

# Support Services Review

2013 Adult Basic Ed David Borden

1. What are the primary services or outcomes provided by the support service area and what is the impact of those services and outcomes on students and other key stakeholders?

The Adult Education and Family Literacy Act created a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy services in order to:

(1) Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;

(2) Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and

(3) Assist adults (beyond the age of compulsory school attendance who function at less than a secondary completion level) in the completion of a secondary school education.

ADED has added a fourth item to its mission:

4) Ensure that all adult education students have fair and equitable access to higher education through student-centered support services and innovative academic programming.

The impact of ADED's services is that adults will be able to move toward self sufficiency, better employment, and or post secondary enrollment. These outcomes are measured by the Federal and State government in the form of 21 quantifiable performance measures.

2. What are the strengths, weaknesses, opportunities, and threats present that enhance or hinder the unit's ability to provide those services and meet expected outcomes during the next five years?

1. Strengths

- a. Strong Community Partnerships
  - b. Transitions to work and college
  - c. Performance
  - d. Program design
2. Weaknesses
- a. Technology implementation
  - b. Technology training for staff and faculty
  - c. Communication
  - d. Limited resources
  - e. Restrictions from government
  - f. Relations within ACC

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3. Opportunities
  - a. Expanding technology
  - b. Partnerships and economy
  - c. TWC move
  - d. Relationship with ACC
  - e. GED 2014
4. Threats
  - a. GED 2014
  - b. Infrastructure
  - c. Funding
  - d. Legislation
  - e. Technology
  - f. Immigration changes

3. Using the answers to the first two questions, what improvements to primary services and/or intended outcomes will occur during the next five years?

1. Provide more access to computers to students in order to prepare them to take the new GED 2014. We will explore new partnerships and leverage old ones to get computers in front of students preparing for the examination. This goal addresses SWOT items:

Strengths: Community partnerships

Weaknesses: Technology implementation

Opportunities: Expanding Technology, GED 2014

Threats: GED 2014

2. Provide more systematized, higher quality technology training to instructors. We will develop a plan to prepare instructors to best exploit the Emporium lab and prepare students for the GED 2014. The plan will be executed fall of 2013. This goal addresses SWOT items:

Strengths: Program Design

Weaknesses: Technology training for staff and faculty

Opportunities: GED 2014

Threats: GED 2014

3. Communicate better with partners about program changes and progress. We will establish regular method of communication through an email newsletter and a deposit of information on a partner centered webpage. This goal addresses SWOT items:

Strengths: Strong Community Partnerships

Weaknesses: Communication

Opportunities: Relationship with ACC

Threats: Infrastructure

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4. How will the unit measure the extent to which planned improvements have resulted in better service or intended outcomes for students or other key stakeholders?

Improvement	Measure	Baseline	Target	Current
Provide more access to computers to students in order to prepare them to take the new GED 2014. We will explore new partnerships and leverage old ones to get computers in front of students preparing for the examination.	We will measure the number of students and sites with reliable access to computer before we implement the goal and compare the number after one year, two years, and three years.	Site with access to computers.	10	1
Provide more systematized, higher quality technology training to instructors. We will develop a plan to prepare instructors to best exploit the Emporium lab and prepare students for the GED 2014. The plan will be executed fall of 2013.	We will be able to measure the effectiveness of the training by assessing student improvements in computer use on training software.	Number of ABE / GED instructors trained on how to do computer mediated instruction.	0.5	0
Communicate better with partners about program changes and progress. We will establish regular method of communication through an email newsletter and a deposit of information on a partner centered webpage.	We will measure the effectiveness of our new communications strategy using a survey at each semi-annual advisory council meeting.	needs to be established at next advisory council meeting.	increase in satisfaction with communications over baseline.	TBD

5. How will the planned improvements align with and contribute to the Mission and Intended Outcomes of Austin Community College?

These goals align with the mission of the college and the division by improving student skill levels so they may pass the computerized GED (GED 2014) and be better prepared to transition to college level work.