



**Three-Year Instructional Program Review Template
Tentative Due Date: June 2022**

Program Name: ABE/GED/ESOL (hereafter to be named College Preparation Program)

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:

- Thomas Lackaff, College Preparation Program Adjunct Instructor
- Robert Potestio, College Preparation Program Adjunct Instructor
- Judy Palomares, GED Class Aide
- Erin McCarley, Director, Institutional Effectiveness
- Selena Castro, Dean of Student Success & Academic Partnerships

Authorization:

After the document is complete, it must be signed by the Department Faculty and Vice President of Instruction prior to submission to the President.

Signatures of Department Faculty

Signature of Vice President of Academics & Student Services

June 16, 2022

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.

College Mission & Vision

The College Preparation 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 strive to meet the needs of the community's most fundamental educational needs and often address the primary barriers to employment and higher education. The College Preparation courses through GED, Adult Basic Education (ABE), and/or English as a Secondary or Other Language (ESOL), are often the first step toward experiencing success for those with limited education or English language skills.

The ABE/GED/ESOL 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 position students for success by attaining basic literacy skills and language skills.

Programs such as these are critical to enabling individuals to secure employment within a specific occupational sector and to advance over time to successively higher levels of education and employment. Each step on a pathway is designed to prepare the student for the next level of education and employment. The current program structure was intentionally designed to support the college's vision by *fostering innovation, community advancement, and economic success*.

Core Themes

- **Educational Excellence:** Students are provided with the opportunity to succeed in an equitable, inclusive, and supportive environment that enhances individual and professional growth, through academic, personal and professional development.
- **Economic Success:** The College contributes to the economic growth and development of students, community residents, and the entire region, while also practicing good stewardship of college resources.
- **Leadership, Partnership and Community Engagement:** The college and its students, staff, and faculty serve as educational and community leaders through professional development, skill building, or partnership with local businesses and school districts, post-secondary institutions, the TBCC Foundation, and governmental and social services.

TBCC's College Preparation Program's design and partnerships encompass all aspects of the core themes of college. The programs have 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 the SNAP Training and Education Program (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 in the classroom and in our

institutional practices. As a front line program, it is foundational for our College Preparation Program to build strong authentic relationships with our students to ensure their success.

Program Description

The College Preparation Program provides valuable services and support to the residents of Tillamook County. It is imperative to be/become proficient in literacy in order for individuals to be successful in continued education or to have access to resources that provide economic mobility and stability.

The Adult Basic Education and GED programs at TBCC offers classes in both Spanish and English and designed to develop the skills needed in reading, writing, math, science, and social studies in preparation for the GED tests, skill advancement, and employability.

The English as a Secondary or Other Language 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 bilingual community member, lifelong learner, family member, and employee here in the United States.

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: College Preparation Programs – ABE/GED/ESOL

Data Point	Table	Trend (2018-2021)	Highest Year
Enrollment	2.1.a	The number of students enrolled in each course each year has dropped from 159 in 2018-2019 to 81 in 2019-2020, which seems to be accounted for by a drop in all enrollments likely due to the COVID-19 pandemic. Enrollment has begun to increase since 2019-2021 with an overall enrollment of 129.	2019
Number Program Majors	2.1.b	N/A There are no majors associated with this program.	
Total FTE	2.1.c	55.46 total FTE FTE data varied between 23.5-36.1 FTE per year. The highest data points were in 2018-2019 at 36.1 and 33.7 during the 2020-2021 academic year.	2019

Number Sections Offered	2.1.d	In total 82 sections of ABE, ABE Spanish, College Transitions-Math, Writing, ESOL A & B, and GED Preparation were offered: 26 sections in 2019, 30 sections in 2020, and 26 sections in 2021.	2020
FTEF	2.1.e	This is calculated including the summer term: 2019 – .75 2020 – .49 2021 – .70 The average over the three year period is .65 which is above a full time faculty member.	2019
Fill Rate	2.1.f	Total Fill Rate was 16.79% Summer 2019 did not have any sections so comparing is difficult. The highest fill rate occurred in 2021.	2021
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 2708, with a high year of 3240 in 2021.	2021
% Students Persisting from Fall to Fall	2.1.h	There is limited value in tracking retention for the ABS and ESOL student populations. Completion of GED would be a better measure of success (completion of GED and/or completion of college course). The analysis demonstrates that in 2019 we had 6 GED completers with 2 students attempting 1 UG term; 2020 had 7 completers with 1 UG term attempted, 1 completed EMT II course, and 1 FT UG term completed; and 2021 had 4 completers with 1 student that has enrolled consistently as an undergraduate since completing their GED. It is recommended to evaluate completion data and trends within the ABE/GED/ESOL program. We can split the cohort by gender – and we see that among GED Students the completion rate is 29% for women, compared to 71% for men and this is consistent since the last program review.	2020

		GED completion rates based on race demonstrate that 82% identify as White, 12% Latinx, and 6% Multiracial. The graduation rate, in total, of multicultural GED students is quite low – 18% compared to 82% White GED completers.	
Average Successful Completion Rate	2.1.i	Average GED completions per year over the 3 year review period was 7. There were 6 completions in 2019, 7 completions in 2020, and 4 in 2021. This measurement is not possible to effectively capture in our current system but can be extracted from the state GED testing site. However, testers self-select if they want their results shared with TBCC so the data is not complete. Many GED testers will complete their GED assessment at TBCC, however, they are not all enrolled at the college. We are currently working on a plan that will enable us to identify and track our enrolled GED students.	2020
Add others as needed/desired		ESOL students do not have a completion rate that we track and not all of them start at GED level. Many are only working on language skills and may have undergraduate or advanced degrees earned internationally. Similarly Basic Skills students are working on increasing basic skills and will not necessarily graduate. We promote transitioning into the GED program once they increase their skills and have implemented incentives to do so (i.e., free college course after passing two GED tests).	

Table 1: Summarized enrollment trends between 2019-2021 in College Preparation Programs

2.2 Program Peer Comparison

Program Name: College Preparation Program – GED

College	Total Enrollment (based on 2020-2021 enrollment)	Annual Number Degrees Awarded	Annual Number Certificates Awarded	% Students Persisting from Fall to Fall	Average Successful Completion Rate of cohort
<i>Tillamook Bay</i>	93	N/A	4 GED Completers	N/A	4.3%
<i>Clatsop</i>	122	N/A	18 GED Completers	N/A	14.7%

Southwestern Oregon	139	N/A	9 GED Completers	N/A	6.5%
Treasure Valley	57	N/A	12 GED Completers	N/A	21%

Table 2: TBCC GED completions compared to peer colleges for academic year 2020-2021

Analysis: peer comparison

- 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 during the most recent full year, 2020-2021, with all schools completion rates being lower than normal. This is likely due to the pandemic (i.e., lower enrollment, attendance, and many testing sites were closed).

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?

Program Name: College Preparation Programs – ABE/GED/ESOL

	2018-2019		2019-2020		2020-2021		Total	
	N	%	N	%	N	%	N	%
All Enrollments								
Women	85	53.5	43	53.8	86	67.7	214	58.5
Men	74	46.5	37	46.3	41	32.3	152	41.5
By Race/Ethnicity								
Latinx	104	65.4	38	46.9	81	62.8	223	60.4
White	49	30.8	35	43.2	43	33.3	127	34.4
Unknown	6	3.8	8	9.9	5	3.9	19	5.1

Table 3: Number of enrollments disaggregated by sex and race/ethnicity. This is duplicated, so students are counted for each course they are enrolled in.

Analysis:

In Table 3 above it looks like there was a big drop in the enrollment of men in 2020-2021 – from 74 enrollments in 2019 to 41 in 2021. Because this counts enrollments, not students, we can't know if this is fewer enrollments by men or fewer men altogether. There was a significant drop in all enrollments in 2019-2020 likely due to the COVID-19 pandemic.

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

N/A

2.5 Other Data

Table 4 below supplements Table 3 above by counting students only once per year, no matter how many courses they enrolled in. This suggests that while enrollment dropped for every group (probably due to the pandemic), enrollment of women and Latinx students has bounced back to pre-pandemic counts. For men and white students, enrollment hasn't bounced back.

	2018-2019		2019-2020		2020-2021		Total	
	N	%	N	%	N	%	N	%
All Enrollments								
Women	44	51.8	30	53.6	39	58.2	113	54.3
Men	41	48.2	26	46.4	28	41.8	95	45.7
By Race/Ethnicity								
Latinx	46	54.1	24	42.1	38	55.1	108	51.2
White	34	40.0	27	47.4	27	39.1	88	41.7
Unknown	5	5.9	6	10.5	4	5.8	15	7.1

Table 4: Number of unduplicated students enrolled by year and descriptor.

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 examination and possibly additional data points to make informed decisions about program quality and improvements.

2.6 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

The College Preparation Program 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, 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 requirements 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. The program is expensive and an investment in resources. However, financial investments in the College Preparation Programs align with TBCC’s mission and is a critical piece of our community mission. Currently, we are evaluating program aspects, curriculum, assessment methods, and instructional practices to create an environment that supports student success and also maintains fiscal responsibility. Changes will be implemented beginning in the 2022-2023 academic year.

The College Preparation Program offers individualized instruction which more accurately assesses a student’s educational needs and allows them 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 the workforce.

Overview:

Strengths	Weaknesses	Opportunities	Challenges
<ul style="list-style-type: none"> Committed staff and faculty who are 	<ul style="list-style-type: none"> Low LatinX completion rate 	<ul style="list-style-type: none"> Growth 	<ul style="list-style-type: none"> Funding and cost (students are not

passionate about the work <ul style="list-style-type: none"> • Creative plans that set us apart from other colleges • Focus on equity • Low cost • Agile programming • Strategic partnerships 	<ul style="list-style-type: none"> • Low male gender completion rate (a change from 3-years ago) • Decreasing numbers • Cost model • Attendance • Location 	<ul style="list-style-type: none"> • Partnership with Department of Corrections • Concurrent college material which promotes success, and preparation for college-level courses • Stronger partnerships within the community • Sustainable funding model • Utilizing North and South campuses for College Preparatory Program courses 	financial aid eligible) <ul style="list-style-type: none"> • Identifying participation incentives • Data and tracking
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2.6.1 What are the strengths of your program as indicated in the above data?

- Classes are small and instruction can be individualized.
- 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 through grant funding.

2.6.2 What are the weaknesses of your program as indicated in the above 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.
- Student attendance is inconsistent for some students. We are currently evaluating barriers to attendance and researching appropriate incentives.
- All College Preparatory courses are offered at the main campus which may be difficult for current and prospective students from both North and South county areas.

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

- Individualized instructional methods have allowed for greater success and student-centric practices.
- The College Preparation Programs will continue to gauge student needs through communications and work with the college and stakeholders to address concerns where appropriate (i.e., blended GED class, student feedback regarding class times, utilizing North and South campuses for additional GED sites).
- Work with WorkSource to expose students to resources and career opportunities.
- Work with local businesses to partner in the success of our GED students (i.e., offering flexible schedules and support for employee/student to work towards earning their GED while working).
- Work with the TBCC Foundation and TBCC leadership to develop sustainable resources and funding 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: rebuilding partnerships with the local law enforcement agencies to increase enrollment, and dual enrolling GED students in college-level for credit courses.
- Working with marketing to create new program brochures to distribute to key area businesses to promote.
- Offer instruction at both North and South campuses to reach underserved communities in these areas.
- Engage in data informed decision-making to strengthen program.

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

- Sustainable funding.
- Language barriers.
- Inconsistent student attendance.
- Lack of consistent data tracking.

3.0 Student Learning Outcomes Assessment

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

Prior assessment of SLOs and student performance indicate that there was a need to change the instructional delivery and pedagogy. In the current academic year, few students are completing GED tests. We have new faculty and are reviewing instructional practices, course meeting times, and structure of course. We have had great success in growing the Spanish-speaking GED sections and ESOL. ESOL has grown substantially which warranted adding an intermediate level ESOL class. However, the English-speaking GED is struggling with low

enrollment and attendance. We are developing recruitment efforts as well as soliciting student feedback to remove barriers and encourage attendance.

3.2 How has assessment of program-level SLOs 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. We have had some students attempt college-level for credit courses but have not continued enrollment (only 1 is still enrolled). Now that we have a full staff of Success Coaches we will resume evaluating and work towards a goal of implementing a career development component to College Preparation Program courses and potentially include the opportunity to learn about occupations and fields of study. The STEP coordinator, TBCC Success Coaches, Department of Corrections, and the local WorkSource office will partner in this effort.

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 plans for each student as well as their career development goals. They will also need to be tied to ILO's through mapping.

4.0 Evaluation of Progress Toward Achievement of Previous Program Plans

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

The first program review found many strengths, as well as opportunities for improvement. We have worked to improve all aspects of the program.

- Launch at least 1 GED Book Camp for six weeks during summer term
 - We had successful enrollment during summer session that we offer 1 section each summer term for both Spanish speakers and native English speakers
- Hold a meeting with local law enforcement to rebuild partnerships to develop plan
 - We have been successful in rebuilding this partnership and will be building a program specifically for formerly incarcerated students. Funding for this program will come through county corrections
- Complete annual cost analysis on GED/ABE/ESOL program by Aug 30, 2019
 - The cost analysis that was completed in 2019 demonstrated an annual program total of \$106,784
- Pilot dual enrollment with GED students in CG100 by August 30, 2019
 - We will continue to explore this option but likely in a different format. We have found that we need to stabilize enrollment and completion prior to encouraging a dual enrollment option. The faculty have noted that it would be too much for GED students to also try to complete a college level course simultaneously. However, we are exploring bringing some of the content into the GED class

- Build a structure to review program data annually by Sept 2019
 - We continue to explore ways in which to access accurate data. Our current system does not enroll and track non-credit enrollment. We will continue to research with HECC, the TBCC Testing Center, and Institutional Effectiveness to discover a way to do this (other colleges continue to have the same challenge)
- Establish a method of securing student feedback on the program by end of fall term 2019.
 - To the knowledge of this Dean a method for student feedback had not been created. We will work on a way to secure feedback through a variety of avenues
- Develop CLOs, PLOs and map to ILOs by December, 2019.
 - CLO's and ILO's were created, however, we will continue to refine them as well as creating PLOs
- Work with administration to create flag in student data system to monitor completion data in Jenzabar by Dec 30, 2019
 - Jenzabar does not have the ability to track non-credit students. We will continue to explore options
- 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).
 - Attendance had been explored but was not successful due the open enrollment of these courses. We will explore other options of encouraging attendance and participation through a check-in method with the instructor
- Expand career exposure by developing structured plan by June 30, 2020.
 - This was not completed successfully, however, we will continue to research additional program options for ESOL (VESL) and GED (IET) that will integrate career exploration
- 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.
 - The general fund currently supports this program. We will continue to explore other funding options
- Research barriers to completion for women and LatinX students, develop a plan to address by June, 2021.
 - Unknown if this was completed, however, we will work with Institutional Effectiveness and our Resource Navigator to identify current barriers to completion of impacted students. The data has shifted over the last 3 years and so it will be important for us to monitor this. We will work with Institutional Effectiveness to determine how best to monitor and then address through program activities
- Explore a citizenship pathways by June 2021.
 - We will continue to explore this over the next year

With regards to the below we will explore options on how best to encourage transition from GED to college level courses. We believe that dual enrollment may not be the best method for these students, however, we will explore options to infuse concepts into GED

- 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

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.

- Students take their GED tests on computers. Therefore, having access to laptops allows GED students to practice for their tests in the most realistic manner possible. At the most basic level, the laptops provide the program materials to study. As many GED students come to the program from the disadvantaged side of the "digital divide," the laptops also create the opportunity for students to learn the essential computer skills they will need both for the GED test and the career opportunities which await them after they complete it.
- 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.
 - These books have been valuable as many students check them out and use them in class as well as at home to prepare for subject tests
 - Instructors are able to assist students with the feedback received from practice tests as well as those that did not pass. The testing software will let students know where they need to focus and the instructors target that content specific for each student
 - Students need workbooks that they can write in-the instructors have been making copies for students which has been time intensive. We are currently exploring purchasing these for students that have a financial need.
- 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.
 - Most of the English language learners are co-enrolled in ESOL and GED so they are getting instruction for both by the same instructor.
- Bilingual dictionaries were purchased for ESOL to support English language acquisition and to bridge understanding between the two languages.
 - These are currently being used in the ESOL class. We have had such great success with language literacy that we opened a section for intermediate learners.
- 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.
 - The Spanish language learners have specific sections on different days from the other subjects. We have not seen much of an increase in completions; however we have had turnover with faculty. We will continue to monitor.

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.*

- Explore, develop, and implement a citizenship pathway
- Explore ways in which to support student motivation (fixed vs growth mindset and GRIT)
 - Possibilities include VESL and IET to introduce career/vocational elements
- Develop program CLOs, PLOs, ILOs

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

Most of the plans will not need additional resources. There might be costs associated with implementing a Citizenship Pathway. We will learn more as we engage in research to determine any associated costs and will be evaluated with leadership prior to implementation.

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 pilot 1 or more VESL classes and/or a VESL program
- Pilot a form of IET
- Increase success of LatinX students in GED completion
- 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?*

- Research VESL trainings offered by other community colleges in the state and evaluate for employment viability Tillamook County.
- Develop a plan for mentoring/wrap-around services.
- Research, evaluate, and implement different forms of IET

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
<ul style="list-style-type: none"> RDWR 115 or WR 121 Adjunct 	\$3000	Instruction/Adjunct budget
<ul style="list-style-type: none"> MTH 95 or 111 Adjunct 	\$3000	Instruction/Adjunct budget
<ul style="list-style-type: none"> Supplies: these are the <u>only</u> textbooks to align instruction directly to the GED learning standards 	\$1500	General/Instruction
<ul style="list-style-type: none"> Marketing 	\$3000	General
Total Request	\$10,500	General/Instruction

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 early credit course components through discipline specific adjuncts. These resources provide a strong foundation for GED near completers and support transition into credit bearing programs.

Purchase of additional student books and workbooks for low income students. Many cannot afford to purchase and checking them out has proved to be challenging – students need to write in them.

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 requested or may be requested from multiple donors.

6.2 What program outcome(s) does the resource request address?

PLO's will be developed this year.

GED (CLO):

- Pass the GED test for each subject in which the student diligently prepared.
- Earn the General Equivalency Diploma in the state of Oregon by successfully completing all four subject area tests.

ESOL (CLO)

- Support and resources to increase conversational English.
- Support and resources to increase verbal communication.
- Support and resources to increase English writing skills.

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

- Increase number of students transitioning to credit courses.
- Increased number of students achieving a credential or more advanced employment opportunity.
- Improved student attendance.
- Increased enrollment.

6.4 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 its 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 coursework through contextualized, integrated language and occupation specific classes through a specialized instructional model.

- Connect students with the college community beyond the classroom through the advising process, interaction with other college staff, and peers.
- Providing a pathway to citizenship while also increasing language skills for employment or college/career pathways.

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

This section is N/A

8.0 High School, Community, and Employer Outreach

This section is N/A

9.0 Executive Summary

This report has demonstrated the great work happening in our College Preparation Program and we have identified areas that need support to truly encourage student self-confidence and GRIT that will propel them to completion of their GED.

Data shows that LatinX students, and men, are not doing as well in our GED program. This inequity is well worth exploring and improving.

We are still seeing a very low conversion rate to college and are not far from where other programs are in the state, however, exploring opportunities to embed college level writing and math might help to not only prepare GED students for college-level it will also help to build confidence towards completion.

We will continue to explore possibilities for collecting accurate and reliable data locally and from the state. Our system does not track non-credit students, however, we might have opportunities to utilize other technology. This will ideally allow us to monitor our interventions and determine success over time.

Our ESOL students are doing extremely well and our enrollment demonstrates the need for this program. The ESOL program has been so successful that we split to have a beginning level and an intermediate level. We will be working towards implementing a plan to award certificates for those that are progressing in their language skills in order to encourage their continued language development and working towards their personal goals.

Our immediate goals need to focus on; a) increasing the successful completion of GED students, particularly LatinX students and men; b) securing long term funding; c) increasing the conversion rate from GED to college enrollment and completion of a college credential; and, d) develop data collection methods that will accurately and reliably monitor and track our students.

10.0 Vice President of Instruction and Student Services Program Review Summary Page

I'd like to start by recognizing the staff, faculty and tutors who support these programs. They should be congratulated and recognized for their commitment, dedication and continued creativity in serving this population of students! I'd also like to thank Dr. Selena Castro for leading the faculty in this program review, which will set the direction for the future of these programs. Nice work!

In the last year, as a result of this data, we have been able to add a full time faculty in ABS/GED. It is our belief that this position will help grow and retain students. We have also enacted guidelines for class aides (need 8 students or more to support an aid). This has allowed us to be more fiscally responsible and continued longevity of the program.

I completely agree with the goals set by the program and offer a few additional:

SHORT TERM (1-2 years)

- Explore, develop, and implement a citizenship pathway
- Explore ways in which to support student motivation (fixed vs growth mindset and GRIT)
- Develop program CLOs, PLOs, ILOs and methods for both collecting data and demonstrating improvement
- Increase ways to get student feedback and suggestions on courses
- Find a way to accurately track the success of these students in Jenzabar
- Explore what is working at peer institutions and visit them to see what best practices could be brought back to TBCC

MIDTERM (3-5 years)

- Increase GED completion, particularly for female students and students who identify as LatinX
- Increase attendance- particularly for male students and students of color
- Add courses in North and South County
- Continue to build and explore partnerships with corrections and the jail

LONG TERM (5+ years)

- Research, evaluate, and pilot 1 or more VESL classes and/or a VESL program
- Pilot a form of IET
- Increase success of LatinX students in GED completion
- Increase college-going conversion rate from GED to college programs

Again, I'd like to recognize the hard work completed by Dr. Castro and her team. I look forward to seeing where this team takes our students!

Teresa Rivenes, PhD
Vice President