Culminating Learning Project

1. Engage the workgroup

Briefly describe the composition of your program improvement workgroup.

Checklist	Response
1. _√_ I identified the number of staff on the workgroup. 2. _√_ I described the positions of the staff on the workgroup	The Program Improvement Workgroup consists of: 1. Three Coordinators – These three Coordinators are responsible for managing class sites. They make up the core team of the workgroup. 2. One ABLE Director 3. Other ABLE Coordinators and Instructors when their area of expertise is needed.

2. Identify the program component to target for program improvement

List the program components that need attention that you identified from self-assessments, research review, and data analysis. Indicate the ONE program component that the workgroup selected to target in your pilot project.

Checklist	Response
1. _√_ I listed the needs identified by the self assessments. 2. _√_ I listed the needs identified by the research review.	I. Needs identified in self-assessment: • Through a student focus group (face to face and surveys) the following student needs were identified: (a) Engage individuals by creating simple understandable steps to access our program and resources – resulting in attending orientation (b) Streamline the process to engage individuals during orientation (c) Engaging students after orientation. Helping them understand their TABE scores, goals, improving reading/math/language and the

3. ___√___ I listed the needs identified by the data analysis. 4. ___√___ I listed ONE of those needs for us to use in the pilot.	importance of transition (d) engage students in the classroom by using evidence based teaching strategies. • Instructors continually stated via SWOT analysis that they wanted to learn and improve Best Practices. At the May 2015 staff meeting instructors completed a survey and stated the areas of improvement. (a) Technology (b) Contextualization (c) ABLE Paperwork management/Student Portfolios and (d) teaching strategies. II. Needs identified in research review: • Managed Enrollment. When instructors were given the Research Survey, the majority wanted to know more about Managed Enrollment. With the majority of our students functioning between levels 1 to 4; it is important to pace the influx of students. Slowing down the revolving door and focus on student engagement: (a) from orientation to the classroom, (b) from the classroom to high school equivalency (c) from high school equivalency to postsecondary/workforce. III. Needs identified through data analysis: • The need to improve students' educational functioning levels is high and it affects the program's Post- Secondary and receipt of Ohio High School Equivalence minimum performance levels. a. FY14 Desk Review–shows the number of ABE Beginning Basic Education students is 7 times greater than our ASE High and 9 times greater than ASE Low.

b. FY14 Desk Review shows the number of ABE Intermediate Low is 9 times greater than our ASE High and 12 times greater than ASE low.

c. FY14 Desk Review shows the number of ABE Intermediate High is 4 times greater than our ASE High and 5 times greater than ASE low.

- The need to maintain a good retention rate and focus on academic improvement.

IV. Prioritized need or program component:

- Managed enrollment:

  1. College wide managed enrollment process

  2. Staggering the registration of new individuals into the program.

  3. Focusing on streamlining orientation process.

  4. Creation of Student Success Week (use of KWeb technology).

  5. Leveling classes to concentrate on improving student educational functioning levels.

  6. Creation of attendance policy to ensure students are in class and focused on academic improvement.

Briefly describe the process used to select the targeted component, as well as the process used to identify the parts of the targeted program component that you want to keep and the parts that need new strategies.

Checklist	Response
1. __√__ I described the process the workgroup used to narrow the needs down to the one program component to be used in the pilot. I described how we examined the current program component to identify: 2. __√__what we are doing now that we want to keep, and 3. __√__ what parts of the program component that need new strategies.	The group realized we needed to better manage our enrollment. We realized we needed to look at every component of our enrollment process. 1. This summer, through a collaboration with the college's Non-Credit Enrollment Center we looked at our enrollment process college wide. This summer the group met with the Non-Credit Enrollment Center team to better understand our students' enrollment and ABLE class structure within the college. Together the workgroup and the Non-Credit Enrollment Center made changes to stream line the process for enrolling new ABLE students into the college (this affects the students' receiving IDs quickly which gives them access to free tutoring and technology). It also (through a collaboration with the WEDD Department's *Ready Willing and Able Program* gives our students access to free bus tickets). 2. This summer we restructured our orientation process. Working with our Department's Special Project's Coordinator we restructured the online registration process. Managing the registration process gave better access to individuals to register for ABLE classes and allowed the program to function more efficiently. We redid the online registration page. We changed online registration from only being available once a month to being available twice a month. Working together with buy in from the Assessment Team and Transition Team we restructured orientation. We improved the Students' Experience by concentrating on giving them important information about the ABLE Program which allows them to better understand the practicality of the program – how it functions to assist them in achieving their education

	goals. Understanding the population we serve we streamlined the orientation process from 6-7 hours to 4 (no more than 5 hours). We have instructors who are actually at orientation. 3. We staggered orientations to be sure instructors have 8 to 9 weeks of instruction with students. In addition, we offer students 6 to 8 hours of class instruction a week. Also the majority of classes are leveled to assure instructors are using the ABLE standards/benchmarks which can help students improve their skills. Higher level students are offered up to 12 hours of instruction. Students have approximately 63 hours or more of class instruction; before a new group of students enter the classroom. 4. On campus an attendance policy was created. Within the ABLE Program students attending ABLE classes on campus must not miss more than 1 class a week. Coordinator monitors attendance by viewing the program's online attendance and removes students from campus class to off campus ABLE class if there is consistent absence. 5. With all the previous components implemented the remaining component to implement and measure the data is the introduction of a Student Success week in the beginning of fall classes and the beginning of winter classes.

3. Set a vision and goals

Vision: <u>Student Success Week</u>   will be working well when…

(Fill in the program component you are working on)

Checklist	Response
1. __√__ I described how I engaged the staff in completing the vision statement. 2. __√__ I included the final vision statement.	"Critical First Three Weeks Nationwide, adult education programs lose 50% of their learners, many within the first 3 weeks. Student intake, orientation, and learner goal setting during the first few weeks of class are critical to improving learner retention in adult ed. (Quigley and Uhland. 2000)." I engaged the workgroup with the above researched statement in addition we are all aware of our college implementation of student success week with credit students. We all agree that the first three weeks are critical and this is also an important part of managed enrollment. Through verbal discussion we agree upon the final vision statement. We envision Student Success Week to engage adult learners by focusing on classroom community, goal setting, Individual Learning Plans, Technology and clear class directives (syllabus/schedule/attendance policy). We will know Student Success Week is successful when by use of KWeb and Online Attendance we can view data that tracks individuals from orientation to student success week through the third week of class.

Goals: When we are finished, we will have achieved the following…

Checklist	Response
1. _√_ I described how I engaged the staff in anticipating achievements 2. _√_ I included that list	By a series of conversations the work group discussed how we will know the Student Success Week is successful. 1. At least 60% of individuals who attended orientation and were assigned to the Tri-C ABLE campus ABE/ASE classes will participate in the full week of Student Success. 2. Of instructors teaching high level Tri-C ABLE ASE students, within the first three weeks of class 30% will be more aware of offering the Official GED Practice test to level 5 and 6 students. 3. At least 50% of Tri-C ABLE campus ABE/ASE students who participated in the Student Success week will return for the 2nd week of classes. 4. At least 45% of Tri-C ABLE campus ABE/ASE students who participated in the Student Success week will return for the 3rd week of classes. 5. Instructors see an increase of conversations with students regarding goals.

Evaluation criteria: What evidence will you collect to determine if you meet your goals? Identify each of the end user groups and the evidence each end user group identified as evidence they would need to convince them to use the new strategy.

End User	Evidence to Collect
Instructors	Attendance
Coordinators	KWeb spreadsheet tracking orientation attendees and online attendance,
Manager	Attendance
Transition	Goal Setting Forms signed by instructors and students

Checklist
1. _√_ I identified each of the end users (e.g., teachers, tutors, aides, managers) who will be using the new strategies.
2. _√_ I solicited from each group the evidence they would need to convince them the new strategy worked, and I included each piece of evidence identified.

4. Gather and select promising practices

Briefly describe where you looked for models or strategies that would address your targeted component.

Checklist	Response
1. _√_ I identified all of the sources we explored to find models and strategies that address our program improvement component.	After reading Quigley and Uhland 2000 research where it states: "Critical First Three Weeks Nationwide, adult education programs lose 50% of their learners, many within the first 3 weeks. Student intake, orientation, and learner goal setting during the first few weeks of class are critical to improving learner retention in adult ed." We begin to explore examples of how student persistence was being addressed. We didn't have to look very far. Two sources gave us models we choose to implement in our program: 1. Godman Guild ABLE Program in Columbus Ohio Student Success Week Model. 2. Cuyahoga Community College eastern campus and metro campus Student Success Weeks and First Year Experience.

Briefly describe the strategy, procedure, or practice that the workgroup selected to pilot. Include a description of any adaptations that were made to make the strategy "fit" your program.

Checklist	Response
3. _√_ I included a description of the new strategies selected to pilot test. 4. _√_ I included a description of the adaptations we made to the new strategy and the rationale for those adaptations.	Tri-C ABLE selected to focus on Managed Enrollment. In the past Tri-C ABLE had used managed enrollment at the Tri-C eastern campus and metro campus but with very little results. In the past Managed Enrollment for the program consisted of only enrolling students every eight weeks. With a program as large as ours we found it necessary to follow Quigley and Uhland's research and focus on intake, orientation and learner goal setting. During this time we focused on six components of Managed Enrollment: • College wide managed enrollment process (the integration of ABLE process with the college's non-credit enrollment). • Intake process: restructured the online processed used for individuals to register for orientation. Specifically giving individuals an opportunity to register for orientation twice a month versus only once a month. • Creation of Student Success Week.

	• Leveling Classes to concentrate on improving students basic skills. • Creation of Attendance Policy. Of the six components this pilot focused on Student Success Week. Student Success Week took place the first four days of class at the beginning of the fall (August) and spring (January) ABLE class sessions. Student Success Week August – Session 1 (overview attached): Day 1 – Welcome Day (Motivation and things to get to know the class) Day 2 – All About You (Completion of Vision Board, reviewing Goal Setting forms with instructor) Day 3 – Tech Day (Email accounts and online courses introduced to students) Day 4 –Info Day (review syllabus, GED Ready, forms and processes). The Student Success Week in January is different because (a) there were returning students and we wanted to offer them something different (b) as we move towards the WIOA concept of career awareness we introduced Ohio Means Jobs to all the students. Student Success Week January – Session 2 (overview attached): Day 1 – Welcome Day (returning students welcome new students and share about vision boards and what they've learned in class). Day 2 – All About You (New students complete vision boards and review goal setting forms with instructors. Returning students revisit their goals by completing S.M.A.R.T. goals, Individual Learning Plans and taking the Career Fitter test). Day 3 – Tech Day. (new students create email accounts (Gmail). All students completed their Ohio Means Job Back Packs. Day 4 – Info Day (completion of Ohio Means Job Back Packs, syllabus review.

5. Develop a pilot testing plan

Describe the process that was used to select the pilot sites - what characteristics did you consider in the selection process?

Checklist	Response
I included a description of: 4. _√_ who was involved in selecting the pilots 5. _√_ the criteria and rationale we used for selecting the pilots.	The Tri-C ABLE Director and Coordinators were involved in selecting the pilot sites. The eastern campus and metro campus were chosen as pilots sites for several reasons: • The two campuses were actually the only sites using all 6 components of the managed enrollment concept. • The two campuses are actually managed by me and therefore I could implement and follow through with completion of the pilot.

	• The two campuses are tracked by more data (not only ABLELink, but KWeb is utilized, Online attendance, excel spreadsheet class roster, and Tri-C NonCredit Class Rosters). This is an advantage because I'm able to view data from several areas at a quick glance.

What type of training was necessary for the pilot sites? Describe how this was provided.

Checklist	Response
I included a description of: 6. __√__ the training that was necessary to get the pilot sites up to speed 7. __√__ who delivered the training	The first training session took place with the workgroup. It was important that we all understood and agreed upon every detail regarding the Student Success Week. Different individuals within the workgroup had worked on different pieces of the student success week. The purpose of the training was to bring the entire workgroup together to see what Student Success Week would look like and how it would be carried out (Director, Site Coordinators and Transition Team). The second training session was with the instructors. It was necessary to bring all instructors together for training. Though the pilot focused on looking at the student success week data for eastern and metro campus the pilot was shared with all Tri-C ABLE Instructors. A training took place in August to prepare for the first session of Student Success Week. In addition, there was a training in early January to prepare for the second session of Student Success Week. The training consist of: • Reviewing each day • Reviewing vision boards • Reviewing online resources • Q & A sessions • Understanding how to explain Student Success Week and explain it to students.

Complete the chart outlining your interim benchmarks, activities, timeline, and responsible parties for planning, implementing, and evaluating your pilot project.

Interim Benchmarks	Activities	Completion Date	Lead Person Responsible for the Activity
Planning	Meeting with Director and Site Coordinators to discuss the concept of Student Success Week	June 3, 2015	Myself
	Meeting with Site Coordinators	June 23, 2015	Myself
	Meeting with Site Coordinators and Transition Team	August 18th, 2015	Myself
	Meeting with instructors	August 28th, 2015	Director, Site Coordinators
	Meeting with Coordinators	December 15th, 2015	Coordinators
	Meeting with Instructors	January 5th, 2016	Coordinators
Implementing	First four days of August classes	August 31, 2015	Instructors and Transition Specialist
	First four days of January classes	January 25th, 2016	Instructors
Evaluating	Looking at the first two weeks of class (12 hours) in the month of August via the online attendance system.	September 9th	Myself and Assessment Clerk
	Looking at the first two weeks of class (12 hours) in the month of January via the online attendance system.	February 12th	Myself and Assessment Clerk
	Comparing the Tri-C Class Rosters (after 12 hours of attendance) the eastern and metro campus ABLE students are placed in the college's noncredit attendance system.	September 9th and February 12th	Tri-C Data Entry Person and myself
	Comparing ABLELink Data		ABLELink Data Entry Coordinator

LEADERSHIP EXCELLENCE ACADEMIES

What were your primary financial expenditures for the pilot project?

Expenditure Category	Cost
No Cost. We were able to utilize online courses and open education resources. Students provided pieces for their own vision boards. The program used materials we had previously purchased.	Zero dollars to the program.

6. Select and prepare the pilot sites

Briefly describe the process you used to prepare the pilot sites to implement the new strategy or procedure.

Checklist	Response
I included a description of: 1. __√__ initial meetings I had with pilot sites to explain their roles and responsibilities 2. __√__ consultants or other staff used as a resource to support the pilot staff 3. __√__ any incentives you provided to pilot staff to encourage and/or reward their participation 4. __√__ how you made sure that pilot staff knew the evaluation criteria and data they would need to collect to determine impact.	As stated previously in 5. What type of training was necessary for pilot sites; there were no additional group meetings to prepare the pilot sites. There were email questions and sometimes discussions with instructors who had questions. However, no additional meetings were necessary. The Transition Coordinator and Transition Specialist were a part of the conversation and the August implementation of the Student Success Week. However in January the Transition Team did not participate. The implementation of Student Success Week is solely the responsibility of the instructors. The Special Projects Coordinator is responsibility for student newsletters. The Student Success Week was featured in a student newsletter. The only incentive given to the pilot staff was KUDOS. The pilot took place during regular classroom hours and therefore staff was paid. The pilot staff (instructors) did not have to collect any data. The data was collected by the ABLELink Data Entry person, the college's NonCredit Data Entry person who inputs our ABLE data into the Tri-C system, and me.

7. Conduct the pilot, measure the impact, and develop/fine tune PD and resources

Briefly describe the results of your pilot project based on your evaluation criteria for each end user group.

Checklist	Response
3. __√_ I included an overall narrative of the results of the pilot. 4. _√__ I included results based on the end users' evaluation criteria.	The Tri-C ABLE Program has an online attendance system. Each instructor inputs all the students attending classes into this system and reports the hours. The data can be viewed daily, weekly and by month. In addition, the eastern and metro campus class attendance is monitored via the Tri-C Non-Credit Enrollment Center by use of noncredit registration forms. ABLE students attending classes on the eastern and metro campus, who have incurred twelve hours of attendance, are enrolled in the Tri-C system. I work closely with the Non-Credit Enrollment Center to monitor the enrollment of students. This system gives an overview of ABLE students enrolled in each session. I have four sessions August, October, January and March. The pilot was conducted in August and January. When the classes at metro campus are large; the Non-Credit Enrollment Center data entry person must increase class capacity (this happened in August/September and January). Also, ABLELink gave me a good overview of FY15 data compared to FY16 data. The attendance on both campuses in all classes was strong in September (there was only one week of class in August) and January. No matter the class size the numbers were consistent. Those students who reported to class in August/September and January were consistent. Data Attached. By use of all the systems above, I know that the attendance in the month of August/September and January on both campuses was up. In addition, I know this because east and metro campus have room capacities and the available seats for individuals desiring to enroll on campus in October and March was not large (KWeb an online system is used to track my available openings on eastern and metro campus).

What changes, if any, would you make before you implement the new strategy program-wide?

Checklist	Response
5. __√__ I included a description of specific changes I needed to make before implementing program-wide.	A student survey to receive input from all students (new and returning) participating in the Student Success Week. There are so many students there is a need to hear from them. On campus I did create a Student Focus Group (these students represent their class. Chosen by their peers to represent them. They create a pathway to allow me to at least get an idea of what is working or not working at eastern and metro campus). Perhaps the Student Focus Group is an idea to implement program wide.

Incentives (giveaways) for teachers to hand to the student who was the first in class, the best vision board, completed their Ohio Means Jobs back pack. However, I believe our students aren't concerned as much with incentives because each student who meets the twelve hour attendance receives (a) A student ID which gives them access to the gym with pool, library, computer lab and discounts and (b) Quarterly bus pass (August through December and January through May). No bus passes are given during summer. Therefore, the giveaways would be used to promote community and fun.

A way to continue Student Success Week without including returners. Perhaps by bringing in the new students a week before classes or separating new and returners for the first week of class (allowing the returners to reflect only on S.M.A.R.T. goals with instructors and the new students to experience the full week of Student Success with one or two instructors). |

Final Reflection

Briefly describe what you learned from this program improvement project that will help you in future work.

Checklist	Response
3. __√__ I included an overview of what I learned from this project.	We serve a population of adults that need consistent engagement. Often times instructors are focused on the lesson plans and teaching strategies, which do improve our students' basic skills; but without engagement there will be no one to teach. The purpose of engagement is to understand the adults you're interacting with and create a learning community that will foster an environment of learning.

We serve a population of adults whose educational development has large gaps. It is important to have consistency for adult learners and the instructors. Managed Enrollment is definitely important. The revolving door impedes the progress of the adult learner and is a frustration to the instructor. Managed Enrollment will look different based upon your program needs, size and location. However, there is a need to manage enrollment. |

	Student Success Week is a powerful way for Instructors to foster community in the classroom, build a rapport with their students, help students understand their goals (S.M.A.R.T.), introduce technology and give students information that will allow them to take ownership of their education. Managed Enrollment with the implementation of Student Success Week sets the tone for student persistence and helps the program really create an effective learning community. I believe this project will help me with future work because I have (a) learned how to conduct a pilot and therefore can continue to look at programing and conduct more pilots (b) the ability to look at a program and access the needs of the students involved, find research that may address the needs and create a pilot to help resolve the need, and (c) evaluate whether or not the pilot has addressed need and if it did what changes may need to be implemented. In conclusion, the greatest lesson I've learned from piloting the Student Success week is the need for programs to really look at their delivery and be sure it's meeting the needs of the students. The need to pause and access your program and look at it through many different lenses.