



Three-Year Instructional Program Review Template
Tentative Due Date: June 30 of the Academic Year Assigned

Program Name: ABE/GED/ESOL

Degrees and Certificates offered within Program:

- GED
- GED Spanish

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Program Review. Statements included herein accurately reflect the conclusions and opinions of the program faculty.

Participants in the review:

- Isabel de Quesada, ABE/ESOL Adjunct Instructor
- Rick, Steele, Library Assistant
- Daniella Bivens, Dean of Academic Partnerships
- Amy Alday-Murray, Curriculum and Career Pathways Specialist

Authorization:

After the document is complete, it must be signed by the Department Faculty and Chief Academic Officer prior to submission to the Curriculum and Assessment Committee.

Signatures of Department Faculty/Dean

Date

Signature of Chief Academic Officer

Date

Date of Submission

1.0 Mission and Goals

1.1 Briefly describe the relationship of your program to the college's Mission, Vision, and Core Themes.

Program Description

The ABE/GED/ESOL program provides necessary and valuable services to the college and the community of Tillamook. Achieving proficient literacy competence is imperative in order for individuals to be successful in continued education or to have access to resources that provide economic mobility.

The Adult Basic Education (ABE/GED) program at Tillamook Bay offers classes in both Spanish and English designed to develop the skills needed in reading, math, science, social studies and writing in preparation for the GED tests, skill advancement and employability.

The English as a Second Language (ESOL) program is designed to help individuals improve their English language skills so that they can communicate well with others and achieve their goals as a community member, lifelong learner, family member and worker here in the United States.

College Mission and Vision

The ABE/ESOL program directly aligns to the mission of Tillamook Bay Community College (TBCC). TBCC's mission is to create bridges to opportunity by providing quality education that serves the needs of our diverse community. Entry programs such as this strive to meet the needs of the communities' most fundamental educational needs and often address the primary barriers to employment and higher education. For those with limited education or English language skills, these classes are often the first step toward experiencing success.

Both programs have recently been restructured using the equity lens, or the spirit of equity and inclusion, and applying this to instructional practices of all programs under this umbrella. In order to more effectively serve our students the college has opted not to pursue WIOA Title II Federal Funding because the reporting and program requirements were not sustainable with our current staffing. The ABE/ESOL now offers individualized instructional design which more accurately assesses a student's educational needs and allows students to progress more quickly through the program. These courses implement strategies and practices intended to level the playing field for students to position them for success in college and ultimately in life.

Programs such as these are critical components that enable individuals to secure employment within a specific occupational sector and to advance over time to successively higher levels of education and employment in that sector. Each step on a pathway is designed to prepare the participant for the next level of education and employment. The current program structure was intentionally designed to foster innovation, community advancement, and economic success.

Core Themes

- **Student Success** – TBCC values being keenly receptive and intentionally responsive to students and fully supports achievement of their goals.
- **Academic Excellence** – TBCC values rigorous, relevant education and training for students and the community.
- **Resourceful Teamwork** – TBCC values collaboration, effective communication, and the wise use of resources to accomplish our mission.
- **Personal & Friendly Environment** – TBCC values and demonstrates genuine concern and respect for each other, communities we serve, and our students while helping each achieve their potential.

TBCCs ABE/GED/ESOL program design and partnerships encompass all aspects of the core themes of college. The program has changed the student evaluation process to ensure the best outcomes for students by developing individualized instruction, as well as implementing systems and wrap around services such as STEP to respond to student needs. Adjunct faculty and staff are continually improving program quality and applying best practices from around the state to ensure students have up to date and relevant training resources. We encourage team work both at the classroom level and with our institutional practices that align with our core values. As a front line program, it is in our foundation to build strong authentic relationships with our students to ensure their success long term at the college.

2.0 Program Data and Trends Analysis

2.1 For each data point listed below, summarize the trend. (Attach three year longitudinal data to appendix.)

Program Name: ABE/GED/ESOL

Data Point	Table (see Appendix)	Trend	Highest Year
Enrollment	2.1.a	<p>The number of students enrolled in each course each year has dropped from 127 in 2014-2015 to 91 in 2017-2018, which seems to be accounted for by a drop in ABE enrollments.</p> <p>The program experienced the highest enrollment in 2014-2015 with 127 students. In 2015-2016 the program added sections of GED preparation through a strategic partnership with the judicial system but still experienced a 15% loss in enrollment. In 2016-2017 that partnership continued and enrollment increased near the previous high enrollment. In 2017-2018 the college did not continue the partnership with local law enforcement and enrollment fell to a low of 91 during the academic year.</p>	2014-2015
Number Program Majors	2.1.b.1-6	N/A There are no majors associated with this program.	
Total FTE	2.1.c	Parallel to the previous data points for Enrollment, FTE data varied between 29-31 FTE per year. The highest data points were in 2014-15 at 29.78 and 31.91 during the 2017-18 academic year.	2017
Number Sections Offered	2.1.d	11 Sections: ABE, ABE Spanish, College Transitions- Math, Writing, ESOL A & B, GED Preparation (4 sections). 2015-16 and 2016-2017 offered the largest number of course options per year at 21 courses. During the subsequent year the courses fell to 15 per year. This is in direct correlation to the elimination of the partnership with law enforcement.	2015-16 2016-17
FTEF	2.1.e	This is calculated excluding the summer term, so the FTE totals below are slightly	2017

		smaller than the totals for the entire year. The average over the three year period is .5625 which is just above a full time faculty member.	
Fill Rate	2.1.f	N/A Difficult to calculate due to additional sections with zero enrollment and varying clock hours	N/A
WSCH/FTEF	2.1.g	Weekly student contact hours per full time equivalent faculty (WSCH/FTEF) is a productivity measure to evaluate the impact full-time faculty have on the FTE generation for the college. For this data, the typical convention nation-wide is to use 510 (number of hours associated with one FTE) as a comparative measure. This would indicate that one full time faculty is generating one FTE, roughly, per week for the college. For two of the three years, ABE/GED/ESOL enrollment averaged around 2358.5, with a high year of 2450 in 2015. This aligns with the college's strategic plan to further evaluate the program and determine a sustainable coordinating plan based on program need.	2015 (2450)
% Students Retained from Fall to Fall	2.1.h.1-4	As I mentioned, we don't track this question. There is limited value in tracking retention for this demographic. Completion would be a better measure of success (completion of GED and/or completion of college course for ABE). The analysis only reflects the most recently completed full academic year 2017-18. It is more important to evaluation completion data and trends within the ABE/GED/ESOL program. We can split the cohort by gender – and we see that among ABE/GED Students the completion rate is 29% for women, compared to 74% for men. Similarly, we can compare the completion rates of based on race. The retention rate for Latinx ABE/GED students is quite low – 6%. There are significantly less students in the SPAN GED vs. the ENG however of those	N/A

		statistics there is still a discrepancy in the percentage of completers.	
Successful Completion Rate	2.1.i	This measurement is difficult to capture in our current systems. Because the GED assessment is not a data point in our student information system this information had to be compiled and assessed manually. All of the program data was not available for all four years of the review. To gather baseline data we evaluated the most recent completed annual cycle of student enrollment in the ABE/GED/ESOL program against completion data for the GED Exam. It was determined that currently of the 62 students who enrolled in the program in 2017-18, 14 of those students completed the GED Exam. TBCC was also able to capture of the 215 unique GED students from 2014-2015 to 2017-2018 – 20 of whom went on to enroll as undergraduates.	N/A

2.2 Program Peer Comparison

How does your program compare with peers? (Peers include similar programs at the college or programs at peer institutions as identified by the Office of Institutional Research)

Program Name: ABE/GED/ESOL

College	Total Enrollment (Based on 2017-2018 Enrollment)	Annual Number Degrees Awarded	Annual Number Certificates Awarded	% Students Persisting from Fall to Fall	Average Successful Completion Rate
Tillamook Bay Community College	62	N/A	13 GED Completers	N/A	21%
Southwestern Oregon	197	N/A	37 GED Completers	N/A	19%
Treasure Valley 2017-2018	120	N/A	25 GED Completers	N/A	25%

Treasure Valley 2018-2019	131	N/A	31 GED Completers	N/A	28%
Clatsop	168	N/A	35 GED Completers	N/A	17%
Columbia Gorge	113	N/A	31	N/A	27%

Analysis:

- Due to the structure of the program it was difficult to obtain all of the necessary data points to gather a comprehensive picture and compare to peers.
- The institutions that provided data shared the same barriers in obtaining or connecting the value to the other data points indicated.
- Overall trends for all colleges are comparable within a margin, hovering between 10% of each other for completion rates.
- Enrollment numbers by program appear to be equivalent in % to the overall enrollment numbers by size of the institution.

2.3 Student Enrollment and Achievement by Gender and Race/Ethnicity

Analyze the achievement levels for each of the groups listed below. Are there differences in achievement levels across groups? Are there strategies you can implement to provide more support for these populations?

(Attach to Appendix or provide below the Retention and Completion Rates by Gender and Race/Ethnicity as identified by the Office of Institutional Research)

Program Name: ABE/GED/ESOL

Group	Number of Students Enrolled	% Students Retained from Fall to Fall	Successful Completion Rate
Males	44	N/A	N/A
Females	43	N/A	N/A
Asian-American	0	N/A	N/A
African-American	0	N/A	N/A
Filipino	0	N/A	N/A
Hispanic	32	N/A	N/A
Native American	1	N/A	N/A
Other Non-White	0	N/A	N/A
Pacific Islander	0	N/A	N/A
White	35	N/A	N/A
Unknown	19	N/A	N/A

Analysis:

- Currently we do not track retention from fall to fall for students who aren't undergraduate degree-seeking. Also, we don't track completions in Jenzabar because it is a proprietary system – currently we do not have a system to track the percentage of students who took one of these courses who completed the GED.

2.4 (CTE Programs Only) List the certifications students are able to earn through participation in your program.

N/A

2.5 Other Data

Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education program.

This program offers a compilation of courses that provide the necessary components to prepare students to be successful in the next portion of their professional or academic journey. However there is not completion point apart from the GED assessment which is not always the intended destination for students in this program. For the purpose of this review we will isolate student data by GED seeking students to get a deeper look and begin the process of evaluation by assessing enrollment vs completion by subpopulation. While this will not provide a comprehensive look at the program overall, it could provide an opportunity to start discussion and interventions to ensure student success. The program currently focuses instruction on two distinct population: general GED students and an emphasis on the LatinX students with a separate section for Spanish GED.

An assessment of the 17-18 academic year using enrollment data in those specific sections compared with the GED completion data indicated that overall our English GED students outperformed Spanish GED students substantially with a completion rate of 28% for English GED students vs a 6% completion rate for our Spanish GED students. Detailed information can be found within the appendices under section 2.5.

Analysis

Due to the structure of the program which is inherently designed for limited duration of enrollment and the limitation in data collection it was challenging to evaluate trends over time. Data analysis raises additional questions that would need further analysis and possibly additional data points to make informed decisions about program quality and improvements.

2.6 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

The ABE/GED/ESOL has undergone modifications over the past two years to better meet the needs of our student population. In order to meet the emerging needs of our students as efficiently and in a fiscally responsible manner TBCC opted out of Title II funding two years ago, which is provided by the federal government for Adult Education and English Literacy. After careful analysis due to the limitations in funding and the workload required to complete state requirement the college determined the return on investment was not in the best interest of the college. While that still makes sense, it means that we operate this program out of the general fund with limited tuition and/fees. To be honest, the program is expensive and an investment in resources. Having said that, we feel these investments align without mission and are a critical piece of our community mission. Recently, program aspects, curriculum, assessment methods and instructional practices were evaluated and modified to create an environment that supported student success and is also fiscally responsible. Changes in curriculum and instruction began implementation in Fall 2018.

The ABE/GED/ESOL now offers individualized instructional design which more accurately assesses a student's educational needs and allows students to progress more quickly through the program. These courses implement strategies and practices intended to level the playing field for students to position them for success in college and ultimately in life.

Overview:

Strengths	Weaknesses	Opportunities	Challenges
<ul style="list-style-type: none"> Committed staff and faculty who are passionate about work Creative forward looking plans that set us apart from other schools Equity lens Class size Cost Agility 	<ul style="list-style-type: none"> Low LatinX completion rate Low female gender completion rate Decreasing numbers (due to decreased ABS, which is actually a good thing) Skills levels at start Cost model Attendance 	<ul style="list-style-type: none"> Growth Partnership with probation, parole and justice Concurrent enrollment which builds success, FTE and completion Stronger partnerships with community, industry 	<ul style="list-style-type: none"> Funding and cost (students are not financial aid eligible) Attendance Data and tracking Lack of measurable outcomes (CLO, PLO and ILO)

<ul style="list-style-type: none"> • Strategic partnerships 		<ul style="list-style-type: none"> • Sustainable funding model • Obtaining and reviewing student feedback to improve program 	
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2.6.1 What are the strengths of your program as indicated in the supplied data?

- Classes are small and instruction can then be targeted and individualized
- Staff and students are not impacted by the stringent federal requirements that other community colleges in Oregon are obligated to meet.
- Tuition and testing fees have been subsidized by the college as much as possible to remove barriers
- Programs such as this are more agile than other college programs and can quickly make adjustments to instructional practices and assessment to best meet the needs of an ever changing student population.
- Faculty have built a strong relationship and fully support the needs of their students.
- Faculty are invested in evaluating other barriers and redesigning programs to best serve student needs.
- Spanish GED students simultaneously enroll in ESOL which increases student literacy while decreasing language barriers.
- Strategic partnerships with the colleges STEP program, tutoring and library services to ensure students are connected to resources.
- Offering financial support to GED students to take their first college level class at no charge.

2.6.2 What are the weaknesses of your program as indicated in the supplied data?

- Literacy and language barriers are significant challenges to program success.
- Establishing sustainable broad-based funding sources to offset program and testing costs has created program instability and confusion among students.
- Student attendance is not consistent, or spotty for some students.

2.6.3 What are the opportunities for your program as indicated in the supplied data?

- Individualized instructional methods have allowed for greater success and student centric practices.

- The ABE/GED/ESOL program will continue to gauge student needs through communications and work with the college and stakeholders to address concerns where appropriate.
- Work with industry partners to expose students to career opportunities while simultaneously establishing a pipeline of new employees to our partners.
- Work with the TBCC Foundation and TBCC management team to develop sustainable resources and funding to ensure congruity for staff and students in the program.
- The program is strategically piloting new components based on student feedback and under the advisement of administration and program faculty. Some of those aspects include: offering a GED Boot Camp for six weeks during summer term, and rebuilding partnerships with the local law enforcement agencies to increase enrollment, dual enrolling GED students in college level credit courses.

2.6.4 What challenges exist for your program based on the supplied data?

- Fragmented funding streams
- Lack of literacy and numeracy skills
- Language barriers
- Student attendance
- Data tracking
- Lack of measurable outcomes (CLO, PLO, ILO)

3.0 Student Learning Outcomes Assessment

3.1 How has assessment of course level SLOs led to improvements in student learning and achievement?

The assessment of SLOs and prior student performance indicated that there was a need to change the instructional delivery and pedagogy. Up until the 2018-2019 academic year, there was only one individual who earned a GED in Spanish GED, which had been running for 3 years. In the current academic year, there are several students who have passed subtests. In Summer 2019-2020, TBCC will sponsor a GED bootcamp experience with the purpose of students fulfilling the requirements of the GED. Note that outcomes will be rewritten.

3.2 How has assessment of program-level PLOs led to improvements in transfer or certificate/degree awards?

The PLOs will be re-written to include changes that were and continue to be made to the program. What has occurred in the past, is that some GED completers have not pursued a credential. Part of the instructional piece will include career development and

the opportunity to learn about occupations and fields of study. The STEP coordinator, a TBCC advisor, and the local WorkSource office are partnering with the program.

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

The student and program outcomes will have to be revised and general enough to accommodate the Individual Learning Plan for each student. They will also need to be tied to ILO's through mapping.

4.0 Evaluation of Progress Toward Achievement of Previous Program Plans (Section 4.0 N/A 2017-18)

4.1 Evaluate steps taken to achieve plans established in the last program review.

To the knowledge of existing staff, a program review was not conducted in the past.

4.2 In cases where resources were allocated toward goals, evaluate the efficacy of that spending.

The instructors in the program were involved in determining allocation of funds to provide resources for the program.

- The purchase of laptop computers dedicated to the GED program support the use of internet sources and helps individuals become comfortable with using technology. All tests are computer based.
- When the GED was revised in 2014, TBCC purchased updated textbooks for all of the subtests both in English and Spanish to provide students with most recent study tools for the revised test. This has enabled instructors to teach specifically for success in the GED tests,
- Students now have access to pre-tests for every sub-test in the GED. The results of those pre-tests are used to identify areas that need more focused instruction, which has proved to help students improve scores.
- TBCC purchased a few Spanish grammar texts to support literacy for the Spanish GED to assist with native language proficiency for the GED reading and writing assessments. Some students are passing the subtests.
- Bilingual dictionaries were purchased for ESOL to support English language acquisition and to bridge understanding between the two languages.
- Since 2014, two new staff members were added. Both English and Spanish sections have specific support instruction in the areas of Math and Science. Student success has improved greatly through this individual/small group model.

5.0 Program Plans

5.1 Short-term Plans (three year cycle)

5.1.1 *Based on the above data and analyses, identify 2 or more concrete plans, measurable outcomes, and activities that you would anticipate resulting in improvements to the program in the next three year cycle.*

- Launch at least 1 GED Book Camp for six weeks during summer term by June 30, 2019.
- Hold a meeting with local law enforcement by July 30, 2019 to rebuild partnerships to develop plan
- Complete annual cost analysis on GED/ABE/ESOL program by Aug 30, 2019
- Pilot dual enrollment with GED students in CG100 by August 30, 2019
- Monitor success rate of boot camp course- August 30, 2019
- Build a structure to review program data annually by Sept 2019
- Establish a method of securing student feedback on the program by end of fall term 2019.
- Develop CLO's, PLO's and map to ILO's by December, 2019.
- Work with administration to create flag in student data system to monitor completion data in Jenzabar by Dec 30, 2019
- Hold 3 quarterly meetings with faculty and administration to review data and assess program quality by June 2020
- Develop a plan for mandatory attendance by June 2020. This would include a plan for those students who fall away and or fail to make the attendance requirements- would also include an examination of scheduling (times/days).
- Expand career exposure by developing structured plan by June 30, 2020.
- Work with the TBCC management team to develop sustainable resources and funding to ensure congruity for staff and students in the program by June 30, 2020.
- Research barriers to completion for women and LatinX students, develop a plan to address by June, 2021.
- Explore a citizenship pathways by June 2021.
- Pilot dual enrollment with GED students in college level WR by June 30, 2021
- Pilot dual enrollment with GED students in college level MTH courses by June 30, 2021
- Pilot dual enrollment with GED students in college level interest courses by June 30, 2022

Ongoing:

- Use cost data to work with the TBCC Foundation to develop short term funding plan (ongoing)
- Research and develop plan to support student motivation (fixed vs growth mindset and GRIT) to improve class attendance.

5.1.2 What specific aspects of these plans can be accomplished without additional financial resources? (See 5.1.1 above)

At this time over half of the plans can be completed without additional resources. Improvements based on the feedback from the plans could have additional resource requirements that have yet to be determined at this time. The second half of the plans indicated above will have costs associated. Research will be completed to determine what the cost will be and evaluated with management prior to implementation.

Our major “ask” would be for a full time faculty to coordinate, run, track and ensure the continued success of this program.

5.2 Long-term Plans (six year cycle)

5.2.1 Based on the above data and analyses, identify 2 or more concrete plans, measurable outcomes, and activities that you would anticipate resulting in improvements to the program in the next six years.

- Research, evaluate, and implement 2-3 VESL classes or a VESL program.
- Implement tutorial or wrap-around supports for student success. This may take the form of mentoring, tutoring, learning partners.
- Research and implement a form of IET based on upcoming opportunities through OCABSD
- Increase success of women and LatinX students in GED completion.
- Implement a citizenship pathway
- Increase college going conversion rate from GED to college programs

5.2.2 What specific aspects of these plans can be accomplished without additional financial resources?

- NCTC development and approvals are done in the Office of Instruction; input for which certificates should be developed may be informed by faculty, employers/advisory committees, and labor market research.
- Research VESL trainings offered by other community colleges in the State and evaluate for employment viability Tillamook County.

- Develop a plan for tutoring/mentoring/wrap-around services.
- Research, evaluate, and implement different forms of IET
- Develop and implement a citizenship class
- Start on first year of goals outlined above

6.0 Requests for Resources

For any specific aspect of a plan listed in 5.0 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	
Personnel			
Summer GED bootcamp: 2 instructors; 2 assistants	86000	General Fund/Grant	Completed
Instructor Citizenship Pathway	7,000	Grant cost variable	_____
Peer tutoring		Institutional Work-study/Grant 4 positions/per year x 2	Applied
VESL classes: research locally to identify best occupational areas for development in Tillamook County	25,000	Grant funded cost is for one year	_____
One VESL instructor;	56,000	Grant funded cost for one year	_____
Research "path to citizenship" class models in the State; Instructor: Citizenship class and test preparation	3,000	Grant funded (cost depends on # of components)	_____
3 IET Instructors	21,600	Grant: 3 instructors, 3 terms, one year	_____

Supplies (Isa/Irv)	700	Grant	Completed
<ul style="list-style-type: none"> • Additional Textbooks English/Spanish; either replacement or supplementary • Additional supplementary materials and test materials for classrooms 	8,000 rough estimate	Grant	Completed
Computer Hardware			
<ul style="list-style-type: none"> • Laptops 15@ 500.00 	15,000	Grant: Accommodate tariff and Windows required upgrade	_____
Training	6500	Grants	_____
<ul style="list-style-type: none"> • VESL training • Curriculum development for VESL • IET training • GED summit 			
Other (promotion)			
<ul style="list-style-type: none"> • Develop and implement a marketing plan 	\$3000	Grant (Amount request in to Heidi)	_____
<ul style="list-style-type: none"> • Course fees/practice test fees/GED test fees 	\$21,900 annually	Grant (estimated cost is for one year Appendices 6.1)	_____
Total Requested Amount	253,700	Rough estimate for one year— almost 100% grant – may need to absorb work study	
Ongoing Gen Fund request: One full time faculty to coordinate, build, monitor, grow and achieve goals	65k	Ongoing	_____

6.1 Describe the resource request.

The resource request will support the addition of program components to enable TBCC to offer a more comprehensive program and will incorporate career development and planning. These resources provide a strong foundation for non-native English speakers to create a bridge and support transition into credit bearing programs, NCTCs, or IRCs. The development of a citizenship class will support the desire of those students who hold citizenship as a personal goal. The requested resources will also provide classroom staff with tools to continually support student success.

A marketing plan will be developed and implemented to build awareness of the benefits of education that will reach this sector of students.

The plan is to work diligently to locate grant funding to cover all expenses. The above is an estimate for one year. Depending upon grant opportunities, more than one year might be request or may be requested from multiple donors.

6.2 What measurable outcome(s) will result from filling this resource request?

- Increased number of GED/ESOL students achieving a credential or more advanced employment opportunity.
- Improved student attendance.
- More definitive career and education planning
- Increased enrollment
- Workplace visitations
- Increase number of students transitioning to credit courses.

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

This request furthers the fulfillment of the college mission and it's Core Theme Objectives by expanding the program to a comprehensive level that will more thoroughly support student success. The request will support GED/ESOL/ABE student integration more effectively into the college community and into the communities of Tillamook County by providing them with the tools to be successful. The resource request provides access to make educational excellence as stated below. Economic success is the effect of implementing an equitable and inclusive program. Students can build confidence and develop leadership and community engagement as a result of the opportunities to engage with other individuals beyond the classroom.

The request seeks to achieve the following for students:

- Provide comprehensive support to students who have experienced barriers to language, learning, or achieving their desired level of education and/or skill development

- Provide access and equity through career development and planning, access to professionals and worksites in individual fields of interest, and bridging adult basic education to credit courses, industrial recognized credentials and non-credit training opportunities
- Bridge course work through contextualized, integrated language and occupation specific classes through a specialized instructional model
- Connect students with the college community through the advising process, interaction with other college staff, and peers that goes beyond the classroom
- Providing a pathway to citizenship for non-native students

7.0 Advisory Committee and Employer Input (CTE Programs Only):

This section is N/A

7.1 List Current Advisory Program Membership

7.2 Discuss the process your program followed to ensure advisory committee membership involvement in and contributions to this program review. Report on comments and concerns shared by members of the advisory committee.

7.3 Date final program review to be shared with advisory committee membership:

8.0 High School, Community, and Employer Outreach

This section is N/A

8.1 (CTE Programs Only) List the largest employers within the service area for your program completers. How do these employers provide input to the program curriculum and information about industry trends?

8.2: (CTE Programs Only) Discuss local employer perceptions of your program and its graduates. What mechanism did you use to gather this input during the program review process?

8.3 (CTE Programs Only) What employment opportunities are available to your program completers (list specific positions)? To your certificate completers?

8.4 (CTE Programs Only) Provide labor market data regarding the projected number of job openings in the region (northwest Oregon and Portland metropolitan area). Cite the source of this data.

8.5 (CTE and Transfer Programs) What dual credit offerings does your program support? In which area high schools are these dual credit courses offered? How will your program support the expansion of dual credit offerings at area high schools?

9.0 Executive Summary by Chief Academic Officer

I'd like to start my executive summary by commending the faculty (Isa de Quesada and Irv Jacobs) and staff (Daniella Bivens and Amy-Alday Murray) for their work on this program review. Not only is it well done, but in all aspects of this program the faculty and staff demonstrate passion, creativity and a commitment to our most vulnerable students. This is not just note-worthy, it is life changing and truly benefitting Tillamook County.

As this report demonstrates, there has been good work happening in ABE/GED/ESOL and this work is continuing. Important findings show that;

- Our ABE has dropped significantly over time. While decreasing numbers in this program, this is actually a good thing. More students are jumping right into college courses (both college and pre-college level). This seems to indicate that most students are coming to us at the high school level and higher.
- Data shows that LatinX students, and women, are not doing as well in our GED programs. This inequity is well worth exploring and improving.
- Our current conversion rate (from GED to college) is hovering around 9%. While not unexpected, this number leaves a great deal of room for improvement. Plans for concurrent enrollment are in the works, and will hopefully, help increase this number.
- Our data collection for this population is limited and of questionable value. We need to implement better processes for consistent tracking (enrollment, course completion, GED completion, college enrollment from GED, and subsequent success rate by gender and ethnicity). This will allow us to monitor our interventions and determine success over time.
- Our immediate goals need to focus on; a) increasing the successful completion of GED students, particularly women and LatinX students; b) securing long term funding ; c) increasing the conversion rate from GED to college credential, certificate and/or program completion; and, d) develop data collection methods (and a system for who is responsible for monitoring these numbers).

I am looking forward to the continued improvement and success of this program, and am excited about the potential and difference we are making!

**Appendix A. Program Review: ABE/GED Program
2016-2018**

2.1.a

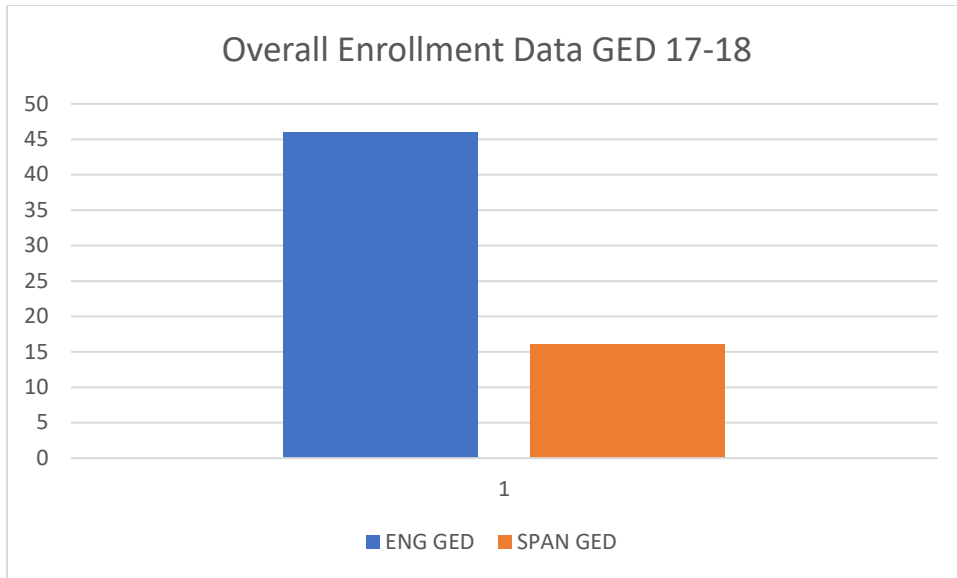
1. Course Enrollment

- a. Below is the total number of enrollments in ABE/GED Data courses for each of the 3 academic years. Individual students may be counted more than once, if they enrolled in more than one ABE/GED course.

Course Title:	2014-2015	2015-2016	2016-2017	2017-2018	Grand Total
Adult Basic Education	55	9	2	1	67
Adult Basic Education (Spanish)		1			1
College Transitions - Math	1	1	1	1	4
College Transitions - Writing		1	1	3	5
ESOL A - Integrated Skills	26	21	17	19	83
ESOL B - Integrated Skills	7	1		5	13
GED Preparation	38	42	55	46	181
GED Preparation - Female Inmates		1	7		8
GED Preparation - Male Inmates		2	2		4
GED Preparation - Parolees		6	8		14
GED Preparation - Spanish		24	27	16	67
Grand Total	127	109	120	91	447

- b. Below is total enrollment and ‘course passing rate’ for each course for 2017-2018 – students do not appear more than once.

Overall Program Data		
GED Student 17-18	62	% rate
ENG GED	46	74%
SPAN GED	16	26%



2.1.b

1. Program Majors –N/A

2.1.c

1. FTE – Total FTE earned by year, for the 3 courses in the table above.

Course	Type:	2015	2016	2017	2018
ABE		12.74	3.65	1.25	0.60
ESOL		5.56	3.11	2.46	3.88
GED		11.48	20.86	28.20	20.96
Grand					
	Total	29.78	27.62	31.91	25.45

2.1.d and 2.1.h

1. SECTIONS– Total Number of courses/sections: (each course only taught once each year)

Year	Number of courses
2015	14
2016	21
2017	21
2018	15

Course Title	2015				2015 Total				2016				2016 Total				2017				2017 Total				2018				2018 Total				Grand Total
	F	SP	SU	W	F	SP	SU	W	F	SP	SU	W	F	SP	SU	W	F	SP	SU	W	F	SP	SU	W	F	SP	SU	W					
Adult Basic Education	28	17	10	26	81	6	4	2	1	13	1	1	2	1	5	1													100				
Adult Basic Education (Spanish)									1	1																		1					
College Transitions - Math	1				1	1				1				1	1													4					
College Transitions - Writing							1			1			1		1									3				5					
ESOL A - Integrated Skills	12	6	18	36	7	6	10		23	6	8		5	19	14	6	4											102					
ESOL B - Integrated Skills	6		1	7	7	1			1							1	4	1										14					
GED Preparation	12	17	7	16	52	17	14	7	21	59	19	21	9	18	67	21	12	20										231					
GED Preparation - Female Inmates						1				1	7			7	7													8					
GED Preparation - Male Inmates						2				2	2			2	2													4					
GED Preparation - Parolees						6				6	1	6	1	8	8													14					
GED Preparation - Spanish						5	19	1		25	17	10	16	43	10	7	11											96					
Grand Total	59	40	17	61	177	45	45	9	34	133	53	46	13	41	153	47	32	37										579					

2.1.e

1. FTEF – I believe this is FTE per fulltime faculty load (16 credit load for 3 terms= 48 credits per year) which I believe is a measure of teaching load. A value of ‘1’ equates to 1 fulltime faculty member needed. This is calculated excluding the summer term, so the FTE totals below are slightly smaller than the totals for the entire year, shown above.

Year	Total FTE	Total FTEF
2015	29.78	.56
2016	27.62	.54
2017	31.91	.62
2018	25.45	.53

2.1.f

1. Fill Rate – percentage of seats filled each year.

2.1.g

1. WSCH – Weekly Student Contact Hours – (total enrollment x weekly contact hours)

Row Labels	2015	2016	2017	2018
ABE	590.45	169.45	57.82	28.00
ESOL	258.00	144.00	114.00	180.00
GED	532.09	967.09	1307.55	972.00
Grand Total	1380.55	1280.55	1479.36	1180.00
FTEF	.56	.54	.62	.53
WSCH/FTEF	2450	2371	2387	2226

2. Retention – The chart below displays annual retention – meaning it’s the number of first-year students who return the following fall term. This includes first year students for the 3 year period. Each student is only counted once. Those students who earn a degree during that first year, and so wouldn’t be expected to return, are excluded.

2.1.h

- In this case gathering data for retention would not be valuable for students. For the purpose of this exercise we will evaluate completion and persistence from the ABE/GED program versus the retain rate for the college.
- We can split the cohort by gender – and we see that among ABE/GED Students the completion rate is 29% for women, compared to 74% for men.

ABE/GED Students	Completed		Non Completers	
Total Students	14		48	
Women	4	29%	23	48%
Men	10	71%	25	52%
	Retained		Not Retained	
Other Major's				
Women	98	37%	166	63%
Men	63	32%	134	68%

3. Similarly, we can compare the completion rates of based on race. The retention rate for Latinx ABE/GED students is quite low – 6%. There are significantly less students in the SPAN GED vs. the ENG however of those statistics there is still a discrepancy in the percentage of completers.

Overall Program Data		
Enrollment DATA GED Student 17-18	62	% rate
ENG GED	46	74%
SPAN GED	16	26%

Spanish GED Data		
SPAN	16	% rate

Completed	1	6%
Have not completed	15	94%

English GED Data		
ENG	46	% rate

Completed	13	28%
Have not completed	33	72%

2.1.i

1. In this case gathering data for retention would not be valuable for students. For the purpose of this exercise we will evaluate completion and persistence from the ABE/GED program versus the retain rate for the college.

2.5

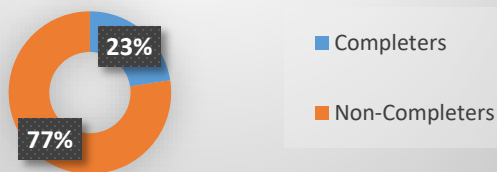
OVERALL ENROLLMENT DATA GED 17-18

Overall Program Data		
GED Student 17-18	62	% rate
ENG GED	46	74%
SPAN GED	16	26%

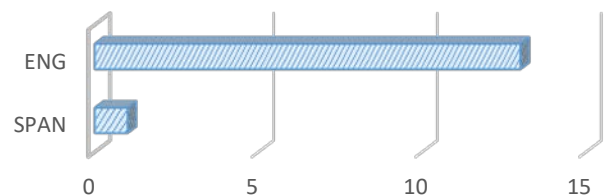
Completers	14	23%
Non-Completers	48	77%

Completers	14	
SPAN	1	7%
ENG	13	93%

Program Completion Data 17-18



COMPLETION DATA BY LANGUAGE 17-18



Completed	1	6%	Completed	13	28%
Have not completed	15	94%	Have not completed	33	72%
Tested/Not Passed	8	53%	Tested/Not Passed	18	55%
Not in system	7	47%	Not in system	15	45%
Tested/Not Passed	8		Tested/Not Passed	18	
Passed 0 Tests	6		Passed 0 Tests	11	
Passed 1 Test	1		Passed 1 Test	2	
Passed 2 Tests	1		Passed 3 Tests	5	
# of Terms			# of Terms		
1 Term (1 completer)	6		1 Term (10 completers)	43	
2 Terms	4		2 Terms (3 completers)	4	
3 Terms	4		3 Terms	0	

6.1 GED Estimated Annual Fees and Testing Costs

GED Budgets

19-20 Proposal

	Estimated	Actual
Total Expenses	\$21,900.00	\$0.00
Total Funds Secured	\$0.00	
	\$21,900.00	

GED Program Costs	Per Unit Cost	Full Cost
Course Fees (Assuming students go 4 consecutive terms)	\$15.00	\$60.00
Practice Test Fees (Assuming students need 8 practices tests vouchers)	\$6.00	\$48.00
Final Exam Fees (Assuming students will use 4 final)	\$38.00	\$192.00
Average cost per student	\$59.00	\$300.00

# of Students SPAN GED 2018-2019	Estimated 19-20
Full Completers	20

Spanish GED	Estimated 19-20	Actual 19-20
Course Fees	\$1,500.00	
Practice Test Fees	\$1,200.00	
Final Exam Fees	\$4,800.00	
Total	\$7,500.00	\$0.00

GED Informal	Estimated 19-20	Actual 19-20
Full Completers	3	\$0.00
Course Fees	\$180.00	\$0.00
Practice Test Fees	\$144.00	\$0.00
Final Exam Fees	\$576.00	0
Total	\$900.00	\$0.00

#Students English GED 2018-2019	Estimated 19-20
Full Completers	46

English GED	Estimated 19-20	Actual 19-20
Course Fees	\$2,700.00	
Practice Test Fees	\$2,160.00	
Final Exam Fees	\$8,640.00	
Total	\$13,500.00	\$0.00