**Bluegrass CTC PLC— Survey Results: Analyzing data**

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Before testing—

About ¾ of those surveyed found these tasks easy (questions 1, 2 and 3), but about ¼ of those surveyed found it to be of some difficulty (those answering medium) to fit it into their schedule.

About 1/5 of those surveyed found of some difficulty in making an appointment and in knowing where to go. This gives us an area on which we can focus. For example, we can make sure Google’s search engine is including current information, such as location and contact information.

Survey results show that about 1/3 of those surveyed had some level of difficulty in fitting it into their schedule. I think these are all areas that Region 3 has been addressing.

Testing GED—

Most understood why they took the test (68%); however, approximately 1 in 5 of some level of difficulty in understanding the purpose for the testing. As well, many had some level of difficulty in finishing the test in 2 or fewer appointments (this concern was addressed in student comments along with the concern with the difficulty of the test itself). 13% found it difficult to complete it in 2 or fewer appointments, which isn’t a big percentage, in general, but matters in crunching numbers.

The testing process itself poses the most concern with students, according to the survey results and student comments. Of course, testing is necessary, but student frustration often reflects unreliable test scores and leads to problems with retention and persistence.

Again, I think AE staff have been considering these issues, particularly with those students who enroll GED ready and will ready-test just after enrollment testing (TABE). There has been discussion (and perhaps movement toward) ways to alleviate this. For example, if students score 14+ questions (out of 16) on their Reading locator, then maybe we should only TABE those students in math and ready test them in RLA.

After orientation—

We have an awesome AE staff at BCTC, a staff willing and eager to make the journey as easy as possible for our students. We try to answer all questions satisfactorily. We offer as flexible a schedule as possible and make changes for them at their request.

However, the most important question is: Time. How long did this take? This question is important in determining how to shorten the intake process. This data supports the concerns addressed in our PLC meetings, but does little to indicate which task is actually taking that time (i.e. registration, testing, orientation, etc.). Maybe we could include more direct questions to determine this. We know time is of the essence in adult education.

Obviously, we can only narrow “testing” time so much, but as one of our navigators mentioned in a past meeting—perhaps, the career navigator could meet with students for their one-on-one advising after they have become comfortable in the classroom. As well, the responsibility of student placement and academic advising should be given to AE instructors. It makes sense that the instructor decides where a student is placed and advise (guide) them through their journey. This aids in building their trust and confidence in their instructor.

Maybe we could look into these areas in terms of lessening student intake time and increasing students’ persistence and retention, another crucial element in AE.

Before testing ESL—

44% expressed some level of difficulty in making an appointment and 39% in fitting it into their schedule. Again, I think our program leaders have recognized these issues and are considering ways to address them.

31% indicate a level of difficulty in finding the location. We have discussed online contact information, google maps, and radio and television commercials, among other venues.

Testing ESL—

A small percentage found it difficult (hard) while those who had some level of difficulty were about the same, in number, as those who indicated it was easy to complete the test in two or fewer appointments.

This could well be influenced by language barriers, as indicated in students’ comments.

After orientation ESL—

The results of these questions indicate a lack of understanding and might be an issue to address outside these survey findings.