

# ASE/ABE

## Annual Review of Data Form A Continuing Education-Program Review Comments and Narrative

### For Faculty Use

**Program:** ASE/ABE

**Discipline:** ASE/ABE

**Academic Year:** 2007-08

### A. Please review your program data (Form A)

#### 1. Comments on Annual summary Data Table—

*What are the factors that have resulted in growth or decline in the following areas?*

**FTEs/CE Total:** ASE/ABE program produced 6% of CE's FTES in 2007-08.

**Program Cost/CE Total:** ABE/ASE utilized 7.5% of CE's total budget during 2007-08  
Academic year

**Enrollment/CE Total:** ASE/ABE generated 7 % of all CE's enrollment for the 2007-8 Year

**Retention/CE Total:** No Data

**Certificates Awarded/CE Total:** *No Data*

**High School Diplomas Awarded/CE:** A total of 572 High School Diplomas were issued in 2007-08. Out of those 572, nine-three were students that graduated through one of our Continuing Education campuses. The remainder was awarded to San Diego Unified School District students.

**Comments:** In 2007/8, it appears that the FTE's, program cost, and enrollment numbers are consistent, all being between 6-7.5%. The numbers were relatively flat when compared to the previous year. The enrollment figures may slightly be depressed due to personnel issues. At one of our six sites, a contract instructor/lead instructor was out on leave, thus depressing numbers. At a second site, the retirement of a contract instructor and replacement led to a decline in enrollment/persistence. However, the greatest impact on enrollment is the limited amount of support for students in this area. Due to Average Class Size requirements, most classes utilize the inefficient open lab model. This leads to minimal student/teacher contact, extremely limited direct instruction, and restrictive opportunities for individualized instruction. Faculty are expected to provide instruction in at least ten different high school subjects, basic education in reading, writing, and math, while simultaneously providing GED training. This is further

complicated by an open entry/open exit policy. This is exacerbated by minimal classified support at a number of the sites. The slight difference in cost versus enrollment may have, in part, been due to ineffective evaluation of class enrollment patterns during the summer, resulting in small classes continuing beyond what may have been economically appropriate.

## **B. Continuing Education Total Data Comparisons**

### **1. Comment on percentage change from prior year(s)-**

**What are the factors that have resulted in greater changes in the following areas?**

#### **FTES/CE Total:**

2004-5: 5%

2005-6 6%

2006-7 6%

2007-8 6%

#### **Cost/CE Total:**

2004/5: 8%

2005/6: 7%

2006/7: 7.5%

2007/8: 7.5%

#### **Program FTES:**

2004-5: -25%

2005-6: 21%

2006-7: 0%

2007-8: -3%

**Comments:** Over the past two years, the program has remained rather stagnant in terms of enrollment. However, the open entry/open exit policy hides the lack of retention under the open lab system. In most cases, the continuous enrollment/dropping out of students balances the numbers, so the real need for change is less apparent. As such, there has been an attempt, beginning in the 2007/8 to reform the delivery process through the establishment of Basic Skills Initiative models. These models, utilizing current research on direct instruction, team teaching, managed enrollment, student services support, pre/post assessment and funded by BSI money, along with 1010 funds, are intended to provide students with an educational model which better meet their needs. As such, it is anticipated that persistence will grow, as well as completion rates, as these models expand throughout the ABE/ASE program.