Oregon Department of Community Colleges and Workforce Development
WIA, Title II Adult Education and Family Literacy
Program Monitoring and Technical Assistance Visit Executive Report
Southwestern Oregon Community College
October 22-October 26, 2012

Staff from the Department of Community Colleges and Workforce Development conducted a Program Monitoring and Technical Assistance visit of the Southwestern Oregon Community College Transitional Education Program during the week of October 22-October 26, 2012. Oregon's Title II programs are reviewed every seven years as part of the State's monitoring and technical assistance process.

In preparation for the review, the program conducted an extensive self-study to analyze program quality, prepared evidence of current program practices, and also identified accomplishments and priorities for program improvement.

The review represents a comprehensive evaluation of the program's implementation of the Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Investment Act (WIA) of 1998, using the *Indicators of Program Quality* standards to guide the review process. In addition to evaluating current program practices, the review also includes assessing progress made towards recommendations from the last review, conducted in 2004, as well as validation of the accomplishments and priorities the program has identified. This Executive Report, accompanied by the Commendations and Recommendations and the detailed *Indicators of Program Quality* report, presents the results of the review and will assist the program in implementing a continuous improvement plan that will be reflected in their Strategic Framework.

This report is focused on specific program areas from the *Indicators of Program Quality*, including program administration, recruitment, orientation, accountability, retention, transition and completion, support services, and instructional practices. Additionally, the report includes information on program improvement processes and technical assistance needs. The report is based on review of documents, meetings with College personnel, local partners and program staff, interviews with teachers and learners, and observations of classroom practices.

Please review the report. Any factual inaccuracies need to be forwarded to the state office within 45 days of receipt of the report.

The review team would like to express its appreciation to the Southwestern Oregon Community College Transitional Education Program for the preparation and assistance provided in support of the review.

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

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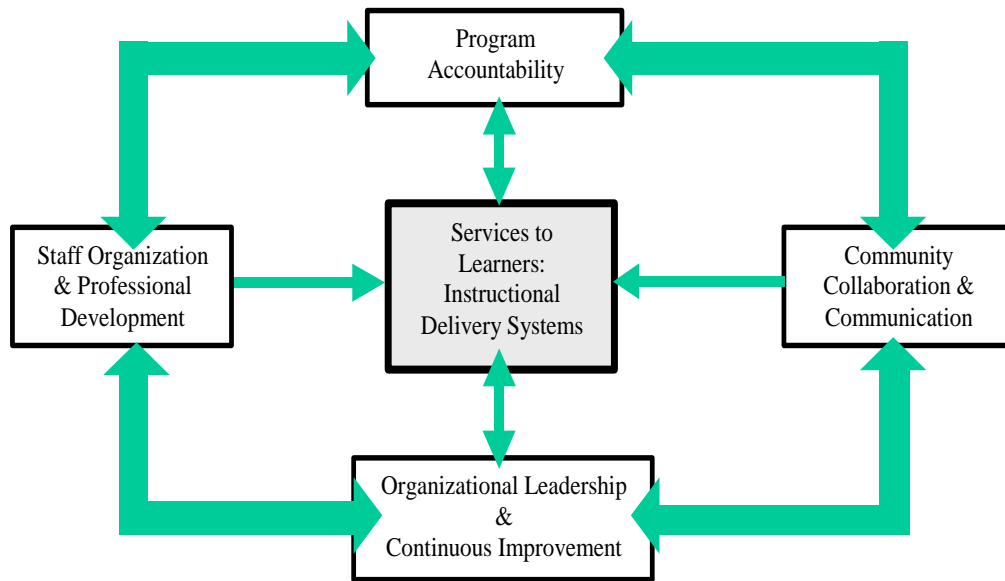
    Processes and plans are described in the Basic Skills Comprehensive, Corrections, Outreach Tutoring, EL\Civics, Accountability, and Program Improvement Grants.

    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.

Oregon's Adult Basic Skills Education
Indicators of Program Quality
Title II of the Workforce Investment Act

```
                    ┌──────────────────────┐
                    │       Program        │
        ┌──────────►│    Accountability    │◄──────────┐
        │           └──────────┬───────────┘           │
        │                      ▲                        │
        │                      ▼                        │
┌───────┴────────┐   ┌──────────────────┐   ┌──────────┴─────────┐
│     Staff      │   │   Services to    │   │     Community      │
│  Organization  │──►│    Learners:     │◄──│  Collaboration &   │
│ & Professional │   │   Instructional  │   │   Communication    │
│  Development   │   │ Delivery Systems │   │                    │
└───────┬────────┘   └──────────────────┘   └──────────┬─────────┘
        │                      ▲                        │
        │                      ▼                        │
        │           ┌──────────────────────┐           │
        │           │ Organizational       │           │
        └──────────►│   Leadership &       │◄──────────┘
                    │ Continuous Improvement│
                    └──────────────────────┘
```

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
A. Organizational Management and Leadership
    1. Oregon Council of Adult Basic Skill Directors
    2. Community Colleges and Workforce Development
B. Staff Organization and Development
    1. Western Center for Community College Development/Oregon Professional Development System
    2. Oregon State University
C. 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		
	2. 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		
	3. 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		
	4. Program utilizes facilities and resources that meet safety standards and are appropriate for adult learners			X		
	5. 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		

	6. 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		
	7. 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		
	2. 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		
	3. Program maintains employment conditions, compensation, and benefits commensurate with those of other comparable instructional or professional staff in the organization			X		
	4. Program provides trained support personnel, efficient record keeping, and equipment for day-to-day operations			X		
	5. Program supports the recruitment and use of volunteers	This occurs with RSVP, FWS programs and Community Volunteers		X		
	6. Program utilizes qualified administrators, practitioners, and volunteers to ensure quality instruction			X		
	7. Program ensures pre-service training for all new staff and volunteers	Training of volunteer is not formalized		ML		
	8. Program provides accountability training for all staff and volunteers			X		
	9. Program annually assesses and develops a professional development plan that addresses organizational and individual needs				NI	

Exc = Exceeds; Meets = Meets; N/I = Needs Improvement; N/O = Not Observed

	10. 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	
	2. Program monitors and clearly communicates successes to both internal and external stakeholders	See above			X		
	3. Program demonstrates respect for the cultures of learners, staff, and other stakeholders				X		
	4. 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	
	5. 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		
	2. Program maintains an accountability plan that incorporates record keeping and reporting procedures consistent with state policies and legal funding requirements				ML		

Outcome	Indicator	Evidence	Exc.	Meets	N/I	N/O
	3. Program maintains an accountability system that ensures all staff use quality assessment and reporting procedures			X		
	4. Program identifies and defines how assessment data will be used in program planning and improvement			X		
	5. Program ensures that adequate resources and staff time are provided to analyze data and make program changes to improve performance			X		
	6. Program ensures accurate reporting of student data: ♦ student demographics ♦ goals ♦ instructional hours ♦ testing			X		
	7. 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 2. Orientation 3. Assessment for Accountability and Instruction 4. Retention 5. Transition and Completion 6. Learner Support Services 7. Instruction	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		
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		
	2. 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				
	2. Program defines the outcomes of each focus area – what is the program trying to achieve?			ML		
	3. Program defines evidence of achievement for each outcome					
	4. Program identifies improvement activities that lead to outcomes					
	5. Program develops budget to implement program improvement plan					

Outcome	Indicator	Evidence	Exc.	Meets	N/I	N/O
	6. Program identifies personnel responsibilities for improvement plan					
	7. Program develops timelines to implement improvement plan					
	8. Program establishes benchmarks for completing program improvement activities					
	9. 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					
	2. Program defines the outcomes of each goal – what is the program trying to achieve?					
	3. Program defines evidence of achievement for each outcome					
	4. Program identifies improvement activities that lead to outcomes					
	5. Program develops budget to implement short-term improvement plan					
	6. Program identifies personnel responsibilities for improvement plan					
	7. Program develops timelines for implementation of improvement plan					
	8. Program establishes benchmarks for completing program improvement activities					
	9. 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

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 activities However, 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		
	2. Program monitors budget			X		
	3. Program monitors personnel responsibilities	Staff undergo peer review every 3 years.		X		
	4. Program monitors timelines	This is accomplished through the SF.		X		
	5. Program monitors benchmarks			X		
	6. 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 improvement The 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.		ML		
	2. Program evaluates statement of revenue vs. expenses					
	3. Program evaluates staff participation					
	4. Program evaluates timelines					
	5. Program evaluates benchmarks					
	6. 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					
	2. Program identifies improvement goals and focus that were not achieved and why not					
IV.C. Program maintains annual planning process as outlined in	1. Program identifies and documents new or ongoing priorities for improvement					

			Exc.	Meets	N/I	N/O
Process II	2. 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	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.				
	2. Program modifies Outreach Grant Application					NA
	3. Program modifies Corrections Grant Application					
	4. Program modifies EL/Civics Grant Application				X	
	5. 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	
	2. Program data includes cultural, economic, employment, and educational profiles that affect local region	See I. A.1above.			X	

			Exc.	Meets	N/I	N/O
	3. 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	
	2. 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	
	3. 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	

			Exc.	Meets	N/I	N/O
	4. 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	
	2. Recruitment activities target educationally disadvantaged	See III.A.1 above			X	
	3. Recruitment activities target underemployed/low income adults	See II.A.1 above			X	
	4. 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	

			Exc.	Meets	N/I	N/O
	5. 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	
	2. Messages are linguistically appropriate	The online orientation is written for higher level students, and is thus, not appropriate for other levels of learners.		ML		
	3. Messages include current data/outcomes such as labor market and educational information, next steps	Materials do not utilize labor market and educational data.			X	
	4. 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	
	2. 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	
	3. 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.				
	2. Program assesses elements that worked, that didn't work, and why	See IV.A 1 above				
	3. Program describes outcomes from using the recruitment plan					
	4. Program identifies missing elements					
	5. Evaluation includes data analysis					
	6. Evaluation includes stakeholder input					
	7. Evaluation includes learner input					
	8. Evaluation includes staff input					
	9. Evaluation includes local factors					
	10. 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		
	2. Orientation identifies program processes and procedures					
	3. Orientation identifies instructional programs available					
	4. Orientation identifies outcomes and transition opportunities					
	5. Orientation identifies learner expectations and commitment requirements					
	6. 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.				
	7. Orientation links to learner assessment			X		
	8. Orientation identifies support services, accommodations, and referrals if necessary			X		
	9. Orientation includes time to complete required record-keeping forms			X		
	10. Orientation is culturally appropriate			X		
	11. Orientation is linguistically appropriate			X		

Outcome	Indicator	Evidence	Exc.	Meets	N/I	N/O
	12. 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		
	13. 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		
	2. 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		
	3. 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		
	2. 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		
	3. Program delivers an appropriate annual schedule of orientations including months, days and times			X		
	4. 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.				

	2. Program assesses elements that worked, that didn't work, and why					
	3. Program describes outcomes from using the orientation plan					
	4. Learners can articulate program offerings, benefits, and outcomes in English or their native language					
	5. Learners can articulate program expectations such as attendance, cost, behavior, commitment					
	6. Learners can articulate personal goal outcomes and opportunities for transition					
	7. Learner can articulate personal readiness, needs, and level of commitment					
	8. Instructional staff receive learner information identified in orientation					
	9. Orientation meets state FTE guidelines					
	10. Program has a managed enrollment process					
	11. Program identifies missing elements					
	12. Evaluation includes learner input					
	13. Evaluation includes staff input					
	14. Evaluation includes stakeholder input					
	15. Evaluation includes data analysis					
	16. Evaluation includes local factors					
	17. 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		X The team did not observe or see evidence for Outreach sites
	2. Assessment data is used to plan curriculum and instruction			X		
	3. Assessment data is used to develop educational plans for learners			X		
	4. Assessment data is used to identify learner's strengths and learning styles			X		
	5. 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		
	6. 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		
	2. Writing			X		
	3. Math			X		
	4. Speaking	CASAS Speaking & Listening have not been utilized, but CASAS Life and Work Series will be implemented.			X	
	5. 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		X The team did not observe or see evidence for

Outcome	Indicator	Evidence	Exc.	Meets	N/I	N/O
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		Outreach sites
	2. Assessment policies define how and when staff will be certified			X		
	3. 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		
	2. Assessment procedures define locations and sites where assessments will be administered			X		
	3. 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		
	2. Writing			X		
	3. Math			X		
	4. Speaking	CASAS Speaking & Listening test series have not yet been used, but CASAS Life and Work Series will be implemented.			X	
	5. 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		
	2. Program uses project-based instruction to demonstrate learning through both process and product			X		X The team did not observe or see evidence for Outreach sites
	3. 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		
	2. Assessment policies define how and when staff will be certified			X		
	3. Assessment policies define how staff will be assigned to specific assessment tools			X		
III.D.Program uses procedures for	1. Assessment procedures define assessment schedule			X		

| delivery of assessment for placement, progress, and achievement | 2. Assessment procedures define locations and sites where assessments will be administered | | | X | | |
| | 3. 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.				
	2. Program assesses elements that worked, that didn't work, and why					
	3. Program describes outcomes from using the assessment plan					
	4. Program identifies missing elements					
	5. Evaluation includes staff input					
	6. Evaluation includes learner input					
	7. Evaluation includes analysis of assessment data					
	8. Evaluation includes data analysis from additional assessments					
	9. 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		
	2. 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		
	2. Local elements include program support services	See I.B1 above		ML		
	3. Local elements include attendance policy	See I.B1. above				
	4. Local elements include learner and staff evaluation of instruction	Local elements do not reflect ESL learner evaluation of instruction.		ML		
	5. Local elements include TOPS Data	See I.B.1 above.		ML		
	6. Local elements include accommodations for instructional programs	See I.B.1.above.		ML		

Exc = Exceeds; Meets = Meets; N/I = Needs Improvement; N/O = Not Observed

	7. Local elements include location of instructional programs	See I.B.1 above.		ML		
	8. Local elements include times of instructional programs	See I.B.1 above.		ML		
	9. 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	
	2. 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	
	3. 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	
	4. Plan includes retention strategies that target assessment	The Plan does not include retention strategies that target assessment.			ML	
	5. 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			
	6. 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	
	7. 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	

Outcome	Indicator	Evidence	Exc.	Meets	N/I	N/O
	8. 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		
	9. 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		
	10. 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		
	11. 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	
	2. 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		
	3. Retention policies and procedures address sharing retention data with all staff	Program needs to ensure policies and procedures are implemented and monitored.		ML		
	4. 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		ML		

			Exc.	Meets	N/I	N/O
	2. Program identifies how retention plan will be implemented	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		
	3. Program identifies where retention plan will be implemented			ML		
	4. 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.				
	2. Program assesses elements that worked, that didn't work, and why					
	3. Program describes outcomes from using retention plan					
	4. Program identifies missing elements					
	5. Evaluation includes data analysis					
	6. Evaluation includes staff input					
	7. Evaluation includes learner input					
	8. Evaluation includes stakeholder input					
	9. Evaluation includes local factors					
	10. 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	
	2. Entered employment					
	3. Employment retention					
	4. Placement in post-secondary education or training					
	5. Receipt of secondary school diploma or GED					
	6. 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	
	2. 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.		ML		
	3. Transition plan includes prioritized strategies for employment retention			ML		
	4. Transition plan includes prioritized strategies for placement in post secondary education or training			ML		
	5. Transition plan includes prioritized strategies for receipt of secondary school diploma or GED			ML		

			Exc.	Meets	N/I	N/O
	6. Transition plan includes prioritized strategies for secondary performance measures	Elements of a Plan are in place; however, the Plan needs to be data informed. The existing Plan does not provide adequate transition strategies.		ML		
	7. Transition plan includes prioritized strategies for internal and external partner participation			ML		
	8. Transition plan includes prioritized strategies for learner plans that include ongoing goal-setting and revision			ML		
	9. Transition plan includes prioritized strategies for learner plans that include ongoing skill enhancement and skill gain in the area of technology/information fluency	The review team saw evidence of information technology fluency, etc. but they were not included in the plan.		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		
	2. Program implements transition strategies for entered employment	See Outcome 2 A above.		ML		
	3. Program implements transition strategies for employment retention	See Outcome 2 A above.		ML		
	4. Program implements transition strategies for placement in post-secondary education or training	See Outcome 2 A above.		ML		
	5. Program implements transition strategies for receipt of secondary school diploma or GED	See Outcome 2 A above.		ML		
	6. Program implements transition strategies for internal and external partner participation	Program relationships with external partners need to be strengthened. See Recommendation 4.			X	
	7. 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		
	8. 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		
		2. 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		
		3. Program describes outcomes from using transition and completion plan			X		

			Exc	Meets	N/I	N/O
	4. 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	
	5. 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	
	6. 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	
	7. 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	
	8. Evaluation includes stakeholder input	There was no observable input from stakeholders in the Transition Plan.				X
	9. Evaluation includes local factors	This was no evidence that local factors are considered in transition strategies.				X
	10. 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	

			Exc.	Meets	N/I	N/O
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		
	2. 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	
	2. 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		
	2. Strategies incorporate staff access to appropriate resources for instructional planning			X		
	3. 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

		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	
	2. Program implements strategies that link learners to support services	See above.			X	
	3. 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 2. Program assesses elements that worked, that didn't work, and why 3. Program describes outcomes from using support services plan 4. Program identifies missing elements 5. Evaluation includes learner input 6. Evaluation includes staff input 7. Evaluation includes stakeholder input 8. Evaluation includes data analysis 9. Evaluation includes local factors 10. Evaluation includes additional factors	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	
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		
	2. 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	
	2. Instructional programs reflect institutional goals	Lowest level learners are excluded from the ABE Program.			X	
	3. Instructional programs reflect student needs and specific skill needs	See Recommendation1.			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		
	2. 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		

			Exc.	Meets	N/I	N/O
	3. 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/ ASE ML	ESL X	

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		

				ABE/ ASE ML	ESL X	
	2. 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/ ASE ML	ESL X	
	3. 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			
	4. 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			

			Exc.	Meets	N/I	N/O
	5. 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		
	2. Program offers small group instruction			X		
	3. Program offers one to one instruction/tutoring			X		
	4. Program offers lab/self-paced instruction			X		
	5. Program offers instruction using technology-enhanced delivery	See 8 I.C.3 above		ML		

			Exc	Meets	N/I	N/O
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	
	2. 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	
	3. 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/ ASE X | |
|---|---|---|---|---|---|---|---|
| | | 2. Instruction includes strategies for different learning styles and modalities | | | X | | |
| | | 3. 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 | | |

			Exc	Meets	N/I	N/O
	4. 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		
	5. Instruction provides opportunities for developing communication skills – interpersonal, decision making, and lifelong learning skills, and technology/information fluency skills			X		
	6. 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		
	7. Instruction includes strategies that encourage learners to use their own experiences to illustrate and clarify learning			X		
	8. 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		
	9. 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		
	2. Resources are appropriate for adults' levels of instruction			X		
	3. Resources address a variety of learning styles and modalities			X		
	4. 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	

			Exc.	Meets	N/I	N/O
	5. 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
	6. 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		
	2. 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		
	3. 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	1. Staff contribute to program quality	See Commendation 2.	X			
	2. Staff participate in developing new programs			X		

			Exc.	Meets	N/I	N/O
to enhance program organization	3. 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		
	4. 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			
	5. 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.				
	2. Program assesses elements that worked, that didn't work, and why					
	3. Program describes outcomes from using instructional system					
	4. Program identifies missing elements					

	5. Evaluation includes learner input					
	6. Evaluation includes staff input					
	7. Evaluation includes stakeholder input					
	8. Evaluation includes data analysis					
	9. Evaluation includes local factors					
	10. Evaluation includes additional factors					
	11. Evaluation includes the integration of curriculum, instructional delivery, and assessment					
V.B. Program improves instruction system based on evaluation results						

Southwestern Oregon Community College
Title II Program Review

Commendations

Commendation 1
The review team commends the Transitional Education Program for the development of the campus leadership-level Intersections Team. This team represents an effective mechanism to strategically support planning and implementation of Program improvement strategies and processes. This continuous improvement process supports the College's *Innovation and Sustainability* Core Theme.

Commendation 2
The review team commends the Transitional Education Program team for its collaborative practices and approach to program development and improvement. This collaboration has been an especially important contribution to program improvement in the face of the significant leadership changes that the Transitional Education Program has experienced over the past several years. This practice supports the College's *Innovation and Sustainability* Core Theme.

Commendation 3
The review team commends the Transitional Education Program and the College for providing incentives to higher achieving GED test completers for transition to post-secondary education. This practice models and rewards high academic achievement by adult basic skills students and better ensures their readiness for credit post-secondary education. This practice supports the College's *Learning and Achievement* Core Theme.

Commendation 4
The review team commends the Transitional Education Program and the College for developing and supporting opportunities for students to concurrently participate in Transitional Education classes and post-secondary credit classes. Transitional Education students also have the option to participate only in those aspects of skills development instruction they need in order to reach their individual goals. This practice supports the College's *Access* and *Learning and Achievement* Core Themes.

Recommendations

Recommendation 1

The review team recommends that the Transitional Education Program develop and implement a plan that prescribes how the program will include serving the lowest level learners, or ensure how these learners will receive services. Immediate implementation of this plan is necessary for the Program to be in compliance with the intent of the Adult Education and Family Literacy Act of the Workforce Investment Act, ensuring access of the most in need, lowest level adult learners to Title II programming. The team further recommends that the State ABS office and the Transitional Education Team collaborate to develop the plan. This plan must be submitted to the State no later than 30 days after the program review documents have been received by the Transitional Education Program Dean. This Recommendation supports the College's Core Themes of A*ccess*, and *Learning and Achievement*.

Recommendation 2

The review team recommends that the College support retaining the two full time positions in the Transitional Education Program that are occupied by faculty who are scheduled to retire at the end of the current program year. The review team feels that these positions are critical to ensuring the continued instructional scope and quality of the Transitional Education Program into the future. The review team further recommends that one of these full time positions is structured as a lead instructor position to ensure effective day to day guidance of the Program. This Recommendation supports the College's Core themes of *Access, Learning and Achievement*, and *Innovation and Sustainability.*

Recommendation 3

The review team recommends that the Program develop, and uniformly implement, procedures that ensure consistent CASAS pre- and post-testing of all Program students at all instructional locations. The team further recommends that the Program develop and implement procedures that ensure the consistent reporting of CASAS test scores from all sites to the program accountability coordinator. This Recommendation supports the College's Core Theme of *Learning and Achievement.*

Recommendation 4

The review team recommends that the Transitional Education Program implement a systemic approach to identifying, targeting, prioritizing, and recruiting Program students. Formal communication and referral processes with external partners need to be significantly strengthened. Implementation and ongoing evaluation of the Recruitment Plan should be a high priority. This Recommendation supports the College's Core Themes of *Innovation and Sustainability* and *Community Engagement*.