

Overview of the Program

History of the Program In the fall of 1973, the Adult Learning Center began as a Right to Read Project sponsored by Sweetwater County School District Number One, to offer literacy and basic skills instruction to young adults in the Rock Springs area. During the seventies, the project expanded its offerings, its geographical area, and its base of support. In 1983, the program moved from a freestanding academy to a department of Western Wyoming Community College.

Developmental Studies has been a part of WWCC since its inception. Its primary function has been and continues to be remediation of skills to increase the success of individuals in college level classes. This includes remediation of English skills for international students.

In the fall of 2001, Adult Learning and Developmental Studies were combined to form one department. All classes and programs previously split between these two departments currently operate under the auspices of the Learning Center. The impetus for combining these programs was to avoid duplication of services and create a continuum of classes from the literacy level through college level classes for both native and non-native speakers. Additionally, because both departments serve the same populations and skill levels, combining them allowed for better use of available resources such as computers, software, and print materials.

The Learning Center has been nominated for several prestigious awards including the Secretary of Education's Award (Adult Education) in 1985, one of the highest awards for a literacy program. In 1992 the Adult Education program received the literacy award for Region VII. In 2003-04 the Learning Center was recognized as one of five programs, out of 1100 nationally, for its work in transitioning students into college. The 2004-05 program year saw recognition of the program by the National Association of Developmental Education and the American Council on Adult Literacy for Best Practices in Adult Education.

On the College level, the Learning Center was recognized in 2003 Campus Quality Survey as one of the five highest rated programs/services on campus.

The Learning Center, as a department of Western Wyoming Community College, subscribes to the philosophy and objectives that Western has developed to describe its role in striving to meet the needs of the community. Western's mission statement identifies its fundamental purpose as providing an education of high quality to both traditional and nontraditional students at all stages of life. The Learning Center staff's commitment to high quality education, student

success, and teaching excellence within the department are reflections of this mission statement. Professional development is a priority in the department for all staff members and money is provided through grants to help fund classes, seminars, and conferences.

I. Program Purpose / Primary Learning Goals

The Learning Center offers a variety of programs and services. It's structure is different from other departments on campus in that its credit classes are not degree "programs" but are set up to develop the skills necessary to be successful in degree programs of study. Its primary focus is to develop the basic academic skills of native and non-native students so they can actively and successfully participate in college classes.

1. Remediation of basic skills:
 - a. to prepare students for college level classes through Developmental Studies coursework.
 - b. to prepare Adult Basic Education (ABE) students for the GED Test.
2. Provide individuals with the opportunity to complete their high school credentials:
 - a. GED testing
 - b. Option III (high school credits)
3. Provide individuals with the opportunity to become proficient in English (ESL)
 - a. Immigrant ESL
 - b. International ESL
4. Provide tutoring services for WWCC credit classes (Peer Tutor Center)
5. Transition GED students into college classes

Assessment of Learning Goals will follow section II.

II. Services Provided, Audience Served

The Learning Center provides many services on the campus and in the community. Basic services include College Preparation, Adult Basic Education (ABE) classes, English to Speakers of Other Languages (ESL) for immigrants and international students, and preparation for the General Education Development (GED) diploma. These educational opportunities are provided to adults, 16 and older, in southwest Wyoming. The Option III Program for high school credit continues to be a major component of the program. GED Testing, a volunteer tutor and tutor training program, Peer Tutoring, citizenship preparation, and family literacy activities are all under the Learning Center umbrella. Additionally, the program provides services in outreach communities through credit and adult education programs. The percentage of students in each program varies from year to year and from semester to semester, however,

overall enrollment in all programs remains steady. The only exception to this is in the immigrant ESL program which is seeing a large influx of students. This reflects the increase of non-English speaking individuals into the community.

ABE/ESL Classes

Adult Basic Education (ABE) classes cover the subject areas of reading, math and language for students below the 8th grade level. ABE students completing instruction in these areas should have the skills to move into GED level classes.

English as a Second Language (ESL) classes provide instruction in written and oral language skills for the non-English speaking immigrant population. Adult Basic Education (ABE) and ESL classes are provided free of charge through a federal grant.

GED Classes

GED classes are for those students who pre-test at or above the 8th grade level. As in ABE, GED classes include preparation in reading, math and language and, in addition, social studies and science. Students completing the GED level classes should have the necessary skills to pass the actual GED Test.

Option III

The Option III Program is an intervention program that focuses on dropout prevention. This program began as a collaborative effort between Green River High School, Sweetwater BOCES, and the Adult Learning Center and was piloted in 1996 with funding provided by Sweetwater County BOCES. The program currently allows juniors and seniors at Green River High School, Expedition Academy, and Independence High School in Rock Springs, who will not have enough credits to graduate or move up a grade level, the opportunity to earn up to four credits at the Learning Centers in Rock Springs and Green River. These credits are then transferred back to the referring school in order to fulfill requirements. A credit in English, math, science (biology), and social studies (American history) is available for each student. The strength of the program is flexibility that allows students to earn the credit while working around jobs and family responsibilities. Enrollment in the program is limited, attendance is required, and progress is monitored on a regular basis.

GED Testing

The Tests of General Educational Development (GED Tests) are developed by the American Council on Education to enable persons who have not graduated from high school to demonstrate the attainment of developed abilities normally acquired through completion of a high school program of study. This "second

chance" opportunity to document the attainment of high school level skills has been a significant aid to many test-takers since 1942.

Volunteer Tutor Program

This program provides trained tutors for students who need one-on-one instruction, additional help, or who cannot attend class for some reason. Some tutors work in the classroom with instructors, especially in ESL. Tutors receive training in basic reading, math and/or ESL. Students served by tutors are typically at Level One or Level Two literacy as defined by NIFL (National Institute for Literacy).

Citizenship

Citizenship classes are offered to assist immigrants in completing required paperwork and in passing the Naturalization exam. The Learning Center works closely with Senator Thomas' office to assist students with naturalization and citizenship problems and paperwork.

Family Literacy

The Learning Center provides on-site ABE, GED, and ESOL classes on an as needed basis for groups of parents whose children are participating in Head Start and/or at the Child Developmental Center (CDC). Title Two of the Workforce Investment Act has tied Family Literacy to Adult Basic Education Grant Funding requiring programs to participate in family literacy activities as part of the grant program. The Family Literacy Program in Sweetwater County is a cooperative effort with Head Start, Title One, Sweetwater County Libraries, the Rock Springs and Green River Rotary Clubs, Child Developmental Center and the Learning Center.

Basic Skills and Developmental Studies Credit Classes (DVST)

The Learning Center offers classes in grammar, reading, writing and math to students whose Compass Test scores indicate a need for remediation of skills in these areas. Students may select from classroom or lab classes. The goal of these classes is to increase students' skill levels to help ensure their success in college level classes.

International ESL

International ESL classes are DVST credit classes geared to increase the English language skills of international students seeking degrees on the WWCC campus. Classes are offered in the classroom and lab settings and, in conjunction with other DVST and college classes, lead to the 17 credit ESL certificate which documents English language instruction.

Peer Tutor Center

The Peer Tutor Center began as a grant funded program and was later incorporated under the Developmental Studies funding. The Peer Tutor Center

is set up to provide free tutoring in most subjects for WWCC students. The Peer Tutor Center is CRLA certified through a certification/assessment process every five years. This allows tutors to be certified through training and internships.

Community Service and Business Partners

The Learning Center partners with area businesses and service agencies to provide skill level assessment and remediation. The center does skill level assessments for Sweetwater County and the Rock Springs Police Department as part of their employment process. Skill level testing is also done for the Department of Workforce Services for their adult and youth employment programs. ESL and GED classes are offered on site for Head Start and Child Development Centers on an as needed basis. ESL has been offered on-site at the Green River Recreation Center to increase usage of the facility by the Hispanic population. The center regularly partners with the Department of Family Services (DFS) and the Department of Vocational Rehabilitation (DVR) to provide services for their clients.

Outreach Sites

The GED program operates outreach sites in Green River, Afton, Kemmerer, and Pinedale. ESL and GED instruction is done at Little America on a regular basis and in Wamsutter when requested. Developmental studies classes are offered in Rawlins and Evanston.

Assessment of Goals

Goal # 1

Remediation of basic skills in order to prepare students for college level classes.

The following charts illustrate the need for developmental studies by documenting Compass placement scores for entering students. The Compass Test or ACT is taken by all entering students who want to enroll in a math or English class.

1/1/02 - 12/31/02	Total # Tested	# w/ DVST placement	% of total	Math	Reading	Writing
All Tested	886	676	76%	551 62%	206 23%	410 46%
GRHS	183	136	74%	109 60%	43 23%	79 43%
RSHS	193	136	70%	88 46%	49 25%	99 51%

1/1/03 - 12/31/03	Total # Tested	# w/ DVST placement	% of total	Math	Reading	Writing
All Tested	757	584	77%	414 55%	202 27%	351 46%
GRHS	101	70	69%	63 62%	27 27%	49 49%
RSHS	206	140	68%	85 41%	45 22%	89 43%

1/1/04 - 12/31/04	Total # Tested	# w/ DVST placement	% of total	Math	Reading	Writing
All Tested	884	515	58%	427 48%	196 22%	261 30%
GRHS	171	99	58%	77 45%	42 25%	45 26%
RSHS	186	115	62%	87 47%	55 30%	69 37%

1/1/05-present	Total # Tested	# w/ DVST placement	% of total	Math	Read	Writing
All tested	664	402	60.5%	368 55%	167 25%	243 36.6%
GRHS	121	78	64%	76 63%	23 19%	41 34%
RSHS	187	99	53%	92 46.7%	48 26%	75 40%

*Source: Enrollment Services

In reviewing assessment on a class by class basis, it became apparent that for the credit classes there are three assessment components that should be in place:

- A pre/post test to document skill level gains
- Assessment of success in the next level of class (as applicable)
- Benchmarks for success rates (defined by % successfully completing a class with A, B, or C)

An overall review revealed that some classes have pre/post tests, the computer program to assess next level success is now available but data has not been collected, and while the data on success rates has been collected, no benchmarks have been identified.

Program Level Assessment by Class

Reading: BAS 0500, DVST 0510

Testing Instrument: TABE Test (Test of Adult Basic Education) measures comprehension and vocabulary. This is a new testing instrument for this class. Previously the Nelson Denny Reading Test had been administered but assessment of data did not indicate a correlation between what was being taught and what the test assessed.

Review of Assessment Data:

- We currently have one semester of data for testing and will continue to monitor data to document gains in reading skills.
- No benchmarks are in place and we do not have the data to set them at this point.
- There is no “next” level class for assessment purposes.

Additionally, if a student’s Compass Test score indicates they need a reading class, it is only a recommendation, there is no reading requirement at WWCC.

Speed Reading: HMDV 1100

Testing Instrument: ACE Reader Pro Software

Assessment of students’ initial reading comprehension and speed is documented as are their post reading scores.

Review of assessment data:

- Review of the assessment data revealed inconsistencies in the monitoring of students as they move through the program.
- These inconsistencies make it difficult to see patterns in the pre-post data although regular gains are evident.
- No benchmarks have been set
- There is no “next” level class for assessment purposes.

Grammar: BAS 0630, DVST 0630

All students taking Basic English I or II must take a grammar class.

Grammar Skills BAS 0630 (1 credit Grammar in the Learning Center)

Testing instrument(s): Instructor Generated Assessment Test

Review of Assessment Data: This class has a pre and post test in place but testing data has been discarded at the end of the previous years with the exception of 2004-2005, without being compiled.

- Two semesters of data indicate average grade gains of 24.89% for spring 2005 and 22.17% for fall 2004.
- Data is in place to identify and set benchmarks for successful completion.
- Success in the next level English classes needs to be tracked.

Grammar DVST 0630 (2 credit classroom grammar)

Review of Assessment Data:

- This class has no pre/post test in place.
- Data is in place to identify and set benchmarks for successful completion.
- Success in the next level English classes needs to be tracked.

College Vocabulary HMDV 1110

Testing Instrument: Instructor developed test required beginning Fall 2005

Review of Assessment Data:

- Pre/Post test is in place, Fall 2005.
- Benchmarks need to be set based on successful completion, (A, B, C grades).
- There is no “next” level class for assessment purposes.

Arithmetic Skills 710 Series: BAS 0710, 0740, 0750

Testing Instrument: Testbank from textbook

Review of Assessment:

- Analysis of pre-post testing gains indicates an average gain, over four semesters, of 59 percentage points.
- Data is in place to identify and set benchmarks for successful completion.
- Success in next level math classes needs to be tracked.

Math DVST 0900 Arithmetic Skills

Testing Instrument: Testbank from Textbook (same test as for 710 series)

- Analysis of pre-post testing gains indicates an average gain, over four semesters, of 49.5 percentage points.
- Data is in place to identify and set benchmarks for successful completion.
- Success in next level math classes needs to be tracked.

Algebra Skills 720 Series: BAS 0720, 0760, 0770

Testing Instrument: Testbank from textbook

Review of Assessment:

- Analysis of pre/post testing gains indicates an average gain, over four semesters, of 44.28 percentage points.
- Data is in place to identify and set benchmarks for successful completion.
- Success in next level math classes needs to be tracked.

Assessment of FTE Data

Beginning in the Fall of 2004, many of the one credit classes were listed as separate sections in the catalog and on the DEC. This accounts for the large increase in the number of "Classes under 10" offered. Previously, these classes were listed under one section as TBA and students came to the Learning Center to sign up for a time. The BAS 0710 Arithmetic Skills series on-line was eliminated and the center is currently working toward enrolling students in the DVST 0900 Arithmetic class on campus instead of the BAS 0710 series. Reorganization of teaching assignments, curricula, and classes has impacted the FTE numbers in a variety of ways.

Goal #2

Provide individuals with the opportunity to complete their high school credentials:

- a. GED testing
- b. Option III (high school credits)

Needs Assessment:

GED Statistical Report 2003 (2004 is not yet published) reports U.S Census data for Wyoming indicating that 34,838 individuals, 19 years and older, do not have a high school diploma. The 1998 NIFL (National Institute for Literacy) reports that approximately 11% of Wyoming is functionally illiterate and census statistics for Sweetwater County align with this percentage. The GED test provides students with the opportunity to complete their high school credentials. The Option III Program focuses on drop-out prevention and provides students with the opportunity to make up needed credits so they can graduate or move to the next level in their education.

GED Testing

Assessment Tool: GED Test

Pass/Fail within the calendar year

In 2001, the Learning Center implemented a process to increase our testing completion/success rates which includes the following steps:

- Students complete pre-testing and the Official GED Practice Test if possible and if pre-test scores indicate they may not pass the test.
- Students need an instructor recommendation to test. (By federal guidelines, we cannot stop someone from testing if he/she insists but he/she are counseled up front that he/she probably will not pass.)
- Students begin testing on Thursday evening and complete on Saturday morning under most circumstances. This time frame seems to increase our rate of completion.

GED Testing

****Compiled 2004 data is not available**

Year	2000	2001	2002	2003	2004
Number Tested	158	188	127	155	**
Number Passing	145	174	124	143	
% Pass Rate WWCC	92%	93%	98%	92%	
% State Pass Rate	89%	86%	91%	89%	
% National Pass Rate		87%	71%	70%	

Comparison of Average LC GED test scores by subject to National Average

LC = Learning Center Nat.= National

Year	Science		Reading		Social Studies		Math		Writing	
	LC	Nat.	LC	Nat.	LC	Nat.	LC	Nat.	LC	Nat.
2002	556	544	586	566	548	542	505	503	523	501
2003	567	523	580	536	541	508	504	463	534	479
2004	566		598		554		507		527	

*450 is an average passing test score

** Data is from the 2002 series tests which cannot be combined or compared with the 1988 series.

Students completing the GED Test are surveyed as to program satisfaction. Survey results consistently rate instructors, materials, program hours and overall satisfaction high.

GED Exit Survey

	2002-03	2003-04	2004-05
Total number of surveys	118	113	87
Completed their goals	97%	98%	97%
Satisfied with instructors	100%	100%	100%
Satisfied with materials	98%	100%	100%
Satisfied with hours of operation	97%	99%	94%
Would recommend the programs to others	99%	100%	99%

Option III (High school credits through the Learning Center)

Referring Schools:

- Independence High School
- Expedition Academy
- Green River High School

*Rock Springs High School has consistently made the administrative choice not to participate in the program.

Credits available:

English American History
Algebra Biology

All students must be referred to the program by a high school counselor who evaluates the student's transcript to identify which credits they need to take. Students pay a program and material fee. Scholarships are available through BOCES for students who cannot afford the program fee.

This is a mastery program. No scores below an 80% on any assignment are accepted. All assignments falling below that percentage must be corrected and remediated. In the spring of 2005, the Option III curriculum was assessed by School District #1 and #2 personnel and was found to meet / exceed both the school districts' and state standards.

Assessment Instrument: TABE (Test of Adult Basic Education)

Pre-test in math, reading, and language

Post-test in areas corresponding to credits

Since 2000, 375 students have earned credits in the Option III Program.

	2001	2002	2003	2004
Ave. grade level gains in English	2.81	2.25	2.28	2.43
Ave. grade level gains in Math	2.16	2.90	2.40	2.77
Ave. grade level gains in Reading			2.3*	2.97

*Reading is used as a post test in Science and Social studies. We only have data for two years as we have only offered those credits for two years.

Independence High School (IHS) utilizes Option III the most. The following table documents the number of students who graduated from IHS each year who also completed Option III credits.

Year	2000-2001	2001-2002	2002-2003	2003-2004
% of IHS grads	40%	40%	37%	37%

Goal #3

Provide individuals with the opportunity to become proficient in English (ESL)

ESL at WWCC encompasses two levels. Theoretically, the immigrant program, which is primarily survival English, would feed into the International ESL program. Historically at WWCC, these two programs were separate entities under two different departments. However, as we assessed students in both programs over the last two years we found that a significant percentage of the International students were scoring below the level needed to function successfully in a regular college classroom. A number of the international students were testing the same as the low intermediate students in the immigrant program. The fact that these programs have basically operated as two separate programs as they did when adult education and developmental studies were different departments needs to be addressed and we are in the process of making a continuous curriculum from the literacy level through the college level ESL. This will allow both literacy students and international students to be placed appropriately in classes that meet their academic needs. Based on this data, in the 2004-2005 academic year, we began using the same testing instrument (BEST Test or Best + Test) for the International students as we use for the immigrant population. New criteria for advising International students was put in place for Fall 2005.

Assessment instrument: Best + Test

This testing instrument is mandated by the Federal Grant which serves our immigrant population. It was piloted for use with the International ESL students in Spring of 2005 and was selected for use starting Fall 2005.

Immigrant program assessment (Grant funded)

The Federal ABE Grant mandates performance standards that programs are to meet with ESL students. These standards are percentages negotiated between state and federal partners. The programs are required to document gains for all ESL students achieving 12 or more contact hours corresponding to six different levels. Research indicates that ESL students typically do not make level gains until after 50 hours of regular instruction and some research suggests the testing not be done until after 120 hours of instruction. Therefore, although assessment of this population shows respectable gains for the transient nature of the population, **this assessment is truly a snapshot geared to meeting federal grant requirements.**

Comparison of program percentages to NRS (negotiated) percentages

	02-03		03-04		04-05	
	State*	Program	State	Program	State	Program
ESL Beg. Lit	30%	30%	32%	43%	29%	53%
ESL Beg.	35%	32%	36%	37%	34%	41%
ESL Int. Low	39%	50%	40%	43%	37%	33%

ESL Int. High	40%	8%	41%	40%	30%	11%
ESL Low Adv.	48%	14%	49%	38%	29%	33%
ESL High Adv.	30%	0**	32%	0**	10%	0**

NRS= National Reporting System for programs accessing funds under federal ABE grants

*State percentages are negotiated by the state office with the federal partners.

**In all three years there was only one student in this level (a different student each year)

Percentages indicate the number of students with 12 or more hours who advance a level.

If assessment is done in a manner that reflects research, students are tested after 50 hours of instruction and the results are different.

Using three years worth of data and tracking students over that three year time period, 69% of the students with 50 hours or more of instruction gained a level. Because of the transient nature of these students, some students with 50 or more hours will not be post-tested, although within the group that has at least 50 hours, this is uncommon. The literacy ESL program is open entry / open exit so many students achieve 50 or more hours, but they achieve them over two grant years.

If we look at this same population, those with 50 hours or more of instruction, **on a year by year basis**, compared to those with 12 or more hours of instruction as tracked by the state, the statistics are as follows:

Level Gains

Students achieving 50 hours in one grant year

	50+ hours	12+ hours
2004-05	57%	48%
2003-04	68%	39%
2002-03	*	36%

*Database information not available.

In the fall of 2004, the Learning Center began managed enrollment for the literacy ESL program. Based on instructor observations and student attendance, it became apparent that ESL students entering the program at the beginning levels were not being retained. Up until that point, new students, entering at any time, were simply integrated into the multi-level classroom. Most of these students speak little if any English and may or may not be literate in their own language. The decision was made that all new students had to have or be taught a certain level of skills before they were to be put into the multi-level classes. This ensures that they have basic skills needed to interact in the classroom and that they understand the most basic concepts that are part of every lesson. A beginning level class is offered Monday through Thursday morning and in the evenings, beginning students are pulled out and work as a group or individually with a volunteer or an instructor. This may account for the nearly 10% increase shown in the chart above for students achieving 12 or more hours and making a level gain.

International ESL

Assessment Instrument: BEST + Test

Fall 2005 is the first semester the BEST + Test has been used with International Students (excluding summer 2005). This test was selected for two main reasons:

- It assesses oral language skills. Many of the international students have excellent written language skills but do not communicate orally (both speaking and listening) in a way that allows them to participate successfully in a college classroom.
- It is another step in aligning the immigrant program and the international program through use of the same testing instrument.

In addition to implementing this assessment tool, guidelines for advising international students based on their BEST + Test scores, have been developed and implemented for fall 2005. Initial feedback on the process supports the advising changes. The assessment and advising processes will be evaluated in December 2005 and May 2006.

Non-Native Classes in the Learning Center are in the process of being revised to reflect current research on language acquisition. Enrollment in the non-native Learning Center classes has been low and assessment data is lacking. The new testing and advising process should provide us with useful assessment data.

Beginning in the summer of 2006, the college will no longer offer the Intensive Summer English Program. Enrollment has declined and stayed relatively low so the decision was made to eliminate the program. The Learning Center is considering an intensive English program imbedded in the regular semester for students only on campus to study English.

Goal #4

Provide quality tutoring services for WWCC credit classes (Peer Tutor Center).

Peer Tutor Center Mission and Goals*:

Mission: The Mission of the Peer Tutor Center is to facilitate the success of all WWCC students through high quality tutoring and learning opportunities that meet the needs and expectations of the students and faculty we serve.

Goals:

- To hire quality tutors based on specific criteria stated in the Tutor Employment Guidelines as required by the College Reading and Learning Association (CRLA).
- To provide on-going training for those tutors to enhance their tutoring abilities.
- To provide quality short-term tutoring that compliments regular classroom instruction to help facilitate student success.
- To help students become independent learners through the tutoring process.

- To work with faculty to ensure that tutoring/testing is consistent with instructor expectations.
- To meet the needs of ADA students needing classroom or testing accommodations including instruction in the use of voice activated software, such as Dragon Dictate, for those students unable to learn the software in the regular classroom.
- To provide proctored testing for outreach, ADA students, and for students needing alternative testing times.

***Mission and Goals are as stated in the PTC Handbook**

The Peer Tutor Center is nationally certified through the College Reading and Learning Association (CRLA). This directly affects tutor qualifications to work in the Center. Requirements for tutors are as follows:

1. Be currently enrolled for at least six (6) credit hours at WWCC.
2. Have earned a grade of at least a "B" in course(s) to be tutored.
3. Maintain a GPA of at least 3.0.
4. Be recommended as a tutor by content area faculty.

There are three levels of tutor certification available through the Peer Tutor Center. Each level has additional training that must be completed to achieve the advanced levels. This certification is transferable to other tutoring centers that are CRLA certified. Students tutoring in the center are strongly encouraged to participate in the Tutor Training Internship and those students who do participate are given preference in hiring. All tutors in the Center receive training on tutoring techniques and are required to be proficient with SmarThinking.

Statistics from Fall 2002 to Fall 2004 indicate a 41% increase in tutoring appointments and a 21% increase in proctored testing appointments. Total number of student appointments increased from 670 in the Fall of 2002 to 1005 in Fall of 2005, a 33% increase.

Statistics from Spring 2004* to Spring 2005 indicate a 42% of increase in tutoring appointments and a 22% decrease in testing appointments**. Total number of student appointments increased from 617 to 855 during this time period.

While these statistics indicate increased usage of the Peer Tutor Center even with the implementation of SmarThinking on campus, statistics on one time users and repeat users are not tracked. Additionally, there is no client satisfaction survey in place and the evaluation of tutors needs to be more structured.

***The lack of statistics for Spring is a result of changing personnel and changing how stats were gathered.**

**** The decrease in testing appointments was due in part to restrictions placed on testing in the center.**

A coversheet, to be filled out by instructors, for all testing in the center was developed to ensure that testing in the center is done to instructor specifications. The coversheet allows instructors to specify accommodations and time limits for

tests. Instructors are required to sign the form when they pick up tests. The form is available in the center and is sent out electronically each semester.

The Peer Tutor Center provides accommodation testing for ADA students and GED students as well as proctored testing for outreach. In order to increase awareness of the program, the PTC coordinator has mounted a poster and flyer campaign around campus. Additionally, the PTC / Learning Center regularly participate in Back to School Nights and other promotional events on campus.

Goal #5

Transition of GED students into college.

Tracking the number of GED students entering college at WWCC is at best cumbersome. Each individual must be entered into the DEC in order to determine if he/she has indeed enrolled in a college class. Additionally, we are not able to track students who go to school at other institutions. (See recommendations)

Grant Year	2002-2003	2003-2004	2004-2005
% enrolling at least part time	29.9% 47/157	19% 23/120	24.7% 23/93
Five year average = 25.91%			

GED Scholarships

1. Increase in GED scholarships (from two to four)
 WWCC increased the number of GED scholarships from two to four in the fall of 2004. Two scholarships are awarded in December for the spring semester and two are awarded in May for the next fall semester. Students must have a minimum score of 600 on the GED and attend the Transition to College Seminar to be eligible.
2. Honor Scholarships
 GED students with a composite score of 650 or higher are eligible for WWCC Honor Scholarships
3. SW BOCES will pay for one class, up to three credits a semester for four semesters, for GED students achieving a composite score of 600 or higher. They must maintain a 2.0 in the class they take in order to be eligible the next semester.
4. GED + One Program
 This program is being piloted Fall Semester 2005. It allows any GED student who has all pre-test scores above 9.0 and who has successfully completed three sections of the actual GED Test with a 450 or higher to take a class for free, concurrent with finishing their GED. The program is funded by SW BOCES.

Transition to College Seminar

This seminar has evolved from a ½ day class for only GED students to a one credit class available for free to any resident of Sweetwater County. The

one credit fee is paid by SW BOCES. Students are recruited heavily from current GED graduates but other individuals in the community or on campus may self select into the class. Additionally, any student applying for the GED scholarships must take this class. The class focuses on enrollment, financial aid, campus resources, and instructor expectations. Individuals from all over campus present at the seminar which allows participants to know a variety of individuals and their roles on campus.

Semester/Year	Total #	# enrolled at least 1 sem.	# enrolled 2 or more sem.
Fall 2002	16	81%	62.5%
Spring 2003	11	45%	36%
Fall 2003	9	89%	56%
Spring 2004	16	56%	44%
Fall 2004	8	50%	25%
Spring 2005	7	57%	Not available.
Fall 2005			

III. Review of Recommendations Noted in Previous Program Review

Many of the recommendations noted in the previous program reviews are not applicable because they specifically applied to the separate programs of Adult Education and Developmental Studies. Additionally, Developmental Studies has not been reviewed since 1992.

In reviewing the 1992 Developmental Studies Program Review, it was found that there were no substantive applicable recommendations.

The 2001 Adult Learning Center Program Review made the following recommendations:

1. Creating continuity in curricula within the ESL/ABE/GED program.
Assessment: This curriculum structure is in place. The center has checklists for skills for each ESL level. Students with the highest skill levels feed into the ABE program. The ABE (below 8th grade) has sequenced skill instruction that feeds into the sequence of instruction for GED. An added component of this process is the addition of the DVST level after the GED.

2. Expansion of facilities for GED program in both Green River and Rock Springs.
Assessment: The GED program in Rock Springs is now housed with Developmental Studies. This has expanded the space and resources available. However, when both programs are in session, there are still noise and space issues especially for testing situations. The co-location of the program with the Student Development Center and the library closely parallels the research on the most effective structure for this kind of a program.

The Green River Center is preparing to move to a new space at this time.

3. Hiring a full-time instructor

Assessment: One full time ABE instructor was hired with federal ABE grant funds. One Developmental Studies instructor was hired half time from the College Developmental Studies budget and half-time from the GED BOCES budget.

4. College support for upgrading of computers

Assessment: Since the Adult Learning Center and Developmental Studies were combined, computers in the center are subject to the same rotation as all other computers on campus.

5. Funding for an individual to do IQ assessments on an as-needed basis.

Assessment: An individual has not been hired to do IQ assessment, but the cost of IQ and educational assessments for GED students without documentation has been written into the federal ABE Grant. A local psychiatrist administers the tests for the center. Additionally, testing is done by DVR for DVR clients enrolled in the program and students under the age of 21 are tested by a School District #1 psychologist under the Child Find Law.

IV. Evaluate the Facilities and Equipment

As mentioned above, there are still space issues in Rock Springs during the times of day when both Developmental Studies and the GED program are operating at high capacity. From 9:00 am until approximately 1:00 every chair in the center is often full. Noise and distractions make this a poor learning environment.

There are heating issues in the Peer Tutor Center

The program has adequate computers and other equipment.

V. Review Printed Materials and Website

Printed Materials – Catalog

The introductory paragraph in the catalog (page 29 - 2005-2006) should incorporate the “Program Purpose” and the “Primary Learning Goals” that are defined in the 2005 program review materials.

The services provided listed in the 2005-2006 catalog are:

Non-Native Speakers

Developmental Studies/Basic Skills Credit Classes

GED Preparation/Adult Literacy

Human Development

Peer Tutor Center

Items that could be added or updated to reflect changes in this division:

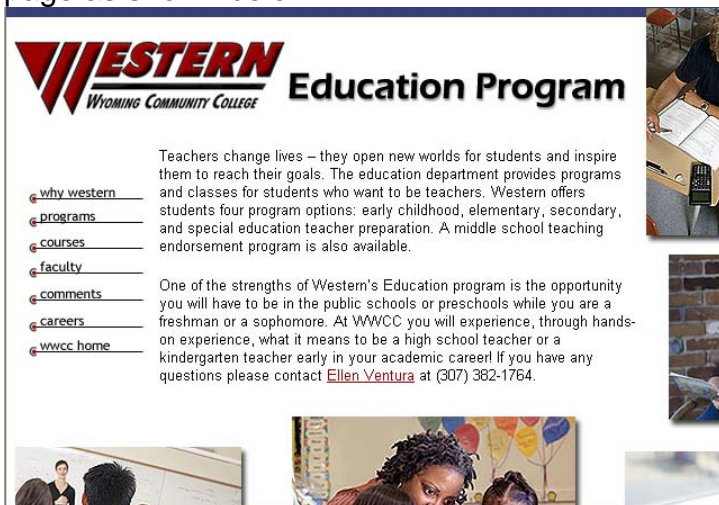
- International ESL
- Family Literacy
- Citizenship
- Volunteer Tutor Program
- Option III
- ABE-ESL Classes

Printed Materials – Brochures

The brochures available for services in the Adult Learning Center are well designed and easy to understand. A few changes and updates have been suggested when the brochures are reprinted.

Website

The Adult Learning Center home page on the WWCC web site (<http://www.wvcc.wy.edu/lcenter/>) is clean and easy to use and the information is current. A suggestion for the website is to make the services links list on the left side of the web page. An example can be found on the Education Program web page as shown below.



Another suggestion is to add sound or video to the Adult Learning page that would help interact with the user who may not read well. Pages with a lot of text may be discouraging to prospective students who have poor reading skills or who do not speak English.

From the WWCC Home Page, it may be difficult to find Adult Learning services because they are listed as ABE/GED/ESL. If a prospective student is not familiar with these acronyms, they may not be able to navigate to the appropriate pages within the web site.

When navigating to the services provided at the Adult Learning Center, it would be helpful to have the “mouse over” tag give a description of the service. For

example, when a user points to Option III, the “mouse over” tag might say “High School Credit” to help the user understand the item before clicking.

VI. Summarize Strengths and Limitations

Strengths

Location – Co-locating the Learning Center and the Peer Tutor Center in the same area as the Student Development Center and the Library is advantageous as almost all of the support programs on campus are in one place. It lends itself to increased referrals and interaction between all of the support entities. This particular kind of set up is actually recommended by current research.

People - Instructors move between the literacy program and the credit program in both ESL and skill remediation classes. This facilitates student movement from the literacy programs into the college programs. They know people and it isn't as intimidating. This movement and cross-training of instructors in all aspects of the program helps create continuity for the program.

Curriculum: The fact that a continuum of classes is being created reduces duplication and makes better use of college and other financial resources. Assessment documentation in the literacy program is strong and indicates that the program is meeting its goals of remediation of skills, issuing high school credentials, and improving English language skills.

Limitations:

It will be difficult for the program to grow without further space.

The program is staffed primarily by part-time people which lends itself to higher turnover and increased training costs.

Assessment documentation in the credit program is weak.

VII. Opportunities to Improve/Action Plan

1. Assessment of credit classes
 - Make sure all three assessment components; pre/post testing, tracking of student success in next level class (if applicable), and benchmarks are in place.
2. Student Tracking
 - Establish a means to enter all GED graduates into the DEC so that a data match can be used to determine which students enter college at WWCC or other institutions.
3. Reading program
 - Define reading in terms of recommendation or requirement and determine the most effective way to ensure students needing Reading Skills are identified and appropriately placed.

4. International Program
 - Continue advising and assessment processes implemented Fall 2005
 - Continue revising non-native classes based on language acquisition theory.
5. Peer Tutor Center
 - Develop a user satisfaction survey.
 - Implement a means to track repeat vs. one time users.
 - Develop and implement a more structured tutor evaluation process.
6. Continue efforts to transition GED students into college
7. Update website and other printed materials as suggested.
8. Assign another designated classroom to the program to allow for growth.
9. Connect PTC to campus heat.

Action Plan (2006-2010)

Task or Action	Purpose	Measure of Success	Who is responsible
2006-2007 Revise Assessment of credit classes	To put in place the three identified assessment components to ensure program quality	Components are in place, as applicable, for all credit classes.	WWCC Learning Center Director, instructors
2006-2007 Create a means to enter GED graduates into the DEC for data matching	To track % of students entering college at WWCC and at other institutions	Students are entered into the DEC and data matching is available.	WWCC Learning Center Director, LC specialist, support from Enrollment Services
2006-2007 Define reading in terms of recommendation or requirement and determine the most effective way to ensure students needing reading strategies are identified and appropriately placed.	Success/Retention of students	Reading is revised to meet the action identified.	WWCC Learning Center Director, Instructors in the department and on campus (all departments) Curriculum committee
2006-2007 Re-assess advising and testing of	Appropriate placement, Student Success	Assessment data is reviewed and used for ESL program	WWCC Learning Center Director, ad hoc international

international students in Dec. and in May 2006.		improvement	committee
2006-2010 Continue revising Non-native classes to align them with current research.	Facilitate the learning of English by international students	BEST + Test scores	WWCC Learning Center Director, ESL instructors
2006-2007 Peer Tutor Center Develop a user satisfaction survey	Determine customer satisfaction, program improvement	Survey is implemented, Data is useful and used	WWCC Learning Center Director, PTC Coordinator
2006-2007 Implement a means to track repeat vs. one time users in the Peer Tutor Center	Determine customer satisfaction, program improvement	Purchase of a card reader and software to use with Student ID cards which generates reports	WWCC Learning Center Director, PTC Coordinator
2006-2007 Develop and implement a more structured tutor evaluation process.	Assessment of tutor qualifications for certification. Feedback for tutors	Survey is developed and implemented	WWCC Learning Center Director, PTC Coordinator
2006-2010 Transition GED students into college	Increased enrollment for the college, additional skills for the students	Increased number of GED students enrolling and being retained	All Learning Center staff
2006-2008 Update website and other printed materials as suggested	Provide current information in an updated format	Materials/ Website are updated	WWCC Learning Center Director, IT Department
2006-2007 Assign the LC an additional designated classroom	To provide more space for growth	Room is assigned	WWCC Learning Center/ Enrollment Services
Recommendations requiring funding			
Connect PTC to	Have a stable heat	Heat ducts,	WWCC

Campus Heat	source instead of using electric heaters to heat the center	electrical heat or other options besides space heaters are installed	Maintenance
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