WTCS Adult Basic Education Program Self-Assessment Process Guide

Last Updated: July 11, 2018

WISCONSIN
TECHNICAL COLLEGE
SYSTEM

we are futuremakers

Contents

The following ABE resources will be useful for _any_ ABE program, and use of these resources will be required for _all_ AEFL funded programs.

Introduction

The Adult Basic Education Program Self-Assessment Survey will be used by service providers to assess the current status of their ABE program, identify areas of need or growth, and establish the next steps required to reach an "At Scale" status for each performance indicator. It is suggested that a local Cross-functional Evaluation Team be created to conduct and monitor the self-assessment, and this team should include members from <u>outside</u> the institution. The initial self-assessment results will be used as a baseline for the institution's program status, and there is no need to be concerned if the Evaluation Team determines many of the performance indicators are currently evaluated as "Not Occurring" or "Not Systematic." This is normal, and the goal of this assessment is to facilitate methodical, intentional improvements and track your program's growth over time. The results of the self-assessment will not (and should not) be used by the System Office or any other administrative authority for any purpose other than monitoring the current health, growth, and development of the program.

Self-Assessment Components & Scale Overview

The Cross-functional Evaluation Team will convene at least once every four years to complete the self-assessment, and it is recommended that a wide variety of roles within the institution should be included in the Cross-functional Evaluation Team to ensure the experiential scope of the assessment is as comprehensive as it possibly can be. There are six evaluation categories represented in the self-assessment, and each of these categories will include a list of specific performance indicators that should be occurring within the institution's ABE Program. The program's current status for each performance indicator will be assessed and given a ranking from the scale provided. Examples of the program's progress to date and "next steps" timeline for each of the performance indicators should also be completed by the Evaluation Team.

ABE PROGRAM SELF-ASSESSMENT CATEGORIES & MEASURES

1. Intake Process, Skills Assessment, & Related Program Onboarding Processes

2. Staff Qualifications & Staff Professional Development

3. Internal/External Coordination, Outreach, and Planning

4. Advancing Learners Towards Their Goals

5. High Quality Instruction & Services

6. Information Management – System Usage, Reporting, and Continuous Improvement

ABE PROGRAM SELF-ASSESSMENT STATUS RANKING SCALE

- **Not Occurring**: Provider's program is currently not following or planning to follow this practice
- **Not Systematic**: Practice is incomplete, inconsistent, informal, and/or optional
- **Planning to Scale**: Provider's program is planning to implement the practice at scale
- **Scaling in Progress**: Implementation of the practice is in progress for all ABE/ELL students
- **At Scale**: Provider's program is implemented at scale—that is, for all ABE/ELL students

Self-Assessment Process Overview & Timeline

The Adult Basic Education Program Self-Assessment Survey should be conducted **at least once every four years** by the Cross-functional Evaluation Team (each institution will establish their own Cross-functional Evaluation Team). The timeline will vary depending on the size of the institution and the availability of the Cross-functional Team members, but each institution should allow approximately six months to review the ABE Program Self-Assessment criteria and process, convene the Cross-functional Evaluation Team, and gather the necessary data and/or information about the ABE Program that will be used to complete the self-assessment.

TIMELINE OF BASIC STEPS:

| 1 Initial Review of Self-Assessment Criteria | 2 Build Cross-Functional Evaluation Team | 3 Convene Evaluation Team & Develop Action Plan for Information Gathering | 4 Complete Self-Assessment with Current Program Status | 5 Complete "Next Steps" Based on ABE Requirements & Institutional Goals |
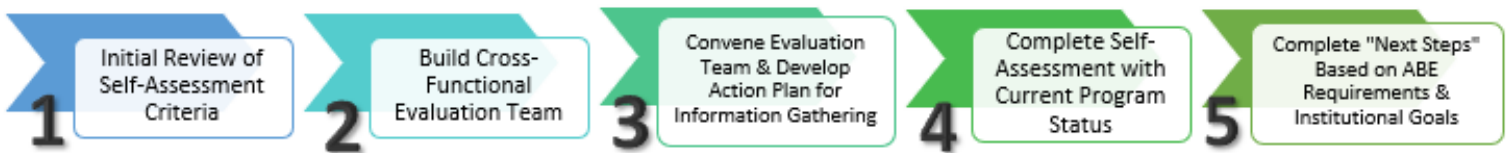
HOW TO COMPLETE THE SELF-ASSESSMENT SURVEY:

Outlined below are the 4 basic steps for completing the ABE Program Self-Assessment Survey along with some helpful information to consider when planning for or taking part in this self-assessment process.

1. The ABE Self-Assessment Survey is comprised of 6 categories and listed within each category are individual performance measures. All of these measures will need to be addressed and rated by the Cross-functional Evaluation Team. It is recommended that the Cross-functional Evaluation Team is comprised of a variety of roles/backgrounds, and it is especially important to try to include members who are knowledgeable about WIOA and the Student Success Center Network. As a System, we should be actively working toward integrating these different initiatives for the benefit of our students as well as for the benefit of faculty and staff.

ABE Program Evaluation Categories & Measures	Status at Our College/Agency	Progress to Date & Evidence of Practice Status	Next Steps Toward Achieving AT SCALE Status in this Practice
1. INTAKE PROCESS, SKILLS ASSESSMENT, & RELATED PROGRAM ONBOARDING PROCESSES a. All students enter the program through a comprehensive intake/orientation process where students are screened to explore their goals, identify their needs, and are told about the full range of collaborative opportunities available to them. Intake/orientation includes a minimum of 12 hours of service.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* ●	*Next steps:* ● *Timeline for implementing next steps:* ●

2. Select your institution's current status ranking for each measure. Be sure to discuss which rankings are appropriate with all members of the Cross-functional Team (this is why it is important to have a variety of roles represented on the team and also team members who are familiar with the Student Success Center work). It is very common for institutions to initially have many "Not Occurring" or "Not Systematic" rankings, so don't be alarmed if that is the case for your institution. The primary goal of this assessment is to facilitate *intentional growth* in these areas.

ABE Program Evaluation Categories & Measures	Status at Our College/Agency	Progress to Date & Evidence of Practice Status	Next Steps Toward Achieving AT SCALE Status in this Practice
1. INTAKE PROCESS, SKILLS ASSESSMENT, & RELATED PROGRAM ONBOARDING PROCESSES a. All students enter the program through a comprehensive intake/orientation process where students are screened to explore their goals, identify their needs, and are told about the full range of collaborative opportunities available to them. Intake/orientation includes a minimum of 12 hours of service.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	Progress to date: •	Next steps: • Timeline for implementing next steps: •

3. Briefly summarize the practices or tools that are already in place at your institution for each measure. These examples are the evidence that should be used to support the current rating that was chosen for each measure.
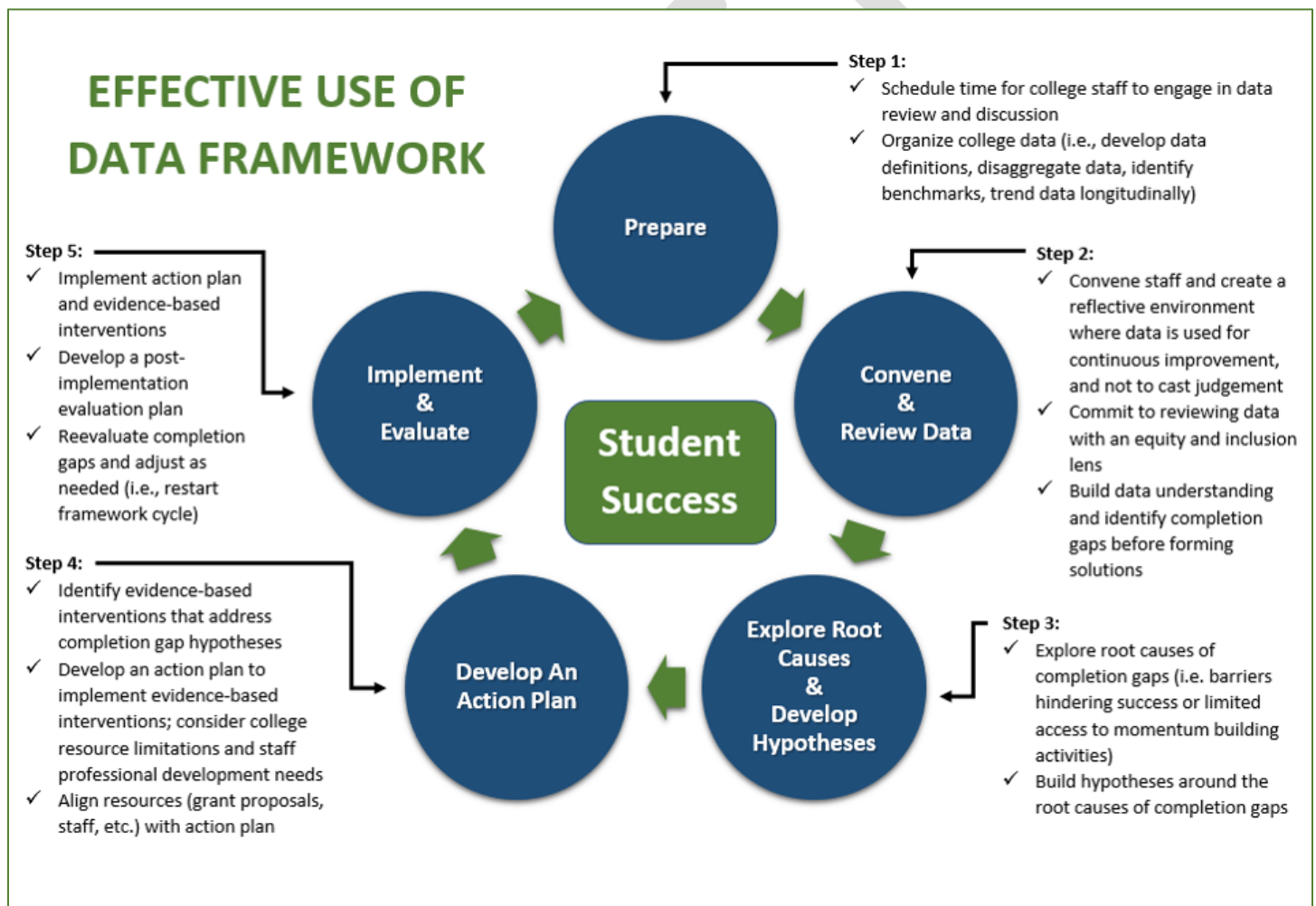
ABE Program Evaluation Categories & Measures	Status at Our College/Agency	Progress to Date & Evidence of Practice Status	Next Steps Toward Achieving AT SCALE Status in this Practice
1. INTAKE PROCESS, SKILLS ASSESSMENT, & RELATED PROGRAM ONBOARDING PROCESSES a. All students enter the program through a comprehensive intake/orientation process where students are screened to explore their goals, identify their needs, and are told about the full range of collaborative opportunities available to them. Intake/orientation includes a minimum of 12 hours of service.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	Progress to date: •	Next steps: • Timeline for implementing next steps: •

4. Briefly outline the next steps that your institution is planning to take to make progress towards achieving an "At Scale" status ranking for each measure and the targeted timeframe for completing these steps.

ABE Program Evaluation Categories & Measures	Status at Our College/Agency	Progress to Date & Evidence of Practice Status	Next Steps Toward Achieving AT SCALE Status in this Practice
1. INTAKE PROCESS, SKILLS ASSESSMENT, & RELATED PROGRAM ONBOARDING PROCESSES a. All students enter the program through a comprehensive intake/orientation process where students are screened to explore their goals, identify their needs, and are told about the full range of collaborative opportunities available to them. Intake/orientation includes a minimum of 12 hours of service.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	Progress to date: •	Next steps: • Timeline for implementing next steps: •

How To Effectively Use Data To Drive Change

It is important to remember that the self-assessment process should not be a short-term project that only comes into focus once every four years. The data gathered by the Cross-functional Evaluation Team during the assessment should identify which measures need attention within your institution and be the driving factor behind the implementation of sustainable best practices and positive changes within your ABE Program. It should be noted that this self-assessment will be completed every four years (at least), but the efficacy of the changes that are implemented within your institution and program will still need to be continuously monitored. When convening to complete the self-assessment, the Cross-functional Evaluation Team should also establish the method, frequency, and persons/roles responsible for monitoring this progress and gathering the necessary data. Below is a visual outlining an easy-to-follow framework for effectively using data that might be helpful to reference before and throughout the ABE Program self-assessment process.

EFFECTIVE USE OF DATA FRAMEWORK

Student Success

Prepare

Convene & Review Data

Explore Root Causes & Develop Hypotheses

Develop An Action Plan

Implement & Evaluate

Step 1:
- ✓ Schedule time for college staff to engage in data review and discussion
- ✓ Organize college data (i.e., develop data definitions, disaggregate data, identify benchmarks, trend data longitudinally)

Step 2:
- ✓ Convene staff and create a reflective environment where data is used for continuous improvement, and not to cast judgement
- ✓ Commit to reviewing data with an equity and inclusion lens
- ✓ Build data understanding and identify completion gaps before forming solutions

Step 3:
- ✓ Explore root causes of completion gaps (i.e. barriers hindering success or limited access to momentum building activities)
- ✓ Build hypotheses around the root causes of completion gaps

Step 4:
- ✓ Identify evidence-based interventions that address completion gap hypotheses
- ✓ Develop an action plan to implement evidence-based interventions; consider college resource limitations and staff professional development needs
- ✓ Align resources (grant proposals, staff, etc.) with action plan

Step 5:
- ✓ Implement action plan and evidence-based interventions
- ✓ Develop a post-implementation evaluation plan
- ✓ Reevaluate completion gaps and adjust as needed (i.e., restart framework cycle)

How To Submit The Self-Assessment Materials

PART 1: LIST OF MATERIALS THAT MUST BE SUBMITTED

There are only 2 documents that must be submitted to the System Office upon completion of every ABE Program Self-Assessment:

1. **The ABE Program Self-Assessment Survey**
2. **The ABE Program Self-Assessment Summary Worksheet**

These two items should be submitted via email to the contact(s) identified in the ABE Program Self-Assessment Survey (page 1). Blank copies of these documents are available on MyWTCS.edu and can easily be found by performing a basic search on the website for the specific document titles listed above.

PART 2: COMPLETING THE ABE PROGRAM SELF-ASSESSMENT SUMMARY WORKSHEET

After completing the ABE Program Self-Assessment Survey, the Cross-functional Evaluation Team will need to complete the ABE Self-Assessment Summary Worksheet. It is important to note that while it is necessary to regularly perform a comprehensive program assessment, the Cross-functional Evaluation Team will need to identify only 1 or 2 of the categories from the ABE Program Self-Assessment Survey for their institution to focus on until the next self-assessment. It is recommended that these initial focus areas are those containing the most fundamental measures that are in need of improvement or development as this will help establish a solid foundation of best practices upon which your Program's performance will continue to grow.

The **ABE Program Self-Assessment Summary Worksheet** will be used to:

- List the Cross-functional Evaluation Team Members and their contact information (for System Office use only);
- Provide a brief overview of the overall ABE Program Self-Assessment Survey results, including updates on progress made in performance measures since prior self-assessments;
- Identify which performance measures are most in need of support based on the current survey results;
- Outline a preliminary timeline of work and/or action plan(s) for developing these measures, and;
- Assign which roles/persons at your institution will be responsible for managing the projects and processes needed to develop these measures going forward or until the next ABE Program self-assessment is conducted.

PART 3: SUBMITTING ALL MATERIALS TO THE SYSTEM OFFICE

After completing the **ABE Program Self-Assessment Survey** and the **ABE Program Self-Assessment Summary Worksheet**, the Cross-functional Evaluation Team will submit both of those documents via email to the ABE Education Director(s) at the WTCS System Office. After reviewing these submitted materials, the ABE Team at the System Office may follow up with your Cross-functional Evaluation Team to offer support or inquire further about the self-assessment results depending on which performance measures were identified as focus areas for your program. Again, any follow-up communication between the ABE Team and your institution will _not_ be of a punitive or judgmental nature. Rather, the ABE Team will serve as "coaches" for the Cross-functional Evaluation Teams, and they will offer their guidance and support as needed to encourage the positive, intentional growth of all the ABE Programs within the WTCS.

**Please submit all materials via email to the contact(s) listed in the ABE Program Self-assessment Survey.