

SOUTHWESTERN OREGON COMMUNITY COLLEGE

PROGRAM REVIEW

SELF STUDY

Indicator 1: Effective Support Systems

Strategy 1: Assess overall program effectiveness (for development of long-range plans, i.e., Program Review)

In general Southwestern Oregon Community College's Adult Learning Skills Program (ALSP) organizational management and leadership system provide the necessities to operate an effective program. The mission statement was developed by the stakeholders and clearly reflects the philosophy and goals of the program. It has recently been updated to reflect current practice and vision within ALSP.

The Program Director has the necessary education and experience to manage and lead the Adult Learning Skills Program at Southwestern. He visits classrooms on a weekly basis and occasionally teaches classes and substitutes in classes as needed. A formal classroom evaluation is done on each instructor as required and encouraged by college policy and bargaining agreement.

ALSP classes are scheduled to meet the community's needs with input from a variety of sources. Students, staff, community partners and campus partners are all part of this process. The ALSP schedule is published as part of Southwestern's general schedule and is distributed throughout the college service district.

The Adult Learning Skills Program has a representative (Gary Risley) on the Campus Safety Committee. He is further tasked by the program Director to monitor safety standards within the ALSP program area and report on them in the scheduled staff meetings. Any safety issues are immediately brought to the attention of the program Director and the facilities maintenance staff for resolution.

The program Director maintains the fiscal documentation and reviews it regularly. Budgets are developed by the program Director with input from staff. Staff members are briefed on the budget status quarterly during regularly scheduled staff meetings. Lead instructors are consulted regularly to insure they have the resources needed to adequately operate their classrooms. TOPS reporting data are used to show effectiveness of various programs.

The program Director meets regularly with staff during bi-monthly staff meetings. Minutes are distributed to both full time and part time staff through e-mail. All full time and most part time staff have access to socc.edu email accounts. New programs are being developed around Career Pathways opportunities with input from staff and local businesses and partners.

ALSP is proud of its technology plan and system for acquisition, use, integration and maintenance of technology resources. Staff are well trained and while funding is often a challenge, we have been able, through a variety of sources, to keep our technology up to date. ALSP has recently been added to the campus technology upgrade plan. The ALSP

Technology Plan is used and updated on a regular basis. Both the Computer Lab Technical Assistant and the Director sit on the campus technology committee.

The real strength of the Adult Learning Skills Program at Southwestern Oregon Community College is its staff. All Tenure track instructors have Master's degrees in an appropriate field. Adjunct and part time instructors have at least Bachelors degrees in an appropriate field. Most of the classified staff have at least Associate degrees, with several having Bachelors degrees. There has been recent turn over in many staff areas due to retirement and relocation. The lead instructor for the ESL program is new this year as are most of the ESL part time staff. All have been participating in training offered through the Western Center. While the Lead GED instructor has over ten years experience at Southwestern, two of the three outreach instructors are new this year. They also have participated in classes offered by the Western Center. Although most of the classified staff are new since the last program review they provide a strong base of support for instruction. The Computer Lab Technical Assistant has over 7 years experience at Southwestern and provides expertise through out the program in all areas related to technology. He is noted and well respected on campus as a computer expert.

The Adult Learning Skill Program uses volunteers from several areas. Most of our volunteers come from the local Retired Senior Volunteer Program, one of our partners. We use work experience clients from the local Title I provider as well as work study students from campus. This provides us with a volunteer force that is both experienced and dynamic. Training for them is done by the individual who will be supervising them. Carol Todd, our Jobs Specialist coordinates and provides the orientation for them.

There are numerous opportunities for all staff to attend professional development events. The primary source is the Western Center. Other opportunities for professional development are college sponsored events, as well as State and National Conferences. In 2004 two team members attended the League of Innovation in San Francisco and presented there.

The Adult Learning Skills Program is housed in the Newmark One-Stop Center on the edge of Southwestern Oregon Community College. There are 22 different partners housed with us. There is a monthly partner's meeting with the chair rotating among the partners. ALSP also participates as presenters and members in local service organizations and the Bay Area Chamber of Commerce. The Adult Learning Skills Program partners with local high schools to help meet the needs of students in the college service district. The Director of ALSP sits on the site council of North Bend High School. The Director of ALSP and one faculty member (Jane Briggs) sits on the Southwestern Instructional Council. Another faculty member (Pat Parker) is on the faculty senate. Gary Risley (TOPS Data Specialist) is on the Campus Safety Committee. Carol Todd (Jobs Specialist) along with the Director are members the JOBS (Title I) leadership team which meets monthly.

ALSP markets itself in a number of ways. It has a regular spot on the Southwestern reader board at the main entrance of the campus. Flyers and posters in English, Spanish

and Mandarin Chinese are distributed in visible locations throughout the communities to advertise ABE/GED and ESL classes. Local restaurants have been very helpful in posting these where their employees can see them. Advertisements are run in local newspapers in Coos Bay/North Bend, Coquille and Bandon. Advertising in Curry County is done through the campus office in Brookings.

Strategy II: Identify best practices and areas for improvement; develop and prioritize plans for long-range and annual improvement

The Adult Learning Skills Program works very well as a team with both internal and external partners. The ALSP includes the workforce element of Southwestern. There is consistency sharing of resources, staff and transition of students between the ABE/GED, ESL and Workforce components of ALSP. All full time members participate in joint bi-monthly staff meetings. All three elements work together to staff students to best meet their individual needs.

The program works well with internal partners to transition students to credit classes on campus. A Transition Specialist from the Career Counseling and Testing Center helps students make the transition to campus. All faculty and staff work to insure students are fully aware of campus offerings and how to access them. Southwestern Oregon Community College provides incentives to GED students in the form of tuition waivers for up to two years in certain cases.

ALSP works with external partners to identify student needs and to organize itself to best meet these needs. Close liaison is maintained with the local Title I provider, Vocational Rehabilitation, Women's Resource and Referral Agency, the local tribes, high schools and other agencies.

An area for improvement is the long term planning to coordinate these resources into a document for serving all the various needs of potential students in the service district.

Strategy III: Implement plans identified in Strategy II to promote effective improvement of support and delivery systems

The program monitors activities through the use of TOPS, performance reviews and student feedback. Full time staff participates in bi-monthly staff meetings where they report on various projects and concerns.

Southwestern provides a Special Projects Accounting technician to assist the Director in monitoring budgets and accounts.

Strategy IV: Evaluate Program improvement Plans annually

The ALSP Director in conjunction with the Lead Instructors evaluates the program on an ongoing basis with the goal of constantly improving the program.

All the Title II Grant Applications are modified to meet the goals to improve the program. For example, we identified the need for extra staff development this year due to the change in staff and faculty. These funds were then used to provide additional staff development.

Indicator 2: Recruitment

Strategy I: Identify potential service needs and target populations

Southwestern's ALSP uses several sources to identify potential needs and populations. Data is gleaned from the U.S. Census report, TOPS reports, Oregon Employment Department's Labor Trends to identify needs. Informally ALSP uses information from local high schools, the Title I provider, Department of Human Services case managers, single parent, displaced homemaker and dislocated workers.

Strategy II: Plan and prioritize audiences to serve within the target population

Southwestern's Adult Learning Skills Program covers a large and economically depressed area. ABE/GED and ESL classes are provided on campus. ABE/GED classes are held in Reedsport, Coquille, Bandon, and Myrtle Point. ESL is also held in Coquille. In Curry County, ABE/GED and ESL class are taught in Brookings and in Gold Beach. ABE/GED classes are also taught in Port Orford. Most classrooms are adequate to serve the various class needs. ALSP also provides advisory support to Powers High School to prepare their Alternative Education students for the GED. Powers High School is now able to coordinate with Southwestern's GED testing center so all pre GED work is completed prior to traveling to campus for testing. Previously students were required to come to campus 2-3 times prior to testing.

Strategy III: Develop and deliver appropriate recruitment activities

Information on student needs are gleaned from multiple partners, both internal and external. Internally we use Even Start parent groups, Campus support services, and current ABE classes. Externally we use information from ESD, DHS, our Title I provider Vocational Rehab and the Veterans Administration.

The instructor at the Coos County Jail works with the jail administration to identify inmates who need served.

Each outreach site is provided referrals as they reach ALSP. Recruiting is also done locally in the outreach areas using various means.

Strategy IV: Evaluate and improve program recruitment plan

The program recruitment plan at Southwestern's ALSP is currently undergoing revision. Currently program recruitment is done term by term and would benefit from a comprehensive long term plan.

Indicator 3: Orientation

Strategy I: Identify and define orientation content that will enable learners and program providers to make informed decisions about enrollment and participation

The orientation process at Southwestern Oregon Community College ALSP is a current strength of the program. Materials utilized were developed through reviewing indicators and with stakeholders input to provide appropriate information to our targeted populations and to encourage maximum participation in the orientation process.

Strategy II: Plan and prioritize methods for the marketing and delivery of orientation appropriate to target populations (identified in Indicator 2: Recruitment)

The planning and prioritization of the orientation methods are delivered as specified in the indicators. Orientation is not marketed separately, but included in public announcements, flyers, posters, Southwestern class schedules, and in conversations with students.

Strategy III: Deliver Orientation

Orientation to the program is delivered as students enter and provides an overall view of the entire ALSP program including, ABE, GED, Workforce, Business Simulation, ESL, Computer classes, Customer Service, and Citizenship. Orientation provides goal setting, learning styles exercises, and provides transition and support services information. Assessment testing is also included in the orientation process.

Group orientation is offered every two weeks throughout the year. Orientation is also provided by instructors on an individual basis to meet the needs of students who cannot attend the regularly scheduled orientations.

Strategy IV: Evaluate and Improve program orientation

The orientation plan is evaluated regularly in staff meetings and on an on-going basis according to our data indicators.

The enrollment process is geared to accommodate our open enrollment on an on-going basis to meet the needs of our target populations.

Indicator 4: Assessment

Strategy I: Identify and define how assessment data will be used in the program to determine tools, policies and procedures

The Adult Learning Skills Program at Southwestern uses the CASAS 130 Sorter as the approved assessment tool for both the ABE and GED programs. Data from the assessment is then used to provide the program with the necessary information on student learning levels so that the right materials will be in place to properly serve the student. That is: lower level students are not placed directly into upper level classes. Student A wants a GED but might actually spend more time in an ABE class getting prepared for the GED class than in the GED class.

ESL often uses various assessment tools to group similar learning levels together. A greater population of any one category of learner would result in the program revising procedure so that they might be served.

Data from previous years is reviewed at the beginning of the program year to best determine strategies so that progress, retention, and transitions may improve.

Strategy II: Select and prioritize appropriate assessment tools to determine TOPS Entry and Update Level, program placement, progress and achievement

ALSP uses CASAS standardized testing to determine TOPS correlated learning levels. The students' learning level that is recorded on TOPS entry is the tool that determines program placement. As the student develops, CASAS standardized testing is used to measure progress of learning levels. TOPS update will then record progress. TOPS update will also record the achievement of earning a GED. TOPS update will also record the achievement of college entry.

Strategy III: Establish policies and procedures for the administration of assessment tools

The Adult Learning Skills Program uses NRS guidelines to establish policy and procedure concerning assessment tools. ALSP also sends a minimum of one representative to the TOPS quarterly database managers meeting.

Strategy IV: Evaluate and improve program assessment plan

ALSP asks for feedback from instructors to find out what works and what does not. Not only is this a topic for discussion during in-service week but it is also the topic at many staff meetings throughout the year. Southwestern has been a pilot site for picture prompt writing and for other assessment plans.

The Adult Learning Skills Program also uses input from outside partners to expand our assessment plan when factors warrant. An example being when the WEYCO paper mill shut down and all employees were laid off. ALSP partnered with the South Coast Business Employment Corporation (SCBEC) to assess job skills and learning levels of employees. Several former WEYCO employees passed through ALSP while they transitioned into formal training and then ultimately back into the workforce.

Indicator 5: Retention

Strategy I: Identify current data that informs learner retention

Retention is a college wide priority at Southwestern Oregon Community College. Within the Adult Learning Skills Program data from TOPS is used to measure the effectiveness of our retention program.

Strategy II: Develop a program retention plan with prioritized strategies

At Southwestern we have developed Core Abilities which will help address retention as one of the objectives. These Core Abilities will be built into each course outline. The core abilities that administration would like use to focus on include: listening & speaking skills, technology and critical thinking. By the students understanding these core abilities they will better understand what they have learned, thereby increasing retention.

Southwestern devoted an entire day during fall in-service to the subject of retention. All Faculty and staff were required to attend.

Strategy III: Implement retention strategies

Each instructor and staff member takes every opportunity to encourage students to remain in the program and advance to the next level. The process starts in the group orientation

and continues with the instructor orientation. Consistent assessment and celebration of skill gains with students reinforce the commitment to retention.

Strategy IV: Evaluate and improve program retention plan

In 2004 Southwestern Oregon Community College in a Community College Survey of Student Engagement (CCSSE). As a result of CCSSE the entire college is developing a plan to focus on retention of its student. The Adult Learning Skills Program will continue its current efforts while incorporating the college wide retention plan into its programs.

An area of potential improvement is to develop more strategies for increasing retention in the outreach sites. While each instructor works at retaining their students a uniform plan does not exist to address this.

Indicator 6: Transition and Completion

Strategy I: Based on performance measures, identify goals and resources for learner transition

Transition goals are well identified and are supported by the entire Adult Learning Skills Staff. The college provides a part time transition specialist to meet with and assist student's transition to credit classes on campus. ALSP has a JOBS specialist who helps students move from ABE/GED and ESL classes into workforce classes. All staff encourage students to prepare for the future by helping them set goals and providing recourses that are appropriate to the individual student's level.

Strategy II: Based on Strategy I, develop a program transition plan that includes prioritized strategies for performance measures

There is good communication between staff in the various programs to identify students who are approaching completion. Computer resources and instruction are available to students help them understand what is available to them and how to access them. The computer lab with assisting tech is open from 8:00 AM to 5:00 PM daily. OLMIS and CIS as well as assistance with FAFSA are available and encouraged for all students.

Strategy III: Implement transition strategies

Strategy IV: Evaluate and improve transition plan

TOPS data is reviewed and evaluated regularly to monitor student transition. Several grants are in place to help fund Career Pathways projects. These assist students in obtaining necessary skills and education for placement in jobs.

Indicator 7: Support Services

Strategy I: Identify and define internal and external support services that promote learner participation and success as well as gaps in support services

The Adult Learning Skills Program partners with both internal and external support services to insure our student have every possible opportunity to participate in our program. On campus the Counseling and Testing department provides services to help identify learning disabilities and recommend accommodations. The Family Center has resources to provide quality child care on site for student who qualify. The One-Stop partners have limited resources for gas vouchers and bus passes.

Strategy II: Develop a program support services plan that includes formal and informal strategies for providing and linking learners to these services

The Southwestern Transition Specialist provides regular career counseling and the Education Support Service Counselors are available to ALSP students. These services are encouraged by ALSP staff members. The Transition Specialist visits ALSP on a regular basis to connect students with appropriate on campus resources.

Department of Human Services is a One-Stop partner who provides services to students who may need food stamps, medical help and general life needs. Many of the partners will pay the ALSP fee and the GED testing fees for their clients. The local tribes often pay for their members fees.

Strategy III: Implement strategies for providing and linking learners to support services

Each staff member is familiar with the resources that are available within their area. ALSP staff are invited to attend DHS trainings on a regular basis. The Woman's Resource and Referral Service make occasional presentations to both staff and students on the services they provide.

The Newmark One Stop manual is available to help staff find the appropriate resources for students.

Strategy IV: Evaluate and improve program support services plan

Director and instructional staff evaluate the effectiveness of program support services on an ongoing basis.

Indicator 8: Instruction

Strategy I: Define the purpose of instruction and learning

The Adult Learning Skills Program defines the purpose of instruction and learning as a part of Southwestern Oregon Community College's mission, the Newmark Center's vision and ALSP's program's philosophy. Our program's recruitment plan targets it's student population for the various instructional programs. Programs are revised as needed to reflect student requirements.

Strategy II: Program identifies and defines content of each instructional program and regularly reviews and revises content

The program has course outlines on file in the Office of Instruction and regularly updates them according to the college schedule. These course outlines are also filed in ALSP as are current course syllabi and lesson plans. We will be revising the course outlines in fall of 05 to reflect the addition of core abilities as required by Southwestern as it works towards CCSSE goals.

Strategy III: Organize and deliver appropriate instructional program identified in Strategy II

The Adult Learning Skills Program delivers instruction in a wide variety of ways to meet student needs: large group, small group, individual, and computer based instruction are integral parts of the program. GED classes are offer in the Newmark Center from 8 AM to 8 PM Monday thru Thursday and 8-5 on Friday. ABE classes are offered Monday thru Friday from 1 PM to 4 PM. ESL classes are offered Monday thru Friday from 8 AM to 12 PM. Evening and Outreach classes are provided as needed in the various communities. Classes are also structured to provide "just in-time" delivery for one or more students.

ALSP currently has program entry gates every two weeks. After experimenting with several time frames ranging from weekly to monthly entry gates we have determine the present model best meets both the needs of our student population as well as internal and external partners.

Strategy IV: Identify and define staff roles and responsibilities

ALSP follows Southwestern Oregon Community College's policy on developing position descriptions and hiring procedures. Each position is filled by a qualified person who has been screened and hired in an approved manner. Each position is well defined and each staff member is evaluated according to College policy. Tenure Faculty positions are advertised nationally to develop an appropriate pool as are Administrators. Classified staff positions are advertised internally and then regionally. Part time instructors are hired from a pool developed by local advertising and interested candidates who also meet minimum qualifications. Part time instructors are approved by the Dean of Instruction. All staff are provided opportunities to attend the fall in-service, ALSP staff meetings and staff development trainings. Each program area has a lead instructor who is responsible for providing guidance and current information to other staff members. Part time instructors are encouraged to visit ALSP during regular hours and every effort is made by the director and full time staff to rapidly provide information and materials as needs arise.

Strategy V: Evaluate and improve program instructional system

In the Adult Learning Skills Program evaluations are conducted on several levels. Program wide, TOPS data is provided regularly regarding student improvement. This data is used to improve and refine instructional plans.

The director uses staff meetings to review program wide issues and evaluate effectiveness to plan for future needs. The director also meets regularly with lead instructors to evaluate and improve content areas. At the classroom level, instructors use CASAS sorters, GED pretests, and GED practice tests to communicate progress to the student on a regular basis. CASAS retest scores are always share with the student with instructor feedback on areas of improvement.

Instructors meet regularly with each other and with students to discuss way of improving instruction. Student input is taken very seriously by all staff. The director actively encourages students to meet with him to discuss any issues that may concern them. Beginning with a presentation at orientation the director actively interacts with students. This occurs both in the classroom and outside.

Every staff member within the Adult Learning Skills Program makes themselves available to students whenever the student needs assistance. Staff members are knowledgeable about resources available both internally and externally to assist any student. Every effort is made to accommodate students in a timely and appropriate manner.