

# Effectiveness Update

## Adult Basic Education Effectiveness Measures Report for Academic Year 2003—04



### PURPOSE

To improve educational opportunities for adults who lack the level of literacy skills requisite to effective citizenship and productive employment.

### INTENDED OUTCOME

#### 1. Retention

- A. Students enrolled\* in adult basic education will complete the initial twelve hours of class.
- B. Students enrolled\* in adult basic education will complete progress assessment.

### CRITERIA

1A. Based on data from the Adult and Community Education System (ACES), ninety percent (90%) of adult learners who participate in baseline assessment will attend at least twelve (12) hours of instruction.

1B. Based on data from the ACES, fifty-five percent (55%) of adult learners who participate in baseline assessment will participate in “progress assessment.”

### RESULTS

In FY 2003, criterion A was met. Of the 3,768 adult learners who were enrolled in adult basic education at ACC in FY 03, 3,504 (93%) completed twelve hours of instruction.

Criterion B was not met. Fifty-four percent (2,035) of adult basic education students participated in “progress assessment.”

### DATA

#### FY 2003 Retention of Adult Learners

Criterion	Number of Students Enrolled*	Number of Students Meeting Criterion	Percent of Students Meeting Criterion
90% of adult learners who participate in baseline assessment will attend at least twelve (12) hours of instruction.	3,768	3,504	93%
55% of adult learners who participate in baseline assessment will participate in “progress assessment.”	3,768	2,035	54%

Source: Adult Basic Education department.

\*Students must complete baseline assessment to be enrolled.

**Adult Basic Education Report for 2003—04 (continued)**

**INTENDED OUTCOME**

**2. Gains:** Adult learners will demonstrate improvement in literacy skill levels in reading, writing, numeracy, and English language acquisition.

**CRITERIA**

At least fifty percent (50%) of students who take Reading, Language, and Mathematics Tests of Adult Basic Education (TABE) and Literacy Skills Basic English Skills Test (BEST) progress assessment will achieve gain scores\*\*. At least sixty-five percent (65%) of students taking the BEST Oral Interview progress assessment will achieve gain scores\*.

**RESULTS**

In FY 2003, these criteria were achieved for the TABE Reading and BEST Literacy Skills progress assessments. The criteria were not achieved for the TABE Language, TABE Mathematics, or BEST Oral Interview progress assessments.

**DATA**

**FY 03 Gains of Adult Learners**

<b>Standardized Test</b>	<b>Number of Students Taking Test</b>	<b>Number Achieving Gain Scores**</b>	<b>Percent Achieving Gain Scores**</b>	<b>Criteria</b>
TABE Reading	2,035	1,018	50%	50%
TABE Language	2,035	957	47%	50%
TABE Mathematics	2,035	957	47%	50%
BEST Oral Interview	2,035	1,302	64%	65%
BEST Literacy Skills	2,035	1,058	52%	50%

Source: Adult Basic Education department.

\*\*A gain score is achieved when the difference between the baseline assessment score and the progress assessment score is outside the standard error of measurement for the spe-

**Adult Basic Education Report for 2003—04 (continued)**

**INTENDED OUTCOME**

**3. Completions:** Adult learners will complete the courses in which they are enrolled.

**CRITERIA**

Based on data from the ACES tracking system, the following percentages of adult learners who participated in both baseline and progress assessment will complete the course in which they enrolled.

Course	Criterion Percentage
Beginning Literacy ABE	24%
Beginning ABE	28%
Low Intermediate ABE	27%
High Intermediate ABE	24%
Beginning Literacy ESL	27%
Beginning ESL	27%
Low Intermediate ESL	33%
High Intermediate ESL	33%
Low Advanced ESL	32%
High Advanced ESL	32%
Low ASE	29%
High ASE	29%

**RESULTS**

During FY 2003, these criteria were met for all courses except High Advanced ESL.

**DATA**

**FY 2003 Completions**

Course	Total Enrolled	Total Completing	Percentage	Criteria
Beginning Literacy ABE	59	33	56%	24%
Beginning ABE	159	75	53%	28%
Low Intermediate ABE	172	102	59%	27%
High Intermediate ABE	199	79	40%	24%
Beginning Literacy ESL	364	254	70%	27%
Beginning ESL	367	190	52%	27%
Low Intermediate ESL	120	78	65%	33%
High Intermediate ESL	129	51	40%	33%
Low Advanced ESL	50	22	44%	32%
High Advanced ESL	67	9	13%	32%
Low ASE	47	25	53%	29%
High ASE	38	26	68%	29%

Source: Adult Basic Education department.

**Adult Basic Education Report for 2003—04 (continued)**

**INTENDED OUTCOME**

**4: Transitions:** Adult learners will achieve placement in, retention in, or completion of post-secondary education, training, unsubsidized employment or career advancement.

**CRITERIA**

- A. Twenty-three percent (23%) of adult learners whose goal is to achieve a General Education Development (GED) or high school diploma will do so within the fiscal year.
- B. Twenty-three percent (23%) of adult learners enrolled in Adult Secondary Education will achieve a GED or diploma within the fiscal year.
- C. Twenty-five percent (25%) of adult learners whose goal is to enter postsecondary education or training will do so during the fiscal year.

**RESULTS**

Each of these criterion were met and exceeded in FY 03.

**DATA**

**FY 2003 Transitions**

<b>Outcome</b>	<b>Total Adult Learners</b>	<b>Total Achieving</b>	<b>Percentage Achieving</b>	<b>Criteria</b>
Goal High school completion/ GED	317	132	41%	23%
ASE High school completion/ GED	73	48	66%	23%
Goal Placement in Postsecondary education/training	41	22	54%	25%

Source: Adult Basic Education department.