



ADULT BASIC EDUCATION

Wisconsin Indianhead Technical College

**2013
Program Review
and
Improvement Plan**

CONTENTS

Information Page.....	1
Review Team Membership	3
Self-Study Reports.....	7
Perkins Data Review	25
Program Improvement Plan	31

Adult Basic Education

The Adult Basic Education Program

Many adults, for one reason or another, have not accomplished their goal of reaching the level of education they desire for themselves or their families. The basic skills competencies presented in the Adult Basic Education program are those which enable adults to participate in today's society. The Adult Basic Education program may include any or all of the following:

- Beginning (grades 0-5.9)
- Intermediate (grades 6.0-8.9)
- Secondary (grades 9-12)

Through the ABE program, adults can:

- Gain reading, writing, mathematics, thinking, speaking and listening skills
- Gain the necessary skills to meet entrance requirements for vocational and technical post secondary programs
- Study to pass the General Education Development (GED) or the High School Equivalency Diploma (HSED) examinations
- Obtain computer skills
- Obtain critical thinking skills needed to meet the challenges in our changing world
- Improve academic performance to be able to pass the Test of Adult Education (TABE) Entrance test.
- The above services are available free of charge.

By developing and enhancing personal and academic skills, adults are better prepared to transition into the labor market or higher academic or vocational training. For those who wish to develop skills and expand possibilities and who are 18 years of age, contact the Student Success Center at your nearest campus.

<http://www.witc.edu/adult/basicedprogram.htm>www.witc.edu/adult/basicedprogram

TEAM MEMBERSHIP

ACADEMIC PROGRAM REVIEW PROFILE

Program Number & Name	
Adult Basic Education	
Program Academic Dean	Title/Location
Barb Lundberg	Divisional Dean-General Studies & Basic Education
Team Lead(s)	Title/Location
Lisa Fiorio-Martinsen	Basic Education Instructor Superior
Team Members	Title/Location
Kim Davidson	Student Success Teaching Assistant, Superior
Heidi Diesterhaft	Accommodation Services Rice Lake
Ingrid Evavold	Math Instructor Superior
Lynn Fitch	Branch Manager Hayward
Renelle Gill	Business Faculty Rice Lake
Susan Janetski	Counselor Rice Lake
Jerry Jorgensen	Sr. Vocational Rehabilitation Counselor, Division of Vocational Rehabilitation Ashland, WI 54806
Paul Kalin	Machine Tool Instructor Ashland
Cindy Lammers	TAA Coordinator, Barron Co. Job Center Rice Lake, WI 54868
Sarah Noreen	Communications Faculty New Richmond

Program Information:		
Capacity (new students admitted/year):		over 1000
Number of Faculty:	FT: 7	PT: 26
Statewide Curriculum:	Yes, most is State curriculum	
Number of Technical Studies Courses in each of the following delivery modes: (there may be duplication for courses offered in multiple modes)		
	<i>Classroom:</i>	0
	<i>Online:</i>	0
	<i>ITV/IP:</i>	0
	<i>In Person/Web Blended:</i>	0

Program Accredited by:	WTCS Program Review
Date of Last Accreditation	2010
Date of Next Accreditation	We have not been notified yet, they may still be on 5 year cycle.

Is a visit required? If so, when is the next visit?	No
Program Licensed by:	NA
Date of Last Licensing:	
Date of Next Licensing:	
Is a visit required? If so, when is the next visit?	
Please list other program memberships:	NA

Note: *The accreditation, licensing, and membership information listed above will be listed in the annual WITC Fact Book.*

SELF-STUDY REPORT

SELF-STUDY SUMMARY REPORT

Program Information	
Program Name: Adult Basic Education	Team Chair: Lisa Fiorio Martinsen and Barb Lundberg
Academic Dean: Barb Lundberg	Divisional Dean: Barb Lundberg
Process Used to Complete the Self-Study	
Meeting format (in-person, IP, conference calls etc.)	<p>In January 2013, data and statistics were shared with all full and part-time staff and faculty at an ABE department meeting. The information was reviewed and input gathered on strengths and weaknesses.</p> <p>An initial meeting was held via IPV for community members and WITC staff and faculty outside of ABE to provide feedback and input. This information was compiled and shared with the FT ABE staff and faculty.</p> <p>FT ABE staff and faculty met in April to review materials that had been distributed in advance of the Self Study meeting that was conducted via IPV.</p>
Number of meetings	
How was the self-study handled? (as a group, assigned to individuals to report back to group, etc.)	Self-Study was initially reviewed as a group by the FT ABE team over IPV with notes taken by the co-chairs and then edited.
Additional comments:	
Summary of Findings	
As you completed this self-study section of the program review, what areas "stand out" in your program? Please explain.	ABE faculty are very willing to try new projects as evidenced by initiatives such as STAR reading, Summer Learning Program, College Connections course development, Adult Numeracy Initiative, Success Semester pilot, GED Academy, and building Career Pathway Bridges such as those with Early Childhood, Dairy Herd and CAN.
What has surprised you? Please explain.	Although the Learning Commons concept implementation is less than 2 years old, it has led to more collaboration with other departments and helped the Student Success Centers to be more visible to program students on several campuses.
List two or three of the items identified through your self-study that you will focus on to make improvements to your program.	<ul style="list-style-type: none"> -Transition of ABE students to postsecondary -Increasing post testing rates -Marketing efforts
When/where in your program will you implement these improvements?	Improvements are already under way in the current year and will continue over the next few years as part of the Program Review Improvement Plan.
What methods (direct or indirect) will you use to assess the success of this implementation?	-Measurements will include the state scorecard areas for postsecondary transition and academic achievement.

	<p>-Marketing efforts may be determined by feedback from advisory committees and data on FTE and headcount on COGNOS reports.</p>
<p>What new outcomes or benchmarks do you hope to achieve through these recommended changes?</p>	<p>-Increased transition to College, which will be even more important due to new WTCS accountability measures that are being developed.</p> <p>-Increased post testing should lead to improved scorecard for academic achievement and result in additional funding through AEFL grants</p>
<p>Additional comments:</p>	

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Adult Basic Education Category: Review of Most Recent Improvement Plan	
PLUSES (Strengths)	DELTAS (Opportunities)
<p>- Improvements were made towards each Goal in the prior Improvement Plan, including:</p> <ul style="list-style-type: none"> -Increased percentage of students meeting GED goal -Implemented new assessment tool for ELL students, TABE CLAS-E -Increased percentage of ABE students who enter post-secondary education -Improved grant reporting accuracy 	<p>- Although there were significant increases each year in the percentage of students who enter post-secondary education, it was just short of meeting the state target.</p> <p>- ELL students at the lowest levels have difficulty in showing academic gains.</p>
Select one PLUS item and explain the root cause:	<p>Increased percentage of Adult Basic Education (ABE) students who entered post-secondary education.</p> <p>GPR Grant was applied for and awarded to focus on activities to improve this goal. Grant activities included the development of both an ELL and an ABE transition course, College Connections that were piloted spring 2012. All ABE faculty received training and materials to help them work with students who want to transition to college.</p>
Select one DELTA item and explain the root cause:	<p>Postsecondary transition percentages don't quite meet the state target yet.</p> <p>Although the development of the College Connections courses helped on two fronts, 1) providing training and materials to faculty and 2) exposing GED/HSED students to additional postsecondary career opportunities, many students did not take advantage of the free classes. These are students who have struggled with academics in the past, so when provided with an opportunity to take a class to help them go to college, they may prioritize immediate work (even at lower pay) and family obligations over the time and financial commitment to attend college.</p>
What items in this category MUST be addressed on our improvement plan?	<p>Increase the number of ABE students who enter post-secondary education.</p>
What items in this category MIGHT be addressed on the improvement plan?	<p>Demonstrate the academic gain of lower-level ESL students.</p>
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	<p>The development and implementation of the College Connections courses to assist faculty in helping students transition to college. The courses are found on Curriculum Bank and the ABE level is now being used by another WTCS college.</p>

Team Rating

Please indicate by an (X) the team rating of your program on this category.

<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations — few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
		X	

Additional Comments: (optional)

The ABE team felt that the improvement plan was well executed and led to real results. Several activities will carry on continuing to improve areas such as postsecondary transition.

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Adult Basic Education Category: Program Statistics			
PLUSES (Strengths)		DELTAS (Opportunities)	
The following WTCS ABE state measures on academic achievement were met or exceeded: - ESL Low Beginning - ESL Intermediate Low The following AEFL Targets were met or exceeded for 2012: - Percent who entered employment - Percent who retained employment - Percent who obtained a GED or secondary school diploma		- Achieve the state average of post-tested students which is 55.9% - Percent who enter postsecondary education - Fewer hours of service due to budget constraints - Fewer 118.15 students in program (statewide decrease) - Academic achievement rates for: ABE Beginning Literacy ABE Beginning Basic Education ABE Intermediate Low ABE Intermediate High ASE Low ESL Beginning Literacy ESL High Beginning ESL Intermediate High ESL Advanced	
Select one PLUS item and explain the root cause:	GED percentages exceeded state targets due to better more appropriate goal selection by faculty.		
Select one DELTA item and explain the root cause:	Academic Achievement measures that did not meet state targets could be improved by increasing the post testing rates, as we exceed the achievement measures for those who are actually post tested.		
What items in this category MUST be addressed on our improvement plan?	Increase post-testing to ensure data is collected and comparable.		
What items in this category MIGHT be addressed on the improvement plan?	Percent who enter postsecondary education.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Goal setting by faculty was dramatically improved and led to meeting state targets. However, the federal measure for this is changing in the current year to a cohort model, so we will have a new baseline.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations — few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
	X		
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Adult Basic Education Category: Curriculum	
PLUSES (Strengths)	DELTAS (Opportunities)
<ul style="list-style-type: none"> - STAR reading has been implemented on all campuses and several outreach sites - Successful use of WTCS ABE and ELL State Curriculum - Computer aided instruction: <ul style="list-style-type: none"> SkillsTutor WISC Careers Kurzweil - Use of variety of instructional strategies: <ul style="list-style-type: none"> individual small group structured classes - College Connections courses were developed, piloted, and posted on CurriculumBank.org - Adult Numeracy Initiative - 4 faculty members were trained in 2012-13 and WITC Foundation grants awarded to support initiative for 2013-14 - ABE Career Pathways Bridges being developed for CNA, ECE, Dairy Herd, welding - Tutoring program expansion: Student Success Teaching Assistants involved on each campus - Study Skills class piloted in Ashland for the success semester and will be taught on each campus in Spring 2014 	<ul style="list-style-type: none"> - Structured Basic Computer skills classes are mainly taught at the Rice Lake campus, but students at other locations might also need these skills. - GED/HSED orientation classes needs to be consistent across all locations and may need to be updated for the new 2014 computer based GED test.
Select one PLUS item and explain the root cause:	The development of the College Connections curriculum and distribution to all ABE faculty was effective because there was a core group of individuals who worked on it collaboratively and shared with one another.
Select one DELTA item and explain the root cause:	Update of the GED/HSED orientation course to meet the new GED 2014 and ensure consistency across locations. Each ABE location has a unique schedule with some sites limited to 3 hours per week of instruction. This makes it difficult to offer consistent GED orientation curriculum.
What items in this category MUST be addressed on our improvement plan?	Redevelopment of GED/HSED orientation so all campuses and out-reach sites use the same materials/process.
What items in this category MIGHT be addressed on the improvement plan?	Computer Basics classes offered at more locations.

What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Collaboration and shared curriculum between ABE instructors.
--	---

Team Rating			
Please indicate by an (X) the team rating of your program on this category.			

<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations — few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
		X	

Additional Comments: (optional)

--

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Adult Basic Education Category: Assessment of Student Learning			
PLUSES (Strengths)		DELTAS (Opportunities)	
- Regular use of the Test of Adult Basic Education (TABE) including the locator and subsequent administration of TABE in reading, math, language. - Additional SkillsTutor assessments are available for students who use the computer based program. - TABE CLAS-E for ELL/ESL students. - Additional STAR reading assessments are available to better diagnose students' reading difficulties and strengths.		- Improve our post-testing practices in order to better determine students' academic progress.	
Select one PLUS item and explain the root cause:	Additional reading diagnostic assessments are widely available to students throughout the district as over half of ABE instructors have been supported in attending additional training.		
Select one DELTA item and explain the root cause:	Post testing practices have been improving over the past several years as faculty have been given more information on the rates of their particular locations on a regular basis and have had opportunities to share best practices. Students may quit attending prior to being given a posttest due to several factors, including meeting their goals of getting a job or passing the GED. One root cause may be the lack of consistent and clear information at orientation to impress on students the importance of both consistent attendance and also checking their progress prior to GED testing. Another may be establishing regular, consistent timelines for post testing throughout the district and its various instructional settings.		
What items in this category MUST be addressed on our improvement plan?	Improvement of post testing practices.		
What items in this category MIGHT be addressed on the improvement plan?	NA		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	The use of TABE and its diagnostic analysis by some faculty to further determine if students are ready for GED testing also provides the post-testing scores needed for grant reporting.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations — few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
		X	

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Adult Basic Education Category: Advisory Committees			
PLUSES (Strengths)	DELTA (Opportunities)		
-All four campuses now have active advisory committees with representation from a strong collection of agencies such as Dept. of Vocational Rehabilitation, NWCEP, Workforce Resource, county jails, high schools, literacy councils, and other agencies. -Three campuses hold meetings each term.	- Lack of consistent representation from WITC staff: - General Studies (may rotate) - Accommodations Specialist (mostly part-time) - ELL or diversity staff - WITC Counselor (many rotate) - Review membership lists to include - Tribal representation beyond Ashland campus		
Select one PLUS item and explain the root cause:	Advisory committees are now on all four campuses again with the addition of one on the Rice Lake and New Richmond campuses over the past year. This was due to the faculty and staff seeing the need to keep communication open with organizations that refer students or receive students for employment or further development.		
Select one DELTA item and explain the root cause:	Review representation to ensure the committee fulfills its purpose. Internal staff may be asked to attend quite a few advisory committees, so aren't always able to commit to consistent attendance at the same one.		
What items in this category MUST be addressed on our improvement plan?	NA		
What items in this category MIGHT be addressed on the improvement plan?	Possibly review membership lists and the role of each member to contribute.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Regular coordination and communication with WITC staff including accommodation specialists and counselors outside of formal meetings.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Adult Basic Education Category: Facilities and Equipment	
PLUSES (Strengths)	DELTAS (Opportunities)
<ul style="list-style-type: none"> - Equipment on all campuses is up-to-date and supplies are adequate. - 118.15 classrooms have a supportive environment for learning. - Most campuses have sufficient ABE classroom space. - Learning Commons concept is positive. - Many outreach sites have improved lab environments from prior years. 	<ul style="list-style-type: none"> - Safety concerns on the NR, Ashland, & Superior campuses: staff cannot hear lockdowns and other safety announcements in their classrooms. - Some outreach sites have limited computer/Internet access, such as in most county jails. - Private testing rooms are limited and inconveniently located on all four locations. - Accommodations testing in NR SSC causes congestion and limits space for ABE testers. - Many outreach locations share space with other entities and so have to move materials or may have other distractions. - Signage is not consistent across the district. - Learning Commons concept is not fully implemented yet.
Select one PLUS item and explain the root cause:	On campuses where SSC classrooms are located adjacent to the LRC and ETC as part of the Learning Commons, students have access to study rooms and supportive services for increased learning opportunities. Administration has been generally supportive of the efforts to move the Learning Commons departments together.
Select one DELTA item and explain the root cause:	Full implementation of the SSC within the Learning Commons on all campuses. The concept is only two years old, so is gradually taking place as facilities planning priorities are determined.
What items in this category MUST be addressed on our improvement plan?	Continue to work toward implementation of the Learning Commons concept by proactive planning determined by real student and staff needs.
What items in this category MIGHT be addressed on the improvement plan?	More consistent signage.
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Providing increased support to co-vocational students due to the proximity of the SSC within the Learning Commons and allowing ABE students to feel a part of the campus community.

Team Rating

Please indicate by an **(X)** the team rating of your program on this category.

<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations—few areas need improvement</i>	<u><i>Exemplary</i></u> — <i>all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Adult Basic Education Category: Staff Development and Program Innovation <i>(fill out a Self-Study Category Sheet for each section of the self-study. (Additional sections may be added if desired)</i>	
PLUSES (Strengths)	DELTAS (Opportunities)
<ul style="list-style-type: none"> - Implementation of Skills Tutor online computer based instruction – all faculty invited to training November 2012 - Continued STAR reading professional development training each year - Initial training of 4 faculty in American Numeracy Initiative - ELL faculty are trained and using TABE CLAS-E - Regional Industrial Skills Education (RISE) initiative: <ul style="list-style-type: none"> - ABE Dairy Herd Bridge 2013-2014 - Development of bridges between ABE/CNA, ABE/ECE, ABE/Welding - Success Semester pilot, including Study Skills course in Ashland spring 2013 - Summer Learning Program, summer 2012 - GED academy, summer 2013 - College Connections training to outreach sites and creation of web accessible resources - GED conference: presentation of College Connections 	<ul style="list-style-type: none"> - Professional development funding will be declining in the future - Skills Tutor is not yet being used to its full capacity (began using spring 2013)
Select one PLUS item and explain the root cause:	There have been multiple opportunities for training that many ABE staff members have been involved in. Professional development is seen as a priority and has thus been written into grants in order to make funding stretch.
Select one DELTA item and explain the root cause:	The likely reduction of professional development funding will likely impact the number and type of training opportunities available to ABE faculty.
What items in this category MUST be addressed on our improvement plan?	Review the course modules that are currently included in Skills Tutor to determine whether or not they are meeting the needs of the majority of ABE students.
What items in this category MIGHT be addressed on the improvement plan?	Prioritize professional development needs.
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	ABE staff members who have been trained have made presentations to all WITC ABE/ELL faculty members at division meetings and also at conferences. Curriculum for College Connections was posted on Curriculum Bank and instructional materials shared not just with WITC faculty, but also other WTCS colleges.

Team Rating

Please indicate by an **(X)** the team rating of your program on this category.

<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations—few areas need improvement</i>	<u><i>Exemplary</i></u> —all areas exceed expectations—use as a model for other programs
			X

Additional Comments: (optional)

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Adult Basic Education Category: Collaboration Across the College	
PLUSES (Strengths)	DELTAS (Opportunities)
<ul style="list-style-type: none"> - Summer Learning Program was a collaborative effort between ABE and Student Affairs to help underprepared students improve their academic skills to enter programs - College Connections course helps ABE and ELL students connect with various college departments in order to transition to post-secondary education - Career Pathways Bridges (RISE initiative) provide collaborations between ABE and college programs - Success Semester pilot in Ashland teams with General Studies and program faculty and counselors - Advisory Committees have expanded to Rice Lake and New Richmond in order to include input from WITC staff as well as outside agencies - On the Superior campus three General Studies departments (science, math, and communications) have some hours within the SSC for academic assistance - All ABE jails programming is now contracted through Continuing Education 	<ul style="list-style-type: none"> - Marketing should be increased at external locations that people go to look for help, outside agencies that refer clients, and within Student Services and include up to date contact information and hours. - Marketing should also be consistent across campuses
Select one PLUS item and explain the root cause:	The Summer Learning Program provided strong collaboration and respect between ABE and other departments and provided an avenue toward program entrance rather than retesting. This project came together because Student Affairs and ABE collaborated from the beginning.
Select one DELTA item and explain the root cause:	Marketing information is not consistent across the district and difficult to maintain due to so many external locations. The marketing process has still been more campus based versus district-wide in its approach. This has been starting to change in 2012-13 as the Student Success Teaching Assistants have been regularly meeting to update the website and share ideas.
What items in this category MUST be addressed on our improvement plan?	Developing materials to be distributed for marketing purposes.

What items in this category MIGHT be addressed on the improvement plan?	NA		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Collaboration between Student Affairs and ABE led to the Summer Learning Program and proved beneficial on multiple levels.		
Team Rating Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

2013 Improvement Plan

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Adult Basic Education			
<i>Defined Outcome:</i>	<i>Perkins?</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Resources</i>
Transition 25% more ABE/ELL students who have a high school credential or GED/HSED into college.	No	Carla Cornwall - Leader, Lisa Fiorio Martinsen - Leader, and Kary Reinerio		
Action Plan/Action Items: Explain to students, while filling out the Personal Education Plan (PEP) form, the association between the scores needed for program entrance and the scores they received on the entrance exam. Implement Adult Numeracy Institute (ANI) concepts and best practices in structured math classes to align with Common Core Standards and ensure students' preparedness for college math. <ul style="list-style-type: none"> - Train more faculty in ANI through state trainings - Include ANI topics in ABE Dept. meetings/trainings Review the 2013-14 Dairy Herd Bridge program in an effort to monitor student success for continuation and expansion of Career Pathway Bridge programs in the future. Incorporate in the GED Orientation a Career Assessment inventory and review of <i>Why Go to College</i> ; both the assessment and presentation can be found embedded in the WITC website College Connections section. Post and promote Campus Activities Board (CAB) events during scheduled activity hours (Tuesday/Thursday 11:30-12:30) to promote a sense of being part of campus life while still working on the General Education Development (GED) certificate, High School Equivalency Diploma (HSED) or basic skills to enter college programs. Continue to promote the use of College Connections website and materials that have been developed by ABE faculty.		ABE Faculty ABE Dean Faculty trained in ANI Program Review Transition Team ABE Faculty & Teaching Assistants ABE Faculty & Teaching Assistants ABE faculty	Fall '13- '14 Fall '13- '14 Fall '14- Sp '15 Fall '13- '14 Spring '14 Spring 2014 & ongoing Spring 2014 & ongoing	Staff Time ANI Resources Prof. Dev. funding Staff Time Staff Time/Web Resource Staff Time/ Bulletin Board
WTCS QRP Indicator Name & Number: <i>(from those potential solutions selected from the WTCS QRPDS Analysis)</i>				

Update: *(A mid-year and year-end update will be required each year during implementation.)*

June 2014:

Explain to students, while filling out the Personal Education Plan (PEP) form, the association between the scores needed for program entrance and the scores they received on the entrance exam.

Faculty are including this information when they meet with students to develop their PEP forms.

Implement Adult Numeracy Institute (ANI) concepts and best practices in structured math classes to align with Common Core Standards and ensure students' preparedness for college math.

- Train more faculty in ANI through state trainings

- Include ANI topics in ABE Dept. meetings/trainings

Four ABE faculty members were trained in ANI in 2012-13 with 3 additional faculty trained in 2013-14. Materials have been purchased for each campus and several outreach locations to support this initiative. ANI was discussed introduced at the spring 2013 ABE department meeting and will be included in meetings/trainings in 2014-14

Review the 2013-14 Dairy Herd Bridge program in an effort to monitor student success for continuation and expansion of Career Pathway Bridge programs in the future.

The first year of the Dairy Herd Bridge program was completed in spring 2014. A second year will begin in 2014-15. Several presentations on the program were made in the spring 2014 semester, including a presentation at both the Rice Lake ABE Advisory and Dairy Herd advisory meetings. Additional review will take place fall 2014.

Incorporate in the GED Orientation a Career Assessment inventory and review of *Why Go to College*; both the assessment and presentation can be found embedded in the WITC website College Connections section.

Some faculty have begun incorporating this inventory into the GED Orientation. An assessment of how many are using it needs to be made in 2014-15.

Post and promote Campus Activities Board (CAB) events during scheduled activity hours (Tuesday/Thursday 11:30-12:30) to promote a sense of being part of campus life while still working on the General Education Development (GED) certificate, High School Equivalency Diploma (HSED) or basic skills to enter college programs.

Some campuses have begun promoting campus events more regularly and some need to promote more beginning fall 2014.

Continue to promote the use of College Connections website and materials that have been developed by ABE faculty.

ABE Faculty are using the site. Presentations on the site have been made at WTCS Deans meetings and at local WITC ABE Advisory meetings. The feedback from external agencies and colleges has been very positive.

January 2015:

Explain to students, while filling out the Personal Education Plan (PEP) form, the association between the scores needed for program entrance and the scores they received on the entrance exam.

Faculty continue to explain the association of scores needed for program entrance while filling out the PEP and throughout the semester as students show academic progress. Effective Fall 2014 ABE students now have full access to all college technology resources, including email, Microsoft Office, Blackboard, and myWITC. ABE staff have been able to begin to teach ABE students how to use this technology and some have incorporated it into their ABE content instruction. Thus ABE students will be better-prepared to use the college's technology when they enter post-secondary courses.

Implement Adult Numeracy Institute (ANI) concepts and best practices in structured math classes to align with Common Core Standards and ensure students' preparedness for college math.

- Train more faculty in ANI through state trainings

- Include ANI topics in ABE Dept. meetings/trainings

Seven ABE faculty trained in ANI who are responsible for teaching structured math classes continue to use the materials purchased in an effort to implement interactive learning for student success.

Review the 2013-14 Dairy Herd Bridge program in an effort to monitor student success for continuation and expansion of Career Pathway Bridge programs in the future.

Due to the success of the Dairy Herd Bridge program it continues to be offered. In addition, other bridge programs have been introduced and positive results were realized for those who participated. During the Fall 2014 semester, six full-time ABE faculty taught bridge courses across all four campuses within the Dairy Herd, Machine Tool, Medical Assistant, and Information Technology Network Specialist programs. The team of instructors de-briefed on best practices and opportunities for improvement at the January 2015 ABE Divisional meeting.

Incorporate in the GED Orientation a Career Assessment inventory and review of Why Go to College. Both the assessment and presentation can be found embedded in the WITC website College Connections section.

June 2015:

The AEFL scorecard to determine how many more students transitioned to postsecondary education will be available by January 2016 to determine the progress that was made in 2014-15.

Additional Career Pathways Bridges were piloted in 2014-15, including Machine Tool Technics math, Welding Blueprint Reading and math, CNC math, and Medical Assistant bridges in Math, Human Body in Health and Disease, Written Communications, and Medical Terminology. Some efforts were more successful than others, but several bridges are planned to continue in 2015-16, including Dairy Herd Management, Medical Assistant Math and Human Body in Health and Disease, and Welding Blueprint Reading. Additional sections of College Connections will also be scheduled for 2015-16.

January 2016:

The AEFL scorecard indicated that in 2012-13 there were 34.1% of the students who transitioned into postsecondary education and in 2014-15 the scorecard indicated there were at 52.4% students. The AEFL target was 61.0% and the state actual was 62.8%, so we were below that target, but WITC showed an increase of 18.3% from 2012-13, indicating that we are moving in the right direction. Bridges in 2015-16 included Dairy Herd Management, Medical Assistant Math Bootcamp, Human Body in Health and Disease, Welding Blueprint Reading, and ITNS Cisco Bridge. As with the past year, some of the bridge efforts were more successful than others. Several sections of College Connections were scheduled across the college for the 2015-16 year.

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM: Adult Basic Education (ABE)				
<i>Defined Outcome:</i>	<i>Perkins?</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Resources</i>
Increase the number of students being served in ABE by 20% by increasing internal and external awareness by developing more consistent, comprehensive and up-to-date marketing.	No	Kim Davidson, Sue Hopkins - Leader, Karen Lutz, & Cynthia Krueger		
<i>Action Plan/Action Items:</i>				
<p>Update and maintain the ABE website.</p> <ul style="list-style-type: none"> - Include faculty and staff contact information and bios. - Include site information and current hours. 		Student Success TAs	Fall 2013 & ongoing	ABE Staff & Nate Frye
<p>Maintain the related GED-HSED website; update to include 2014 GED Information.</p> <ul style="list-style-type: none"> - Coordinate the information with the Deans of Students who oversee GED testing. 		SSTAs	December 2, 2013	ABE Staff & Nate Frye
<p>Develop an annual college-wide marketing plan using media to include:</p> <ul style="list-style-type: none"> - news releases - paid advertisements - radio - flyers/brochures/posters - emails - social media - other 		SSTAs, with ABE faculty and dean	July, 2014	PR Specialists
<p>Implement the annual college-wide plan to inform current staff and students about ABE and other services that the Student Success Centers provide</p>		SSTAs	August, 2014	Learning Commons & Student Services staff
<p>Continue to develop relationships with outside agencies and business & industry</p> <ul style="list-style-type: none"> - Develop and maintain a mailing list of agencies and organizations who would share ABE information with their clients, employees and patrons. - Work with the WITC Deans to market ABE services to business & industry. 		SSTAs, with ABE faculty and dean	December, 2014	WITC Deans

WTCS QRP Indicator Name & Number: <i>(from those potential solutions selected from the WTCS QRPDS Analysis)</i> Collaboration Across the College			
---	--	--	--

Update: *(A mid-year and year-end update will be required each year during implementation.)*

June 2014:

Update and maintain the ABE website.

The ABE website was updated to include all faculty and staff names, contact info, and most bios and pictures, as well as all locations and hours of operation. In addition, a plan was established to schedule an “appointment” each semester for the following semester to review and update the information. The new website went live on April 10, 2014.

Maintain the related GED-HSED website.

The GED-HSED website was updated to include 2014 GED information and links to relevant sites such as the GED Testing Service, myGED, Accommodations, etc. Deans of Students were contacted to approve information posted. The new website went live on February 6, 2014.

Develop an annual college-wide marketing plan.

The Student Success Teaching Assistants (SSTA) continued working on a college-wide marketing plan by discussing what has been done at each campus, sharing materials, and looking for commonalities and ideas. They developed a generic college-wide press release to use each semester and put reminders on their calendars to submit it to local papers. The old printed trifold brochure was revised 5/21/14 and replaced with an electronic version that can be updated as necessary. Future projects are to explore social media and develop instructor videos for the ABE web page.

Implement the annual college-wide plan to inform current staff and students about ABE and other services that the Student Success Centers provide

Classroom visits were made at all campuses by Learning Commons staff to inform staff and students about services provided.

Continue to develop relationships with outside agencies and business & industry

SSTAs are currently working on developing a complete list of emails and addresses for agencies and businesses that should receive marketing materials for our ABE classes and SSCs to share with their clients, employees and patrons. Advisory Committees are active at all four campuses and information is shared at semi-annual meetings.

January 2015:

Develop an annual college-wide marketing plan.

The SSTAs developed an annual college-wide marketing plan including all of their marketing activities with timelines and responsibilities. According to the plan, they continue to update and maintain both the ABE and GED/HSED websites on a regular basis, as well as keep printed marketing materials current. They also continue to add to their mailing lists of agencies and businesses that they share ABE information with and participate in other on and off campus promotional events.

Two of the SSTAs attended a professional development opportunity on developing and using social media in adult basic education in fall 2014 and shared what they learned with the other team members. The SSTAs then reviewed some of the social media tutorials and plan to meet regularly this spring to develop a Facebook and possibly a Twitter presence and continue to improve the marketing plan.

Continue to develop relationships with outside agencies and business & industry

Additional agencies such as the Northern Waters Literacy Council and Workforce Resource were added to the New Richmond ABE Advisory committee in order to provide additional input from them and also keep these important referral agencies better informed.

June 2015:

Due to WITC marketing management staff changes, development of a Facebook presence for ABE was postponed. The new director was just hired in June of 2015 so the SSTAs will look for direction from her. Previous marketing management indicated that twitter was an ineffective medium for marketing.

January 2016:

The director of marketing was hired in June 2015, but there has been a lack of time and availability to work with the SSTAs. There will be meetings scheduled during spring 2016 semester to develop a more comprehensive internet-based marketing plan. The Learning Commons staff jointly developed a departmental overview which was uploaded to the WITC web page.

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Adult Basic Education			
Defined Outcome:	Perkins?	Responsibility	Timeline	Resources
The GED/HSED Orientation course will be updated for the new 2014 GED test and adherence to the curriculum will be consistent across all locations.	No	Kary Reinerio – Leader Sue Hopkins, Becky Peterson, Donna Stelter	Fall 2013 – Fall 2014	
Action Plan/Action Items: Review what all locations are doing in their GED Orientation. Revise the GED Orientation to meet the requirements for the new 2014 GED test. Determine what assessments and materials best work for the GED Orientation across all locations. Make a common GED Orientation resource booklet for all instructors to follow/use. Order additional assessments and materials as necessary for the college. Determine when TABE testing should take place in the ABE/GED intake process. Implement the revised GED Orientation college-wide using common assessments and materials. Assess the effectiveness of the revised GED Orientation by gathering feedback from all ABE faculty and staff.		Committee members SSTAs SSTAs ABE faculty & SSTAs Committee members	October 2013 November 2013 December 2013 December 2013 December 2013 January 7, 2014 Spring 2014 August 2014	Staff time/supplies
WTCS QRP Indicator Name & Number: (from those potential solutions selected from the WTCS QRPDS Analysis)				
Update: (A mid-year and year-end update will be required each year during implementation.) June 2014: Review what all locations are doing in their GED Orientation				

Initially the GED Orientation Improvement Plan committee gathered information from the Student Success Teaching Assistants (SSTAs) about what was being done at all campuses and obtained electronic copies of the different handouts that were being used at each campus.

Revise the GED Orientation

The SSTAs updated the GED webpages with information about the 2014 GED test and in January, 2014, began using copies of these webpages as the new handout for the Orientation. Students are shown the website as well so they can access the information online and find links to some of the resources.

Determine what assessments and materials best work for the GED Orientation across all locations

Several different learning styles inventories (including the VARK) and career assessments (including WisCareers, WITC online career survey) are currently being used. The team plans to list acceptable resources in the handbook for outreach and other instructors to try or use. At the campuses the Career Specialists may be involved with the career awareness requirement. The team determined that the best resource to use to assess computer/calculator skills are the GED tutorials that are available in the student myGED portal. There are a number of different keyboarding programs that can be used to assess speed and accuracy. These will also be listed in the handbook.

Make a common GED Orientation resource booklet

The team developed a flowchart for the GED process from inquiry to testing, including what is required to be in the GED Orientation and what is recommended. Typically the Orientation is offered in two parts and the TABE testing is part of the first session. When students are signed up for GED Orientation, they are told that they have the right to request accommodations for the TABE such as extended time, calculator, etc. so that it can be arranged prior to the orientation.

A subsequent team of Deans of Students and ABE faculty and staff is working on expanding this flowchart to include HSED options 5.06, 5.07, 5.08 and 5.09. The final flowchart will be the first page of the GED Orientation handbook. The deans are also developing checklists of GED Orientation requirements for the GED and different HSED options to be routed to the GED Chief Examiners upon completion so they can “clear the queue” in the students’ portals and allow them to register for GED testing. When finished, these checklists will be the final part of the handbook.

Order additional assessments and materials as necessary for the college.

Some materials were ordered for the January start of the new GED test. 500 GED Ready assessments were provided by the WTCS to start with and additional assessments will be ordered on an ongoing basis as needed. Publishers had additional materials that became available later in the spring, so more materials were ordered for all locations.

January 2015:

The team is revisiting the flowchart that was developed last spring and incorporating parts of the flowchart shared by the Deans of Student Services. Regular meetings will be scheduled throughout the spring to continue compiling all the materials for the GED Orientation Handbook. The goal is to have it done by the end of the semester in order to be utilized in the summer 2015.

June 2015:

The team finalized the GED Orientation flowchart, identified the assessments/handouts to include and agreed that it should be housed on the Connection in the ABE-ELL Resource Manual in the GED/HSED Testing Chapter. Sue will work with Trixie to have the documents saved to the Connection and will notify ABE staff when available. . ABE faculty developed a comprehensive 5.09 curriculum, in accordance with WTCS standards. It was submitted and accepted in December.

January 2016:

The GED flowcharts have been uploaded to the Connection and the ABE faculty and staff on all are consistently offering the same orientation program. ABE faculty developed a comprehensive 5.09 curriculum, in accordance with WTCS standards. The curriculum was submitted and accepted in December 2015 and faculty will begin implementation spring 2016. 93.8% of WITC students received a secondary school diploma, far outpacing the state rate of 52.2% and the AEFL target of 80%.

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Adult Basic Education			
<i>Defined Outcome:</i>	<i>Perkins?</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Resources</i>
Increase TABE & TABE CLAS-E post testing rates by 25%	No	Anne Hanson - leader, Twila Sauve, Barb Lundberg		
<p><i>Action Plan/Action Items:</i></p> <p>Survey and review what all WITC locations are doing in terms of post testing procedures. - Check specifically to see at what points they are retesting students, for example, Passed a level of SkillsTutor, Passed 3 GED tests, at the end of structured classes, at the end of the semester.</p> <p>Identify the top WTCS colleges that have high post testing rates and then gather information on best practices. Once compiled, information will be reviewed by team and discussed with ABE faculty at ABE Dept. meetings to develop better processes.</p> <p>All ABE faculty and staff will receive training in new post testing processes at ABE Dept. meetings.</p> <p>Create and then follow a schedule of dates where post testing reports will be run each semester (For example, January and March in the Spring semester and as needed).</p> <p>Identify any retention issues that contribute to post testing rate and then correct based on faculty input. - Identify any incentives for students that could be used to encourage higher post testing rates, such as the use of new GED practice tests, drawings.</p>		<p>See above</p> <p>Barb identify colleges; team gathers info.</p> <p>Barb will provide training with Program manager assistance</p> <p>Barb for schedule; SSTAs will create reports and distribute</p> <p>Above individuals with input from all ABE faculty/staff</p>	<p>Spring 2014</p> <p>Spring 2014 to identify; summer/fall 2014 information gathered</p> <p>Fall 2014</p> <p>Spring 2014 and ongoing</p> <p>2014-15 Dept. meetings</p>	<p>Staff time</p> <p>Staff time, possible Travel</p> <p>Staff time, prof. development funds (travel)</p> <p>Staff time</p> <p>Staff time</p>
<p>WTCS QRP Indicator Name & Number: (from those potential solutions selected from the WTCS QRPDS Analysis)</p>				
<p>Update: (A mid-year and year-end update will be required each year during implementation.)</p> <p>June 2014:</p> <p>Survey and review what all WITC locations are doing in terms of post testing procedures. - Check specifically to see at what points they are retesting students, for example, Passed a level of SkillsTutor, Passed 3 GED tests, at the end of structured classes, at the end of the semester. Survey will be conducted in fall 2014 instead of spring 2014.</p>				

Identify the top WTCS colleges that have high post testing rates and then gather information on best practices. Once compiled, information will be reviewed by team and discussed with ABE faculty at ABE Dept. meetings to develop better processes.

Activity to be completed fall 2014

All ABE faculty and staff will receive training in new post testing processes at ABE Dept. meetings.

Activity will be completed after fall 2014

Create and then follow a schedule of dates where post testing reports will be run each semester (For example, January and March in the Spring semester and as needed).

ABE Dean currently reviews post testing reports in January. The new WTCS report on who is included in grant numbers is accessible from their portal and may be helpful in determining system issues with reporting scores. Student Success Teaching Assistants can now access TABE and TABE CLAS-E reports through Cognos.

Identify any retention issues that contribute to post testing rate and then correct based on faculty input.

- Identify any incentives for students that could be used to encourage higher post testing rates, such as the use of new GED practice tests, drawings.

Activity to further identify retention issues will take place at August ABE dept. meeting. Work initially began January 2013.

January 2015:

Overall post testing rates improved by a slight 1% from FY2013 to FY2014.

The Superior campus has created a spreadsheet to monitor hours and post testing and meet weekly on goals.

Reports continue to be generated and shared with faculty on a regular basis. The final COGNOS reports from FY2014 was shared with faculty at the August 2014 ABE department meeting the official post testing rates from the WTCS portal were shared with faculty at the January 2015 ABE Department meeting.

Survey of post testing practices has not taken place yet, but is scheduled for spring.

Information on the other WTCS colleges' post testing rates is now available again this year and has been reviewed to determine which ones may have best practices. The top 3-4 will be contacted to determine best practices.

June 2015:

ABE/ELL faculty and staff were surveyed regarding post testing practices spring semester and information was gathered from other colleges. Surveys were compiled and results will be shared at the fall department meeting. Since each location has its own setting, hours of operation, and combination of structured/lab courses, it appears that not all methods might work for all locations. However, it appears that testing at the end of the semester and scheduling students in advance to test may not consistently work for many locations. Some appear to have more success testing before a GED Ready test and during structured classes. Inconsistent attendance appears to be a common issue.

Final post-testing rates for 2014-15 will be available via Cognos reports in the fall and also on the AEFL scorecard in January 2016.

January 2016:

Despite ongoing efforts to increase post testing rates, WITC is not meeting the goal of increasing post testing rates by 25%. Implemented efforts have increased post-testing rates just slightly each year from 48.3% in 2013 to 50.2% in 2015, compared to the state average of 58.7%. ABE/ELL faculty and staff will continue to investigate, adjust, and monitor post testing best practices and implement new strategies. Inconsistent attendance continues to be a common issue college-wide.