



SPARE – Instructional Programs

(Service and Program Annual Review and Evaluation)

Program Name: Title II ESOL & GED

Update/Review Year: 2018 - 2019

Student Learning Outcomes Assessment

1. List your program/discipline outcomes below, with the aggregated student achievement levels:

The overarching purpose of the Adult Basic Skills (ABS) program, from both the national and state perspective, is to assist adults in obtaining the knowledge and skills necessary for economic self-sufficiency. Creating pathways that bridge the secondary and post-secondary requirements, that support specific regional employment needs, is at the heart of ABS goals.

Using these principles as the foundation for determining quantitative trend, the following results are presented to support computable Student Learning Outcomes (SLOs) and binding the SLOs to qualitative curricular delivery.

The state requires two separate testing measures regarding Student Learning Outcomes (SLOs):

Measurable Skill Gains – the state requires a pre-test in math and reading for GED students and the reading test for ESOL students. The state approved testing instrument is the CASAS Standardized Testing. Following 40 hours of classroom attendance, students take the CASAS post-tests in the appropriate subject to determine measurable skill gains. Measurable skill gains for the 2018-2019 Academic Year are:

ESOL – Measurable Skill Gains: 26

GED – Measurable Skill Gains: 47

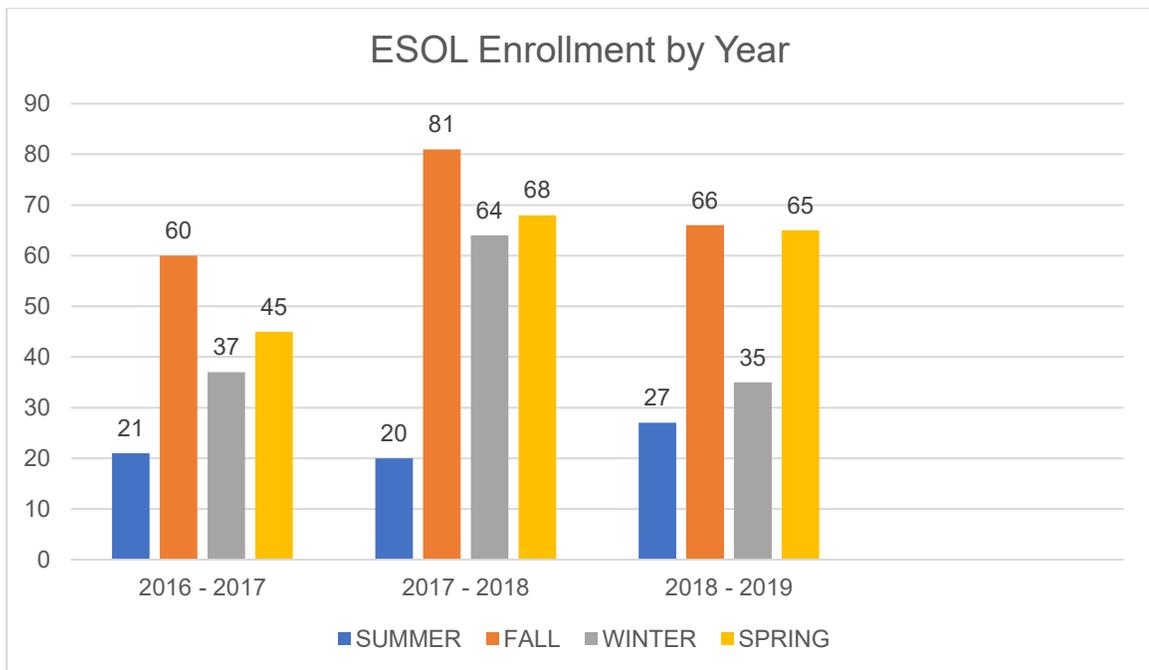
GED Section Test Completion – the GED Test is comprised of four separate subject specific tests – Language Arts, Social Studies, Science, and Mathematics. Individual student skill levels vary upon entry into the ABS program. Results from the CASAS pre-test determined

that 17% of unduplicated students had an overall academic skill level below the 5th grade, 32% between the 5th and 8th grade, and the remaining 51% above the 8th grade. Preparing 49% of students to succeed in GED section tests proved to be daunting and resulted in few academic successes. Employing a combination of CASAS and Aztec Pre-GED tests showed incremental progress and proved to students that they were advancing their academic skills. A total of 31 tests were successfully completed out of 37 attempted, resulting in an 84% success rate.

GED - Section Test Completions: 31
 GED - Certificate Recipients: 16

2018-2019 ESOL Enrollment by Term:

Summer 27
 Fall 66
 Winter 35
 Spring 65

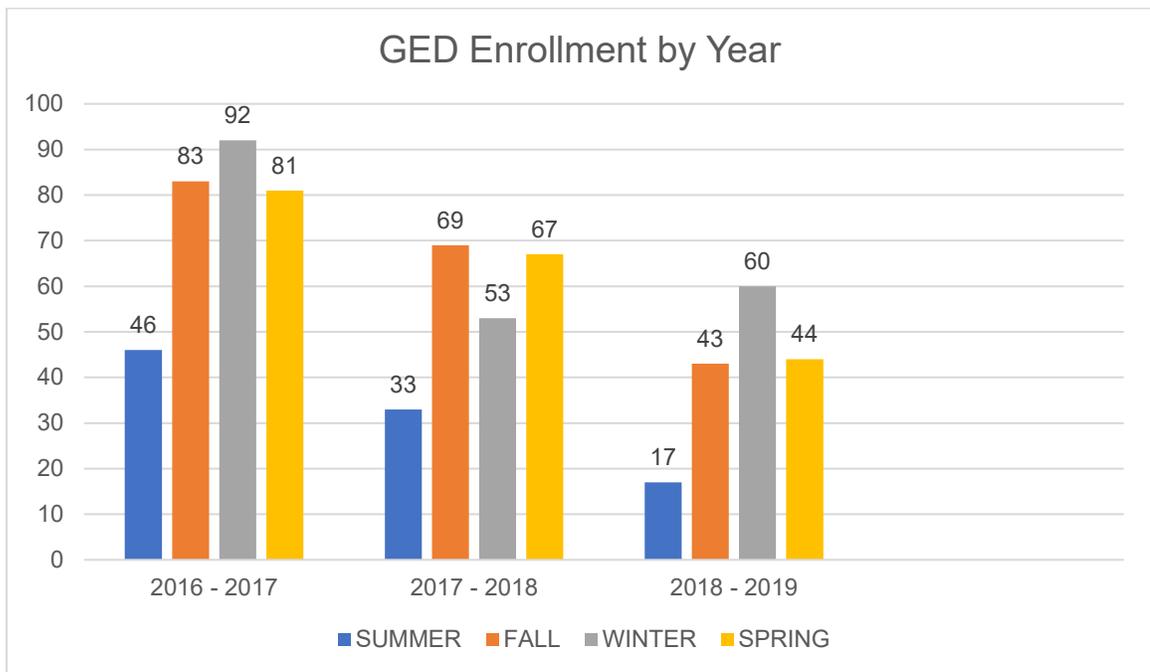


Enrollment numbers have been consistent over the last three years with the 2017-2018 academic year showing an increase of 30% over the 2016-2017 academic year and an increase of 17% over the 2018-2019 academic year.

The drop in enrollment during the 2018-2019 winter term is due to a loss of the ESOL instructor for much of the term. With his return in the spring term, the numbers returned an average consistent with the previous term.

2018-2019 GED Enrollment by Term:

Summer	17
Fall	43
Winter	60
Spring	44



Enrollment in GED has dropped 46% over the last three years. While there has been a steady drop in enrollments throughout all the GED classes, the two lowest enrollment classes are the Main Campus evening class (18% of total enrollment over three years) and the North Campus evening class (17% of total enrollment over three years).

Reasons for the drop in enrollments:

- The economy is strong – employers need non-skilled workers and they are waiving the requirement for a high school diploma or GED
- The post-2014 GED test is much more difficult than the previous test. Tests scores were so low nationwide that the minimum passing score for each test was dropped from a 150 to 145.

2. In the last year, how has assessment of course level SLOs led to improvements in student learning and achievement?

Improvements of course level SLOs in the last year consisted of progress in the administration of student engagement.

Administration of Student Engagement: the state requires a pre-test in math and reading with post-testing done in each subject every 40 hours of class time. Many students were not being re-tested at the 40-hour mark, resulting in a negative impact on student progress as measurable skill gains were not realized and celebrated as academic progress. Administrative changes were implemented to correct this administrative oversight and as a result, 32% more progress tests were administered during the spring term with 87% of these additional tests resulting in a measurable skill gain.

3. In the last year, how has assessment of program-level SLOs led to improvements in student achievement and completion?

1. By introducing elements of Adult Learning Theory, specifically single subject group learning, we experienced 15% more test completions in the last quarter of the academic year.
2. Using single subject curriculum delivery resulted in increasing the GED Ready® test scores by an overall 7% of all specific content tests. The GED Ready® test is a predictor test for the actual single subject GED® test.
3. At the very end of this academic year, we installed Aztec© software – a GED® preparatory software aligned and approved by GED Testing Services©. The addition of this software:
 - a. Allows students to work outside of class
 - b. Instructors can monitor and assist students with out-of-class efforts
 - c. Increases preparatory testing as this software offers unlimited number of preparatory tests
 - d. Allows more focused work on targeted learning objectives

4. What challenges remain to make course and program level Student Learning Outcome Assessment more effective for your program?

Academic achievement, in whatever characterization, is not a familiar concept to many ABS students. The persistence and commitment required to experience educational success needs to be celebrated as early as possible. The introduction of single-subject instruction is the first step of confirm the goal of at least one of the four single-subject tests is passed in the student's first term. The combination of single-subject instruction, increased CASAS testing, and using the Pre-GED curriculum of the Aztec© software ensured students experienced empirical academic progress.

The academic journey must become a central part of the student's daily life. It is essential that we, the student's academic family, connect with the student beyond the brick and mortar classroom. The addition of the Aztec© software allows instructors to continue the in-class

efforts beyond the classroom and provides an academic awareness that becomes part of the student's regular experience.

Changes in curriculum delivery and integrating academic software into that curriculum delivery has resulted in the following SLO goals:

1. Tying SLOs to the Aztec© software. As with the addition of single subject curriculum delivery this academic year, further incorporation of the software capabilities to specific lesson plans will be essential to meeting SLOs.

2. A program review is underway for both ESOL and GED classes to determine causation of the following:
 - a. Class size
 - b. Student retention
 - c. Student progress documentation
 - d. Testing frequency
 - e. Test scores
 - i. Earlier student academic successes
 - f. Student financial ability to pay fees
 - g. Access to classes:
 - i. Days of the week
 - ii. Time of day
 - iii. Location of classes

Update on Program/Discipline Goals and Objectives:

1. **Provide an update below on your program/discipline's progress toward achievement of short-term objectives you established in your most recent review/annual update. Are there challenges that have been encountered in accomplishing your objectives?**

Short-term objectives were:

1. Acquiring educational software allowing students an out-of-class modality of study.
 - i. Progress – completed with acquisition of the Aztec© software.

2. Standardization of curriculum delivery by introducing single subject instruction.
 - i. Progress – more work is required in this area. With small class size, single subject group learning becomes difficult.

- ii. The additional effort required is primarily centered in student recruitment or combining smaller classes, where the increased numbers aid in the deployment of group learning strategies.
1. As you look to the next year, identify two or more short-term objectives below that will continue to promote progress toward your program/discipline’s achievement of your long-term goals.
 - i. Tying the Aztec© software to the student learning outcomes. The use of this software will only be effective if it becomes an extension of the SLOs established in the classroom. Instructors will create lesson plans using the software as part of the in-class learning process and then allow the student to continue the lesson outside of class.
 - ii. Work with faculty to build a collection of student progress tools that establishes realistic student learning outcomes and documents a student’s progress towards those outcomes.
 - iii. Adding a Spanish-only GED class and conducting it in conjunction with established ESOL classes.
 - iv. Alignment of our ESOL and GED classes with specific career pathway certificates for employment in areas designated by the community as hard-to-fill jobs.

Requests for Resources

1. **For any specific aspect of a goal or objective listed above that would require additional financial resources, complete the form below. If you are aware of a potential funding source other than college general funds, identify the potential source below.**

Type of Resource	Requested Amount	Potential Funding Source
Scholarships for GED Ready® testing fees	\$600 – each test is \$6.00	Northwest Oregon Works
Scholarships for GED® Section Tests	\$3,600 – each GED® Section Test is \$36	Oregon Coast Community College Foundation and STEP Program

Funding for Aztec Software	\$8,000	Oregon Coast Community Pathways Grant
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1. ***Describe the purpose of the resource request.***

- a. Each GED Ready® test costs \$6.00 – we currently have 90 vouchers supplied by the state. With the effort to increase class size, the number of GED Ready® tests will also increase. Much of the increase can be offset using practice tests built into the Aztec© software; however, it is anticipated that 90 vouchers will be about half of what is projected.
- b. GED® section tests cost \$36 for each test. We averaged 46 tests per year over the last three years. Many of our students cannot afford the cost of each test. Our success rate of students passing to students taking these tests is 92 percent. We have enough money in the Oregon Coast Community College Foundation for approximately 40 more tests. It is anticipated that we increase, not only the number of students studying for their GED, but also the number ready to test.
- c. Aztec software renewal is \$8,000 annually.

2. ***How does this request further college fulfillment of the college mission and its Core Theme objectives?***

A part of our Mission Statement reads, “...equip students for success by providing educational pathways and supports in response to the diverse needs of our community. Through accessible and engaging programs, we enrich the economic and civic vitality of Lincoln County and beyond.”

Core Theme 1 has the objective of improving post-secondary educational attainment across Lincoln County and closes achievement gaps for underserved populations in our community.

Through the close alignment of our ESOL and GED programs to the determined employment needs of our communities, we are not stopping the educational experience at the completion of a GED test or the mastering of the English language. We will work with our students to identify career interests only attainable beyond the ESOL and GED classrooms.