

Agenda for GED Distance Learning

June 15, 2011

In attendance: ✓ Judy DeVries ✓ Surekha Chaplot ✓ Omideh Sloan

Agenda Item	Notes
Orientation Procedures	<ul style="list-style-type: none"> • 99% of students attend the general GED Orientation. • Judy reviews the GED packet with the other 1% in a one-on-one orientation. • Students typically get referred to Judy when they are reviewing their IEP with an instructor and mention that they are interested studying from home. • Judy will accept any students (used to recommend classroom to students with less than a 400 on Reading) • Students are more successful if their Reading score is above 400. Judy will let students know that it is more difficult if the score is less than 400, but many students with scores of less than 400 have passed (e.g. ESL). • Students don't have to do their pre-testing in the Lab. • There are pre-tests in the online system, but they are hard and often discouraging to students. • Most students are referred after they test so they have already done the testing in the lab. • After being referred, Judy will give the students a 15-30 minute overview about the Distance GED Program. • Judy reviews that they need to do at least 6 hours online for the semester and that if they're not regularly online then they will be identified by the system and their account will be frozen. • Note: Judy contacts students before their accounts are frozen. • Judy gives the students her business card and puts the website and log-on information on the back (note: will add to materials).
Counseling/Advising Services (incl. Career) <ul style="list-style-type: none"> • Access • Awareness 	<ul style="list-style-type: none"> • When students are on the second to last test Judy refers them to the educational advisor (LaNelle) and career counseling (Susan). • They are notified of services via phone and/or email. • Judy forwards information to students about counseling opportunities at Building 30 (e.g. the enrollment workshop). • Judy emails students once a week; calls once a month; and has face-to-face meetings as needed. • Awareness of services also comes in the form of the GED Orientation materials that document services. • A lot of students also attend Lab classes (e.g. math) and hear about counseling and advising services then and/or will meet with their counselor/advisor during that time.
Student Learning Measurements	<ul style="list-style-type: none"> • The overall goal is to obtain a GED. • There is no formal IEP, unless the student already has one from the Lab. • Their testing is based on ability. • If someone is not going to be able to pass the tests, Judy refers them to LaNelle.
Program Services Evaluation Methods	<ul style="list-style-type: none"> • Evaluation of services is done on a case-by-case basis. • Focused on transfer and post-program outcomes. • Supplemental for students who need extra support and/or credit classes. • LaNelle will document visits with students in SARS and the database.
Student Survey <ul style="list-style-type: none"> • Review sample survey • Best method of distribution 	<ul style="list-style-type: none"> • Prefer to send out via Survey Monkey. • Judy will give me the instruction page.