

GED Program Review Fall 2008

Area 1. CURRICULUM *(if applicable)*

Course Development

- 1.1 The curriculum supports the educational objectives of the program/discipline. New and revised courses address changes in the discipline or industry and specifically address student needs.

N/A

Course Revision

- 1.2 All courses are reviewed within a six-year cycle per Title 5, Section 55210(b)(3).

During the fall 2008 semester all 20 GED courses were revised. in the following manner during the program review: methods of evaluation for the course were revised to stay consistent with content and course objectives, methods of instruction were revised to better reflect current practices in the discipline. Course repeatability has been increased to better serve disadvantaged students.

- GED 901 - Review of Basic Math Facts for the GED.
- GED 902 - Math Word Problems for the GED.
- GED 903 - Use of Calculator for GED and Real Life Situations.
- GED 904 - Basic Spelling for the GED.
- GED 905 - Basic Grammar Concepts for the GED.
- GED 906 - Basic Use of Dictionary and Thesaurus for the GED.
- GED 911 - Reading Skills 1
- GED 913 - Critical Thinking in Social Studies for the GED.
- GED 914 - Critical Thinking in Science for the GED
- GED 915 - Critical Thinking in Literature and Arts for the GED.
- GED 921 - Writing Skills 1.
- GED 922 - Writing Skills 2.
- GED 923 - Writing Skills for the GED.
- GED 931 - Math Skills 1
- GED 932 - Math Skills 2.
- GED 933 - Math Skills for the GED.
- GED 942 - Social Studies for the GED.
- GED 943 - Science for the GED.
- GED 944 - Literature and Arts for the GED.
- GED 940 - Preparing for the Success in the GED Program.

Limitation on enrollment for all revised courses was established based on research, which indicates that disadvantaged students are more successful in smaller classes where more individual help can be provided.

Student Learning Outcomes (SLOs) for the GED courses were developed by the faculty teaching respective courses, and submitted for review to the SLO committee. The developed SLOs reflect the GED courses and program objectives.

Other Curriculum Matters

- 1.3 Courses which have not been taught within a three-year academic period are obsolete and have been removed from the college catalog. Courses which have not been taught within a two-year academic period are inactive and have been identified.

The following GED courses have not been taught within a two-year academic period and are now inactive:

- GED 907-Vocabulary for Life
- GED 908-Vocabulary for Arts and Entertainment
- GED 909-Vocabulary for Business and Medicine
- GED 912-Reading Skills 2
- GED 946-Study and Test Taking Skills for the GED
- GED 947-Vocabulary for the GED

- 1.4 Where appropriate, courses address issues related to diversity and/or multicultural perspectives.

N/A

Program Development and Revision

- 1.5 New programs developed during the period under review meet students' needs and are consistent with the college mission and ILOs.

N/A

- 1.6 Existing programs are revised as needed.

This is the first program review for the GED program. During the many years that AVC has had a GED program there has been a number of administrative changes. The program is currently under its fifth administrator and has a loose but critical relationship with CalWORKs, which provides all the intake interviews for new students. In years past the percentage of students who were referred from the GAIN office for GED was significantly higher than is currently the case, but as the economy changes, this is changing.

Instruction

- 1.7 Courses are taught within the parameters described in the outline of record.

To assure that courses follow the COR, syllabi for the courses are submitted by faculty to the Dean of Student Development and Services for review each semester.

- 1.8 Faculty and staff provide innovative strategies to meet student needs and staff development supports the development of these strategies.

To better serve our students SLOs were developed for all GED courses. GED faculty proposed to award students who complete sequences of GED courses with Non-credit Certificates of Completion in the following areas:

- “Introductory Basic Math”
- “Critical Thinking Skills”
- “Introductory Language Skills”
- “Writing Proficiency for the GED”
- “Math Proficiency for the GED”
- “Competency in Liberal Arts for the GED”.

The goal is to submit these certificates for approval to AP&P in early spring 2009. Once approved at the local level, they will be submitted to the Chancellor’s Office for approval. This will assist us in helping to gain the necessary approvals to receive the additional funding.

To make sure that the GED faculty are current in their field, they attend a variety of staff development events, attend classes, with two of the three adjunct faculty are working on additional post-graduate degrees, which enhance their teaching strategies to better assist under-prepared students.

Scheduling

- 1.9 Course scheduling provides students with reasonable access to meet their educational objectives and promotes strong enrollment patterns.

GED courses are offered every semester, including intersession and summer terms. There were over 100 more students enrolled from fall 07 to fall 08 (Appendix A). It is notable that enrollment in the GED courses increased with the return of 4 week modules. Students expressed a need for the GED evening classes, which were canceled due to the lack of funds in years past. Reinstating evening classes and establishing a presence in Palmdale would enable students to obtain more flexible schedules to accommodate their needs.

With the increased funding levels it will be financially reasonable to offer more GED courses. The number of students has increased but the program has not grown to meet the demand. There is often 50-70 students on a waiting list for the next GED orientation to occur which could be 4 or more weeks away. It is a goal of the GED program to be able to meet the needs of our community by increasing the number of sections we offer and include an evening cohort program.

Course and Program Support

- 1.10 Faculty and staff are familiar with and work closely with other Student Services and Academic Affairs faculty and staff in program development and student referral.

The GED faculty work closely with each of the following areas and offices, often on a daily basis, but at least through their participation in GED 940 - Preparing for the Success in the GED class every 4 weeks: Assessment Center, CalWORKs, Job Placement Center, Library, Learning Center and Student Development and College Activities Office. The dean of the

GED program is also the dean of many of the above mentioned areas. As a result the involvement of those services in the orientation is assured.

The GED faculty consult with and make frequent referrals to Admissions and Records, Financial Aid, IMC, DSS, ESL, Learning Center and Library. GED faculty strive to maintain strong links with these programs to ensure accurate information and appropriate referrals.

- 1.11 Recent developments in instructional technology have been incorporated into courses and student support services consistent with the objectives of the programs and services.

GED faculty expose students to a variety of online instruments to achieve the prime objective of the program – preparing students for the battery of GED tests. All GED courses are consistent with the latest generation of the GED tests validated until 2012.

Articulation

- 1.12 Courses are articulated with institutions of higher education and local high schools.

N/A

College Mission

- 1.13 The courses and/or program meet one or more of the primary goals articulated in the College Mission Statement.

The GED program is committed to student success, offering value and opportunity for a diverse community of learners. One of the provisions in the College Mission statement articulates the value of the basic skills courses in reading, writing, and mathematics. GED courses reflect this aspect of the mission and offer students essential foundation skills that are necessary for success in college level courses and career advancement. Also, these non-credit courses contribute to personal enrichment and professional development and help students to be successful members of the community.

- 1.14 The courses and/or program meet one or more of the college's ILOs.

The GED courses reflect the following ILOs:

- Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
- Value and apply lifelong learning skills required for employment, basic skills, transfer education and personal development.
- Solve problems using oral and written communication, critical thinking and listening skills, planning and decision making skills, information literacy, and a variety of technologies.
- Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in a modern society.

- 1.15 The courses and/or program are consistent with plans articulated in the Educational Master Plan.

The GED Program was not addressed in the last Educational Master Plan and needs to be included in the next draft.

The non-credit GED courses are approved by the Academic Policies and Procedures (AP&P) committee and our program reflects the standards set by the Chancellor's Office for non-credit programs.

Summary of findings:

All of the GED courses have been revised to meet the needs of our students. GED Certificates of Completion have been created for students as they move through a sequence of classes to gain a sense of pride in their accomplishments. The GED program is critical to the mission of AVC and our students find that the GED program curriculum is relevant and it meets their needs. This is the first Program Review for GED, the first semester (fall 2008) that SLOs were written, therefore, there is no data collected yet. GED was not mentioned in the Educational Master Plan and the goal this semester is to get the GED program up to speed. Great strides have been made toward these efforts. The GED program has had many changes over the years and has seen a steady increase in the number of students served. With the current economic situation, we are expecting an even larger demand placed on the program.

List of major recommendations:

1. Begin the data collection process
2. Begin the assessment of the SLOs
3. Be included in the Educational Master Plan
4. Reinstate evening GED classes
5. Have institutional administrative stability
6. Gain approval for Certificates of Completion

Area 2.1 STUDENT SUPPORT AND DEVELOPMENT

- 2.1 The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

Although the College Mission does not specifically address GED, the vision clearly states that AVC helps provide students with a quality education that enriches lives and builds futures. The GED Program does this extremely well, by enriching lives and helping students build their futures.

- 2.2 The institution provides all prospective and currently enrolled students with current and accurate information about its programs, admissions policies, graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

During the GED orientation all of the above items are covered and specifically addressed so that students are aware of the expectations to succeed in the program and in AVC. Additionally, we provide them information and logistics of the GED exam so that they are

fully aware of the final culminating activity, even though the GED exam is not given at AVC.

- 2.3 The program identifies the educational support needs of its student population and provides appropriate services to address those needs.

During the GED orientation all relevant student and academic support services are introduced to the student and they are given a campus tour, information about all aspects of the Learning Center, information about the Job Placement Center and the Library, Disabled Student Services, and an explanation of CalWORKs rules and regulations. The students also complete a comprehensive battery of assessments for academic placement purposes. Additionally, the goals of the GED program are reviewed, workshops on study skills are given, specifically in math, reading a textbook, creating study aids, aiming for A's, note taking, and managing school-related stress. AVC computer guidelines are shared and the use of internet search engines and computer links, as well as, the use of basic skills software are demonstrated.

This formal structured approach has provided students the learning environment they need to be successful. The only other location in the Antelope Valley that teaches GED is the AVUHSD Adult School. Their classes are overcrowded and they do not provide instruction in the formal setting as AVC does. The students who have come from that program have had much more success at AVC because of the learning environment that is created by the faculty.

Two additional areas where the faculty are planning to expand to address the student population changes are: the introduction of peer mentoring by current GED students to help students, and reintroduce an evening cohort to accommodate the diverse scheduling needs of our students.

- 2.4 The program involves students, as appropriate, in planning and evaluating student support and development services.

During the orientation and throughout the program students have on going interaction with the faculty in determining their educational plan. This is used to assess what classes and at which level of the GED courses the student should be placed in and what academic support services they might need. Additionally, other college courses they might enroll in as a concurrent enrollment, if appropriate, are assessed at that time to help the student reach their educational goal. During these opportunities for interaction the students' learning styles are assessed and explained. Referrals are made to the Learning Center and DSS when appropriate.

Student evaluations were conducted during fall 2008 for this program review to determine students' satisfaction. The results indicate that the students have a high level of satisfaction with both the program and the faculty (Appendix B and C).

Another way of involving students and their families is reinstatement of the GED Recognition Ceremony which is planned for spring 2009. The ceremony gave public recognition to the students who completed the highest of the GED courses and those who

have passed the GED test. Once the certificated programs are approved, Certificates of Completion will be awarded during the ceremony.

- 2.5 Admissions and assessment instruments and placement practices are designed to reduce bias and are regularly evaluated to assure effectiveness.

The GED program has a modified open entrance and open exit admission policy which allows students to enter the program either as a full semester student (16 weeks) or every four (4) weeks through out the semester when modules are offered. This policy is consistent with CalWORKs activities in meeting the needs of the students in that program.

There are four multiple measure assessments used during the GED orientation. These are the college Compass assessment used for all students, the CASAS Adult Basic Education Test which focuses on correlation between student's GED readiness and high school/middle school grade level. The students are given GED Interactive which is a complete simulation of the actual GED exam. The last assessment the students are given is a writing sample which is consistent with the writing skills test of the GED exam. The combination of these assessments assists the faculty in determining the appropriate class placement for each student to meet their educational needs.

Behavioral Inventory and Learning Styles Inventory are given to each student during the orientation to help them learn about their learning styles as they are introduced to the academic study strategies and learn how to improve their success in their GED classes.

- 2.6 The program provides appropriate comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

Currently the GED classes are only offered at the main Lancaster campus and only during the day. In the past there was a very successful evening program and the faculty, students and the CalWORKs staff would like to reinstate this component. As the economy worsens there will be a greater community demand to obtain the GED certificate. This will increase the need for more GED classes. There is a strong demand for more GED classes both at Lancaster and in Palmdale, but it is fiscally more responsible to do so once AVC receives the higher funding formula. This can be accomplished after the GED program has their certificate programs approved by AP&P at their February 2009 meeting.

- 2.7 The institution, in keeping with its mission, creates and maintains a campus climate that serves and supports its diverse student population.

The GED students, by the very nature of the program, are unique and different than many of the other college students. Their goals are specific to obtaining a GED so that they can often gain or improve their immediate employment opportunities. Students come to this program from all walks of life and with varied ethnic, social, cultural, and educational backgrounds. The program serves students who are at least 18 years of age. In the past the program has seen parent and child teams successfully complete the courses together at AVC.

Because of the unique nature of the population and the often difficult educational histories the students have faced, drop outs are common. The GED program had an Instructional

Assistant who helped students to work through their education and personal challenges that affected their participation. From 2001-2005 this position helped the students be retained. When the position was eliminated in 2005, the number of students retained was reduced. This also was the time that many other aspects of the program were eliminated and most of the non-classroom support functions were terminated. There is a need to provide additional support to these students as in years past.

- 2.8 The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

All GED students can participate in all college activities although there are no specific activities designed just for GED students. With the introduction of peer mentors there should be an opportunity for more student engagement activities that would help encourage students to be more connected to each other, to the program, and to AVC.

The reinstatement of the Recognition Ceremony is one example of co-curricular activity designed specifically for the GED students.

- 2.9 Student records are maintained permanently, securely, and confidentially, with provision for secure back up of all files, regardless of the form in which those files are maintained.

Files are maintained on each student which is kept in a locked file cabinet in ME 115 which serves as the GED classroom and lab. The files contain student assessments, faculty-student's meeting notes, follow up activities, student's educational plans on a semester basis, and any other pertained information such as referrals.

- 2.10 The program systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

As of fall 2008, the GED faculty has been meeting on a regular basis and are addressing issues that affect the program, such as, SLOs, Program Review, certificate course approval, course revisions, funding requests, student support and other vital program needs. In the past all the above mentioned items have been the responsibility of the one full-time faculty member. The teamwork approach that has occurred since fall 2008 allowed completion of all the above mentioned tasks on time. Throughout this semester, great strides and a stronger working relationship between the full time faculty, adjunct faculty and the dean has been developed to benefit students enrolled in the GED program.

Because of this Program Review and the other strides we have accomplished this fall; SLOs, 20 course revisions, and the approval of GED Certificates of Completions, we expect that the GED program will be included in the next Educational Master Plan and other institutional planning documents.

Summary of findings:

In the survey conducted in fall 08, the students rated the GED program and faculty, as either Excellent or Good in all areas. It is clear that the GED program in doing many things right. In years past there has been more support for students but the principal staff support position was lost. There is a need to reinstate that position. To help off set this a little, a

new program has been instituted, the peer mentor program. This program connects a currently enrolled successful GED student to help other GED students. The need to expand the GED program in two ways has been discussed: one is by reinstate evening GED classes and the other is by establishing a GED presence at the Palmdale site. The one area that needs to be corrected is that the GED program needs to be included in all the official planning documents of the college i.e. Educational Master Plan.

List of major recommendations:

1. Offer evening GED classes
2. Offer GED classes at the Palmdale site
3. Reinstate the position to provide support services to students
4. Find ways to help the students be more engaged to each other, to the program and to AVC
5. Include GED in official planning documents of the college i.e. Educational Master Plan

Area 3. PROGRAM AND STUDENT LEARNING OUTCOMES

- 3.1 Expectations for PLOs and SLOs are clearly articulated and are used in assessing the effectiveness of the program and service provided.

The GED faculty developed and finalized SLOs for all 20 GED courses during several staff meetings throughout fall 2008. GED SLOs were submitted to and approved by the SLO and AP&P committees in November 2008 and are posted on the college website.

- 3.2 Student evaluations are an integral part of the assessment of program effectiveness.

The GED program has not consistently used a student evaluation process due to the instabilities of organization and leadership experienced until recently. Effective fall 08, the faculty developed an appropriate evaluation process.

- 3.3 Job placement data are an integral part of the assessment for the effectiveness of vocational programs.

N/A

Summary of findings:

There has been insufficient time since adoption to evaluate the impact of the SLO process. Further, the lack of an evaluation process has prevented its implementation, use, and evaluation. This is an area that will be focused on in the future. Additionally, the GED faculty will develop PLOs during spring 09.

List of major recommendations:

1. Continue using SLOs and begin the assessment process.
2. Improve student evaluations.
3. Begin the evaluation process of PLOs.

Area 4. PERSONNEL AND SUPPORT SERVICES

- 4.1 The ratio of full-time to part-time faculty and staff provides students with a quality of instruction, and services consistent with students' needs and the goals of the program.

Currently there is only one full time tenured 10 month teaching faculty member and 3 adjunct faculty in the GED program. However, the history of the GED faculty has been interesting. In 2001, there was one full-time 12 month non-teaching faculty member and a number of adjunct faculty. The full time faculty member also served as the program coordinator and conducted all student orientations, intake, assessments, placement and follow-up with the students. In 2004, a second 10 month faculty member was added to teach courses in a pre-GED program called Journey. This program was intended for students with below a 3rd grade reading level and there were not enough students enrolled to fill the classes. When the faculty member left the institution, the position was moved to another division and the Journey program was discontinued. During the same time, the decision was made to change the other faculty position to a 10 month teaching faculty position with no coordination time allocated.

This was the same time that the funding for the student support services aspect of the program was also eliminated. The instructional assistant helped work directly with the students to keep them on track in their classes and adjust to the academic expectation of the GED program.

The one full time faculty and three adjunct faculty currently teaching in the program are extremely dedicated, but only able to teach day time classes. The GED program currently has about 80 students (headcount) with 385 duplicated enrollments in classes for fall 08 at all levels. There is a need to teach more classes, especially at night. The next step in the GED program is to provide adequate services to students and by expanding the GED program to students in the evening.

The GED program has also requested funds from the Basic Skills committee to reinstate the student support position called an Educational Advisor. The position was approved, then modified but due to budget constraints, might not be funded at all. So the GED faculty has identified a number of successful GED students who can serve as peer mentors in the program. They will help new students meet the GED expectations and goals of the program.

As the economic development of the Antelope Valley worsens, it is critical that the college be in a position to deliver on promises. The college needs to be able to provide GED classes for students who want to earn their GED and make the GED program accessible to students, i.e. maintain the module schedule and add an evening program. By offering classes and not offering the support elements needed for this highly at risk population defeats the purpose. For all of these students, there were a number of reasons in their past why they did not get their high school diploma. The college must now help them overcome these barriers so that they can accomplish their goals. Adequate resources are needed to make this happen.

The college needs to reinstate the 12 month faculty position which allows for the program coordination time. At this point, program coordination is being funded at a piece meal approach which in the long run causes more paperwork and time for a number of offices and

costs the same amount of money if not more. There is also the added concern that funding might not occur. Unstable funding has led to reduction in GED classes and student support services. Additionally, reinstating the student support person will help these students be more successful and complete the program.

- 4.2 The ratio of full-time to part-time faculty and staff provides adequate personnel responsible for program evaluation and revision.

There needs to be one additional full time faculty and the student support staff personnel position needs to be reinstated to adequately meet the needs of the students.

- 4.3 There are adequate full-time faculty and staff to meet program needs.

For the program to meet the needs of the community at least one more full-time faculty member would be needed. When funding levels get increased by the state (which should occur with the approval of our certificates) this request will be made through the appropriate process. By only having one full time faculty in the program, there are limitations on what can occur and by adding an additional faculty member and the student support position back, the students will benefit and move through the program and complete the GED courses in a timelier manner.

- 4.4 There is adequate support staff to meet program needs.

There is no support staff in the GED program at this time. To ensure the students' success one full time support person is needed. With the recent economic downturn, the need for more educated employees will increase which will place a higher demand on the GED program. The request for an Educational Advisor has been made to the Basic Skills committee but the funding is in question.

- 4.5 There are adequate staff development opportunities to enhance the effectiveness of all staff in meeting the goals and objectives of the program as well as the professional development of staff.

The faculty members attend profession development opportunities through Professional Development. The one full time faculty person is a member of the Basic Skills committee and also teaches in the Math, Science and Engineering Division and has attended a number of conferences as it relates to these topic areas. The adjunct faculty also participate in trainings related to Basic Skills.

- 4.6 Full-time faculty are actively involved in the process of hiring and evaluating faculty.

The full time faculty are involved in hiring any additional adjunct faculty members added to the GED program.

- 4.7 The evaluation of staff is systematic and conducted at appropriate intervals. Follow-up to evaluation is timely and systematic.

The evaluation of faculty follows the prescribed policy.

4.8 The evaluation processes assess effectiveness and encourage improvement.

As with all evaluation processes the focus is on creating a supportive environment so that the program and the personnel are effective and there is a constant desire to make improvements that help the faculty and the program.

Summary of findings:

The faculty who teach currently in the program are trying to meet the needs of the students as best they can, and do a great job. There is a need to reinstate the full time faculty back to the 12 month program coordination /teaching faculty role. At least one additional faculty member is needed to be added to support the program, specifically if we are to expand to provide an evening cohort and increase access. The student support person is also a critical need of the GED program as well.

List of major recommendations:

1. Reinstate the current 10 month faculty position back to a 12 month faculty coordinator/teaching position
2. Hire at least one more faculty member
3. Reinstate the position to provide support services to students
4. Offer evening GED classes

Area 5. FACILITIES, EQUIPMENT, AND TECHNOLOGY

5.1 Facilities are appropriate for effective teaching, learning, counseling, and/or other services.

The classrooms used by the GED program are traditional computer lab rooms. ME 113 needs remodeling and updating, primarily by removing old furniture and equipment which is no longer in service. ME 115 is a difficult room for students in traditional classroom environments as there is insufficient desk and table space for students.

ME 115 is used as a classroom for lecture and as a computer lab but the computer support is often lacking. Currently there is no computer technician assigned to GED and when there is an issue or concern, there is often a delay in getting the problem resolved which has direct consequences on student success. The position of technician had a multi-dimensional role whose impact often exceeded the formal job description, functioning as part of a social and educational support system.

Additionally, there is a need for a smart cart that can be moved between the two classrooms to support faculty instruction. Requests will be made to either Prop 20 or Instructional Block Grant funds. Also there is a need for a copier, printer, fax (an all in one) for the faculty member's computer. The cost of fixing the current printer unit is more expensive than replacing it with a more updated all in one system.

Faculty office space holds many challenges for the full time faculty member. The office space is accessible only by transitioning a classroom and the office formerly housing the

technician/student support person and student assistants, which is now often used for storage since there is no other location. This space will be transformed, and the new peer mentors will begin to use this space. Adjunct faculty have no space for private consultations and meetings with students.

- 5.2 Equipment and technology are appropriate for effective teaching, learning, counseling, and/or other services.

Computer equipment in ME 115 is outdated. The equipment in ME 113 is superior. The most effective use of resources would be to surplus the equipment in ME 115 and replace it with the computer stations presently in ME 113 and create one good computer lab in ME 115 and keep ME 113 as a lecture classroom.

- 5.3 Program support space is adequate to ensure the effective operation of the educational program and related support activities.

The existing space for program support (between the full-time faculty office and ME 115) is not in use at this time, but as of fall 08 there are plans to use this space for peer mentors.

- 5.4 The safety of the facilities and equipment are reasonable and adequate.

There are two safety concerns with the layout of ME 115. The full-time faculty office lies behind a lockable door separating the work space (peer mentor) space from the classroom, effectively isolating the faculty member. If an issue arises where the faculty member needs to leave the room, he would not be able to exit past the students. The other issue is the very narrow aisle space between the computer stations in ME 115, which may impede emergency egress.

Summary of findings:

Current office space, technology and equipment are insufficient to meet the needs of the GED faculty. The arrangement of space creates issues of confidentiality and could put the faculty member in a compromising position. The layout of the computer in ME 115 as it relates to the partial blockage of aisles in emergencies is also noted.

List of major recommendations:

1. Assess the computers in ME 115 and 113 and rearrange to create one good computer lab and remove all obsolete computers.
2. Purchase an all in one printer, copier, fax for the faculty member.
3. Purchase a smart cart that can be moved to support instruction in both classrooms.
4. Address the safety issues in ME 115.
5. Identify space for adjunct faculty to meet with students.
6. Assess the space for more effective use by the summer 09.

Area 6. FISCAL SUPPORT

- 6.1 During the period under review, resources have been used effectively to support programs and services.

The funding for the GED program is very limited. The costs currently include the salary of one full-time 10 month faculty member and the cost of the salaries for the three (3) adjunct faculty. Because GED is a non-credit program there are some non-credit matriculation funds that GED generates and therefore uses. The amount is about \$12,000 annually. This is spent on overload hours for the full-time faculty member to conduct orientation, assessment and placement sessions with students every four weeks during the semesters, in intersession and summer. There is no supply budget except for what ever is left over from the \$12,000 mentioned above. The dean's office budget absorbs all other supplies for the program that the faculty might need, as well as, provides clerical support to the program.

Also, GED has been able to use the Instructional Block Grant funds allocated to Student Services to help support the program, although these funds are given by Academic Affairs and are often not allocated for GED use. Prop 20 funds have not been allotted to GED in the past.

During the 2008-09 the GED program requested funds and was successful in receiving additional funding from the Basic Skills Initiative.

The GED program has had a major change during the 2008-09 school year which could affect the funding for the college. Under the leadership of the new dean, the faculty undertook the overwhelming task of updating all the CORs for all 20 courses (eliminating the others as obsolete) and writing the SLOs for all classes. These were submitted to the AP&P and the SLO committee in fall 08. Once approval is received, these courses and the SLOs will be used to create a number of certificates that will be submitted to AP&P. Once approval is received at AP&P, the certificates will be submitted to the Chancellor's office. The goal is to move this program towards offering certificates as per the state approved process and receive the Work Readiness funding level and receive additional funding for the district, which in turn, we hope will help support the GED program directly.

There is a relationship between the GED program and the CalWORKs Office. Currently the CalWORKs Office hosts the Orientation meetings for students and does the initial intake meetings when students ask about obtaining their GED. The expenses are incurred by CalWORKs and the collaboration and coordination between the GED program and the CalWORKs office has not been as tightly allied as it could be and better collaboration could enhance both programs. In spring 09 there will be a stronger connection between the two programs. The connectivity has already begun as part of the peer mentoring program since the GED peer mentor students are funded by the CalWORKs work-study program.

6.2 Current and anticipated funding is adequate to maintain high quality programs and services.

There are very little District funds spent on the GED program other than salaries. All other funds come from categorical funding: non-credit matriculation, Instructional Block Grant funds, and Basic Skills funds. The program faculty and the dean are always looking for additional funding opportunities to support the program. The new higher funding base for these classes once these certificates are approved will help AVC to receive the additional funds for these courses. Hopefully one of the areas we can look to receive funding is at the remodel opportunities of ME 115 to make improvements to the classroom and the faculty office space.

6.3 Anticipated funding is adequate for the development of revised and new programs.

For the GED program to move forward and continue to be a quality program to meet the community needs the following is needed:

1. Move the full time faculty from 10 months to 12 months to include program coordination responsibilities
2. Offer evening GED courses with additional full time and adjunct faculty
3. Offer GED in both Lancaster and Palmdale locations
4. Hire a student support assistant – Educational Advisor that helps these at risk students be successful
5. Create a District supply and equipment/replacement budget
6. Garner funds for a marketing brochure that can be used at Outreach events and to specific target markets i.e. GAIN Offices, OneStops, WorkSource
7. Garner funds to sponsor a GED “graduation” ceremony of those students who complete certificates (once approved by the state) and those who pass the GED test.

If the GED program continues to have a steady enrollment, one full-time faculty will not be enough, but at this point the needs are being met well by the dedication and passion of the full time and adjunct faculty in the program.

In relation to facilities, the GED program currently has two classrooms, ME 113 and ME 115. These two rooms work very well for the faculty at this point; there is no need to expand the facilities on the main campus. We currently do not teach any GED classes in Palmdale and space would need to be identified if we were to expand to the Palmdale location.

The other funding needs is the desire of the faculty to bring back the GED “graduation” ceremony for students who either complete certificates and those students who pass the highest level of our GED course. Student who let us know that they have passed the GED exam will also be recognized.

The other funding needs have been addressed in other areas of this Program Review.

Summary of findings:

The funding for the program is limited. There is only one faculty member and adjunct faculty. All funding is supported or absorbed into other budgets or is piece-mealed. This leaves no opportunities for planning since there is no true ongoing financial support for supplies and equipment, let alone program enhancements. With the approval of the certificates offered by GED, AVC will be eligible for enhanced funding. With this increase coming to AVC, there is a hope that the GED program will directly benefit for this funding. The other financial support is by the CalWORKs program. The staff provides orientation and intake with students, as well as, pays the student salaries of the peer mentors who qualify for CalWORKs work study.

List of major recommendations:

1. Move the full time faculty from 10 months to 12 months to include program coordination responsibilities
2. Hire at least one more full time faculty member
3. Expand the courses offer in Lancaster by creating an evening program
4. Offer courses at the Palmdale site
5. Hire a student support person – Educational Advisor that helps at risk students be successful
6. Create a District supply and equipment/replacement budget
7. Garner funds for a marketing brochure that can be used at Outreach events and to specific target markets i.e. GAIN Offices, OneStops, WorkSource
8. Garner funds to sponsor a GED “graduation” ceremony of those students who complete certificates (once approved by the state) and those who pass the GED test.

Area 7. COMMUNITY OUTREACH AND PROGRAM AWARENESS

7.1 Staff maintains appropriate links with community.

Currently the faculty is not involved in any direct outreach in the community. In years past, the faculty participated in outreach events with the Outreach Office. When both the GED program and the Outreach department were restructured, these activities stopped. The outreach for the GED program was moved to the CalWORKs department and as students come into that department they are directed to the GED orientation class or placed on the waiting list. The GED program holds an orientation every 4 weeks to help students enter the program, either at the beginning of the semester or into the modules, which enables the students to begin working on their GED as soon as possible.

The GED faculty are currently in the process of revising the GED brochure so that the Outreach and CalWORKs department can help in the outreach efforts. There is a need to have stronger ties with the community but with only one full time faculty member, three adjunct faculty members and one dean, there are limits as to what can be done at this point. There is a need for the GED faculty to assess what additional activities can be done to create stronger links with the community.

7.2 Staff makes appropriate efforts to inform the community and students about each program and facilitate student participation in those programs.

In the last four months, under the new dean, stronger efforts have been made to create stronger connections between the CalWORKs program, the GED program, the Outreach Department and the greater Antelope Valley Community. The need for a brochure that outlines the GED program was necessary to let the community know about the GED program and the faculty with the help of the Graphic Artists developed one in fall 2008.

7.3 Where appropriate, advisory committees meet regularly and support the development of programs and services.

There is no advisory committee for the GED program. The GED program has basically worked independently and only through word of mouth through the CalWORKs program and the GAIN workers.

Summary of findings:

There has not been a strong presence in the community regarding the AVC GED program. It is clear that there is a need to have stronger links with the community so the faculty and dean will work harder in this area. It is also clear that there needs to be a stronger connection on campus as well for the faculty and staff to work together to help support each other and the students.

List of major recommendations:

1. Assess what avenues the GED faculty can take to create stronger links with the community.
2. Create better collaboration and corroboration with the Outreach department in marketing the GED program.
3. Enhance the relationship between GED and CalWORKs.

Area 8. STATE AND FEDERAL COMPLIANCE

8.1 Program adheres to all state and federal guidelines.

N/A

8.2 Program adheres to all college policies and procedures.

Yes the program and the employees adheres to all college policies and procedures.

Summary of findings:

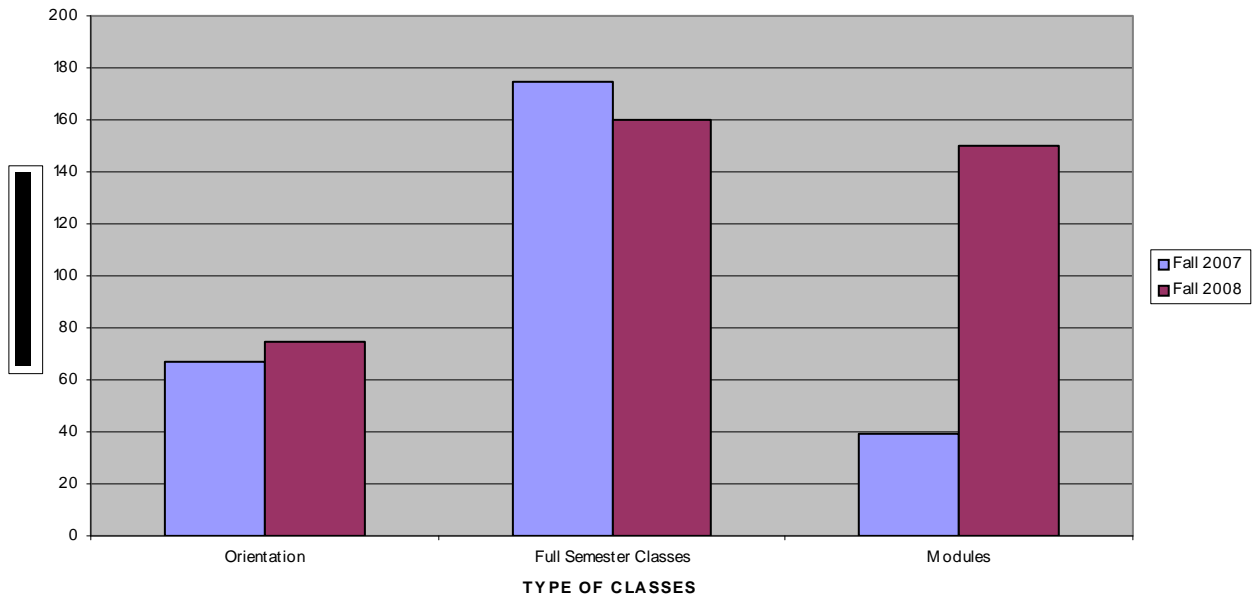
The GED faculty will continue to adhere to all college policies and procedures.

List of major recommendations:

None

GED CLASSES

Appendix A



Classes	Fall 2007	Fall 2008
Orientation	67	75
Full Semester Classes	175	160
Modules	39	150
Totals	281	385

This survey is to help us evaluate how well this program is serving you. Please answer each question as honestly as possible by circling your response. You may add comments. Please especially add comments to any question that you mark “No”.

Instructor: _____

Course: _____

Please evaluate your instructor in each of these areas:

1. The instructor provided me with the information I needed to know about the GED program.

Yes No Comment: 15 Yes 0 No

2. The instructor is helpful and responds to the needs of new GED students.

Yes No Comment: 15 Yes 0 No

3. The instructor is encouraging.

Yes No Comment: 15 Yes 0 No

4. The instructor is considerate and interested in the students.

Yes No Comment: 15 Yes 0 No

5. My instructor treats me respectfully as another adult.

Yes No Comment: 15 Yes 0 No

6. The instructor is organized and is prepared for each day at Orientation to College Life.

Yes No Comment: 15 Yes 0 No

7. The instructor is clear and understandable.

Yes No Comment: 14 Yes 1 No

8. The instructor encourages questions from the students.

Yes No Comment: 15 Yes 0 No

9. The instructor gives students a fair evaluation for beginning GED classes.

Yes No Comment: 15 Yes 0 No

10. I learned something new about the GED program from this orientation.

Yes No Comment: 15 Yes 0 No

11. I feel less confused about my participation in the GED program.

Yes No Comment: 15 Yes 0 No

This survey is to help us evaluate how well this program is serving you. Please answer each question as honestly as possible by circling your response. You may add comments. Please especially add comments to any question that you mark needs improvement.

A=Excellent; B=Good; C=Satisfactory D=Needs Improvement

Instructor: _____ Course: _____

Please evaluate your instructor in each of these areas:

12. The instructor is knowledgeable about the subject he/she teaches.
A B C D Comment: 16-A's
13. The instructor is helpful and responds to the students' needs:
A B C D Comment: 15-A's 1-B
14. The instructor is encouraging:
A B C D Comment: 13-A's 3-B's
15. The instructor is considerate and interested in the students:
A B C D Comment: 13-A's 3-B's
16. My instructor treats me respectfully as another adult:
A B C D Comment: 16-A's
17. The instructor is organized and is prepared for each class:
A B C D Comment: 15-A's 1-B
18. The instructor is clear and understandable:
A B C D Comment: 14-A's 2-B's
19. The instructor encourages questions from the students:
A B C D Comment: 14-A's 2-B's
20. The instructor is fair about listening to different opinions:
A B C D Comment: 16-A's
21. The instructor makes sure students understand the answers to their questions:
A B C D Comment: 16-A's
22. The instructor reviews homework assignments:
A B C D Comment: 12-A's 3-B's 1-C
23. The instructor gives fair examinations:
A B C D Comment: 14-A's 2-B's
24. The instructor reviews examinations and explains the correct answers:
A B C D Comment: 15-A's 1-B
25. The instructor grades fairly:
A B C D Comment: 15-A's 1-B
26. The instructor returns students' homework/tests in a reasonable amount of time:
A B C D Comment: 16-A's
27. The instructor explains how to use the class material in "real life":
A B C D Comment: 12-A's 4-B's
28. How would you rate the instructor overall?
A B C D Comment: Left Blank because there are several instructors.