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| jscc logo | **Assessment Record** |

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| **Program:** | **Adult Education/GED Preparation Program** | **Assessment period:** | **2017-2018** |

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| **Service Unit Outcomes & Assessment Plan** | | | | |
| **Intended Outcomes** | **Means of Assessment** | **Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| The Adult Education/GED Preparation Program will promote access to instructional assistance and support services at key locations in the program’s established service area. | Review the offering of day/evening classes at key locations in the program’s established service region. Also research the feasibility of incorporating weekend classes at specific locations. | 90% of individuals requesting access to instructional programs who live in the service region will have an available class option. | The program provided 51 day, evening, and online class options at 13 sites. An additional site at the Chilton/Clanton Campus is set to open in mid – October 2018. The sites were strategically positioned to minimize excessive commute time for learners. Of the 1,714 students who requested program/services during the 2017 program year, 1,301 (76%) actually attended class the 12 required hours. | Review of statistics and anecdotal records regarding the socio-economic status of the area residents revealed that lack of transportation, or having to commute outside a 30 minute range, prevented a large number of area residents from accessing GED class. Child care also was a barrier for participants. The program continued to seek partnerships to offer classes to alleviate transportation and childcare barriers. The program partnered with the Literacy Council, JCCEO, and the Independent Presbyterian Church to provide a class in Kingston. Due to the strong partnerships formed, grant funds continued to be used to support the program. |
| The Adult Education/ GED Preparation Program will promote advancement in educational functioning levels for adults enrolled in the program. | Analysis of student data maintained in AAESAP, the adult education database. | 70% of learners will advance at least one of six educational functioning level:  Level 1: ABE Beginning Literacy  (0-1.9 Grade Equiv.)  Level 2: Beginning Basic Education (2.0-3.9 Grade Equiv.)  Level 3: Low Intermediate Basic  (4.0-5.9 Grade Equiv.)  Level 4: High Intermediate Basic  (6.0-8.9 Grade Equiv.)  Level 5: ASE Low  (9.0-10.9 Grade Equiv.)  Level 6: ASE High  (11.0-12.9 Grade Equiv.) | Changes in the Alabama Assessment Policy resulted in restrictions for post-testing students. Also, a new edition of TABE, TABE 11/12, was implemented. Students in Level 1 – 4 post-test after 40 hours of instruction, and students in levels 5 – 6 post-test after 30 hours of instruction on the TABE (Test of Adult Basic Education). Of the 544 students who met the requirements for post-testing, 57.9% advanced at least one educational functioning level. | Instructors conducted site visits to other programs to observe effective practices. Quarterly in-services were utilized to keep instructors up-to-date on issues relevant to adult education, such as current teaching methods. Select participants attended the yearly COABE conference to participate in training and gather current instructional information. Webinars continue to be provided to all instructors to assist with the delivery of up-to-date teaching methodology. |
| **Plan submission date:**  October 8, 2018 | | | **Submitted by:** Tiqua Gator | |