

Adult Basic Skills Education

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1. Describe program review processes that inform your division's efforts to improve program or discipline student learning outcomes.

- The Department of Community College and Workforce Development conducts a comprehensive program review of ABSE and ESL as a required component of the State Plan every seven years. The program review is based upon Indicators of Program Quality. A team of CCWD staff and colleagues from other colleges conduct the review by visiting programs and reviewing evidence to support the department's ability to meet each standard. The state compiles a thorough report with commendations and recommendations. The programs are required to submit a plan to address any recommendations in the report. ABSE and ESL are scheduled for a program review in January 2010. All faculty and staff are involved in the process.
- Annually, for the prior academic year, CCWD provides ABSE and ESL reports based upon data submitted to the state from local programs. The reports received indicate how ABSE and ESL performed on the five National Reporting System performance measures and compare Lane's performance to other community college's Adult Basic Skills and ESL programs in Oregon. Effective 2009-2010 funding from the Title II WIA federal grant will in part be based upon performance on the five NRS measures.
- Quarterly, beginning 2006-07, ABSE and ESL began submitting data to CCWD on the five performance measure. This requirement was continued in 2008-09.
- Annually, ABSE shares the reports received on its performance compared to other community colleges with all staff and faculty. Reports are also created for each faculty member on his or her student's performance compared to the program's performance. Faculty in the department is asked to develop goals for the year to improve the department's performance.
- Annually, the ABSE department shares its performance results with the ABSE advisory Committees.
- The ABSE Department also closely monitors student enrollment, attendance, costs, student and course evaluations, and community input to determine what classes to offer, when to offer them, and any changes needed.

2. Based on assessments of program or discipline outcomes, what changes have been implemented since 2004 to increase student success and improve student learning?

- Due to the requirement to pass the college reading placement test, a Core College orientation was added to the regularly scheduled department orientations each term. The Core College orientations were offered weekly and aligned with Guided Studies

orientations provided by the college counselors.

- ABSE faculty and staff continue to improve the process to establish goals for students during orientation to help student to think about their next step in going to college or getting a job
- Due to a large increase in enrollment for under-prepared students wanting to go on to college, the Reading/Writing Fundamentals, and the Core College Critical Reading curriculum were revised and aligned.
- The department continued to offer a course call *Everything you want to know about college before you start*, to assist students who have the goal of transitioning to college in a Moodle format. Enrollment increased significantly during the year in this course.
- The department expanded classes in Spanish GED due to the number of requests from students and the community.
- The department expanded classes offered to inmates and offenders at Lane County Corrections due to the increased demand and moved to more structured classes at the Sherman Center. The result has been an increase in engagement, skill gains, and completions of students.
- The Volunteer Tutoring Program developed an on-line tutor request form in response to a request from faculty to expedite the process from the time a tutor is requested until placement with a student. It was also requested that updates be give on the progress being made toward a suitable match for a student and tutor.
- The department continued to revise and pilot a Bridge Math course as a part of the OPABS state initiative. A two term bridge math course has been integrated into GED preparation classes over two years during the revision process. The course has been highly successful and will continue to be offered.
- The department began to offer basic math courses at the Workforce Development Department in response to the integration of the WIN assessment as a requirement to register for services at the Workforce Network. The math class was well attended and focused on basic math for work.