

Culminating Learning Project: Part 1

1. Engage the workgroup

Briefly describe the composition of your program improvement workgroup.

Checklist	Response
1. <input checked="" type="checkbox"/> I identified the number of staff on the workgroup.	My workgroup contains 8 people- the Director of Adult Ed, the Aspire Director, the Aspire Assistant, four Aspire enrichment site instructors, and myself. Each one of these group members has a vested interest in the success of the Ohio Adult Diploma Program. We have a strong partnership with four instructors of the Aspire sites that directly work with the ADP students. The Aspire Director and her assistant are integral parts of adding curriculum and enrichment. And the Director of Adult Ed makes final decisions and introduces new directives for the ADP program. I am the Adult Diploma Program Coordinator.
2. <input checked="" type="checkbox"/> I described the positions of the staff on the workgroup	

2. Identify the program component to target for program improvement

List the program components that need attention that you identified from self-assessments, research review, and data analysis. Indicate the ONE program component that the workgroup selected to target in your pilot project.

Checklist	Response
1. <input checked="" type="checkbox"/> I listed the needs identified by the self-assessments.	<p>Needs identified in self-assessment:</p> <ol style="list-style-type: none"> 1. Communication between MVCTC and enrichment sites, Aspire instructors, and students 2. Career exploration and workforce development for ADP students 3. Student commitment, retention, completion, and post-secondary options <p>Needs identified in research review:</p> <ol style="list-style-type: none"> 1. Assessing strengths/needs of students in the four areas of reading skills 2. Effective transition from ABL- to-college programs 3. Increasing student achievement levels for basic students <p>Needs identified through data analysis:</p> <ol style="list-style-type: none"> 1. Higher success rates on credential exam. 2. Higher diploma percentage
2. <input checked="" type="checkbox"/> I listed the needs identified by the research review.	
3. <input checked="" type="checkbox"/> I listed the needs identified by the data analysis.	
4. <input checked="" type="checkbox"/> I listed ONE of those needs for us to use in the pilot.	

	<p>3. Higher rate of post-graduation employment in chosen field</p> <p>Prioritized need or program component:</p> <p>1. Career exploration and preparation for graduation success and workforce development</p>
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Briefly describe the process used to select the targeted component, as well as the process used to identify the parts of the targeted program component that you want to keep and the parts that need new strategies.

Checklist	Response
<p>1. <input checked="" type="checkbox"/> I described the process the workgroup used to narrow the needs down to the one program component to be used in the pilot.</p> <p>I described how we examined the current program component to identify:</p> <p>2. <input checked="" type="checkbox"/> what we are doing now that we want to keep, and</p> <p>3. <input checked="" type="checkbox"/> what parts of the program component that need new strategies.</p>	<p>The workgroup first took into consideration the needs identified by the self-assessments and viewed how they correlated with the research interests. Since the Aspire instructors work with the ADP students directly, they were able to determine the specific areas that would help their students be most successful. That, combined with the data that many ADP students do not pass the credential exam, we determined that career exploration and research needs to be further developed at the time of initial advisement, orientation, in enrichment classes, and upon earning appropriate scores on the WorkKeys exam.</p> <p>We believe that partnering with the Aspire program is essential and extremely beneficial to the ADP program, especially due to the growing number of students entering orientations. We also believe that student attendance at one monthly open house/information night for the various ADP programs is also a good practice. The CAP (Career Assessment Program) packet is an excellent and concise resource that all Aspire classes are utilizing as part of their curriculum.</p> <p>New strategies are needed in the type of career research being done, the resources being used, the willingness of the student to keep an open mind, and the type of career programs offered thru the ADP program.</p>

3. Set a vision and goals

Vision: Successful career exploration and preparation ___ will be working well when...
(Fill in the program component you are working on)

Checklist	Response
<p>1. <input checked="" type="checkbox"/> I described how I engaged the staff in</p>	<p>The staff assisted in this vision statement by collaborating on the research, data, and resources provided for this project. I solicited</p>

<p>completing the vision statement.</p> <p>2. <u> X </u> I included the final vision statement.</p>	<p>their input via email and face-to-face conversations.</p> <p>Vision Statement: The journey to success begins with the most suitable career launching pad and workforce preparation.</p>
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Goals: When we are finished, we will have achieved the following...

Checklist	Response
<p>1. <u> X </u> I described how I engaged the staff in anticipating achievements</p>	<p>When we are finished, we will have achieved: Higher WorkKeys scores, more students in the ADP trade courses, more ADP graduates, and a higher rate of employment among ADP graduates.</p>
<p>2. <u> X </u> I included that list</p>	<p>I engaged the staff in anticipating these achievements via email and personal conference. After discussing the various goals, I compiled the above list. We all agreed that the list is somewhat sequential, and that one of the goals will hopefully lead into the next.</p>

Evaluation criteria: What evidence will you collect to determine if you meet your goals? Identify each of the end user groups and the evidence each end user group identified as evidence they would need to convince them to use the new strategy.

End User	Evidence to Collect
Me	WorkKeys scores, ADP trade course enrollment, trade credential results, ADP graduation percentage, employment updates
Aspire Instructors	CAP packet completion and KeyTrain levels are completed successfully
Aspire Director	Placement in ADP trade courses after enrichment course is completed
Dir. Of Adult Education	WorkKeys scores, trade credential results, ADP graduation percentage, employment updates
Checklist	Response
<p>1. <u> X </u> I identified each of the end users (e.g., teachers, tutors, aides, managers) who will be using the new strategies.</p>	<p>The end users are the same people that I have been working with to discuss assessments, data, strategies, and vision. Namely, the Aspire instructors, the Aspire Director, the Adult Education Director, and myself.</p>
<p>2. <u> X </u> I solicited from each group the evidence they would need to convince them the new</p>	<p>The evidence that would convince all of that these new strategies worked are listed above. It is interesting that they do overlap in many cases. We work as a team. Therefore, sharing scores, results and updates is essential in the communication process and for overall success.</p>

strategy worked, and I included each piece of evidence identified.	
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4. Gather and select promising practices

Briefly describe where you looked for models or strategies that would address your targeted component.

Checklist	Response
3. <input checked="" type="checkbox"/> I identified all of the sources we explored to find models and strategies that address our program improvement component.	In an effort to improve and streamline the ADP program at MVCTC, I looked at other career centers' ADP programs across Ohio, classmates of this OLEA class, the Ohio Dept. of Education suggestions, and a study of career pathways.

Briefly describe the strategy, procedure, or practice that the workgroup selected to pilot. Include a description of any adaptations that were made to make the strategy “fit” your program.

Checklist	Response
4. <input checked="" type="checkbox"/> I included a description of the new strategies selected to pilot test.	The workgroup chose to pilot some new strategies to improve the ADP orientation process, as well as the enrichment process that leads students to prepare for WorkKeys and their desired trade course.
5. <input checked="" type="checkbox"/> I included a description of the adaptations we made to the new strategy and the rationale for those adaptations.	<p>In addition to the CAP (Career Assessment Program) which was already introduced in the first part of the Culminating Project, the workgroup chose to implement the new WorkKeys Curriculum online training resource (phase out KeyTrain) and also administering the D&S STNA practice test for those seeking certification in that field.</p> <p>The adaptations that needed to be made were to get trained on WorkKeys Curriculum and to purchase a set of online practice tests for the potential nurse aides to take.</p>

5. Develop a pilot testing plan

Describe the process that was used to select the pilot sites - what characteristics did you consider in the selection process?

Checklist	Response
I included a description of: 1. <u> X </u> who was involved in selecting the pilots 2. <u> X </u> the criteria and rationale we used for selecting the pilots.	For implementation of the WorkKeys Curriculum, I selected three ADP/Aspire enrichment sites. The Aspire Director, her assistant, and I selected these sites because of their direct involvement with the ADP program and their willingness to try a new learning resource. For the STNA practice tests, the Director of the Nursing program, the STNA course teacher and I chose this type of testing because we felt the preparation best aligned with the real state exam.

What type of training was necessary for the pilot sites? Describe how this was provided.

Checklist	Response
I included a description of: 3. <u> X </u> the training that was necessary to get the pilot sites up to speed 4. <u> X </u> who delivered the training	There was no training involved with the practice STNA tests. However, follow up was a key part so that the students could see which areas their errors were on the test so that they could better prepare for the real exam. Training for WorkKeys Curriculum came in the form of a webinar with the Assessment Coordinator, testing lab facilitators and myself. Once I was trained, I visited each pilot site and walked through a basic “orientation” of the new online program together.

Complete the chart outlining your interim benchmarks, activities, timeline, and responsible parties for planning, implementing, and evaluating your pilot project.

Interim Benchmarks	Activities	Completion Date	Lead Person Responsible for the Activity
Planning	WK Curriculum instructor rights added	Feb 2018	Joel Sink, Assessment Coordinator
	Creating instruction sheets for instructors and students	Feb. 2018	Fred Shank, Lab Coordinator and Me
	Training enrichment instructors	March 2018	Me
	Purchasing STNA online practice tests	March 2018	Melissa Collins (STNA instructor), Linda Myers (Business office), and Me
Implementing	Introduction of WorkKeys Curriculum in orientation session	March 2018	Me

	Utilization of WorkKeys Curriculum in enrichment sites	March 2018	Lori Porter, Linda Weller, and Lori Wendling (Enrichment Instructors)
	Facilitating online practice STNA test	March 2018	Melissa Collins (STNA Instructor) and Me
Evaluating	WorkKeys test scores	April 2018	Me
	Number of graduates of the ADP program	June 2018	Me
	Number of STNA students passing exam	March thru May 2018	Lynn Beaver (Dir of Nursing), Melissa Collins (STNA Instructor) and Me

What were your primary financial expenditures for the pilot project?

Expenditure Category	Cost
20 Group STNA Ohio online practice tests	\$99.99

6. Select and prepare the pilot sites

Briefly describe the process you used to prepare the pilot sites to implement the new strategy or procedure.

Checklist	Response
<p>I included a description of:</p> <ol style="list-style-type: none"> <input checked="" type="checkbox"/> initial meetings I had with pilot sites to explain their roles and responsibilities <input checked="" type="checkbox"/> consultants or other staff used as a resource to support the pilot staff <input checked="" type="checkbox"/> any incentives you provided to pilot staff to encourage and/or reward their participation 	<p>The original announcement of the new WorkKeys Curriculum was at a prior meeting with the ADP enrichment instructors. I told them that it was coming and more details would follow. Once I received initial training on it, I then sent an email out to the instructors with an explanation of the new resource and set up some face-to-face training sessions with each of them at their site.</p> <p>Regarding the STNA practice test, there is only one pilot site and I did the implementation with the assistance of the STNA instructor.</p> <p>I consulted with the Assessment Coordinator and the Lab/Technology facilitators who would be utilizing WorkKeys Curriculum in their daily operations to get a full understanding of how the new resource would work, from an administrator's perspective, an instructor's perspective, and a student's perspective. The Assessment Coordinator had to register each of the facilitators and instructors in order for us to utilize the site.</p>

<p>4. <u> X </u> how you made sure that pilot staff knew the evaluation criteria and data they would need to collect to determine impact.</p>	<p>I did not offer any incentives to the pilot staff. However, I was very encouraging and praising of their efforts during implementation. Words of affirmation and appreciation go a long way.</p> <p>Through weekly (or more often if needed) emails and conversations, the enrichment instructors and I have kept in close contact about using the new resource. Many feel it is not user-friendly and that it takes longer to navigate through the levels. They kept a spreadsheet of the students and their levels to demonstrate work completed and show me how the students were progressing.</p> <p>The evaluation criteria needed for the STNA practice tests was the scores that each student produced. We allowed each student to take three practice tests, with individual conferencing and reinforcement of concepts based on which responses they answered incorrectly. The tests were given approximately two weeks after class ended; about a week and a half prior to their actual exam date.</p>
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7. Conduct the pilot, measure the impact, and develop/fine tune PD and resources

Briefly describe the results of your pilot project based on your evaluation criteria for each end user group.

Checklist	Response
<p>1. <u> X </u> I included an overall narrative of the results of the pilot.</p> <p>2. <u> X </u> I included results based on the end users' evaluation criteria.</p>	<p>Upon implementation of the two improvement strategies, we definitely experienced success! All three of the STNA students passed the state exam who were involved in the practice test pilot. Also, five students who started the WorkKeys Curriculum in March 2018, have already completed their enrichment, had successful scores on the WorkKeys exam and are now enrolled in their trade course.</p> <p>Based on the end users' evaluation criteria in Part 1, we have seen 100% passage rate in the credential exams of seven out of eight trade programs- Phlebotomy, Pharmacy Tech, Welding, Plumbing, Robotics, Culinary, Hospitality. The STNA passage rate is still around 65%; but is improving steadily with each month of testers. More data will be available as the online practice tests are administered at the end of each STNA course session.</p> <p>At this time, MVCTC is on target to have approximately 75 ADP</p>

	graduates in June 2018- that is 25 more than 2017.
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What changes, if any, would you make before you implement the new strategy program-wide?

Checklist	Response
3. <input checked="" type="checkbox"/> I included a description of specific changes I needed to make before implementing program-wide.	<p>Regarding the WorkKeys Curriculum, I would like to see better training options available for administrators and instructors. We all sort of learned “as we went along.” The more the students utilized it and ran into issues, our efforts at troubleshooting seemed to help with learning the other details of the website.</p> <p>For the potential STNA students, I would like to involve them in a class and lab visitation during their enrichment time, so they know the concentrated and challenging curriculum that the course involves. Perhaps a conference with the Director of Nursing would be beneficial too so as to open their eyes to the actual responsibilities and tasks of a nurse aide.</p>

Final Reflection

Briefly describe what you learned from this program improvement project that will help you in future work.

Checklist	Response
3. <input checked="" type="checkbox"/> I included an overview of what I learned from this project.	<p>This program improvement project was beneficial to my work as the ADP Coordinator in many ways. First of all, I learned about my leadership style. I believe I am a good and efficient manager; but with more hands-on participation for the implementation of this project, I became more of a “team leader” by involving the staff all together, including myself.</p> <p>I also feel my communication has improved with the staff. The ADP program involves many key players with a lot of juggling of “balls in the air.” Keeping up with remote sites, as well as the key players here at MVCTC can be a challenge to make sure everyone knows what changes are being made, and keeping up with them.</p> <p>And no matter how many new strategies are implemented, there is always room for improvement and tweaking. I already foresee some other changes I would like to make, similar to what I did with the STNA students. Practice tests, prep sessions, etc. would be beneficial to all trade courses, not just STNA.</p> <p>Overall, this was very productive, beneficial and an efficient use of time. The professional development I gained from this two-year</p>

	<p>process will carry over into many aspects of my work as an educator and program coordinator. I am grateful for the opportunity to have learned so much from such a well-trained organization.</p>
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