## Oregon’s Adult Basic Skills Education

Indicators of Program Quality

**Program: Southwestern Community College**

 **Review Dates: October 22-26, 2012**

 **Team members: David Moore, CCWD**

**Debbie Moller, CCWD**

**Marque Haeg, CCWD**

**Mary Jane Bagwell, CCWD**

**Steve Long, Clackamas Community College**

**Susan McNaught, Linn-Benton Community College**

**Oregon Department of Community Colleges and Workforce Development**

**Public Service Building**

**255 Capitol Street NE**

**Salem, OR 97310**

**Indicators of Program Quality**

####  Table of Contents

Fundamental Principles 3

Purpose and Structure of Indicators 4

Program Area 1: Program Administration 6

Program Area 2: Recruitment 12

Program Area 3: Orientation 15

Program Area 4: Assessment for Accountability and Instruction 18

Program Area 5: Retention 21

Program Area 6: Transition and Completion 24

Program Area 7: Support Services 27

Program Area 8: Instruction 29

INDICATORS OF PROGRAM QUALITY

**Fundamental Principles**

1. Although the requirement for quality indicators was prompted by amendments to the Adult Education Act of 1992, program staff contributions to the process demonstrate a commitment to working with quality indicators and their considerable experience in analyzing the quality of their individual programs.

2. The indicators must be viewed as a structural framework for program quality and not as a complete chronology of all that is accomplished by programs.

3. The indicators attempt to balance the uniqueness of programs and communities against the need for common standards. In Oregon, local programs have a history of and mechanisms for sharing ideas and expertise across programs; thus, development of these indicators became a joint effort between state program staff and the Oregon Council of Adult Basic Skill Development.

4. Inherent in all program reviews is the recognition of local budget limitations, community size, program location, and population diversity.

5. The connecting thread that ties the Program Areas together is the mission of all adult education programs funded in Oregon: the provision of quality programs that enable students to attain their educational goals. Access and equity are guiding principles of all agencies that receive Title II funding.

6. The Program Areas reflect the recognition by Oregon adult educators that well-planned programs delivered by appropriately trained staff help students build self-esteem as they experience personal and educational growth.

7. Indicator measurement is documented in the following ways:

 Processes and plans are described in the Basic Skills Comprehensive, Corrections, Outreach Tutoring, EL\Civics, Accountability, and Program Improvement Grants.

 Progress toward goals and complete program statistics are required in the annual Strategic Framework Narrative Report.

 Programs are reviewed on a seven year cycle. Prior to the Program Review, each program completes a self-assessment, including staff and student surveys.

 The state office keeps data on GED completions by program and records of local staff participation in state-sponsored trainings.



**Purpose**

Oregon’s Adult Basic Skills Education Indicators of Program Quality is a “living document.” This framework is a guide for program planners and instructors as they make decisions regarding program design and continuous improvement. Instructors will regularly use portions of this document for instructional planning, self-evaluation and on-going professional development. Program managers will use these indicators annually as part of their planning and evaluation process for systems improvements.

Oregon’s programs are dynamic and strong. Their unique strengths are reflected in this continuous improvement model. This model allows program leaders to address, in depth, the complexity of program development and management needed to serve the basic skills needs of both youth and adults.

These Indicators of Program Quality are not intended to create a prescriptive or rigid requirement for all of Oregon’s Adult Basic Skills Education Programs. They were written with an ideal program in mind. Implementation or use of the indicators must take into account variations in program size, autonomy, funding requirements and restrictions, learner goals and characteristics, program resources, staffing, and many other factors.

### Structure

Oregon’s Indicators of Program Quality are organized to follow standard program processes.

#### **Program Support System**

#### Program Area 1: Program Administration

1. Organizational Management and Leadership
	1. Oregon Council of Adult Basic Skill Directors
	2. Community Colleges and Workforce Development
2. Staff Organization and Development
	1. Western Center for Community College Development/Oregon Professional Development System
	2. Oregon State University
3. Community Collaboration and Communication
	1. Partners
	2. Memorandum of Understanding

###### D. Accountability

* 1. Assessment
	2. Reporting
	3. Performance

##### **Services to Learners: Instructional Delivery Systems**

##### Program Areas 2 - 8

Program Area 2: Recruitment

Program Area 3: Orientation

Program Area 4: Assessment for Accountability and Instruction

Program Area 5: Retention

Program Area 6: Transition and Completion

Program Area 7: Support Services

##### Program Area 8: Instruction

# **Appendix**

# Bibliography/Acknowledgments

# Oregon Educational Functioning Level Descriptors (available on the CCWD website)

# Methodologies

Primary/Secondary Performance Measures (TOPS Data Manual)

Key

EXC: Exceeds/Exemplary

Meets: Meets Standard

N/I: Needs Improvement

N/O: Not Observed

# **Program Area 1: PROGRAM ADMINISTRATION**

**Definition:** Systems that promote continuous improvement of services to learners.

**Goal:** To support the effective implementation of the Indicators of Program Quality and increase the quality of programming.

**Outcome:** Program meets its Title II Basic Comprehensive, Corrections, Outreach, and EL/Civics Grants goals and performance levels.

|  |
| --- |
| **Process I: Program has assessed overall program effectiveness for the development of long-range improvement plans (i.e., Program Review)**  |
| **Outcome** | Indicator  | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| I.A. Program has assessed its organizational management and leadership system | 1. Program has a mission statement, a clearly articulated philosophy, and goals that are developed with input from internal and external stakeholders
 | Mission, philosophy and goals statements have been developed. |  | X |  |  |
| 1. Program structure utilizes administrators as instructional leaders who visit and observe the classroom, and who have experience and understanding of the specific needs of adult learners in their communities
 | Program Dean conducts in-classroom instructor evaluations. VP for Instruction uses peer review process and student evaluations for instructor assessment. |  | X |  |  |
| 1. Program organizes instructional programs consistent with the program’s mission and goals and with the goals and needs of learners
 | The program appears to have assessed instructional delivery at the main campus. The review team did not see evidence that the program had assessed instructional delivery needs at satellite locations that meet the needs of learners. |  | ML |  |  |
| 1. Program utilizes facilities and resources that meet safety standards and are appropriate for adult learners
 |  |  | X |  |  |
| 1. Program maintains sound financial management procedures to collect and document fiscal information, guide program budgeting, ensure continuity of funding, and meet reporting requirements
 | The Program Dean is new in her role of oversight of the Transitional Education Program. She is beginning to develop an understanding of the program budget.  |  | ML |  |  |
| 1. Program maintains a planning process that is on-going and participatory, guided by research and evaluation, and is based on a written plan; the plan should include goals and outcomes that consider resources and economic, educational, and technological trends
 | The program will have the Strategic Framework to guide planning. However, due to turnover in the Director role, it has been agreed that the Framework will be completed within three months; building upon the results of the program review the Framework has only recently been updated. |  | ML |  |  |
| 1. Program provides a technology plan that addresses the acquisition, use, integration, and maintenance of technological resources (equipment, materials, staff) as well as the training of personnel as based on the Vision, Mission, Goals, and Activities of the Oregon ABS Technology Action Plan
 | Technology resources are in place. Formal training and ongoing support to ensure this capacity is utilized needs improvement. |  | ML |  |  |
| I.B. Program has assessed its staff organization and development system | 1. Program maintains current job descriptions for all staff positions
 | Job Descriptions for instructional staff are in evidence. |  | X |  |  |
| 1. Program ensures the hiring, staff evaluation, and plans-of-assistance processes are consistent with organizational policy
 | SWOCC Administrative. Policy & Procedures, Faculty & Classified union contracts are in evidence files. |  | X |  |  |
| 1. Program maintains employment conditions, compensation, and benefits commensurate with those of other comparable instructional or professional staff in the organization
 |  |  | X |  |  |
| 1. Program provides trained support personnel, efficient record keeping, and equipment for day-to-day operations
 |  |  | X |  |  |
| 1. Program supports the recruitment and use of volunteers
 | This occurs with RSVP, FWS programs and Community Volunteers |  | X |  |  |
| 1. Program utilizes qualified administrators, practitioners, and volunteers to ensure quality instruction
 |  |  | X |  |  |
| 1. Program ensures pre-service training for all new staff and volunteers
 | Training of volunteer is not formalized |  | ML |  |  |
| 1. Program provides accountability training for all staff and volunteers
 |  |  | X |  |  |
| 1. Program annually assesses and develops a professional development plan that addresses organizational and individual needs
 |   |  |  | NI |  |
| 1. Program provides all staff with professional development opportunities that support individual and program professional development goals
 |  |  | X |  |  |
| I.C. Program has assessed its community collaboration and support system | 1. Program fosters and maintains clear communication with internal and external stakeholders
 | The program does not have formalized or regularly occurring contacts with external partners. Communication with some internal partners (CASE, e.g.) are stronger, though communications between Transitional Education (TE) and Student Services need to be improved. |  |  | X |  |
| 1. Program monitors and clearly communicates successes to both internal and external stakeholders
 | See above |  | X |  |  |
| 1. Program demonstrates respect for the cultures of learners, staff, and other stakeholders
 |  |  | X |  |  |
| 1. Program fosters awareness and understanding of its mission through a coordinated outreach and marketing plan
 | Recruitment/marketing efforts are outdated and ineffective. The program has developed new strategies and a written plan to identify unmet community need and implement appropriate recruitment efforts. See Recommendation 4. |  |  | X |  |
| 1. Program identifies additional funding streams that complement adult education services, and develops common purposes, compatible expectations, and a commitment to a Memorandum of Understanding
 | The program has effectively leveraged additional funding sources including Pathways Grant, CASE Grant, SCBEC, Maslow Project, Local Tribes, Vocational Rehab, Belloni Ranch |  | X |  |  |
| I.D. Program has assessed its accountability system | 1. Program utilizes the criteria listed in the Data Quality Standards Checklist and/or WIA Title II Accountability Policies and Procedures Manual to assess its accountability system
 | Accountability policies and procedures are implemented inconsistently across sites, and currently the Director is not fully involved in accountability plan planning or implementation. Collaboration with Curry campus promising but nothing that systemically tie Coos and Curry ABS accountability system.  |  | ML |  |  |
| 1. Program maintains an accountability plan that incorporates record keeping and reporting procedures consistent with state policies and legal funding requirements
 |  |  | ML |  |  |
| 1. Program maintains an accountability system that ensures all staff use quality assessment and reporting procedures
 |  |  | X |  |  |
| 1. Program identifies and defines how assessment data will be used in program planning and improvement
 |  |  | X |  |  |
| 1. Program ensures that adequate resources and staff time are provided to analyze data and make program changes to improve performance
 |  |  | X |  |  |
| 1. Program ensures accurate reporting of student data:
* student demographics
* goals
* instructional hours
* testing
 |  |  | X |  |  |
| 1. Program provides necessary data for state and federal reports
 |  |  | X |  |  |
| I.E. Program has assessed its instructional delivery systems (Program Areas 2-8) | 1. Recruitment
 | The program has recently developed written plans for each of the program areas. Plans include goals and *some* plans provide specific strategies for implementation. A critical aspect to successful implementation of these plans will be strategic prioritization of the broad range of activities included. |  X |
| 1. Orientation
 |
| 1. Assessment for Accountability and Instruction
 |
| 1. Retention
 |
| 1. Transition and Completion
 |
| 1. Learner Support Services
 |
| 1. Instruction
 |
| I.F. Program has assessed its support and delivery systems for interaction and integration | 1. Program defines the relationships among systems that lead to program quality, continuous improvement of services to learners, and the achievement of program goals
 | TOPS Data, CASAS data, GED Scores, COMPASS Scores, Student Evaluations, and Staff Evaluations are used to assess program quality and effectiveness |  | X |  |  |
| **Process II: Program has developed and prioritized plans for long-range and annual improvement based on identified best practices and areas for improvement** |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| II.A. Based on assessment results from Process 1, program has engaged practitioners and partners in identifying strengths and targeting areas for improvement, within and between its support and delivery systems | 1. Program identifies strengths
 | During the next three months, the program will develop The Strategic Framework. This document will serve as the main planning document for Title II programs, and it includes information on program goals and achievements. |  | ML |  |  |
| 1. Program identifies areas for improvement
 | The Strategic Framework should guide program priorities and program improvement, although due to significant leadership changes, this has not occurred consistently. The program has recently developed written plans for each Program Area which will support planning into the future, and inform the SF.  |  | ML |  |  |
| II.B. Program has engaged practitioners and partners in selecting, clarifying, and prioritizing areas for improvement for long-range goals | 1. Program defines improvement focus
 | See above | ML |
| 1. Program defines the outcomes of each focus area – what is the program trying to achieve?
 |  |
| 1. Program defines evidence of achievement for each outcome
 |  |
| 1. Program identifies improvement activities that lead to outcomes
 |  |
| 1. Program develops budget to implement program improvement plan
 |  |
| 1. Program identifies personnel responsibilities for improvement plan
 |  |
| 1. Program develops timelines to implement improvement plan
 |  |  |  |  |  |
| 1. Program establishes benchmarks for completing program improvement activities
 |  |  |  |  |  |
| 1. Program leaders ensure full staff participation in the continuous improvement process
 |  |  |  |  |  |
| II.C. Program has engaged practitioners and partners in establishing short-term goals that support the program’s long-range improvement  | 1. Program defines short-term goals for improvement
 |  |  |  |  |  |
| 1. Program defines the outcomes of each goal – what is the program trying to achieve?
 |  |  |  |  |  |
| 1. Program defines evidence of achievement for each outcome
 |  |  |  |  |  |
| 1. Program identifies improvement activities that lead to outcomes
 |  |  |  |  |  |
| 1. Program develops budget to implement short-term improvement plan
 |  |  |  |  |  |
| 1. Program identifies personnel responsibilities for improvement plan
 |  |  |  |  |  |
| 1. Program develops timelines for implementation of improvement plan
 |  |  |  |  |  |
| 1. Program establishes benchmarks for completing program improvement activities
 |  |  |  |  |  |
| 1. Program leaders ensure full staff participation in a continuous improvement process
 | Recently, the Program has been distinguished by a high level of collaboration among the program staff (see Commendation 2). However, the review team is concerned that the achievements of this collaboration are the result of considerable over-extension of staff, a practice that is not sustainable and leaves the program vulnerable to an appearance of capacity far beyond what is appropriate or sustainable. |  |  | X |  |
| Process III: Program implements plans identified in Process II to promote effective improvement of support and delivery |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| III.A. Program monitors progress toward implementing strategies and achieving goals | 1. Program monitors activities
 | There is evidence that the program monitors its activitiesHowever, the program has only recently developed plans to promote effective program evaluation and improvement. These plans have not yet been fully implemented and, hence, have not guided program improvement. Additionally, the program intends to use the Strategic framework developed over the next three months to delineate program activity, progress and attainment. |  | ML |  |  |
| 1. Program monitors budget
 |  |  | X |  |  |
| 1. Program monitors personnel responsibilities
 | Staff undergo peer review every 3 years. |  | X |  |  |
| 1. Program monitors timelines
 | This is accomplished through the SF. |  | X |  |  |
| 1. Program monitors benchmarks
 |  |  | X |  |  |
| 1. Program leaders monitor full staff participation
 |  |  | X |  |  |
| Process IV: Program evaluates plans annually  |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| IV.A. Program evaluates improvement plan results  | 1. Program evaluates activities based on identified evidence and outcomes
 | The program will develop a Strategic Framework to both guide and evaluate program activities. The Framework focuses will reflect program priorities for near term continuous improvementThe Transitional Education program has recently developed written plans for all eight program areas; however, these plans are new and have not guided program improvement historically.The Program Dean has been informed formally that SOOCC’s EL/Civics program has been placed on probation for PY 2012-13 due to low enrollment over the past three years. The program has set a goal to increase enrollment to ensure continued funding. |  | ML |  |  |
| 1. Program evaluates statement of revenue vs. expenses
 |  |  |  |  |
| 1. Program evaluates staff participation
 |  |  |  |  |
| 1. Program evaluates timelines
 |  |  |  |  |
| 1. Program evaluates benchmarks
 |  |  |  |  |
| 1. Program evaluates utilization of resources
 |  |  |  |  |
| IV.B. Program identifies the level of success of the improvement plans | 1. Program identifies achievement of improvement goals and focus
 |  |  |  |  |
| 1. Program identifies improvement goals and focus that were not achieved and why not
 |  |  |  |  |
| IV.C. Program maintains annual planning process as outlined in Process II  | 1. Program identifies and documents new or ongoing priorities for improvement
 |  |  |  |  |
| 1. Planning process supports program’s long-range improvement plan
 |  |  |  |  |
| IV.D. Program modifies funding grant applications based on self-evaluation of all Program Areas and Program Review Recommendations/Findings | 1. Program modifies Basic Comprehensive Grant Application
 |  |  |  |  |
| 1. Program modifies Outreach Grant Application
 |  |  |  | NA |
| 1. Program modifies Corrections Grant Application
 |  |  |  |  |
| 1. Program modifies EL/Civics Grant Application
 |  |  | X |  |
| 1. Program modifies other grant applications as applicable (program improvement, local set aside, accountability set aside, Even Start…)
 |  |  |  |  |

**Program Area 2: RECRUITMENT**

**Definition:** A process of bringing youth and adults with basic skills and workforce needs (“Target Population”) to the program.

**Goal:** Program recruits target populations.

**Outcome:** The population enrolled in the program reflects community demographics.

 Program serves learners who meet eligibility criteria discussed in Title II Adult Education Act.

|  |
| --- |
| Process I: Program has identified potential service needs and target populations |
| **Outcome** | Indicator  | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| I.A. Program has identified the potential target populations and local adult education service needs | 1. Program uses the most current and appropriate data (multiple sources)
 | While the program is planning data-driven process to identify unmet community needs and implementation of appropriate recruitment efforts, these activities are not yet underway. |  |  | X |  |
| 1. Program data includes cultural, economic, employment, and educational profiles that affect local region
 | See I. A.1above. |  |  | X |  |
| 1. Program targets those populations identified as most-in-need:
* Educationally disadvantaged adults with low literacy skills, limited English proficiency skills, and individuals without a secondary school credential
* Underemployed/low income adults: current workforce, welfare to work/TANF, single parent/displaced homemakers, and dislocated workers
* Incarcerated adults
* Individuals with disabilities including learning disabilities
 | All of the groups listed below should be addressed in the Recruitment Plan:* Credit Seeking Adults without diplomas
* High school stop outs from partner K-12 districts
* Coos County Jail
* Skills Upgrade Students
* Non-Native Speakers
* Adults without diplomas
* Underemployed Adults

While there is some evidence that the above populations are being served in the program, there is no evidence that there is a connection between intentional targeting and recruitment and the make-up of the student population. |  | ML |  |  |
| **Process II: Program has a plan which prioritizes audiences to serve within the target populations**  |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| II.A Program plan considers program resources, capacity, and space when in selecting and prioritizing audiences to serve within the target populations | 1. Plan addresses the most-in-need populations
 | The Program needs to identify and prioritize target populations, including the lowest level learners. See Recommendation 1.  |  |  | X |  |
| 1. Plan addresses geographical needs
 | The Program will need to assess and prioritize services to be delivered across the district, or in online formats. There is evidence of unmet need in this area.  |  |  | X |  |
| 1. Plan reflects the numbers and percentages of target populations to be served
 | While the Program is planning to develop a data-driven process to assess unmet community needs and the implementation of appropriate recruitment efforts, these activities are not yet underway. Without this assessment, it is impossible to determine whether target populations are being served at levels the Program has planned.  |  |  | X |  |
| 1. Plan uses appropriate input from internal and external stakeholders
 | Communication with internal and external stakeholders will need to be significantly strengthened to develop and implement a strong recruitment plan. |  |  | X |  |

|  |
| --- |
| **Process III: Program develops and delivers appropriate recruitment activities** |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| III.A. Program develops appropriate recruitment activities for the prioritized audience | 1. Recruitment activities target prioritized audiences
 | While minimal recruitment materials exist, they are not connected to any programmatic strategy around identification and prioritization of target population(s). These general materials seem most likely to appeal to younger students and may not be appropriate for some other student groups.  |  |  | X |  |
| 1. Recruitment activities target educationally disadvantaged
 | See III.A.1 above |  |  | X |  |
| 1. Recruitment activities target underemployed/low income adults
 | See II.A.1 above |  |  | X |  |
| 1. Recruitment activities target incarcerated adults
 | There is no communication between the jail program and the Transitional Education program. The jail determines who attends class; the instructor has no input into who is recruited into the class. Thus, it is not clear whether this practice is effectively serving incarcerated adults; the Transitional Education Program and the jail will need to establish a more formal process into the future.  |  |  | X |  |
| 1. Recruitment activities target individuals with disabilities including learning disabilities
 | While the Program is planning data-driven processes to identify unmet community needs and implementation of appropriate recruitment efforts, these activities are not yet underway. Without this assessment, it is impossible to determine whether target populations are being served at levels the Program has planned. This includes individuals with disabilities, including learning disabilities.  |  |  | X |  |
| III.B. Program develops appropriate recruitment messages | 1. Messages are culturally appropriate
 | No languages other than Spanish are represented.  |  |  | X |  |
| 1. Messages are linguistically appropriate
 | The online orientation is written for higher level students, and is thus, not appropriate for other levels of learners. |  | ML |  |  |
| 1. Messages include current data/outcomes such as labor market and educational information, next steps
 | Materials do not utilize labor market and educational data. |  |  | X |  |
| 1. Messages are targeted to reach the prioritized audience within the target populations
 | There are no prioritized targets, so it is not possible to assess whether materials are appropriate for the target population. However, some messages do seem more directed toward younger students and may not be as effective for other groups.  |  |  | X |  |
| III.C. Program uses a variety of strategies for delivering recruitment messages | 1. Messages are delivered through multiple media sources and using a variety of current modes of information sharing techniques (e.g., websites, web pages, e-mail messages, digital messaging, etc.)
 | Implementation of the Recruitment Plan needs to include processes/strategies for delivery through multiple media sources, beyond those currently utilized. |  |  | X |  |
| 1. Messages are delivered through multiple stakeholders
 | Considerable effort needs to be devoted to formalizing and supporting the processes by which external partners assist with recruitment.  |  |  | X |  |
| 1. Messages are delivered to multiple locations
 | External partners will be key to the messages being developed and delivered to multiple locations. |  |  | X |  |
| **Process IV: Program evaluates and improves recruitment plan** |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| IV.A. Program evaluates recruitment plan | 1. Program identifies both implemented and non-implemented elements of the plan
 | The review team suggests that appropriate aspects of the Recruitment Plan be reviewed at staff meetings, “Intersections” meetings, and meetings with internal and external partners. Refinements would be made based upon feedback and quantitative data related to how well the Plan is meeting community needs and resulting in student enrollments.While there is evidence that the program has evaluated this Program Area, it has not been done using a formal, written plan as the benchmark for the evaluation. The program has now developed a formal, written plan for this program area. However, the plan is newly developed, and the program has not had the opportunity to use this plan as the basis for program evaluation. Therefore, since the plan is too new to be evaluated, no rating is assigned to Process IV. |  |  |  |  |
| 1. Program assesses elements that worked, that didn’t work, and why
 | See IV.A 1 above |  |  |  |  |
| 1. Program describes outcomes from using the recruitment plan
 |  |  |  |  |
| 1. Program identifies missing elements
 |  |  |  |  |
| 1. Evaluation includes data analysis
 |  |  |  |  |
| 1. Evaluation includes stakeholder input
 |  |  |  |  |
| 1. Evaluation includes learner input
 |  |  |  |  |
| 1. Evaluation includes staff input
 |  |  |  |  |
| 1. Evaluation includes local factors
 |  |  |  |  |
| 1. Evaluation includes additional factors
 |  |  |  |  |
| IV.B. Program improves recruitment plan based on evaluation results  | 1. Program builds recruitment capacity in areas of need
 |  |  |  |  |

**Program Area 3: ORIENTATION**

**Definition:** A process to help learners and program providers make informed decisions about enrollment and participation based on learner goals and skills.

**Goal:** The enrollment and participation of appropriate learners.

**Outcome:** The program’s orientation process provides the necessary information for learners to make informed decisions about enrollment and participation.

 Increase in the percentage of learners who attend orientation.

 Learners make informed decisions about enrollment and participation.

|  |
| --- |
| **Process I: Program has identified and defined orientation content** |
| **Outcome** | Indicator  | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| I.A. Program has identified and defined orientation content and process | 1. Orientation content includes welcome/introduction
 | The team observed some promising orientation practices on the Coos campus. The review team recommends that the Transitional Education program conduct consistent formal/structured orientations at all sites. |  | ML |  |   |
| 1. Orientation identifies program processes and procedures
 |  |  |
| 1. Orientation identifies instructional programs available
 |  |  |
| 1. Orientation identifies outcomes and transition opportunities
 |  |  |
| 1. Orientation identifies learner expectations and commitment requirements
 |  |  |
| 1. Orientation includes goal-setting and identifies strategies for reducing barriers to success
 | The review team suggests the program redesign the *Student Barriers Worksheet* to be more positively focused and to identify student strengths. |  |  |
| 1. Orientation links to learner assessment
 |  |  | X |  |
| 1. Orientation identifies support services, accommodations, and referrals if necessary
 |  |  | X |  |
| 1. Orientation includes time to complete required record-keeping forms
 |  |  | X |  |
| 1. Orientation is culturally appropriate
 |  |  | X |  |
| 1. Orientation is linguistically appropriate
 |  |  | X |  |
| 1. Orientation includes time for program and learner to make an informed decision about enrollment and participation
 | Students have one-on-one advising sessions with faculty member that include scheduling, goal setting, and discussing educational barriers. |  | X |  |  |
| 1. Orientation identifies waiting list policies and procedures, and alternative instructional opportunities
 |  |  |  |  | NA |
| **Process II: Program has a plan with prioritized content and methods for the marketing and delivery of orientation appropriate to target populations (identified in Program Area 2: Recruitment)** |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| II.A. Program plan has identified and prioritized content for orientation | 1. Plan for orientation content includes topics, objectives, and activities in lesson plans |  |  | X |  |  |
| II.B. Plan for orientation includes prioritized strategies for delivery | 1. Orientation is planned in a variety of modes appropriate to the target populations
 | The Program needs to ensure that consistent orientation information is provided at all sites and is linguistically accessible to lower skilled learners.See related Recommendation 1. |  | ML |  |  |
| 1. Plan has identified an appropriate annual schedule of orientations including months, days, and times
 | Currently, enrollment is open for the first 5 weeks.The Program needs to re-examine this enrollment structure to better support the goals of student skill gains, retention and transition *and* at all sites. The review team suggests that the Program seek technical assistance through the State ABS team. |  | ML |  |  |
| 1. Plan has identified appropriate locations for orientation
 | The review team recommends that the Program develop targeted recruitment activities to help identify additional sites where orientation can be conducted. |  |  | X |  |
| II.C. Program plan includes a variety of strategies for marketing the orientation | 1. Program has defined strategies appropriate to each target population | The Program needs to re-evaluate its Orientation plan to ensure that include all target populations are addressed.  |  |  | X |  |
| Process III: Program delivers orientation |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| III.A. Program uses identified content for orientation | 1. Orientation delivers content including topics, objectives, and activities in lesson plans | There is no evidence of consistent delivery of orientation across sites. |  | ML |  |  |
| III.B. Program uses prioritized strategies for delivering orientation | 1. Orientation is delivered in a variety of modes appropriate to the target populations
 | While the ESL orientation appears to be appropriate, the review team suggests that the Program develop an orientation script specific to ESL. |  | ML |  |  |
| 1. Orientation is delivered in a variety of modes appropriate to multiple learning styles, including methods of delivery of orientation using current information technology tools (e.g., on line orientation modules, presentation of orientation content using technology)
 |  |  | X |  |  |
| 1. Program delivers an appropriate annual schedule of orientations including months, days and times
 |  |  | X |  |  |
| 1. Program delivers orientation at appropriate locations
 | Orientations are not consistently delivered across all sites.  |  |  | X |  |
| III.C. Program uses a variety of strategies for marketing the orientation | 1. Program uses strategies appropriate to each target population | Target populations are not identified.  |  |  | X |  |
| **Process IV: Evaluate and improve program orientation** |
| **Process** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| IV.A. Program evaluates orientation (content, methods, and delivery) plan  | 1. Program identifies both implemented and non-implemented elements of the plan
 | While there is evidence that the program has evaluated this Program Area, it has not been done using a formal, written plan as the benchmark for the evaluation. The program has now developed a formal, written plan for this program area. However, the plan is newly developed, and the program has not had the opportunity to use this plan as the basis for program evaluation. Therefore, since the plan is too new to be evaluated, no rating is assigned to Process IV. |  |  |  |  |
| 1. Program assesses elements that worked, that didn’t work, and why
 |  |  |  |  |  |
| 1. Program describes outcomes from using the orientation plan
 |  |  |  |  |  |
| 1. Learners can articulate program offerings, benefits, and outcomes in English or their native language
 |  |  |  |  |
| 1. Learners can articulate program expectations such as attendance, cost, behavior, commitment
 |  |  |  |  |
| 1. Learners can articulate personal goal outcomes and opportunities for transition
 |  |  |  |  |
| 1. Learner can articulate personal readiness, needs, and level of commitment
 |  |  |  |  |
| 1. Instructional staff receive learner information identified in orientation
 |  |  |  |  |
| 1. Orientation meets state FTE guidelines
 |  |  |  |  |
| 1. Program has a managed enrollment process
 |  |  |  |  |
| 1. Program identifies missing elements
 |  |  |  |  |
| 1. Evaluation includes learner input
 |  |  |  |  |
| 1. Evaluation includes staff input
 |  |  |  |  |
| 1. Evaluation includes stakeholder input
 |  |  |  |  |
| 1. Evaluation includes data analysis
 |  |  |  |  |
| 1. Evaluation includes local factors
 |  |  |  |  |
| 1. Evaluation includes additional factors
 |  |  |  |  |
| IV.B. Program improves orientation plan based on evaluation results  | 1. Program builds orientation capacity and effectiveness |  |  |  |  |  |

#

**Program Area 4: ASSESSMENT FOR ACCOUNTABILITY AND INSTRUCTION**

**Definition:** A process of measuring and documenting learners’ skills to determine Oregon Educational Functioning Levels, program placement, progress, and achievement.

**Goal:** Learners are appropriately assessed, and results are documented and used for appropriate placement and instructional planning.

**Outcome:** Increase in the percentage of learners who are assessed and documented for accountability.

 Increase in the percentage of learners who are progress tested showing progress and achievement for accountability. Learners are placed, and their progress assessed, in appropriate instructional programs.

|  |
| --- |
| **Process I: Program has identified and defined how assessment data will be used in planning for accountability and** **instruction** |
| **Outcome** | Indicator  | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| I.A. Program has identified and defined how assessment data will be used in instruction | 1. Assessment data is used to determine appropriate level of instruction for each learner
 |  |  | X |  | XThe team did not observe or see evidence for Outreach sites |
| 1. Assessment data is used to plan curriculum and instruction
 |  |  | X |  |
| 1. Assessment data is used to develop educational plans for learners
 |  |  | X |  |
| 1. Assessment data is used to identify learner’s strengths and learning styles
 |  |  | X |  |
| 1. Assessment data is used to document learner progress
 | CASAS assessments are used for initial placement, but they are not consistently used to document progress.  |  | ML |  |
| 1. Assessment data is used to inform instructional staff and learners as they plan for and transition to next steps
 |  |  | X |  |
| I.B. Program has identified and defined how assessment data will be used for program planning and improvement  | 1. Assessment data is used for program planning and improvement |  |  | X |  |  |
| **Process II: Program has a plan, policies, and procedures for using assessment tools to determine Oregon Educational Functioning Levels, program placement, progress, and achievement**  |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| II.A. Plan includes state-approved formal assessment tools to determine placement, progress, and achievement for each instructional program offered | 1. Reading
 |  |  | X |  |  |
| 1. Writing
 |  |  | X |  |  |
| 1. Math
 |  |  | X |  |  |
| 1. Speaking
 | CASAS Speaking & Listening have not been utilized, but CASAS Life and Work Series will be implemented. |  |  | X |  |
| 1. Listening
 |  |  | X |  |
| II.B. Plan includes additional informal assessment tools for each instructional program offered  | 1. Program uses a variety of assessment tools:
* Paper and pencil
* Experiential
* Performance-based/project-based
* Reflection
* Self-assessment
 |  |  | X |  | XThe team did not observe or see evidence for Outreach sites |
| II.C. Plan defines assessment policies | 1. Assessment policies define who will be certified to administer tests
 | Not all ESL staff are currently certified to administer CASAS exams.  |  | ML |  |
| 1. Assessment policies define how and when staff will be certified
 |  |  | X |  |
| 1. Assessment policies define how staff will be assigned to specific assessment tools
 |  |  | X |  |
| II.D. Plan defines procedures for delivery of assessment for placement, progress, and achievement | 1. Assessment procedures define assessment schedule
 |  |  | X |  |
| 1. Assessment procedures define locations and sites where assessments will be administered
 |  |  | X |  |
| 1. Assessment procedures define how assessments will be administered
 |  |  | X |  |
| **Process III: Program implements plan, policies, and procedures** |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| III.A.Program uses state-approved formal assessment tools to determine placement, progress, and achievement for each instructional program offered | 1. Reading
 |  |  | X |  |  |
| 1. Writing
 |  |  | X |  |  |
| 1. Math
 |  |  | X |  |  |
| 1. Speaking
 | CASAS Speaking & Listening test series have not yet been used, but CASAS Life and Work Series will be implemented. |  |  | X |  |
| 1. Listening
 |  |  | X |  |
| III.B.Program uses additional informal assessment tools for each instructional program offered  | 1. Program uses a variety of assessment tools including paper and pencil tools as well as experiential/performance tools
 |  |  | X |  | XThe team did not observe or see evidence for Outreach sites |
| 1. Program uses project-based instruction to demonstrate learning through both process and product
 |  |  | X |  |
| 1. Program uses journals, logs, learner portfolios, presentations, and multi-media technology to foster reflection and self assessment
 |  |  | X |  |
| III.C.Program uses assessment policies | 1. Assessment policies define who will be certified to administer tests
 |  |  | X |  |
| 1. Assessment policies define how and when staff will be certified
 |  |  | X |  |
| 1. Assessment policies define how staff will be assigned to specific assessment tools
 |  |  | X |  |
| III.D.Program uses procedures for delivery of assessment for placement, progress, and achievement | 1. Assessment procedures define assessment schedule
 |  |  | X |  |
| 1. Assessment procedures define locations and sites where assessments will be administered
 |  |  | X |  |
| 1. Assessment procedures define how assessments will be administered
 |  |  | X |  |
| **Process IV: Program evaluates and improves assessment plan**  |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| IV.A.Program evaluates assessment plan | 1. Program identifies both implemented and non-implemented elements of the plan
 | While there is evidence that the program has evaluated this Program Area, it has not been done using a formal, written plan as the benchmark for the evaluation. The program has now developed a formal, written plan for this program area. However, the plan is newly developed, and the program has not had the opportunity to use this plan as the basis for program evaluation. Therefore, since the plan is too new to be evaluated, no rating is assigned to Process IV. |  |  |  |  |
| 1. Program assesses elements that worked, that didn’t work, and why
 |  |  |  |  |  |
| 1. Program describes outcomes from using the assessment plan
 |  |  |  |  |  |
| 1. Program identifies missing elements
 |  |  |  |  |  |
| 1. Evaluation includes staff input
 |  |  |  |  |  |
| 1. Evaluation includes learner input
 |  |  |  |  |  |
| 1. Evaluation includes analysis of assessment data
 |  |  |  |  |  |
| 1. Evaluation includes data analysis from additional assessments
 |  |  |  |  |  |
| 1. Evaluation includes local/additional factors
 |  |  |  |  |  |
| IV.B.Program improves assessment plan based on evaluation results | 1. Program makes assessment policies & procedures more effective & efficient |  |  |  |  |  |

# **Program Area 5: RETENTION**

**Definition:** A process to assist and encourage retention of learners long enough to meet goals and realize skill gains.

**Goal:** Program retains learners long enough to meet goals and gain skills.

**Outcome:** Increase in the percentage of learners who complete a skill level or meet a goal before leaving the program.

 Decrease in the percentage of learners who leave the program before completing a skill level or meeting a goal.

 Program sets retention goals annually.

|  |
| --- |
| **Process I: Program has identified current data that informs learner retention** |
| **Outcome** | Indicator  | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| I.A. Program has identified current data that inform learner retention factors  | 1. Data include state and national research
 | Evidence is limited; practice reflects a mix of best practices and practices needing improvement. The Program needs to review retention data and incorporate evidence-based practice into retention plans. Instructional evaluations are an example of local data to include. |  | ML |  |  |
| 1. Data include local employment data
 |  | ML |  |  |
| I.B. Program has defined local elements that influence learner retention | 1. Local elements include instructional program design
 | The Retention Plan has not been implemented. During implementation, the elements listed in I.B. 1-9 should be accounted for as expected practices in the Program. Where feasible, data should be collected to compare with expected results and to inform refinements. For example, changes in program offerings/hours should be linked to retention data to determine if expected improvements are occurring.  |  | ML |  |  |
| 1. Local elements include program support services
 | See I.B1 above |  | ML |  |  |
| 1. Local elements include attendance policy
 | See I.B1. above |  |  |  |  |
| 1. Local elements include learner and staff evaluation of instruction
 | Local elements do not reflect ESL learner evaluation of instruction. |  | ML |  |  |
| 1. Local elements include TOPS Data
 | See I.B.1 above.  |  | ML |  |  |
| 1. Local elements include accommodations for instructional programs
 | See I.B.1.above. |  | ML |  |  |
| 1. Local elements include location of instructional programs
 | See I.B.1 above. |  | ML |  |  |
| 1. Local elements include times of instructional programs
 | See I.B.1 above. |  | ML |  |  |
| 1. Local elements include learners’ personal barriers
 | See I.B.1 above. |  | ML |  |  |
| I.C. Program has defined additional factors that influence learner retention | 1. Additional factors include
* Gender
* Race
* national origin
* disability
* age of students, teachers and other program beneficiaries
 | Retention strategies should include practices that may mediate lower retention rates in particular populations.  |  | ML |  |  |

|  |
| --- |
| **Process II: Program has a retention plan with prioritized strategies, policies and procedures (address factors identified in Process 1)** |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| II.A. Program has developed and prioritized strategies for student retention | 1. Plan includes retention strategies that ensure equitable access to, and participation in, the program
 | Lowest level learners (less than 200 on the CASAS assessments) are excluded from entry. See Recommendation 1. Assessment of unmet need must include processes that ensure the lowest level learners are specifically accounted for in recruitment and retention strategies.  |  |  | X |  |
| 1. Plan includes retention strategies that target recruitment
 | The Plan does not include retention strategies that target recruitment. Retention begins with targeted, effective recruitment and entry processes.  |  | ML |  |  |
| 1. Plan includes retention strategies that target orientation
 | The Plan does not include retention strategies that target orientation; however, there is evidence that retention strategies are incorporated into the orientation.  |  | ML |  |  |
| 1. Plan includes retention strategies that target assessment
 | The Plan does not include retention strategies that target assessment.  |  | ML |  |  |
| 1. Plan includes retention strategies that target transition and completion
 | In addition to incorporating a variety of activities designed to inform students of the benefits of post-secondary education and training, the generous Tuition waiver (See COMMENDATION 3) supports transition and completion.  | X |  |  |  |
| 1. Plan includes retention strategies that target support services
 | The Plan needs to be expanded to include support services that are included in retention strategies.  |  | ML |  |  |
| 1. Plan includes retention strategies that target intensity and duration of instruction
 | The Plan lists instructional program design, but does not call out intensity and duration, an issue which need attention in sites outside Coos Campus. |  |  | X |  |
| 1. Plan includes retention strategies that target instructional methodologies
 | Retention strategies should relate to recruitment and orientation plans, and data collection. This includes instructional methodologies.  |  | ML |  |  |
| 1. Plan includes retention strategies that target instructional content
 | Retention strategies should relate to recruitment and orientation plans, and data collection. This includes instructional content. |  | ML |  |  |
| 1. Plan includes retention strategies that target instructional delivery
 | Retention strategies should relate to recruitment and orientation plans, and data collection. This includes instructional delivery. |  | ML |  |  |
| 1. Plan includes retention strategies that target technology utilization and integration across all areas listed above (2-10)
 | Language in the Plan is broad and needs to specifically include technology fluency instruction for ESL students beyond Skills Tutor (e.g. CS101; keyboarding; vocal recording/playback).  |  | ML |  |  |
| II.B. Program has developed retention policies and procedures | 1. Retention policies and procedures address attendance recognition/awards
 | Procedures address attendance recognition/awards. ESL has no attendance policy. The ABE/ASE attendance policy is not generally enforced, though its language states 12 hours weekly attendance is a minimum “requirement.” |  |  | X |  |
| 1. Retention policies and procedures address reporting only learners with minimum of 12 hours of attendance (NRS)
 | The Program needs to ensure policies and procedures are implemented and monitored.  |  | ML |  |  |
| 1. Retention policies and procedures address sharing retention data with all staff
 | Program needs to ensure policies and procedures are implemented and monitored. |  | ML |  |  |
| 1. Retention policies and procedures address monitoring learner attendance hours, skill gain, and retention rates
 | Program needs to ensure policies and procedures are implemented and monitored.  |  | ML |  |  |

|  |
| --- |
| **Process III: Program implements retention plan** |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| III.A. Program implements retention strategies plan | 1. Program identifies who will implement retention plan
 | The formal Retention Plan is very new. It does identify the four indicators, except in very broad terms. The plan introduces some practices that are new or very different from current/recent practices and which are not universally accepted by faculty. It would be inaccurate to state that all of the Retention plan strategies are being implemented. |  | ML |  |  |
| 1. Program identifies how retention plan will be implemented
 |  | ML |  |  |
| 1. Program identifies where retention plan will be implemented
 |  | ML |  |  |
| 1. Program identifies when retention plan will be implemented
 |  | X |  |  |
| **Process IV: Program evaluates and improves retention plan**  |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| IV.A. Program evaluates retention plan | 1. Program identifies both implemented and non-implemented elements of the plan
 | While there is evidence that the program has evaluated this Program Area, it has not been done using a formal, written plan as the benchmark for the evaluation. The program has now developed a formal, written plan for this program area. However, the plan is newly developed, and the program has not had the opportunity to use this plan as the basis for program evaluation. Therefore, since the plan is too new to be evaluated, no rating is assigned to Process IV. |  |  |  |  |
| 1. Program assesses elements that worked, that didn’t work, and why
 |  |  |  |  |
| 1. Program describes outcomes from using retention plan
 |  |  |  |  |
| 1. Program identifies missing elements
 |  |  |  |  |
| 1. Evaluation includes data analysis
 |  |  |  |  |
| 1. Evaluation includes staff input
 |  |  |  |  |
| 1. Evaluation includes learner input
 |  |  |  |  |
| 1. Evaluation includes stakeholder input
 |  |  |  |  |
| 1. Evaluation includes local factors
 |  |  |  |  |
| 1. Evaluation includes additional factors such as technology integration
 |  |  |  |  |
| IV.B. Program improves retention plan based on evaluation results | 1. Program makes retention strategies more effective and efficient |  |  |  |  |

# **Program Area 6: TRANSITION & COMPLETION**

**Definition:** Learners advance based on achievement of learning goals.

**Goal:** Learners advance to next steps in their roles as worker, family member, and citizen.

**Outcome:** Increase in the percentage of learners who complete or advance one or more educational functioning levels.

 Increase in the percentage of learners who enter employment that identified entering employment as a goal.

 Increase in the percentage of learners who achieve employment retention that identified employment retention as a goal.

Increase in the percentage of learners who were placed in post-secondary education that identified post-secondary education as a goal.

Increase in the percentage of learners who received a secondary school diploma or GED that identified secondary school diploma or GED as a goal.

 Increase in the percentage of learners who are still progressing within the same level.

|  |
| --- |
| **Process I: Program has identified program goals and resources for learner transition based on performance measures** |
| **Outcome** | Indicator  | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| I.A. Program has identified goals and resources for learner transition  | 1. Skill gain
 | Program has not set specific measurable targets for Indicators 1-6. |  |  | X |  |
| 1. Entered employment
 |  |  |  |  |
| 1. Employment retention
 |  |  |  |  |
| 1. Placement in post-secondary education or training
 |  |  |  |  |
| 1. Receipt of secondary school diploma or GED
 |  |  |  |  |
| 1. Information/Technology Fluency Skill attainment
 |  |  |  |  |
| **Process II: Program has a transition plan that includes prioritized strategies for performance measures based on Process I** |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| II.A. Program has a prioritized transition plan that targets Program Areas 2-8, internal and external partner participation, and learner transition plans | 1. Transition plan includes prioritized strategies for skill gain
 | Skill gains did not appear in the Transition Plan  |  |  | X |  |
| 1. Transition plan includes prioritized strategies for entering employment
 | “Instructors” is listed as the responsible party; there seems to be no one person designated. The Plan needs to delineate responsibilities more specifically in order to ensure accountability. The Plan does not include prioritized strategies.Elements of a Plan are in place; however, the Plan needs to be data informed. The existing Plan does not provide adequate transition strategies.The review team saw evidence of information technology fluency, etc. but they were not included in the plan. |  | ML |  |  |
| 1. Transition plan includes prioritized strategies for employment retention
 |  | ML |  |  |
| 1. Transition plan includes prioritized strategies for placement in post secondary education or training
 |  | ML |  |  |
| 1. Transition plan includes prioritized strategies for receipt of secondary school diploma or GED
 |  | ML |  |  |
| 1. Transition plan includes prioritized strategies for secondary performance measures
 |  | ML |  |  |
| 1. Transition plan includes prioritized strategies for internal and external partner participation
 |  | ML |  |  |
| 1. Transition plan includes prioritized strategies for learner plans that include ongoing goal-setting and revision
 |  | ML |  |  |
| 1. Transition plan includes prioritized strategies for learner plans that include ongoing skill enhancement and skill gain in the area of technology/information fluency
 |  | ML |  |  |
| **Process III: Program implements transition strategies** |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| III.A. Program implements transition strategies | 1. Program implements transition strategies for skill gain
 | See Outcome 2 A above. |  | ML |  |  |
| 1. Program implements transition strategies for entered employment
 | See Outcome 2 A above. |  | ML |  |  |
| 1. Program implements transition strategies for employment retention
 | See Outcome 2 A above. |  | ML |  |  |
| 1. Program implements transition strategies for placement in post-secondary education or training
 | See Outcome 2 A above. |  | ML |  |  |
| 1. Program implements transition strategies for receipt of secondary school diploma or GED
 | See Outcome 2 A above. |  | ML |  |  |
| 1. Program implements transition strategies for internal and external partner participation
 | Program relationships with external partners need to be strengthened. See Recommendation 4. |  |  | X |  |
| 1. Program implements transition strategies for learner plans that include ongoing goal-setting and revision
 | Strategies are not formative and were not observed at all sites. |  | ML |  |  |
| 1. Program implements transition strategies for learner plans that include ongoing skill enhancement and gain in the area of technology/information fluency
 | Strategies are not formative and were not observed at all sites. |  | ML |  |  |
| **Process IV: Program evaluates and improves transition plan**  |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| IV.A. Program evaluates transition plan for achievement of performance measures, partner participation, and learner goals | 1. Program identifies both implemented and non-implemented elements of the plan
 | Evaluation of this Program Area has not been done using a formal, written plan as the benchmark for the evaluation. The program has now developed a formal, written plan for this program area. However, there the review team has made several suggestions below to strengthen and revise the Plan.The Transition Plan needs to be linked to the Recruitment and Retention Plans, in terms of anticipated numbers of students from targeted areas making contact with the Transitional Education Program, entering the Program, completing the Program and transitioning to various next steps. These Plan target numbers can then be used compare “actual” to “planned”. Where the Transition Plan did list resources that will be used to analyze data in an effort to improve transition and completion, none of these resources was in evidence for this review. |  | ML |  |  |
| 1. Program assesses elements that worked, that didn’t work, and why
 | Where the Transition Plan did list resources that will be used to analyze data in an effort to improve transition and completion, none of these resources was in evidence. |  | ML |  |  |
| 1. Program describes outcomes from using transition and completion plan
 |  |  | X |  |  |
| 1. Program identifies missing elements
 | Student evaluations of courses that aide in transitioning to post-secondary education, like College and Career Awareness (CCA), are available; however, they were not offered as evidence for this indicator.Instructor input seems to be anecdotal. A written evaluation of courses like CCA would help give a formal assessment of the program’s transition strategies for students. |  | ML |  |  |
| 1. Evaluation includes data analysis
 | Data is being analyzed to place students in appropriate classes, but there is no evidence, other than anecdotal, that data are being used to inform transition of students to post-secondary education. |  | ML |  |  |
| 1. Evaluation includes learner input
 | There are learner evaluations for courses; there is, however, no evidence of students’ evaluations of the transition strategies that the program has implemented. Evaluations that are offered are anecdotal. |  | ML |  |  |
| 1. Evaluation includes staff input
 | There is no evidence of a formal staff evaluation of transition and completion strategies for the program. Evaluations are anecdotal. |  | ML |  |  |
| 1. Evaluation includes stakeholder input
 | There was no observable input from stakeholders in the Transition Plan. |  |  |  | X |
| 1. Evaluation includes local factors
 | This was no evidence that local factors are considered in transition strategies.  |  |  |  | X |
| 1. Evaluation includes additional factors such as technology skill enhancement
 | The evaluation of transition strategies for additional factors is anecdotal. There is no written evaluation of the transition process or additional factors that could affect the transition of students to post-secondary education. |  | ML |  |  |
| IV.B. Program improves transition plan based on evaluation results | 1. Program makes transition and completion strategies more effective | The evidence provided was anecdotal. There was no observable data. Furthermore, the Transition Plan lists the “Director” as both the resource and the responsible party. This indicates that there is no feedback loop to ensure that transition and completion strategies are effective. |  |  | X |  |

# **Program Area 7: SUPPORT SERVICES**

**Definition:** The resources and services that support learner participation and success.

**Goal:** The program provides access or referrals to support services within and outside of the program.

**Outcome:** Learners access support services necessary for participation and success in the program.

 Available support services match identified support service needs.

 Instructors understand available support services and make appropriate referrals.

 Program interfaces with other service agencies.

|  |
| --- |
| **Process I: Program has identified and defined internal and external support services that promote learner participation and success, as well as gaps in support services** |
| **Process**  | Indicator  | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| I.A. Program has identified and defined available support services that include diagnosticians, transportation, career information, counseling, childcare, and other social and educational services in the region | 1. Program identifies and defines internal support services
 | The Program identifies internal support services (Writing center, tutoring lab, counseling & testing, Career Coach, Student Support Services, TRIO, e.eg). |  | X |  |  |
| 1. Program identifies and defines external support services
 | The Program identifies external partners (SCBEC, Even Start, Community Action, Mental Health, DHS, CCAT, e.g.)  |  | X |  |  |
| I.B. Program has identified and defined gaps in support services | 1. Program identifies and defines internal gaps in support services
 | Formal ongoing relationship with many mainstream support services on the campus are, and historically have not been, effectively developed. |  |  | X |  |
| 1. Program identifies and defines external gaps in support services
 | The program has not regularly or formally utilized external partners to inform program development |  |  | X |  |
| **Process II: Program has a support services plan that includes formal and informal strategies for providing and linking learners to these services**  |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| II.A. Program has developed strategies for providing support services | 1. Strategies incorporate diagnosticians, transportation, career information, counseling, childcare, and other social and education services in the region
 | While strategies for some internal support services have been developed (CASE grant, e.g.) other mainstream support services are not available to students on campus (child care) or are not fully available to students (transportation). Additionally, while some others (advising) are provided by program staff and faculty, the program needs to develop more formal connections with Student Services on campus. |  | ML |  |  |
| II.B. Program has developed strategies that link learners to support services | 1. Strategies incorporate orientation
 | Beyond the Career Coach, there is little formal, ongoing connection between the Transitional Education Program and the campus support services. |  | ML |  |  |
| 1. Strategies incorporate staff access to appropriate resources for instructional planning
 |  |  | X |  |  |
| 1. Strategies incorporate partner access to appropriate resources for referrals
 | While some strategies for internal partner referral exist, (Newmark partner meetings, ESD, TRIO, SSS, Family Center, Career Pathways, CASE Grant), there is no formal, regularly occurring connections between the Program and external partners. |  | ML |  |  |
| II.C. Program has developed strategies for providing or referring learners to support services to meet gaps identified above | 1. Strategies incorporate diagnosticians, transportation, career information, counseling, childcare, and other social and education services in the region as needed
 | See IIA 1 above |  | ML |  |  |
| **Process III: Program implements strategies for providing and linking learners to support services** |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| III.A. Program implements support services plan | 1. Program implements strategies for providing support services
 | While some internal-to-the-program support services (advising) are regularly provided to students, both internal and external strategies for connecting ABS learners with support services need to be more formalized and consistently utilized. The Program needs to develop a formal written Student Services plan. |  |  | X |  |
| 1. Program implements strategies that link learners to support services
 | See above. |  |  | X |  |
| 1. Program implements strategies for providing support services to gaps identified in Strategies I and II
 | See above. |  |  | X |  |
| **Process IV: Program evaluates and improve support services plan** |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| IV.A. Program evaluates support services plan | 1. Program identifies both implemented and non-implemented elements of the plan
 | There is no evidence that the Program has formally or regularly evaluated its student services. Moreover, the program has no formal written plan to evaluate and improve student services.The review team strongly suggests that the Program develop a written plan with criteria for evaluating student services. | N/I |
| 1. Program assesses elements that worked, that didn’t work, and why
 |
| 1. Program describes outcomes from using support services plan
 |
| 1. Program identifies missing elements
 |
| 1. Evaluation includes learner input
 |
| 1. Evaluation includes staff input
 |
| 1. Evaluation includes stakeholder input
 |
| 1. Evaluation includes data analysis
 |
| 1. Evaluation includes local factors
 |
| 1. Evaluation includes additional factors
 |
| IV.B. Program improves support services plan based on evaluation results |  |

# **Program Area 8: INSTRUCTION**

**Definition:** A system in which instructors integrate curriculum, instructional delivery, and assessment in a positive environment to

 meet program and learner goals.

**Goal:** Instruction maximizes learner and program attainment of goals.

**Outcome:** Program meets Primary Performance Measures (Accountability Policy and Procedures Manual)

 Program and Learners meet Learner Goals (Accountability Policy and Procedures Manual)

 Program attains goals related to instruction

 Learners attain individual primary and secondary goals

|  |
| --- |
| **Process I: Program has defined the purpose of instruction and learning** |
| **Outcome** | Indicator  | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| I.A. Program has defined purpose of instruction and learning | 1. Purpose reflects federal, state, and local institution goals
 |  |  | X |  |  |
| 1. Purpose reflects individual learner goals as related to their roles and responsibilities as workers, family members, and community members
 |  |  | X |  |  |
| I.B. Program has selected and defined instructional programs that will be offered  | 1. Program uses Recruitment Plan (Indicator 2) to select instructional programs
 | The Recruitment Plan is very new and has not been implemented to any substantive degree. |  |  | X |  |
| 1. Instructional programs reflect institutional goals
 | Lowest level learners are excluded from the ABE Program. See Recommendation1. |  |  | X |  |
| 1. Instructional programs reflect student needs and specific skill needs
 |  |  | X |  |
| I.C. Program has defined how it will provide an integrated system of curriculum, instruction, and assessment  | 1. Program has defined how curriculum will be assessed using formal and informal assessment. |  |  | X |  |  |
| 1. Program has defined how formal and informal assessment will be integrated into instructional planning
 | Informal assessment is not entered as evidence in the self-study, although the team heard of its use. Students had difficulty identifying instances of informal assessment and regular feedback on progress. The use of informal assessment is unevenly practiced across all sites and programs. |  | ML |  |  |
| 1. Program integrates information/technology fluency skill enhancement as part of its integrated system of curriculum, instruction, and assessment
 | The review team recognizes the high level of technology available to instructors at the Coos Campus site. However, the Program must ensure that all sites have access to technology in order to provide adequate technology fluency instruction to all students. The Program must ensure that ESL instruction includes student development of technology fluency beyond the use of Skills Tutor (e.g. CS101; keyboarding; speech or reading recording/ playback).  |  | ABE/ASEML | ESLX |  |

|  |
| --- |
| **Process II: Program has identified and defined content of instructional programs outlined in Process I**  |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| II.A. Program has identified and defines content of each instructional program, and regularly reviews and revises content | 1. Program has a current curriculum plan on file for each instructional program that includes a description of:
* Instructional purpose
* What learners will know and be able to do as workers, family members, and community members
* How learner outcomes are assessed formally and informally
 | The Curriculum Plan is very new and much of it indicates work for the future. There are also areas that are incomplete. The review team suggests that:* the program consult with the State ABS team to ensure that gaps in the Plan are addressed;
* “all staff” includes representatives from other sites;
* a position be specifically identified as responsible for this area of the Plan, particularly in ensuring all sites have current information.
 |  | ML |  |  |
| 1. Program has course outlines by skill level for each instructional program that includes a description of:
* Title
* Description
* Learner outcomes
* Course outcomes
* Resources
 | The review team recognizes some improvement in this area since the last review. A few new course outlines reflect Learning Standards, but many course outlines need to be reviewed carefully and thoroughly updated to remove outdated language (i.e. BASIS tests) and to incorporate Learning Standards information. Multi-level guidelines, in particular, are either non-existent or too vague to inform effective course development.ESL Course Outlines are not in evidence aside from the Orientation outline. |  | ABE/ASEML | ESLX |  |
| 1. Program requires instructors to have a syllabus for each class that describes:
* Requirements of the course
* Student expectations and timeline
* Methods of assessment/evaluation
* Contact information for instructor
 | Syllabi were in evidence across all classes visited or discussed, with the exception of County Corrections, where the instructional situation is less than optimal. The teacher is allowed to work only on a 1:1 basis with students; the teacher does not have advance notice of which students will be seen on a given day. |  | X |  |  |
| 1. Program requires instructors to have lesson plans for each day/week that describe:
* Learner outcomes and objectives
* Warm-up to activate background knowledge
* New instruction, check for understanding, practice
* Feedback, review, wrap-up
* Opportunities for transfer of knowledge/skills
* Formal and/or informal assessment
 | Lesson plans were in evidence across all classes visited, with the exception of County Corrections, where the instructional situation is less than optimal in that the teacher is allowed to work only on a 1:1 basis with students. |  | X |  |  |
| 1. Instructor and students develop individual education plans that include:
* Learner goals
* Learner assessment results at entry
* Appropriate formal and informal assessment
* On-going outcomes and gains
* Periodic reviews and updates to document learner progress, changes to learner goals, and learner transitions to next steps
 | Student folders that include the components of an individual education plan are in evidence. While the Coos Campus program has some very good practices in place to obtain initial student goals, it faces challenges with incorporation of goals into instruction, and the practice of updating goals is inconsistent and in some cases lacking entirely. It is not clear whether a formal process exists. The review team suggests that the program develop and implement a clear process for integrating learner goals, including updates into student plans. Work on goals as an integral part of OPABS CCA does not necessarily carry over into other OPABS courses as intended. This key practice needs to be strengthened in all OPABS offerings.The extent to which individual student plans are use in other sites is unclear. There are no student plans in use with students in Corrections. |  | ML(Coos campus) | X(other sites) |  |
| **Process III: Program organizes and delivers appropriate instructional programs identified in Process II** |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| III.A. Program delivers instruction as appropriate and feasible | 1. Program offers large group instruction
 |  |  | X |  |  |
| 1. Program offers small group instruction
 |  |  | X |  |  |
| 1. Program offers one to one instruction/tutoring
 |  |  | X |  |  |
| 1. Program offers lab/self-paced instruction
 |  |  | X |  |  |
| 1. Program offers instruction using technology-enhanced delivery
 | See 8 I.C.3 above |  | ML |  |  |
| III.B. Program delivers instruction at a variety of times and locations, and maintains sufficient intensity and duration | 1. Program offers classes at times that correlate with the learner needs
 | No evening classes are currently offered at the Coos Campus. Other sites offer evening classes, but these sites do not appear to include any daytime offerings. The review team suggests the Program explore the possibilities of adding evening or daytime hours, as appropriate, at as many sites as possible. Implementation of the new Recruitment plan could support the exploration process. |  |  | X |  |
| 1. Program offers classes at multiple locations (both physically ~~and virtually~~) within service district that meet learner needs
 | ESL students do not have specific classes available to them outside of Coos Bay/North Bend area. |  |  | X |  |
| 1. Program offers classes of sufficient intensity and duration as described in the program’s Title II Grants Applications
 | Not all sites offer a minimum of six hours of instruction. |  | ML |  |  |
| III.C. Program delivers instruction using a variety of research based methods and strategies that reflect an instructional continuum from teacher directed to learner centered (see Appendix) | 1. Instruction includes strategies for the multi-level classroom
 | Use of multi-level instructional strategies is informal and uneven. The ESL class structure and lesson planning supports good multi-level instruction (even though there are no course outlines in evidence). It would strengthen the program if such structure and planning were ensured through inclusion in course outlines.The review team has concerns about the use of OPABS courses across all levels of ABE/ASE. These courses are intended for high-intermediate to advanced level students, but they are being used to instruct students whose placement scores indicate needs at lower levels. This practice disregards the CASAS placement scores clearly stated in the Program’s Course Outlines. Though ABE/ASE instructors were observed working with individuals to help them understand a lesson’s skill content, there does not appear to be any systematic approach to multi-level strategy instruction.  |  | ESL X | ABE/ASEX |  |
| 1. Instruction includes strategies for different learning styles and modalities
 |  |  | X |  |  |
| 1. Instructional pace responds to student abilities and goals
 | Instructional pace responds to student abilities and goals with some exceptions for individuals who are inappropriately placed and/or the multi-level spread in a class is too wide to be adequately covered.Students in the ESL program requested more frequent and extensive homework.  |  | ML |  |  |
| 1. Lessons are conducted in an effective learning sequence
 | Lessons are conducted in an effective learning sequence in the classes which were observed or discussed, with the exception of County Corrections. The situation for Corrections is a difficult one and does not support advance planning. |  | X |  |  |
| 1. Instruction provides opportunities for developing communication skills – interpersonal, decision making, and lifelong learning skills, and technology/information fluency skills
 |  |  | X |  |  |
| 1. Instructional strategies are based on adult learning theory, knowledge of learners’ cultures, interpersonal dynamics, and create a physical and interpersonal climate conducive to learning
 |  |  | X |  |  |
| 1. Instruction includes strategies that encourage learners to use their own experiences to illustrate and clarify learning
 |  |  | X |  |  |
| 1. Instruction includes strategies that encourage learners to track their own progress in learning
 | Use of the daily/weekly “notes” record is a good strategy which could be more widely used across all sites.  |  | X |  |  |
| 1. Instruction includes strategies that involve all class members in the learning process
 |  |  | X |  |  |
| III.D. Program delivers instruction with appropriate resources | 1. Resources are sensitive and respectful to the diversity among students including race, ethnicity, cultural, disabilities, learning styles, gender, sexual orientation, and socio economic status.
 |  |  | X |  |  |
| 1. Resources are appropriate for adults’ levels of instruction
 |  |  | X |  |  |
| 1. Resources address a variety of learning styles and modalities
 |  |  | X |  |  |
| 1. Resources are available to accommodate all learners
 | Not all outreach sites (Port Orford, Gold Beach, and perhaps others) have class sets of texts for learners at the beginning levels.  |  |  | X |  |
| 1. Resources are available in sufficient quantity for learners
 | The Review Team strongly suggests that the program purchase class sets of texts in sufficient quantities to ensure one text per student (across all sites, classes, and levels) and budget to maintain a sufficient quantity. The Program might also explore the use of Instructor texts/resources that supply black line masters or other materials which allow unlimited copying.ESL Students expressed a desire to be able to purchase texts so that they may study outside of class.  |  |  | X |  |
| 1. Resources are current, commercially developed and teacher/program developed
 |  |  | X |  |  |
| **Process IV: Program identifies and defines staff roles and responsibilities**  |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| IV.A. Staff maintain professional competence and ongoing improvement | 1. Staff have education and experience appropriate to the positions held and subjects taught according to institutional policy
 |  |  | X |  |  |
| 1. Staff engage in a variety of self-directed and collegial professional development activities to enhance the quality of instruction through incorporating new skills and knowledge about adult learning and content knowledge into the learning environment
 | There is a high level of participation from current Coos Campus staff in State initiatives, but participation from other site staff is uneven. |  | ML |  |  |
| 1. Staff are informed about their own organization, community resources and issues, and practical implications of relevant laws and regulations
 | The State strongly suggests that all Program staff review relevant laws and regulations, including FERPA, to ensure laws and regulations are being followed. |  | ML |  |  |
| IV.B. Staff meet program responsibilities and collaborate to enhance program organization | 1. Staff contribute to program quality
 | See Commendation 2. | X |  |  |  |
| 1. Staff participate in developing new programs
 |  |  | X |  |  |
| 1. Staff represent the program to community
 | Students and staff are visible to/in the community through a variety of organized class activities that take place outside the classroom (field trips, out of class assignments). Teachers and staff work on informal recruitment and public relations through naturally occurring interactions with local businesses. |  | X |  |  |
| 1. Instructional staff establish collegial relationships
 | The Review Team observed very high levels of collaboration and cooperation. See Commendation 2. Real efforts are being made to include staff from sites other than Coos Bay in planning, etc. on a regular basis. The team recognizes the inherent challenges in a widespread, sparsely populated service area.  | X |  |  |  |
| 1. Staff take initiative in their professional activities and responsibilities
 |  |  | X |  |  |
| Process V: Program evaluates and improves instructional system  |
| **Outcome** | **Indicator** | **Evidence** | **Exc.** | **Meets** | **N/I** | **N/O** |
| V.A. Program evaluates instructional system | 1. Program identifies both implemented and non-implemented elements of the system
 | While there is evidence that the program has evaluated this Program Area, it has not been done using a formal, written plan as the benchmark for the evaluation. The program has now developed a formal, written plan for this program area. However, the plan is newly developed, and the program has not had the opportunity to use this plan as the basis for program evaluation. Therefore, since the plan is too new to be evaluated, no rating is assigned to Process V. |  |  |  |  |
| 1. Program assesses elements that worked, that didn’t work, and why
 |  |  |  |  |  |
| 1. Program describes outcomes from using instructional system
 |  |  |  |  |  |
| 1. Program identifies missing elements
 |  |  |  |  |  |
| 1. Evaluation includes learner input
 |  |  |  |  |  |
| 1. Evaluation includes staff input
 |  |  |  |  |  |
| 1. Evaluation includes stakeholder input
 |  |  |  |  |  |
| 1. Evaluation includes data analysis
 |  |  |  |  |  |
| 1. Evaluation includes local factors
 |  |  |  |  |  |
| 1. Evaluation includes additional factors
 |  |  |  |  |  |
| 1. Evaluation includes the integration of curriculum, instructional delivery, and assessment
 |  |  |  |  |  |
| V.B. Program improves instruction system based on evaluation results |  |  |  |  |  |  |