never been sanctioned by the state.

Faculty Development:

Highlight key or innovative teaching approaches and methodologies and student engagement methods being used by department faculty. Describe any service learning, social, civic, cultural, flipped learning, gamification and/or economic components of note.

Oregon Adult Learning Standards Training: From 2010 through 2015, the Oregon Professional Development System delivered extensive professional development opportunities for the Oregon Adult Basic Skills (ABS) Learning Standards through face-to-face training, including Orientations, Learning Circles, and Institutes. Beginning in 2016-2017, CCWD offered an online Orientation for Instructors and an online Orientation for Administrators. RCC ABS hosted several trainings and provided trainers. These standards show instructors what students should be able to do at each Educational Functioning Level in each subject area. Our Title II fund amounts are linked to level gains in Math and Reading. The trainings provided examples of curriculum that could be used across different

levels and trained instructors to develop their own curriculum which was helpful in aligning ABS curriculum across the state.

Oregon Pathways for Adult Basic skills Transition to Education and Work (OPABS) and Career-Contextualized Curriculum: Oregon’s Department of Community Colleges and Workforce Development (CCWD) launched the Oregon Pathways for Adult Basic Skills Transition to Education and Work (OPABS) Initiative in 2006 to assist low-skilled adults’ transition from the state’s Adult Basic Skills (ABS) programs to postsecondary education.

OPABS, with its multiple components of services, was designed to address a key policy issue in Oregon—to build a pipeline of prepared ABS learners to enter postsecondary education and training programs that result in jobs in high-demand occupations. Increasing human capital has continued to be a priority for the state through the passage of Senate Bill 253 in 2011 which set the goal that by 2025, 40 percent of adult Oregonians will have earned a bachelor’s degree or higher, 40 percent will have earned an associate’s degree or postsecondary credential, and 20 percent or less will have earned a high school diploma or its equivalent. OPABS has been a key strategy for CCWD in working toward this goal and represents a significant investment in the state’s ABS program.

All of our faculty piloted the OPABS curriculum. It was a very prescriptive curriculum, so many instructors ended up modifying it to make it more student friendly. The career contextualization piece was worthwhile and staff have continued to use some career contextualization in their courses. The new GED® 2014, with its more rigorous content, forced us to abandon some of the OPABS curriculum (which quickly became outdated as employment and career data in information changed), but many of the resources such as Oregon Labor Market Information System and O*Net Online. We also have continued to offer a Career and College Awareness class now called Career Decision Making for one credit. Student’s use career exploration sites and the RoadTrip Nation website and curriculum. College students are hired to travel in green RoadTrip Nation RVs across the globe to talk to the people who figured out how to build a career around their own unique combination of interests. The green RV has made stops at RCC twice thanks to ABS!

Service Learning in Individualized Career Training: Before the ICT Department was eliminated, our students were able to transition into this program that provided occupation skills training, on the job internships and service learning. In addition, one of our ABS students was able to do a service learning project at the local Library’s Comic Con. We would like to explore this option again, especially with STEP students, if we have the personnel to make it happen.

Mockingbird: In the fall of 2012, we were introduced to Mockingbird Education via a one-day training. We continued to learn about and recognize the value of MBE with additional training sessions in 2013 and 2014. Since then, instructors have offered “booster sessions” for faculty and classified staff.

“Mockingbird Education provides professional development, consulting research, and curriculum development for education programs that serve low socioeconomic and marginalized learning populations. Mockingbird Education’s methodology is an integrative

and multi-sensory approach that improves academic results and strengthens learner outcomes through active learning and resilience education.

Grounded in over 40 years of research in resilience education, cognition, social cognition, and youth development, our methodology stands in contrast to high-risk gap-deficit methodologies that focus on learner risks and weaknesses. Mockingbird Education challenges educational organizations to create intentional and visible cultures. Visible cultures create safety, provide support, and create a sense of belonging. To date, Mockingbird Education's clients and experience span over 30 states and five foreign countries."

Source- <http://www.mockingbirdeducation.net/who-is-mockingbird-education.html>

In the fall of 2014, ABS hosted a two-day MBE workshop in which 43 out of 49 (87%) ABS faculty/staff participated. We have had excellent feedback from both faculty and classified staff; a recent survey included the following comments: "Love the engagement and the attention management techniques." "I've used something I've learned every day." "I am integrating Mockingbird in every class." "I see that the students are staying engaged almost 100% of the time." "I particularly liked the props which represented memory development in the brain. I also liked the focus on multi-sensory instruction/learning. I'm already doing this and will increase what I am doing." "To change the culture in our classrooms, we need continuous support."

Also in November 2014, we received a Foundation Project Grant to provide a six-month training in Mockingbird strategies with instructors creating capstone projects at the end. The blend of Mockingbird strategies with Learning Standards curriculum has greatly enhanced our program: Learning Standards providing the framework for what we teach and MBE providing the strategies for how we teach in our GED® preparation classes and our ESL/ELA classes.

Title II EL Civics Projects:

- Altered Book project with ESL/ELA students, asked to present at COABE about it
- pen-pal correspondence between JoCo and JaCo ESL/ELA classes culminating in shared dinner at a restaurant in JoCo
- part of World Day – ESL/ELA classes created posters, presentations, made food to share with rest of college
- community speakers including police with bilingual cultural liason; agencies to discuss immigration information
- ABE and ESL/ELA classes have taught each other and played games together as part of student next-steps activities
- ESL/ELA field trips to OSF with scholarship funding raised by staff member after EL Civics funding was over
- Hanley Farm; Chamber of Commerce; Schneider Art Museum
- scholarship funding now moved to fire relief for ABS students

Other:

- CTE field trips to TRC.
- Some flipped learning since on Zoom with students doing more research projects with Library Guide and various educational websites: CNN Education, GlobalOneness; UpFront NYTimes Magazine; Roadtrip Nation KFG

ABS Literacy Theater – local playwright, director and ESL/ELA instructor Evalyn Hanson taught a literacy theater class for the last decade. Students in both ABE/GED® and ESL/ELA classes rehearsed after class and put on a performance for all students and staff at the end of each term. It was a great way for our students to collaborate with different cultures, practice English and foster public speaking skills. Since Evalyn’s retirement, Donna Mae Fiore and Joanne Taylor have kept the theater alive!

Books: At Riverside Campus, one of our ABS instructors kept a lending library of books for students to check out. We all contributed to this library. Redwood campus had a book club for years and often had authors visit. As budgets and staff decreased, so did some of these activities. Many of us picked a book and read a section aloud to get students interested in checking it out.

Online Student Engagement:

- Instructors use breakout rooms, scavenger hunts, as well as the poll, chat, and annotation features to help build cohort and provide instructional variety.
- Instructors also include independent work time and research with the help of the RCC LibGuides, OER’s, and other educational sites.
- Students then show their science experiments to the class and present interactive PowerPoint and Word essays with live video. The student presentations build technology skills as well, which might not have happened in a face-to-face classroom setting.
- ESL/ELA instructors use Burlington English and other sites.
- One ESL/ELA instructor includes reading stories aloud in English at the end of class for 15 minutes with the students’ children participating.
- Instructors also use email and text to stay in touch with students.
- Classified staff assist with registration and orientation paperwork through zoom.

What faculty development resources do you need to strengthen these approaches and methodologies, and to support faculty in their understanding and application of outcome-based principles of instructional design and assessment?

Right now, our focus has been on how to engage students in online classrooms. Our staff individually seek out professional development each year. Most of our staff participate in our staff meetings and between staff meetings, we meet in subject area Professional Learning Communities (classified staff meet in their own PLC with the director). In these PLCs, instructors share lesson plan ideas and resources and align curriculum. Lead instructors share new resources and materials from the state Learning Standards group. We will continue to provide PD on learning standards and will continue to share online student engagement strategies. In addition, instructors who are new to basic skills are required to go through the online Adult Basic Skills modules and Learning Standards orientation. We keep a professional development spreadsheet that shows which staff have participated in required or highly recommended ABS trainings. Title II grant provides additional funds for these required or highly recommended trainings. Our State ABS Team also funds membership in our Council on Adult Basic Education (COABE) for all staff. Staff can attend

free webinars and register for conferences. Our state directors' group is working on bringing a chapter to Oregon so that we can have more regional opportunities.

Section Five – Evidence-Based Changes

Based on the evidence from your learning outcomes assessment and other information related to student success (such as graduation rates), describe recent or anticipated changes, such as:

- **New/discontinuing degrees/certificates/courses**
- **Major curricular changes (e.g., reduction in electives to support guided pathways and completion; change in program curriculum as a result of mapping; course adjustments as a result of learning outcomes assessment)**
- **New/discontinuing policies**
- **New faculty/staff or anticipated vacancies**
- **New/discontinued collaborations and partnerships**

Kerby Campus Closure: This year, our college made the decision to close the Kerby Campus due to budget cuts. The campus served 12-20 students a term on average. The closing of Kerby Campus will result in the discontinuation of community collaboration and partnerships in the Kerby/Cave Junction area. Built in 1946, the Kerby Campus was a public school and shared the grounds with the Kerby Union high school. Both were closed as new schools were built in the Illinois Valley to serve growing populations. The Masons Lodge bought the building and continued educational traditions by making parts of the Kerby Belt Building available to community members to hold a variety of educational and community service opportunities. In 1971, the RCC ABE/GED® Illinois Valley Learning Center started holding classes to help students prepare for their GED® tests. In 1990 the Masons sold the building to RCC for one dollar on the condition that education and community service be offered by the College.

For years Community Education classes were held and our ABE/GED® department held High School Completion, and English as Second Language classes. All along many GED® completers from our program went on to attend college classes. As years passed, RCC partnered with a variety of College and community entities to offer more resources to the community; like the SBDC and the Illinois Valley Community Development Organization to house the Illinois Valley Business Entrepreneurial Center and the Southern Oregon Guild of Artisans. Both entities offered classes, workshops, and cultural events. Master Food Preservers of the State Extension Service held classes and the ABS department continued GED® preparation helping hundreds of economically and academically challenged students take their first steps toward higher education and better paying jobs.

Many laid off mill workers attended our GED® preparation classes assisted by the trade act for retraining as the mill closed. We have provided tele-course videos and eventually state of the art internet, computers, and a computer lab used by many RCC credit students for homework and tests. We provided proctor services for a variety of tests. We have used the IP Video system and hosted many distance learning classes. The ABS department has been the constant RCC program operating with dwindling numbers of staff as budgets

shrunk. Our department has been a vital and integral part of this remote rural community for 49 years.

ABS Risk Assessment and Program Improvement Plan

We received our risk assessment from our ABS Team at CCWD last summer for the 2018-2019 program year. We met one out of five state targets for level gains (through CASAS pre and post testing) each in our ESL/ELA and ABE/GED® programs. We were also extremely close to making three other targets in each program. We have five Education Functioning Levels set by federal guidelines in ESL/ELA and five in ABE/GED. Students must make a level gain after 40 hours of instruction to count toward our targets. Unfortunately, it is hard to get students to come back in for CASAS testing and many of them leave before we can post test.

In our Program Improve Plan for 2019-2020, our goal was to focus on testing students in the levels where we were closest to meeting our targets. We would use reports to pinpoint students who are close to getting a level gain and need a post test and celebrate all level gains and score gains. In addition, we had the following goals:

1. Involving instructors more in CASAS testing. Using CASAS competencies and reports to guide instruction.
2. PLC work – instructors share ideas – what’s working what’s not working.
3. Hire an additional ESL instructor with Integrated English Language and Civics Education (IELCE) grant funds.
4. Build our IELCE Integrated Education and Training program
5. At Riverside Campus, create a cross training team with WSRV.
6. Create a community resource room where various community resource representatives can spend an hour after classes with interested students. This room is right outside of their classrooms.
7. All of our instructors will have taken the new GOALS test.

We met all of our goals except for #6 and #7 which were put on hold because of COVID 19. Six of our instructors did take the new GOALS test. We have received our risk assessment for last year, and we are being held harmless for level gains because of COVID 19, but we are using Title II funds to hire a CASAS Online Testing Coordinator to implement remote testing for groups of 4-5 students and train staff to help proctor. This is a fixed term position, but once we get remote testing implemented, we can use it even when we are back to face-to-testing because it will allow us to capture more tests.

Section Six - Summary

Describe the major strengths, challenges, and themes that emerged from our department/program review.

Strengths – One of our strengths as a department is our commitment to our students and our willingness to help out in any way we can. Our ability to absorb change and keep students at the forefront maintains the quality of our program.

Our instructors are well trained in curriculum development, differentiating curriculum for different educational functioning levels in their classes, student engagement, integrated curriculum and access to community resources. Our instructors build relationships with students, encourage them, cajole them, be strict when necessary and build in small success so they gain the confidence they need to be successful in whatever goals they have for themselves. We also mentor students who are seeking degrees in Adult Education and have had many interns in our classes.

Our classified staff work extremely hard to provide a welcoming, safe environment for our students. They call students and encourage them to sign up for an orientation, re-registration and help them with barriers such as lack of technology. They help them fill out paperwork and connect them to community or college resources as they are able. They are also an incredible cheering section for student successes.

Student speakers at our GED® Graduation Ceremony attest to the power of positive influence and usually brings tears to the eyes of classified staff and instructors alike. When we see how we change their lives, we are filled with gratitude and the feeling that all that hard work was worthwhile. Here are some quotes from recent speeches:

To the family and friends of GED® students out there, if you join the GED® program now, you can also have some of the best teachers and staff who are there to encourage you. They share your life. They are there for your ups and downs. They even cry for you or cheer you on, and celebrate even the smallest of accomplishments.

RCC has become a second home to me. My classmates are my new friends and family. I am honored to stand up here to represent the student experience and to wish you well in all your future endeavors. Please join me in our appreciation of what the Adult Basic Skills GED® program has given to all of us

I met the most amazing teachers in the Adult Basic Education Program. They really cared and committed themselves to each one of us. Their form of teaching helped me to understand things for the first time and become a different kind of student than I'd ever been before. I am now a good student. I now enjoy school, even math. I know I'm capable of whatever I set out to achieve.

The teachers here in the adult education department are hands down some of the most incredible people I have ever had the opportunity of meeting. I was amazed at how they were able to bring a form of teaching that even I could understand and completely have me on board in no time at all. So much so, that when I came here only to get my GED® and move on, I ended up a full-time college student. The program is so engaging, you start to

feel like you can do anything. I was fortunate enough to be a part of the concurrent enrollment program that is designed to help you be successful and give you the courage and the audacity you need to decide on a different and more fulfilling future. I would have never imagined my life being the way it is today. I feel like I have choices, like my future is limitless but absolutely within my reach.

Challenges:

The complexity of our department creates a huge workload for our staff (and other college staff including Marie, Sarah and Lynda from Budget and Finance, Marita and Denise from Curriculum /Scheduling, Jamee from Human Resources, Christine from Payroll, and Shannon from Accounting just to name a few). We cannot always use most experienced instructors for new projects because they are already at max workload; constant grant funding, while allowing for innovative projects, creates more change and workload. Finding appropriate computer space for all our testing is a constant problem. Not having a dedicated advisor in Student Services for ABS/GED® students means that our faculty have to advise for ABS goals, removing barriers and helping with transition to college. It would be awesome to have a dedicated college advisor to work with former ABS students to help them complete degrees and certificates. We are a complex department with many different funding sources and programs and program requirements and this will make it difficult for someone to assume the director position without some training. The workforce collaboration required by WIOA will be an additional responsibility.

Another challenge is keeping the STEP program going. This has really helped some of our students get into a career pathway. We are having difficulty funding and finding a STEP classified employee to do all the paperwork and tracking required for this grant. Our full-time faculty coordinator moved to student services, so we have a wonderful adjunct faculty filling his shoes, but it really is a full-time job for ABS especially with the Verizon grant this year. While we are able to provide the support for students to transition to college, we believe these students still need extra support to complete a certificate or degree.

A further challenge is getting our students CASAS tested. Without being able to CASAS test during our orientations, it has been hard to place students in classes. Adding and dropping classes during the first few weeks is not good for students and instructors who are trying to build cohorts, and it causes quite a bit of work for our classified staff. Because we had to work with Student Services to manually enroll and then register students due to Campus Nexus malfunctions, our classified staff didn't get registration completed until Tuesday of this week. It has been a tremendous effort. Also, we are not able to progress test our students to see where they are at and to meet state targets for educational functioning levels. Last spring we started talking about what we would need to conduct remote CASAS testing with groups of 4-5 students. With new staff members coming in and some positions not filled yet, we knew we would need someone to help us implement this new remote testing program. So, we are delaying the hiring of another data management specialist and are using Title II funds to hire a CASAS Online Testing Coordinator for just this year to coordinate these efforts and provide training for staff. That way, when we do get back to face-to-face testing, we will have the option of doing remote testing with some students which will help us get more level gains to meet our state assessment targets.

Themes: One of the themes that became apparent while working on this program review is the theme of collaboration. As a department, we collaborate with each other, the college, workforce and other community partners. Over the years, we have used a World Café format to solicit ideas from staff whenever we are making major changes such as attendance policies and integrated curriculum. This collaboration ensures the success of our various initiatives by giving everyone a voice in their creation. We have a combined classified/faculty leadership team that meets weekly to help make decisions affecting our department, and we have four staff meetings a year at each campus with 80-90% of our staff regularly attending, even when we have it out at Kerby Campus!

Another theme is resiliency. It is a skill we teach our students, and it is a quality our staff has in abundance. ABS has bounced back from many different external and internal difficulties including budget cuts, class cuts, staff cuts, state and college initiatives, bomb and violence threats, personnel tragedies, retirements and student barriers. Being transparent with staff helps build trust and confidence in each other. Giving staff a voice and listening to those voices results in us all putting forth 110% effort. We always bounce back because we believe that we help change our students lives for the better, and we know we will always be there for each other in times of need.

Section Seven - Attachments

- Sample syllabus – attached (syllabus matches 2017 course outline. We are in the middle of revising our outlines with the new Oregon Adult College and Career Readiness Standards and the new ILOs and should have them completed by winter term. These outlines are being used as models by the state.)
- Link to department/program website: <https://go.roguecc.edu/department/adult-basic-skills>
- Link to CCWD's ABS Resources Page (including handbooks for Oregon Adult College and Career Readiness Standards and Master Reporting Calendar): <https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/abs-resources.aspx>

The ABS Department would like to thank the Management Team, Student Services, College Services, instructors and staff for all your support of our program and our students over the years. It has not gone unnoticed. A big thankyou to Terrie Sandlin and the Outcomes and Assessment Council for giving us this opportunity to tell our story.

Julie Rossi

Syllabus
Adult Basic Skills
LC745LSSA01 – Language Arts/Social Studies A
Fall 2020

Day/Time/Location: Tuesday and Thursday/ 9:00 – 12:00/ Zoom

Instructor: Kiersta Fricke-Gostnell

Email: kfricke@roguecc.edu

Contact: 541-660-7684

Course Description

Builds reading comprehension, writing skills, and critical thinking skills in social studies and prepares the student for GED® testing through instruction and practice of research-based reading and writing strategies. The focus of instruction is to help the student develop the knowledge and skills needed to achieve personal, educational, and professional goals. These skills and strategies will be taught in the context of nonfiction and fiction readings related to academic strands, career strands, life skills and cultural competencies. Students will learn and apply technology skills to complete assignments and to aid in lifelong learning. The critical thinking skills of comprehension, analysis, application, synthesis, and evaluation will be emphasized and applied to information related to history, economics, political science, behavioral science and geography. This course will provide skills and information needed for further study in humanities. Content and instruction are guided by the Oregon ABS Learning Standards.

Oregon ABS Learning Standards:

The content of this course aligns with the *Read with Understanding Framework*, (2017) Levels 5 & 6. The standard is as follows:

- Determine the reading purpose
- Select and use reading strategies appropriate to the purpose
- Monitor comprehension and adjust reading strategies as needed to deepen understanding of text
- Use textual evidence to analyze the content and reflect on the underlying meanings

The content of this course aligns with the *Write to Express Meaning Framework*, Levels 5 & 6. The standard is as follows Determine the purpose for writing

- Select and use writing strategies appropriate to the purpose
- Develop and organize ideas using evidence to serve the writing purpose
- Use self-review and feedback from others to revise text

Use English language conventions in order to increase reader comprehension and meet the writing purpose.

The Reasoning through Language Arts and Social Studies content of this course aligns with the RLA and Social Studies Practices Framework in the GED® Assessment Guide for Educators and is derived from the Common Core State Standards framework for K-12 Language Arts and Social Studies education.

Prerequisites

CASAS pretest reading score 225 - 244 and a score of 2- on the 4 ABS writing assessment.

Course Materials - Required and Recommended Texts

Steck-Vaughn, *Reasoning Through Language Arts GED® 2014* workbook (2013)

National Geographic, *Pathways: Reading, Writing and Critical Thinking* Levels 2 & 3 (2014)

New Reader's Press, *Writing for the GED® Test* Books 1, 2, 3 (2014)

Heinemann, *Texts and Lessons for Content-Area Reading* (2011)

Institutional Learning Outcomes (ILO)

Institutional Learning Outcomes (ILOs) are skills that will contribute to your success in life beyond RCC. Rogue's ILOs are: Application of Knowledge (AK), Approach to Learning (AL), Communication (COM) and Critical Thinking (CT). Why are they important?

- *Employers call these soft skills or employability skills. They may help you get and keep a job.*
- *These are skills that will help you complete a 4-year degree.*
- *They are skills for success in your life as a family member, worker, citizen, life-long learner, and more.*

Application of Knowledge (AK)	Students will synthesize and use knowledge in familiar and unfamiliar situations to effectively solve problems and complete tasks.
Approach to Learning (AL)	Students will engage in and take responsibility for intentional learning, seek new knowledge and skills to guide their continuous and independent development, and adapt to new situations.
Communication (COM)	Students will engage in quality communication using active listening and reading skills and expressing ideas appropriately in oral, written, and visual work.
Critical Thinking (CT)	Students can recognize own and others' assumptions and cultural contexts, raise significant and relevant questions, demonstrate an ability to seek, organize, analyze, and interpret data, foresee consequences of actions, and engage in behaviors that support sustainability.

Course Learning Outcomes

In the left-hand column below, you will find the expected learning outcomes for this course. The outcomes are assessed by the methods described in the middle column. In the right-hand column you will see “ILO Key Indicators.”

Course Outcomes, ILO (Institutional Learning Outcomes) Indicators and Assessment

On successful completion of this course, the students will be able to:

Expected Outcomes	Key ILO Indicators	Assessment Methods
<p>Reading with Purpose (P)</p> <p>R5P1 Read regularly for own purposes, inside and outside of class.</p> <p>R5P2 Identify, clarify, and/or prepare for the reading purpose.</p>	<p>AK 1 - <i>Demonstrate ability to transfer learning in familiar and unfamiliar contexts in order to complete tasks.</i></p>	<ul style="list-style-type: none"> • Complete homework assignments on time.
<p>Analytical and Critical Reading (A)</p> <p>R5A1 Locate, analyze, and critique stated and implied information and/or ideas in simple functional, informational, or persuasive texts.</p> <p>R5A2 Draw conclusions related to the common structural elements of a simple literary work.</p> <p>R5A3 Identify, interpret, and appreciate an author’s use of language and simple literary techniques.</p> <p>R5A4 Connect people/characters, events, information, ideas, or themes presented in one text with those in other texts and/or in real life to address the purpose.</p>	<p>COM 3 – <i>Collaborate effectively to achieve course/learning goals.</i></p> <p>AK 2 – <i>Integrate previous and new learning, along with practical skills, to solve problems.</i></p> <p>AL3 – <i>Internalize previous and new learning along with practical skills, to solve problems.</i></p>	<ul style="list-style-type: none"> • Demonstrate progress by satisfactory participation in group processes. • Complete assignments on time. • Demonstrate progress by pre- and post-evaluations.
<p>Preparing to Write (P)</p>	<p>C 2 <i>Express ideas clearly in oral, written and visual work.</i></p>	<ul style="list-style-type: none"> • Participate in teacher and peer evaluation and feedback

<p>W5P1 Clarify purposes of the writer(s) and reader(s) in a specific situation.</p> <p>W5P2 Draw on prior experience, research, new knowledge, and one's own questions, interests, and observations to generate ideas.</p> <p>W5P3 Use a variety of strategies to plan and organize a range of text types.</p>		<ul style="list-style-type: none"> • Complete unit assessments with a minimum score of 85%.
<p>Generating and Revising Text (G)</p> <p>W5G1 Develop and organize ideas and information in simple narrative, descriptive, persuasive, expository or creative text. W5G2 Use basic and complex grammar to construct text of coherently-linked simple, compound, and complex sentences.</p> <p>W5G3 Use everyday, academic, and some specialized vocabulary to convey precision and detail in texts.</p> <p>W5G4 Express one's thoughts and ideas in a way that shows engagement with the topic and audience.</p> <p>W5G5 Consider and apply feedback from self and others to clarify meaning and better address the writing purpose.</p>	<p>C 2 <i>Express ideas clearly in oral, written and visual work.</i></p> <p>C 4 <i>Work respectfully with others by considering opposing viewpoints and different cultural perspectives.</i></p>	<ul style="list-style-type: none"> • Participate in teacher and peer evaluation and feedback. • Complete unit assessments with a minimum score of 85%.

Grading Information

We will have unit quizzes, weekly homework, a midterm, and practice Language Arts and Social Studies GED® exams. Quizzes, the midterm, and the practice Language Arts and Social Studies GED® exams will be graded. Quizzes and exams will prepare you for the Language Arts portion of the GED® and the college placement tests.

Expectations for Students

Missed homework, quizzes, and exams need to be completed within one week of the missed class

Attendance

Participation is important to success in this class, **so a minimum of 75% attendance is expected.** Please be sure to check with a classmate or your instructor to get information if you miss class.

To create the best learning environment, it is important that we each do the following:

- Attend class promptly and regularly.
- Come prepared for class.
- Work to the best of our abilities.
- Work independently and collaboratively.
- Contribute to a positive learning environment by showing respect towards ourselves and all others in the class.
- Inform the instructor ahead of time if we know we will be absent.
- Do not bring children or friends to class.
- **If we are late, we may be asked to miss that class. If we fall below the 75% minimum attendance requirement, we may be dropped from the class.**

If you are unable to attend a class, please notify me via email or phone.

- **Administrative Drop:** students who do not attend at least 50% of the class sessions during the first week of school and who do not contact the instructor to indicate a plan to attend will be automatically dropped from the class during the 2nd week of the term.

Academic Honesty

Cheating, plagiarism, and other acts of academic dishonesty are regarded as serious offenses. Instructors have the right to take action on any suspected acts of academic dishonesty. Depending on the nature of the offense, serious penalties may be imposed, ranging from loss of points to expulsion from the class or college.

Classroom Behavior

Expectations for classroom behavior are outlined in the Student Code of Conduct, available in the catalog, schedule, and online. Students may not engage in any activity which the instructor deems disruptive or counterproductive to the goals of the class. Instructors have the right to remove students from class for not following the Code of Conduct or other specified classroom rules. Expectations for behavior in online classes are similar to what is required in the classroom.

Tutoring Center

Tutoring Centers provide free ABS tutoring service during Power Hour. In addition, credit class tutors may be able to assist you if they are not busy with other students.

Student Evaluation of Course

Student evaluations will occur at least once a year.

Disability Services

Any student who feels that they may need academic accommodations for a disability, such as vision, hearing, orthopedic, learning disabilities, psychological or other medical conditions, should make an appointment with the Disability Services Office.

Redwood Campus (Wiseman Tutoring Center):

Phone: 541-956-7337; Fax: 541-471-3550; Oregon Relay Service: 7-1-1

Riverside and Table Rock Campuses (main office: Riverside Campus B-9):

Phone: 541-245-7537; Fax: 541-245-7649; Oregon Relay Service: 7-1-1

For more information, go to [Disability Services](#)

To report a barrier, go to [Report a Barrier](#)

Discrimination, Harassment and Sexual Violence Policies

Rogue Community College does not discriminate in any programs, activities, or employment practices on the basis of race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender identity, marital status, veteran status, disability, age, pregnancy, or any other status protected under applicable federal, state, or local laws. For further policy information and for a full list of regulatory specific contact persons visit the following webpage: www.roguecc.edu/nondiscrimination.

The following person has been designated to handle inquiries regarding the non-discrimination policies unless otherwise listed below.

Chief Human Resources Officer,

Jamee Harrington

541-956-7017

jharrington@roguecc.edu

Redwood Campus, M-2.

The following persons are responsible for coordinating Title IX (gender discrimination), Title II (ADA reasonable accommodations) and Section 504 (discrimination against individuals with disabilities):

Lead Title IX coordinator/ Equity, Diversity and Inclusion Coordinator: Amy Peterson 541-956-7061 aspeterson@roguecc.edu 541-956-7329 Redwood Campus, M Building	Deputy Title IX coordinator for students: Chauncey Kieley ckieley@roguecc.edu 541-245-7632 Riverside Campus, G-223
Dean of Student Success: August Farnsworth afarnsworth@roguecc.edu 541-245-7728 Riverside Campus G Building – 2 nd Floor	Deputy Title IX coordinator for employees: Wendy Jones wjones@roguecc.edu 541-956-7146 Redwood Campus, C Building
ADA coordinator for students: Andrew Childress achildress@roguecc.edu 541-245-7692 Riverside Campus, B-9	ADA coordinator for employees and applicants: Kathryn Averyt kaveryt@roguecc.edu 541-956-7346 Redwood Campus, M-2

In addition, RCC has a zero tolerance for sexual assault, stalking, intimate partner or domestic violence, dating violence and workplace violence. Anyone found participating in any of these activities will be subject to disciplinary action and prosecuted in accordance with RCC policies and procedures and Oregon state laws. For more information, go to <https://web.roguecc.edu/title-ix-and-sexual-misconduct>

Basic Needs

RCC wants your time with us to be successful, productive, and even fun. We understand that many things can interfere with your ability to learn effectively. You must have your basic needs met including a roof over your head, a safe place to sleep, enough food to eat, and stable mental health. If you are struggling to meet any of these basic needs, a list of resources and ways to contact a Counselor can be found at <https://web.roguecc.edu/counseling>

Smoking restrictions (Board policy)

Smoking is not permitted on the premises of Rogue Community College except in designated areas. For more information go to: <https://web.roguecc.edu/board-policies/rcc-board-policies-and-procedures>.

Safety

The College assists in keeping the campus safe, but a safe campus can only be achieved through the efforts and cooperation of all students, faculty, and staff. For information on safety services, go to <https://web.roguecc.edu/risk-management>

Schedule of Assignments

Class Outline -Weekly Schedule	Social Studies	Reading	Writing
1- Sept 22/24	Introductions U.S. Constitution Bill of Rights Voting Process and Rights Colonization and U.S. colonies	Introductions Using Zoom and "Netiquette" Syllabus Reading strategies: text-marking, skimming and scanning	Analyze, infer, and synthesize information, including visual information from maps, charts and graphs Answer reflection questions Write an effective one to three paragraph summary

<p>2 - Sept. 29/ Oct. 1</p>	<p>Create timeline of early U.S. history</p> <p>U.S. Constitution</p> <p>Bill of Rights</p> <p>Voting Process and Rights</p> <p>Current: Indigenous peoples preserving their languages and cultures</p>	<p>Develop critical thinking vocabulary</p> <p>Parts of Speech Vocabulary building</p>	<p>Analyze, infer, and synthesize information, including visual information from maps, charts and graphs</p> <p>Answer reflection questions</p> <p>Write an effective one to three paragraph summary</p>
<p>3 - Oct. 6/8</p>	<p>Structure of U.S. government – focus on courts</p> <p>Slavery</p> <p>Civil War and Reconstruction</p> <p>Current: Hate crimes; Supreme Court rulings on current issues</p>	<p>Use reading strategy: What do I know, what do I want to know, what have I learned (KWL)</p> <p>Identify main idea and details in a short text</p> <p>Paraphrase an author’s words</p> <p>Transition Words</p>	<p>Analyze, infer, and synthesize information</p> <p>Write sentences that include pronouns, adjectives and adverbs</p> <p>Introduction to argument writing</p>
<p>4 - Oct. 13/15</p>	<p>Economic concepts</p> <p>Manifest Destiny</p> <p>Indian Removals</p> <p>Current: Regional differences and commonalities in the U.S.</p>	<p>Rank ideas in order or priority</p> <p>Read and write using figurative language, including metaphor and similes in prose and poetry</p>	<p>Write simple and compound sentences that include nouns, pronouns, verbs, adjectives, and adverbs</p> <p>Continue argument writing, including claim, counter-claim, evidence, and warrant</p>
<p>5 – Oct. 20/22</p>	<p>Immigration</p> <p>World War I</p> <p>the Great Depression</p> <p>the New Deal</p>	<p>Identify main ideas and details in a long text</p> <p>Prepositions</p>	<p>Continue argument writing, including understanding bias, and valid and invalid evidence</p>

	Current: U.S. immigration policies towards Mexico and other countries		
6 - Oct. 27/29	Review for, and take, Practice Tests	Review for, and take, Practice Tests	Review for, and take, Practice Tests
7 - Nov. 3/5	World War II the Holocaust the Cold War U.S. Government – Separation of powers; checks and balances Current: U.S. and Russia; U.S. and North Korea	Identify pros and cons in two or more related texts Identify figurative language in non-fiction Adverb phrases – cause, condition, contrast, and time	Write a three paragraph argumentative essay using simple, compound, and complex sentences
8 - Nov. 10/12	Civil Rights Movement Vietnam War the Economy today Current: U.S. incarceration statistics and race relations	Compare and contrast Identify fact and opinion Coordinating conjunctions	Choose final presentation projects
9 - Nov. 17/19	Classical civilizations World geography Globalization Migration Current: The real cost of phones and clothing	Identify cause and effect Identify problems and solutions Dependent and independent clauses	Work on presentations
10 - Nov. 24/ 26 is a Holiday	Present and assess projects	Present and assess projects	Present and assess projects

11 - Dec. 1/3	Review and next steps	Review and next steps	Review and next steps
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Important Dates	Holidays: Veterans' Day – Nov. 11; Thanksgiving – Nov. 26 Last day of the term: Dec. 4 First day of Winter term: Jan. 4
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