

**Adult Education/GED Preparation Program
Program Review
Reporting Period: 2018-19, 2019-20, and 2020-21**

Part 1: Review of Past 3 Years

1. Service Unit Outcomes Assessment

A. Summarize assessment results:

Jefferson State Community College’s adult education service area includes Chilton, Jefferson, Shelby, and St. Clair counties. The availability of campuses in Chilton, Jefferson, Shelby, and St. Clair counties allowed for the establishment of four comprehensive adult education and literacy service centers on all four Jefferson State Community College Campuses. Partnerships with other agencies allowed for classes to be established based on the needs of communities. The program provided 42 basic adult education and GED classes, including classes at 10 locations within JSCC’s service areas. Additionally, the program provided four English literacy classes on two Campuses (Jefferson and Shelby).

The program serves a diverse population. The four-county Birmingham-Hoover Metropolitan Statistical Area (BHMSA) includes Jefferson, Shelby, Blount and St. Clair counties in north central Alabama. The total population of over 1.11 million residents per the 2020 U.S. Census Report is concentrated in Jefferson, the largest county in the state, and in Shelby, the one of the fastest growing counties in the state. The most recent data showed that over 15.3 percent of Jefferson County residents and 28.1% in Birmingham City residents live below the national poverty line. Additionally, over 30% of Alabama’s residents did not obtain a high school diploma or secondary credential. According to the U.S. Census data, these figures remain higher than the national averages.

Funding for adult education and GED preparation programs is provided through a competitive grant process administered by the Alabama Department of Postsecondary Education. Fluctuations in Adult Education enrollment are attributed to economic conditions, number of available classes, and volume of inquiries for services.

The Alabama Department of Postsecondary Education established state performance goals in accordance with National Reporting System requirements. Jefferson State Community College met or made at least 25% or higher progress towards all outlined goals. Specific outcome data related to adult basic education (ABE), adult secondary education (ASE), and English literacy (ESL) for the reporting period are provided in Tables 1:

Table 1
Comparison of State Goals and JSCC’s Actual Performance

July 1, 2018-June 30, 2019		
Entering Educational Functioning Level	Alabama’s Goal	Jefferson State’s Performance
ABE Beginning Literacy	42%	31.67%
ABE Beginning Basic Education	43%	25.15%
ABE Intermediate Low	42%	28.85%
ABE Intermediate High	44%	22.98%
ASE Low	52%	11.71%

ASE High (GED or secondary credential)	435	134
Beginning ESL Literacy	33%	46.43%
Low Beginning ESL	36%	45 %
High Beginning ESL	40 %	52.63 %
Low Intermediate ESL	36 %	32.14 %
High Intermediate ESL	33 %	23.08 %
Advanced ESL	18 %	14.29 %
July 1, 2019-June 30, 2020		
Entering Educational Functioning Level	Alabama's Goal	Jefferson State's Performance
ABE Beginning Literacy	43 %	19.3%
ABE Beginning Basic Education	44%	24.26%
ABE Intermediate Low	43%	17.38%
ABE Intermediate High	45%	11.50%
ASE Low	53%	1.89%
ASE High (GED or secondary credential)	431	97
Beginning ESL Literacy	34%	29.17%
Low Beginning ESL	37%	21.05%
High Beginning ESL	41%	17.65%
Low Intermediate ESL	37%	24.14%
High Intermediate ESL	34%	22.58%
Advanced ESL	19%	11.11%
July 1, 2020-June 30, 2021		
Entering Educational Functioning Level	Alabama's Goal	Jefferson State's Performance
ABE Beginning Literacy	43 %	25.93%
ABE Beginning Basic Education	44%	24.89%
ABE Intermediate Low	43%	12.28%
ABE Intermediate High	45%	12.82%
ASE Low	53%	3.41%
ASE High	431	57
Beginning ESL Literacy	34%	18.18%
Low Beginning ESL	37%	27.27%
High Beginning ESL	41%	9.09%
Low Intermediate ESL	37%	35.29%
High Intermediate ESL	34%	20.83%
Advanced ESL	19%	11.11%

In addition to collecting and reporting data related to enrollment and entering functioning levels, the program reported data on employment, unemployment, correctional placement, and postsecondary entry and completion. The Alabama Community College System Adult Education Department continued to update the Alabama Adult Education System for Accountability and Performance (AAESAP) Database to include more data points for data collection to measure progress toward State and Program goals. The Table below includes data from Program Year 2019, 2020, and 2021.

Participant Status Upon Entry	07/01/2018-06/30/2019	07/01/2019-06/30/2020	7/1/2020-6/30/2021
Employed	641	401	566
Unemployed	418	360	547
Not in Labor Force	84	57	101
No Schooling	5	2	3
No Diploma (less than 12 th grade)	802	483	693
Secondary School Diploma	134	160	260
Secondary School Recognized Equivalent	21	22	47
Some Postsecondary Education	107	71	111
Postsecondary or Professional Degree	74	78	89
Unknown	0	2	11
In Family Literacy Program	0	18	14
In Workplace Adult ED and Literacy Activities	11	34	22
In Correctional Facility	42	38	49
In Community Correctional Program	13	1	0
In Other Institutional Setting	22	14	47

Overall, the Jefferson State Community College Adult Education/GED Preparation has a demonstrated track record of meeting or exceeding prior performance goals, when goals are not met, this is still consistent with trends seen across the State. However, due to recent changes with the transition to Performance Based Funding and Exceptional Performance Indicators, some areas of improvement were noted. These areas related to assisting learners with limited reading skills, protocols for collecting and reporting data, and professional development. Emphasis continued to be placed on identifying those learners with reading skills below the sixth -grade level. The implementation of a hybrid and remote reading-intensive program (in addition to seated class) allowed these learners to engage in specific activities to improve their reading skills. Quarterly in-service meetings were provided that supported the development of protocols for collecting and reporting data, as well as professional development.

B. If applicable, identify the data regularly collected and or reported as part of program compliance.

The program utilized the Alabama Adult Education System for Accountability and Performance (AAESAP) database to report participant outcomes and monitor performance. Outcomes were identified by the Alabama Department of Postsecondary Education in accordance with the National Reporting System requirements. The program utilized the enrollment, update and separation forms provided by the Department of Postsecondary Education. Instructors collected data and maintained a

file for each learner. Instructors submitted copies of completed enrollment, update and separation forms to the data manager who loaded the data in AAESAP.

Daily sign-in sheets were utilized to document time of arrival and departure for each learner. Instructors calculated attendance hours and reported hours to the data manager using the Monthly Contact Hour Report (MCHR), an Excel spreadsheet. The data manager verified the hours being reported by comparing the original sign-in sheet with the MCHR. Discrepancies were corrected prior to loading the data in AAESAP. For remote or hybrid learners, instructors were able to pull log in and log out time, as well as review lessons started and mastered. Data entry specialists works with instructors and the AE director on standard data collection, management, data entry processes for quality control purposes.

Instructors maintained a status report for each learner. This report detailed pre-test scores, entering functioning level, attendance hours, post-test scores, and academic gain status. Instructors monitored the performance of each learner to identify potential problem areas.

2. Analysis (as it relates to progress in achieving unit goals)

A. External Conditions that impacted the unit included state and federal requirements. The National Reporting System (NRS) is an outcome-based reporting system for the State-administered, federally funded adult education program. NRS Implementation Guidelines were developed by the U.S. Department of Education's Division of Adult Education and Literacy (DAEL). These guidelines governed data integrity. The Alabama Community College System developed the Alabama Adult Education Policy & Procedure Manual, Alabama Adult Education and Family Literacy Plan, and the Alabama Adult Education Assessment Policy. These documents provided a state-specific protocol for implementing NRS Implementation Guidelines. These conditions provided the framework for implementation of services and did not impose undue issues. An additional condition that impacted the unit was enactment of the Beason-Hammon Alabama Taxpayer and Citizen Protection Act in June 2011. This Act resulted in decreased enrollment of learners in English as a Second Language classes. Program staff members were provided information regarding the specifics of the Act to respond to inquiries from learners.

B. Presently there are Adult Education Classes at all four Campuses of Jefferson State Community College and at 10 offsite locations. The offsite locations are provided at no cost to the offsite organization and have strengthened Jefferson State Community College's and the AE Program's ties to the larger community. The program participated in campus and community activities sponsored by various agencies. Staff members made presentations to civic, community, governmental and educational audiences. Staff members also participated in the network of literacy service providers in the area. The program worked closely with the GED Network, The Literacy Council of Central Alabama, United Way of Central Alabama, M-Power, local one Stop Career Centers, Jimmie Hale Mission, the Salvation Army, and Alabama Department of Rehabilitation Services. These relationships allowed the program to promote access to services residents of the communities served by the program.

- C. Internal Conditions that impacted the unit related to outdated technology in some of the classrooms. Present AE funding did allow for the replaced of outdated computers and the purchase of smartboards and projectors in AE classrooms.
- D. Communication within the program was structured to flow from Director to faculty/staff and to students. A policy and procedures manual are provided to each staff member and a policy and procedures manual is onsite in all AE classes. The Director completed quarterly classroom visits with each instructor. Printed "discussion points" were distributed during these visits to ensure consistency of information provided to each instructor. Email was used to communicate with faculty and staff at the various sites. A link to Jefferson State's website provided detailed information regarding available services.

3. Primary Functions/Primary Purpose/Unit Mission

- A. No changes in the unit's primary functions occurred since the beginning of the review cycle.
- B. The program implemented a reading-intensive program to assist low level learners in the past three years. This program allowed these learners to improve their reading skills which supported their success in adult basic education instruction. The program implemented an organized orientation program at the Shelby Campus and Pell City Center. This program supported a quicker transition into classes. This effort resulted in few learners becoming discouraged before getting started. The Reading program is also available in hybrid and remote options to meet learner needs.

4. Goal Progress

- A. During the three years covered in this review, the AE Program student enrollment averaged 1,685 students. JSCC AE Program awarded 2,906 certificates, 588 WorkKeys certificates, and 479 Career Pathways credentials. Additionally, 288 students earned a GED or Secondary School Credential. The Alabama Community College System revamped its goals for AE Programs and added in a new set of Exceptional Performance Indicators as the Program shifted to a more performance-based funding measure. Another unexpected event impacting goal progress was COVID-19. WorkKeys Certificates, Career Pathways, TABE assessments, GED completions, and select certifications were impacted in Spring of 2020 to spring of 2021 due to Nationwide and Statewide closures caused by COVID-19. For a period, our program was not able to enroll new students as they could not take the required TABE assessments since the TABE was not web-based. The testing centers were shut down so students could not take the GED tests and certain Career Pathways national certification exams. We were also unable to administer WorkKeys assessments and some courses were put on hold. JSCC's AE Program worked with ACCS and JSCC Workforce Education to transition students to online learning. However, this process did take some time as some programs were meant to be done on Campus and other things like the TABE assessments had to be made web-based by the vendor. Other assessments like WorkKeys were put on hold until late spring of 2021 because ACT never gave permission for remote WorkKeys testing. JSCC and ACCS purchased Zoom licenses and incorporated Microsoft Teams training for instructors and staff to provide remote learning and hybrid learning.
- B. Adequate resources were provided by the College for AE operational purposes.
- C. The impact of resource allocations allowed the program to continue viable classes as well as expanding AE services to community sites within the College's service areas.

Part 2: Implications of Program Review for Developing 3 Year Plan

1. Vision and Direction of Unit

- A. An evaluation of the unit results in an understanding of the critical components that support the program's effectiveness. Future actions will relate to a continuation of best practices. These practices include structured orientation program at three locations, quarterly in-service meetings with all instructional staff, quarterly visits to each classroom, collaboration with literacy agencies, and written procedures to support consistency of strategies and data collection.
- B. The previously used GED test was replaced in January 2014. The 2014 GED Test is aligned with the Common Core Standards to focus on knowledge and skills most strongly correlated with success in career and college. The previous GED Test did not ask candidates to possess prior knowledge to complete and pass the test. However, the new test will require that candidates use prior knowledge to successfully complete the test. This means that the GED Test is no longer "just a reading comprehension test." Candidates must now possess background information in a variety of content areas.
- C. In 2016, ACCS and Secondary Schools collaborated on a new initiative, the Non-Traditional High School Diploma Option. The Non-Traditional High School Diploma (HSDO) age requirement was amended with a new minimum age of 19. The Non-Traditional Diploma allows individuals aged 19 or

older that did not graduate secondary school because they did not pass all sections of the Alabama High School Exit Exam and/or did not obtain the required number of credits to graduate from secondary school. New training was conducted with AE staff, as well as outreach conducted to secondary school administration and counselors to assist with recruitment of that might qualify for the HSDO.

- D. The AE Program Director conducted professional development for all AE instructors and paraprofessionals regarding new Career Pathways and IET guidelines, remote learning, hybrid learning, Zoom, Microsoft Teams, Northstar Digital Literacy, and other State mandated and internal policies and procedures.
- E. The unit has effective communication practices, so no changes are warranted.
- F. The current plan involves a continuation of best practices as well as development of new practices. Resources have been requested from the Department of Postsecondary to support attendance at the Commission on Adult Basic Education (COABE) professional development conference. Specific workshops will be attended by five instructors. These AE Director, AE Coordinator, and attending instructors will conduct content-specific workshops for the instructors who do not attend the conference.

Part 3: Evidence of Staff Participation in Program Review

1. The AE Program Director meets on a quarterly basis with all instructors. Program performance as well as individual class performance is discussed during these meetings. Quarterly in-service meetings encourage discussion of key components of this review. Discussion is encouraged regarding issues facing the unit and strategies for addresses these issues. Documentation of these meetings is available in the director’s office. Feedback from instructors and staff members is solicited on a regular basis regarding components identified in the program review. A draft of the program review document was provided to all faculty and staff each fall. Feedback continued to be requested.
2. The unit does not have a singular advisory committee. Rather, faculty and staff solicit feedback from College representatives, professional development association members, Department of Postsecondary Education representatives, and community literacy providers.
3. List names and titles of all participants in this program review.

Faculty		
Arrowsmith, Janice	Badio, Jessical	Blair, Micheal
Brand, Charlotte	Callins, Lillian	Coleman, Henry
Cook, Kimberly	Davis, Jeff	Eichhorn, Rhonda
Derrick, Mona	Gross, Montez	Holland, Rebecca
Jett, Mary Jo	Latham, Shane	Lewis, Ingrid
McGowan, Elsie	Merritt, Adrienne	Miner, Rebecca
Montgomery, Helen	Moore, Cindy	Morgan, Mary
Noyes, Sara	Oberneder, Connie	Porter, Nancy
Rea, Patricia	Roberts, Barbara	Rudd, Julia
Scott, Angela	Sheffield, Virginia	Sheikh, Linda
Skalac, Robin	Smith, Adrienne	Smith, Paula

Snider, Charles	Sprayberry, Mollie	Stanley, Nathaniel
Sweatt, Helen	Vinson, Allen,	Vinson, Phyllis
Ware, Donna	Wigington, Beverly	Wood, Barbara
Wood, Gayle	Wood, Teresa	Young, Katherine
Brice, Sallie	Chambers, Lynn	Geralds, Jackie
Hawkins, Felita	Mathis, Kassie	McRae, Ken
Parris, Cathrne	Payne, Tamara	Pearson, Regina
Rowland, Adrienne	Springfield, John	Ware, Brad
Wright, Tierra		

