***Outcomes Assessment Plan Template***

***Educational Outcomes***

***Program/Dept Name*** Adult Basic Education/English as a Second Language

***Submitted by*** Ben Munsey ***Date*** February 11, 2011

**1. Program Goal/Objective:** The ABE/ESL department serves individuals in the community who are most in need of literacy services, including those who are low-income or have minimal literacy skills

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2. Intended Outcome(s)1** | **3. Criteria or Target** | **4. Comparison2** | **5. Assessment Methods or Tools** | **6. When/How Assessment will be Accomplished** |
| Students will complete ABE and ESL subject levels (as defined by the *Washington State Adult Learning Standards*) and be prepared to continue their studies at subsequent levels and/or improve workplace skills | More than 33% of students will make significant academic skills improvement in Reading, Listening, or Math  | WABERS data indicates 33% completed subject levels in 2006-07 | CASAS test results as reported in WABERS | For all students: Pre-test at entry. Post-test at end of quarter or after a minimum of 45 hours of instruction. ABE students test in Reading and Math. ESL test in Listening and Reading. |
| Students will earn GEDs | Thirty-three students will complete GED | 33 students completed GED in 2006-07 | GED test completions as reported in WABERS | Yearly national data match with SSN as reported in WABERS |
| Students will enter post-secondary education | Eighty-three students will enter post-secondary education | 83 students entered post-secondary education in 2006-07 | College enrollment as reported in WABERS | Yearly national data match with SSN as reported in WABERS |

1 Outcomes should include one or more of the following: 1) Cognitive Learning Outcome, 2) Behavioral Learning Outcome, 3) Affective Learning Outcome, or 4) Attainment Outcome.

2 Note if comparison data or groups are available using 1) pre-test/post-test, 2) baseline data, or 3) regional or national data and a brief description if needed.

1. **What were the results of the assessments?**

Annual WABERS data show that progress has been consistently significant. It also shows continuing room for improvement in areas of student retention and transitions. WABERS Student Gains Reports were used to determine the percentages of students making significant gains, and WABERS Goal Completion Charts were used to determine the number of students completing GED and the number of students entering post-secondary education.

Program Year 2007-08:

* 38% of students made significant gains (exceeding the target of 33% by 5%)
* 72 students completed their goal of earning a GED (exceeding the target of 33 students by 29 students)
* 156 students completed their goal of entering post-secondary education (exceeding the target of 83 students by 73 students)

Program Year 2008-09:

* 37% of students made significant gains (exceeding the target by 4%)
* 64 students competed their goal of earning a GED (exceeding the target by 31 students)
* 12 students completed their goal of entering post-secondary education (falling short of the target by 71 students; *There is a data anomaly here based on a reporting process error that has since been corrected*)

Program Year 2009-10 (as of 2/7/11):

* 40% of students made significant gains (exceeding the target by 7%)
* 72 students completed their goal of earning a GED (exceeding the target by 39 students)
* 149 students completed their goal of entering post-secondary education (exceeding the target by 66 students)

**8. How were the results used to improve?**

* We implemented a system of managed enrollment that improved instruction, reduce the interruptions to students’ learning, and increase student gains
* To further increase the number of students who continue their ABE studies and complete GEDs, we formalized the orientation, a proven strategy that increases student retention
* Improvements to intake systems and data oversight resulted in a higher percentage of federally reportable students with greater goal completion and level gains (see chart below for details)

Comparable data on Federally Reportable Students and Achievement Points by year

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year | Enrollment | Federally Reportable | Percentage reportable | Significant Gains  | Achievement Points | Points per reportable |
| 2004-05 | 1437 | 1023 | 71% | 303 | 978 | .96 |
| 2005-06 | 1394 | 998 | 72% | 297 | 918 | .92 |
| 2006-07 | 1431 | 1002 | 70% | 297 | 975 | .96 |
| 2007-08 | 1632 | 1260 | 77% | 407 | 1303  | 1.03 |
| 2008-09 | 1806 | 1435 | 79% | 537 | 1712  | 1.19 |
| 2009-10 | 1563 | 1275 | 82% | 503 | 1466 | 1.15 |