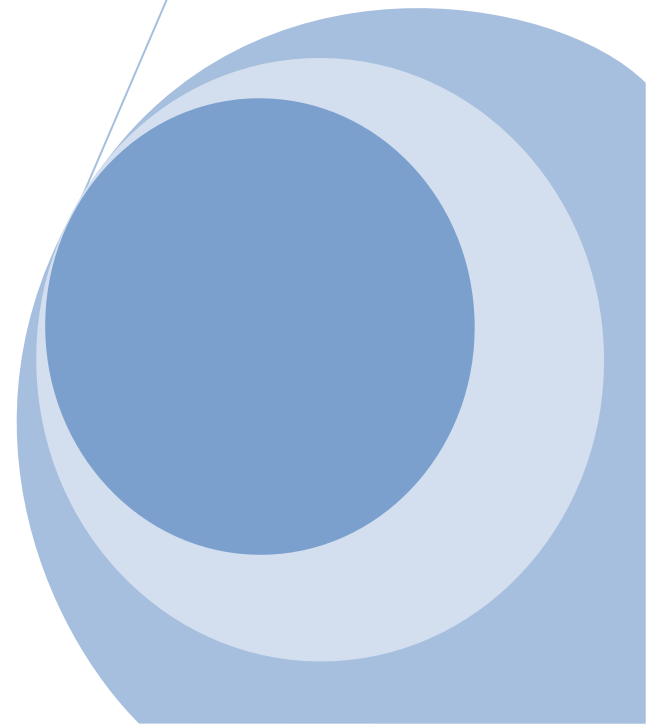
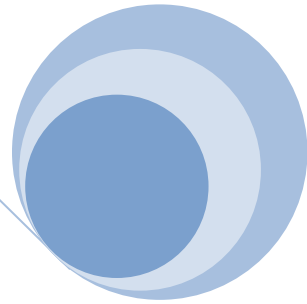


Diving into Data



Questions: Attendance

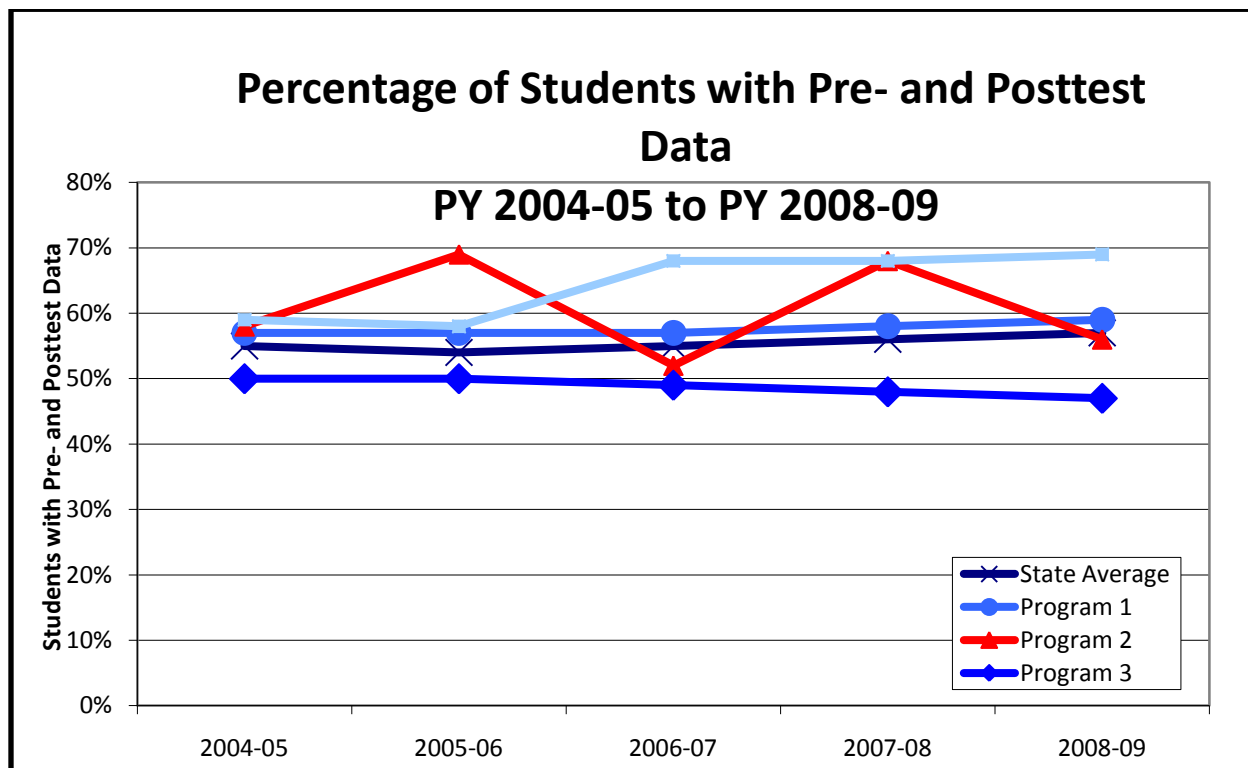
Attendance & Retention	Sample questions	Further questions
Data collection & quality	Who enters attendance data at each site? How often is attendance data entered?	Who checks the data? How often?
Students	How does attendance differ by student type (ESL vs. ABE)?	When in the term do students tend to drop/stop-out most? Is this the same across sites?
Teachers	Which classes have very high (or low) attendance?	Do teachers with high attendance have greater educational gains?
Instruction	Does attendance vary by instructional content (e.g. GED, workplace) or level?	How many hours does it take to achieve a goal, on average?
Program	What is the average attendance for my program?	Are my program's attendance hours similar to other programs?
Program policy	Are my managed enrollment classes more successful than open classes?	Does managed enrollment result in higher ed gains or greater goal achievement?

Questions: Educational Gain

Educational Gain	Sample question	Further questions
Data collection & quality	What is the range of pre/posttest scores in my program/site?	Are all the test scores within the correct range for the test and class level?
Students	Which students are most likely to complete a level (student characteristics)?	Do students with higher contact hours have greater completion rates?
Teachers	What teacher characteristics are most related to level completion?	How high is teacher turnover at each site? Which sites retain teachers longest/best?
Instruction	Which instructional approaches have the greatest impact on gain?	Do assessments match course content?
Program	How many hours of PD do our teachers participate in?	Which PD have the greatest impact on student learning?
Program policy	Do placement policies differ among sites?	Which placement policies have an impact on educational gains?

Questions: Transition Outcomes

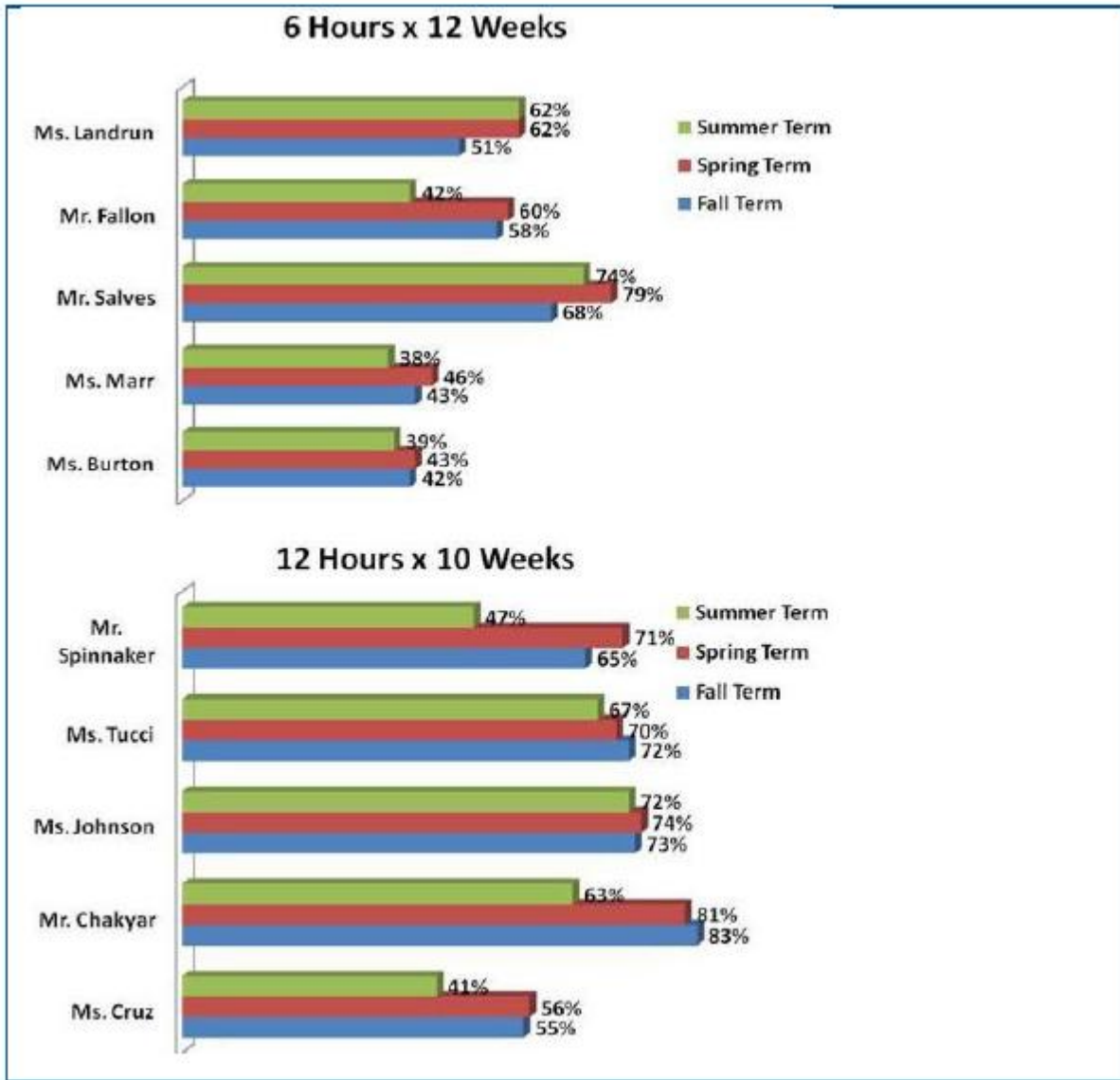
Transition	Sample question	Further questions
Data collection & quality	How are data collected, e.g., who administers the survey or oversees the match?	How do response rates or matches differ by site? Who verifies the data?
Students	Which types of students have which goals?	Which student variables are related to the goals set, e.g., postsecondary placement?
Teachers	How do goals set compare across similar classes (i.e., ESL to ESL)?	Does goal achievement differ by class?
Instruction	Do college transition classes show greater goal achievement for post-secondary?	How do college transition classes' course content differ from other ASE classes?
Program	How do sites compare with each other and the program average on goal achievement?	For sites with high goal achievement, are there programmatic differences?
Program policy	What linkages exist between the program and colleges/businesses?	Do sites/classes with linkages show different outcomes than those without linkages?



How has the percentage of students with pre and posttest data changed over time?

Observations:

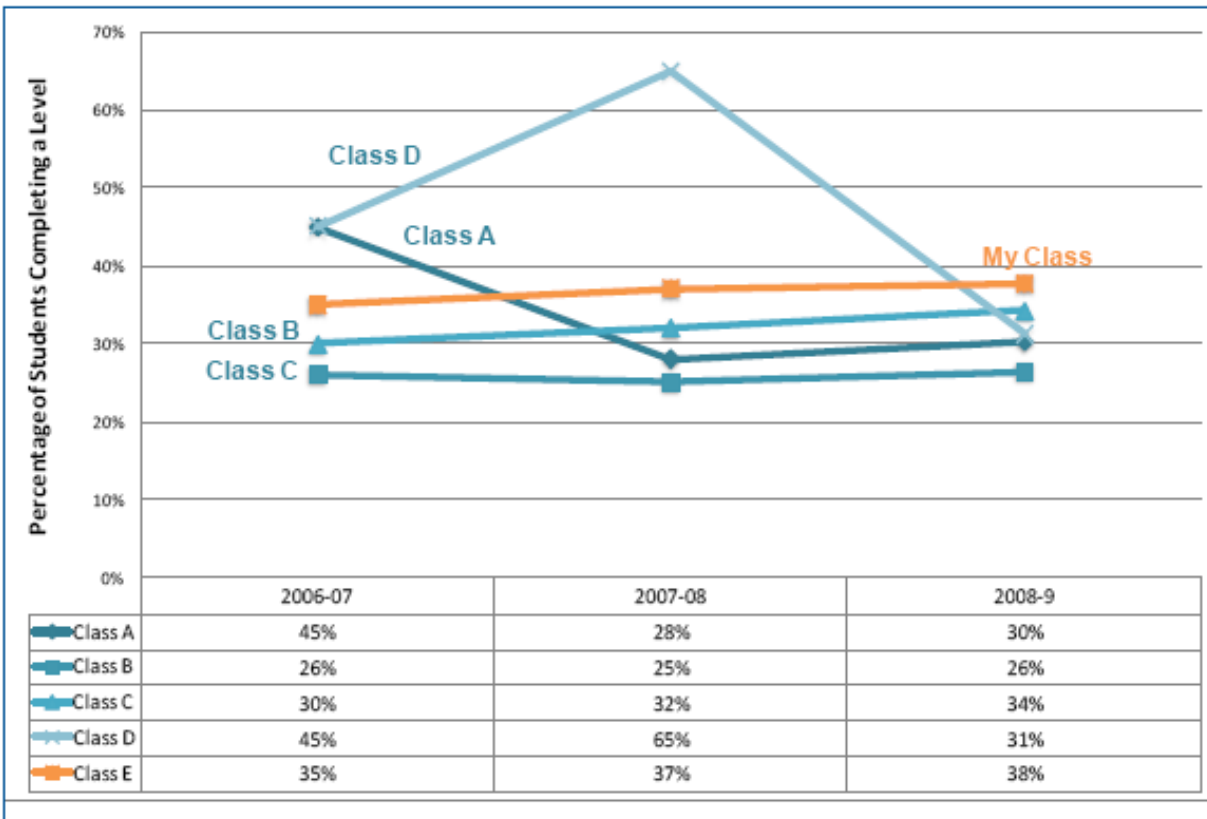
Additional Questions:



Does the intensity (hours/week) and duration (length of time in weeks/months) affect retention of students?

Observations:

Additional Questions:

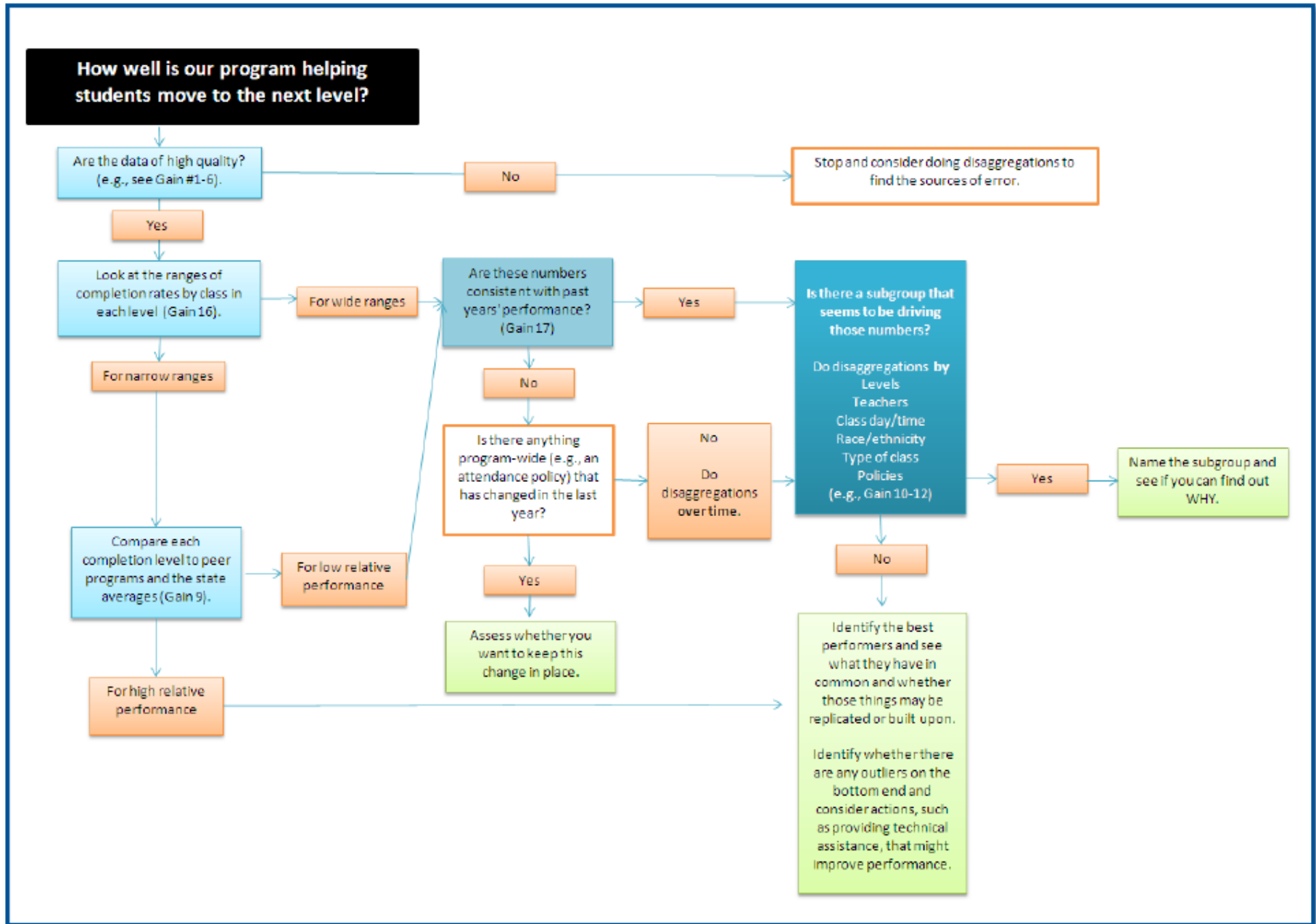


How do level completion rates compare among my classes?

Observations:

Additional Questions:

Exhibit 3-1 A Data Diving Guide for Educational Gain



Data Analysis Summary

Summary of Observations

- SCC's level completion rate is significantly below the state benchmark in nine of the eleven EFL's.
- The number of SCC's average contact hours for all classes, particularly ABE, is significantly below the state average.
- SCC is not retaining a significant number of students long enough for post-testing to occur, much less to have learning gains.
- Some instructors are not following the state guidelines for post-testing because three classes had completers with less than 20 hours of attendance.
- Increased contact hours correlated with higher completion rates.
- Classroom observations need to be conducted to assist in identifying characteristics of high performing programs.

Plans for What We'll Explore Changing as a Result

- May need to increase the number of hours that some classes meet per week
- Pilot various class structures to examine differences in educational gain, such as managed enrollment classes and pull-out classes within open lab.
- Need to analyze commonalities and differences of high performing and low performing classes to identify:
 - Instructor's education and experience
 - Training instructors have had, particularly STAR and ASU training
 - The type of curriculum being used
 - The use of technology
 - Methods of instruction, e.g., individualized, small group, etc.
 - Pre/post assessment procedures
 - Student barriers

What Results We Expect to See and When and How We Will Check

We expect that educational gains for ABE students will increase in classes with stronger intensity and duration, classes with more direct instruction through managed approaches, and classes displaying all or some of the characteristics of high performing programs as documented through EFL gain reports per semester/year.