



## **SPARE – Instructional Programs**

**(Service and Program Annual Review and Evaluation)**

**Program Name:** Title II ESOL & GED

**Update/Review Year:** July 2023-June 2024

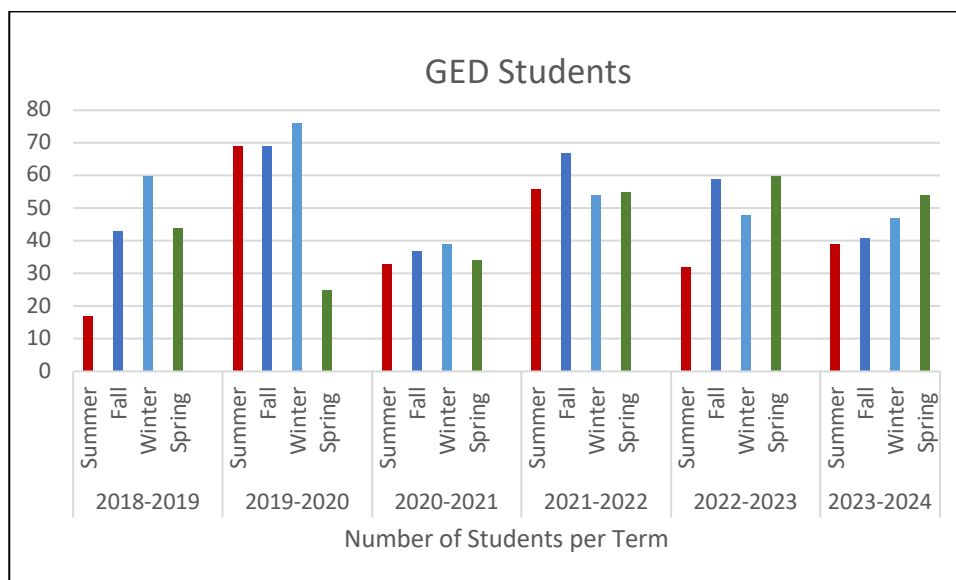
**Instructions:** SPAREs are due in August/September of the scheduled year. They consist of:

- a look back and evaluation of assessment outcomes and goals/objectives for the prior academic year
- planning for the current academic year (year of report submission)
- funding requests for the next fiscal year, subsequent to the reporting year.

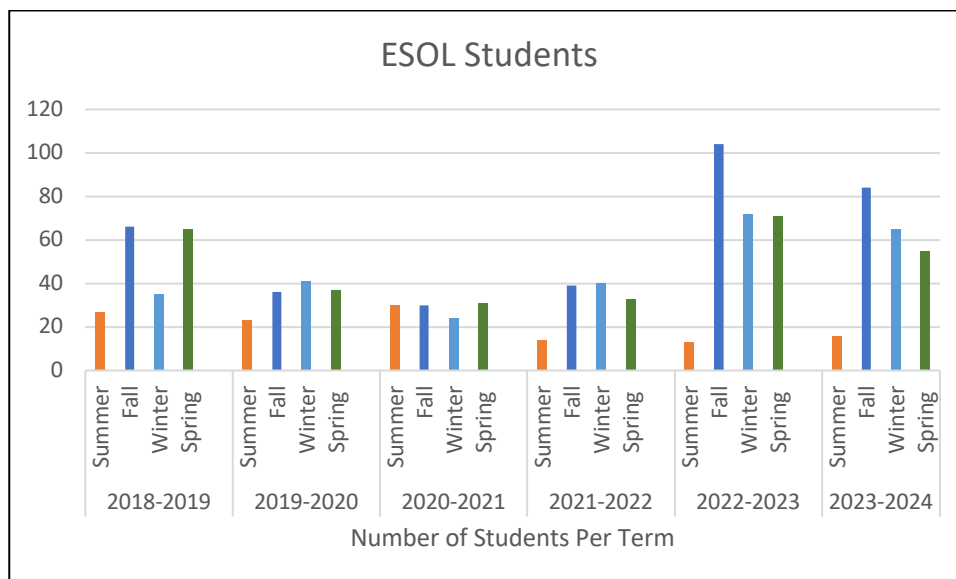
### Student Learning Outcomes Assessment

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

The GED classes were held in the summer at the Waldport site. The ABS team had hoped to have more students from the Waldport area enter the GED program with the classes in Waldport. There were not any more students from Waldport but our usual representative across the county. There were not as many students who attended the class in person, and we are not sure if this was because of the location. When reviewing the enrollment, we see some up and down in the enrollment numbers. We did see the trend moving up but still are a bit below where they were before COVID. We continue to connect with community partners to explain the opportunities the college offers for adult basic skills.



Over the last year, we decreased the number of classes in Lincoln City due to low enrollment and shifted to offering only a night class. The enrollment began dropping after fall term. As a program, we need to consider why students are starting and dropping in ESOL. It is challenging to get feedback to let the program know the why.



The ABS Department continued to meet regularly to check student progress toward meeting the state benchmarks. During this academic year, the program moved from 31% (AY22-23) to 32% (AY23- 24) toward the state benchmark for pre/post-testing but is still below the state benchmark, which is 43%. The ABS team must continue to monitor student hours of attendance and instruction to ensure that students are completing the pre/post-test match. But the program is still not reaching the state's benchmark level.

For measurable skills gains, OCCC increased from 21% (AY22-23) to 30.7% (AY23-24) compared to state average of 33.1%. This was a huge increase and closed to the gap on the state benchmark. This was a tremendous success for the program.

	2021-2022	2022-2023	2023-2024
GED sections passed	53	34	46
GED completers	11	6	15

The benchmarks set forth by the state are part of the funding formula which determines how the funds are distributed to the ABS programs across the state. Regular meetings between the Director and Title II Specialist helped to make increases in both tests passed and completers. Additionally, the Director meets regularly with community college directors who oversee similar sized programs to collaborate around programming.

The ABS team has looked at some different grants to apply to help reduce barriers for students and strengthen the academic program. The ABS program has been fortunate to receive the GED Wraparound Grant, which is open to all GED program across the state not just community college programs. The biggest challenge is with our ESOL programs. We have some funding within the Comprehensive and IELCE Grants but those are limited in how they can be used. Sometimes funds are needed to purchase classroom supplies/materials and gas/uber gift cards.

The ABS program serves individuals in the county jail and has been working to increase skill gains and completers as well as assist students in the program in navigating to their next goal. The ABS Director was finally able to purchase computers for the classroom at the jail. This process took a year to complete. We can now e-test students for their pre/post-test and Ready GED tests. Individuals at the Lincoln County Jail are only present for short time; therefore, it creates the challenge of meeting the pre/post-test 40 hour requirement and MSG benchmarks.

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

The ABS program is climbing the ladder of improvement one step at a time. The program has made strides but there are still some gaps that need to be closed. The biggest concern for the program is around funding. The money coming to ABS does seem to be decreasing and creates the need for OCCC to work harder to meet the benchmarks set forth by the state. The funding for OCCC has gone down over the last two years. We may need reevaluate what the needs of the program are in relation to the college's goals.

Quarterly meetings between the Director and Title II Specialist are conducted to analyze TOPS data and monitor program progress against state benchmarks for pre-

and post-test performance. The Title II team works closely with faculty to identify students and administer tests. While the 40-hour guideline serves as a reference point, testing may be delayed until 70 hours to ensure a more accurate evaluation of post-test performance and skill gains. However, students nearing program completion at the 40-hour mark must be tested to capture pre/post-match data.

GED wraparound funds have played a vital role in eliminating financial barriers for students. These funds have provided:

- Ready and GED test vouchers.
- Gas cards for testing at alternative sites and transportation to class.
- Free GED books and calculators.
- Free GED and ESOL classes.

Although testing vouchers are essential, the Adult Education team must remain focused on promoting student success. This includes addressing challenges such as attendance, motivation, and readiness, ensuring that students receive the necessary support to reach their educational goals and transition successfully to the next phase of their journey.

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

We are super proud of the number of GED completers that we had last year and number of students who transitioned into degree programs. While we are small, we have had a number of students who are completing IETs. Additionally, the gain of almost 10% in our MSGs. The Director and Title II Specialist have really been focusing on the TOPs data to see which students are ready to take a test and make a gain. Communication is especially important when it comes to pre/post-testing and Ready testing.

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

We are a small program and meeting the state benchmarks is challenging. The ABS team must check the data and focus on how to make improvements to the data. Our ESOL program in Lincoln City presented some challenges. Students were enrolling but not making it to the minimum 12 hours, which is far from the 40-hour benchmark. We reduced the number of classes in Lincoln City due to low enrollment. Students were not making progress toward meeting our state benchmarks.

Academic Year	First Term	Second Term	Retention Rates Between Terms
2019-20	Summer2019	Fall2019	48%
2019-20	Fall2019	Winter2019	40%

<b>2019-20</b>	Winter2020	Spring2020	28.57%
<b>2019-20</b>	Spring2020	Summer or Fall2020	40%
<b>2020-21</b>	Summe2020	Fall2020	34.62%
<b>2020-21</b>	Fall2020	Winter2021	50%
<b>2020-21</b>	Winter2021	Spring2021	50%
<b>2020-21</b>	Spring2021	Summer or Fall2021	47.50%
<b>2021-22</b>	Summer2021	Fall2021	48.39%
<b>2021-22</b>	Fall2021	Winter2022	53.85%
<b>2021-22</b>	Winter2022	Spring2022	64.29%
<b>2021-22</b>	Spring2022	Summer or Fall2022	33.33%
<b>2022-23</b>	Summer2022	Fall2022	66.67%
<b>2022-23</b>	Fall2022	Winter2023	50%
<b>2022-23</b>	Winter2023	Spring2023	76.74%
<b>2022-23</b>	Spring2023	Summer or Fall2023	56.52%
<b>2023-24</b>	Summer2023	Fall2023	35.00%
<b>2023-24</b>	Fall2023	Winter2024	38.24%
<b>2023-24</b>	Winter2024	Spring2024	46.88%
<b>2023-24</b>	Spring2024	Summer or Fall2024	43.90%

The previous year our retention rates were much better than the 2023-2024 academic year. There was a significant decline in retention between terms. Part of the reason is that the ABS team did try to work on moving students through completing their GED more quickly. The goal for GED is to help students reach their goal as fast as possible.

Many ABS students are new to academic success and rely heavily on self-motivation. Building a strong classroom community is key, and instructors strive to create a welcoming environment. However, some students disengage, drop out, and lose contact. Others, while performing well, require multiple terms to prepare for the GED, leading to frustration.

#### 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 previous review/annual update. Are there challenges that have been encountered in accomplishing your objectives?

List your department goals and objectives.

One of the areas we continue to work towards state targets around performance-based funding for Title II.

1. Achieve a program-wide pre-post assessment rate of at least 43%.

2. Achieve a program-wide measurable skills gain rate of at least 33.1%.
3. Work with jail program to increase skill gains and completers and assist students in the program in navigating to their next goal.
4. Work to expand GED class locations.

What did you accomplish toward the achievement of these goals in the prior year?

One of the areas we continue to work towards state targets around performance-based funding for Title II. Meeting the goals increases our potential for more funding. Our percentages.

- Pre/Post-test 30%
- MSG rate 31%

Jail – we worked to get computers in the jail for additional testing and access to Ready tests for the students. We continue to visit the jail and offer programming to individuals. It is still challenging because our students' attendance is often not long enough for the student to finish a GED.

During the summer, we offered class over the summer in Waldport.

2. As you look forward to this current academic year, identify two or more short-term objectives below that will continue to promote progress toward the institution's mission of achieving equitable outcomes for students at the College? Where are the largest equity gaps in your program/discipline? Which groups are most impacted? Where in the educational pathway are the largest gaps (enrollment, retention/drop rates, success, transfer)?
  - A. Achieve program-wide measurable skill gain rate of at least 40%
  - B. Attain program-wide pre-post assessment rate of at least 50%
  - C. Develop a plan to meet WIOA outcome indicator measure targets, including employment and credential attainment targets
  - D. Increase testing dates by adding another testing day

Short-term Equity and Inclusion Objectives for the current academic year:

- A. Evaluate the need for a class in Siletz.
3. As you look to the next fiscal year (subsequent to this reporting 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.
  - A. Continue to improve completion, retention, and persistence
  - B. Improve the pre/post-test pair and measurable skill gains.

#### Requests for Resources for the Next Fiscal Year (Subsequent to Reporting Year)

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
Gas cards for ESOL	\$1000	Alternative Grant for ESOL students
Travel	\$1500	Director and DBA to attend state meetings
Proctoring	\$7500	Wraparound

2. Describe the purpose of the resource request.

- A. Although Title II funding is comprehensive, it does not allocate any resources for gas cards. While GED programs receive wraparound funds to address barriers, the state does not offer additional support. Many ESOL students face challenges attending class, and providing gas assistance could help them achieve measurable skill gains.
- B. The grants limit the amount of funds that can be used for travel. Yet the state requires the Director and DBA/Title II Specialist to attend meetings out of the college region. The trip requires hotel accommodation, meals, and mileage.

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

Our mission is to "...empower students to succeed by offering educational pathways and personalized support that address the diverse needs of our community." Through adult education programs across Lincoln County, we assist individuals in overcoming obstacles and creating opportunities to make meaningful contributions to the economy and society.

**Core Theme Objective One:**

The Adult Education Program is dedicated to supporting students who face barriers and achievement gaps. Our primary goal is to help them overcome these challenges by earning a GED and/or pursuing higher education.

**Core Theme Objective Two:**

In addition to helping students earn a GED or complete the ESOL program, the Adult Education Program focuses on providing multiple pathways for achieving educational and career aspirations. These pathways are designed to be flexible, allowing students to tailor their journeys to meet their specific needs and goals.