

General Educational Development (GED)  
Peer Review Team Report

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PEER TEAM REPORT  
On GED

***CURRICULUM***

Findings:

The peer team learned that the 2008 program review self-study report was the first ever report written by the GED department. The GED program was previously omitted from the 2007 Education Master Plan.

The peer team found that the GED program does respond to changes in the discipline or industry. All syllabi were submitted for all GED courses; however, there was some question as to whether or to what extent the syllabi were reviewed.

The peer team agreed that each term's scheduled offerings are insufficient in regards to depth and breath of coverage, especially for evening courses. Presently, the GED program only serves day time students thus negating any opportunities for the evening population. The sole option for this evening population is AVUHSD. The addition of evening classes would add more flexibility to the schedule/modules.

The term 'disadvantaged' students was used in the GED report. For clarity, GED personnel defined 'disadvantaged' students in reference to level of education. Thus the term 'disadvantaged' students referring to those students who did not obtain a high school diploma for various reasons.

The peer team learned that two (2) sections of the report were inadvertently marked as 'not applicable' or N/A. These two sections were 1.1 (Course Development) and 1.4 (Diversity and/or Multicultural Perspectives). In retrospect, section 1.1 should have read as follows: "The GED program fulfills the college's mission of remediation and access". Section 1.4 should have read as follows: "Reading selections cover cultural geography, races, and ethnicities. All learning modalities are addressed".

The peer team confirmed that the 'List of Major Recommendations' was not prioritized.

*Recommendations:*

The GED program needs to expand its course offerings in order to accommodate evening students.

Prioritize findings.

## ***STUDENT SUPPORT AND DEVELOPMENT***

### **Findings:**

Certificates of Completion were approved by AP&P (Feb. '09) as well as at the April 2009 meeting of the Board of Trustees. The peer team also confirmed that there was a need to bring back the Recognition Ceremony for those students who passed the GED exam.

The peer review team agreed that a more formalized and consistent system of follow up pertaining to the GED exam is needed. The GED testing and notification process excludes the college/GED staff which ultimately creates a conundrum. The only information and thus data the GED faculty receives is if students elect to notify the staff of their results.

### ***Recommendations:***

Implement a 'data mechanism' that would aid the GED staff. The information obtained would then supply the GED staff with the much needed data concerning their success rate.

Take the proper steps in order to become an official GED testing site.

Prioritize findings.

## ***PROGRAM AND STUDENT LEARNING OUTCOMES***

### **Findings:**

The peer team confirmed that Student Learning Outcomes (SLO's) were written for all GED courses. We also confirmed that the (SLO) assessment process for Spring '09 had begun. The GED staff was scheduled to meet in order to discuss the assessment. However, no assessment data were provided in the GED Program Review report.

To date, the task of writing PLO's has not yet been accomplished. PLO's are only in the discussion stage; however, the Dean does not feel that developing PLO's will be difficult because of the mission of the program. The GED staff plan to work on their PLO's next semester (Fall 2009).

### ***Recommendations:***

Faculty and staff must include SLO assessment data in their next program review.

Prioritize findings.

## ***PERSONNEL AND SUPPORT SERVICES***

### Findings:

The peer review team confirmed the need for additional staff. One reoccurring position of need is an Educational Advisor. The Educational Advisor (position) should have been hired and in place by June 1, 2009; however, due to budget constraints, this position failed to materialize. A GED counselor is also noted as a necessary position. While not explicitly noted in the GED program review document, another needed position mentioned during the interview process requested a Learning Specialist. The program needs personnel who can determine, amongst other duties, why students previously failed. There is also a need for an Instructional Specialist, an Instructional Support position, and another full-time position, as well as another adjunct instructor for reading, and a peer mentoring program.

We learned that there existed a strong relationship between the GED program and the CalWORKs office. However, in the recent campus re-organization, the GED program was moved from Student Services to Academic Affairs. This move was not fully supported.

### *Recommendations:*

GED should have the support needed to recruit and process its own students as well as working closely with other offices.

Prioritize findings.

## ***FACILITIES, EQUIPMENT and TECHNOLOGY***

### Findings:

As expressed in the GED self-study report and confirmed through the various interviews and observations, the office of the full time faculty member is a safety hazard, and as expressed by one employee, “an embarrassment to the college”. The peer review team confirmed that this issue must be immediately addressed. This safety hazard applies to the entrance of the faculty office which can only be obtained through the classroom.

The peer team was able to confirm that the problems associated with the computers in room 113 have been rectified.

There still seems to be a lack of technical support (IMC). However, this is not an exclusive issue for GED but rather an ongoing issue on campus.

The ‘List of Major Recommendations’ was prioritized.

*Recommendations:*

The issue of the full time faculty office must be addressed.

***FISCAL SUPPORT***

Findings:

Those interviewed stated that the report adequately reflects the program. The GED program had operated without a budget. In April 2009, enhanced GED funding was approved. Inclusion in the 2010 Education Master Plan would acknowledge the role of the GED program; however, inadequate funding may momentarily impede the progress of the program.

The 'List of Major Recommendations' was prioritized.

*Recommendations:*

The GED program should be included in the next Educational Master Plan.

The GED program needs the allocation of an adequate budget in which to independently operate and function.

***COMMUNITY OUTREACH AND PROGRAM AWARENESS***

Findings:

There seems to be a least one (1) contradiction in this area. One respondent did not see the need for student outreach due to the heavy demand that already exists within the program, while others disagreed.

The peer team confirmed that GED visibility is an issue. One issue concerns more outreach. Another area of focus deals with materials such as business cards and published brochures. These brochures would be instrumental in providing information regarding the GED program at such functions as job placement, job fair, and a variety of other campus functions. The peer team confirmed that marketing brochures have been allocated since the writing of the report.

*Recommendations:*

There needs to be an aggressive marketing plan in order to promote AVC's GED program.

The current GED brochure needs to be updated to reflect the highest professional quality.

Prioritize findings.

### ***STATE AND FEDERAL COMPLIANCE***

Findings:

The GED course sequence adheres to all state and federal guidelines. Additionally, the GED faculty and staff adhere to all college policies and procedures.

*Recommendations:*

None

### ***Postscript***

Due to the state's economic crisis, and the pending budget reductions, the GED program has temporarily been suspended. Once financial stability is obtained and monies are apportioned, it is the recommendation that the GED program is allotted a budget in which to resume daily operations.

Effective Spring 2010, students with a GED objective, will enroll in the District's credit courses and be encouraged to continue to utilize campus learning assistance resources.