

Technology = Success It's in Your Hands Now!

Abstract

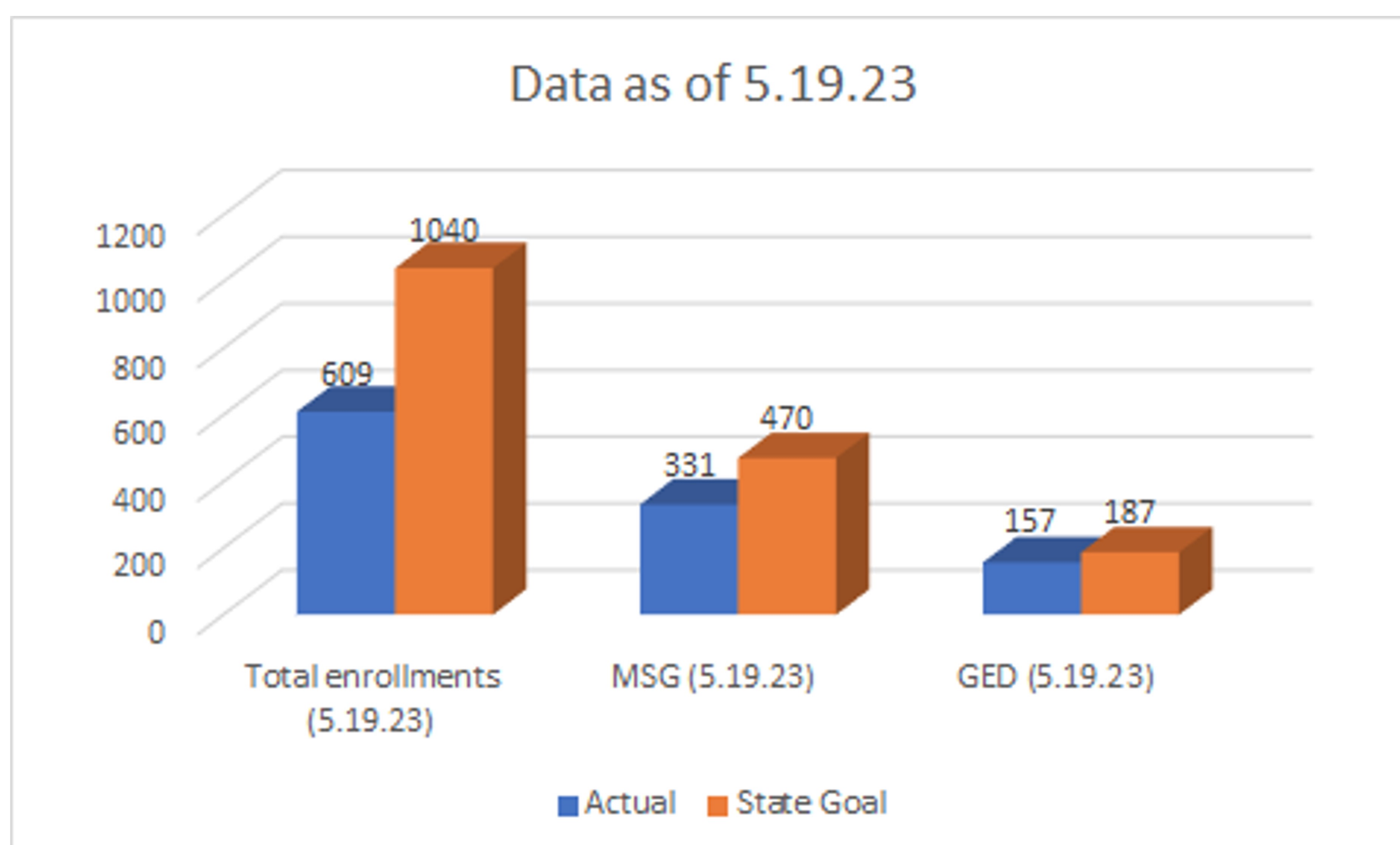
The use of technology in adult education programs for operational and instructional purposes has grown over time. This year, Jefferson Community and Technical College (JCTC) sought to determine how the expanded use of technology would impact program efficiency and student outcomes. From online registration to distance learning and student engagement, technology has resulted in increased student enrollment and student outcomes at (JCTC).

Introduction

JCTC sought to improve performance through the use of technology in three areas.

- Enrollment: The use of technology
 - increased accessibility and flexibility of services through the use of online registration at: <https://jctc.me/adulted>
 - centralized personal outreach services to students
- Student progress: Online instructional platforms, IXL and KET FF,
 - increased flexibility of instruction
 - enhanced student engagement both in and out of class
 - increased students' proficiency in use of technology
- Student outcomes: GED Testing was expanded to
 - provide both center-based and online testing capabilities
 - enable students to take tests 24 hours per day, 7 days per week.

Table 1. Program Actual vs State Goal



Product Description & Motivation

Research shows that adult learners encounter three types of barriers to meeting their educational goals: situational, logistical, and dispositional. JCTC minimized these barriers through the use of technology. As shown in Table 2, the growth in enrollment, MSGs, and GEDs has been substantial. Technology is used to

1. Facilitate enrollment/participation in programs via online registration, orientation and Zoom classes
2. Provide instruction that addresses learning styles, provides ample practice/instruction to ensure skill and concept mastery through IXL and KET FF (Bozhidar, 2021)
3. Provide just-in-time GED testing available 24/7 to meet students' needs

While JCTC has used a variety of technology in the past, this year's approach is novel in that students have access to the same technology in class and at home.

Baseline & Goal

FY 2023 Goals

- 1040 enrollment,
- 45.2% MSG,
- 187 GED

Table 3 shows current numbers as of 5/19/2023

- 331 MSGs (53%), thus exceeding the target goal of 45.2%.

The GED completion goal was set at 187.

- 157 GEDs were earned – 83.9% of the goal.

Table 3 provides information on the growth in all areas (enrollment, MSGs and GEDs) over that of last year.

Results

In the fall of 2022, JCTC elected to expand use of technology to eliminate barriers to student enrollment and progress (MSGs 1 and 2), and develop IETs and WPLs to address MSGs 4 and 5.

- A total of 23 IET MSG 4s have been awarded through the Kentucky Paraeducator program.
- Three IET and WPL programs were delayed in opening due to receipt of state approval, and thus were changed show progress via MSG 1.
- This change allowed for faster implementation and better addressed the needs of the employers and employees, since the majority of students are involved in ESL instruction.
- ABE/GED instructors added more technology-based options for students.
- ESL instructors initiated instructional technology for students.
- Registration/orientation was redesigned to allow online access.
- CCNs and counselors adopted a centralized approach to supporting students.

Each advance in technology removed barriers; thus leading to increased student outcomes. (Bairamove and Dixon, 2019.)

Graph 2. Technology - Classroom Use and Outcomes and current active students and achievements in Carrollton- Sample county

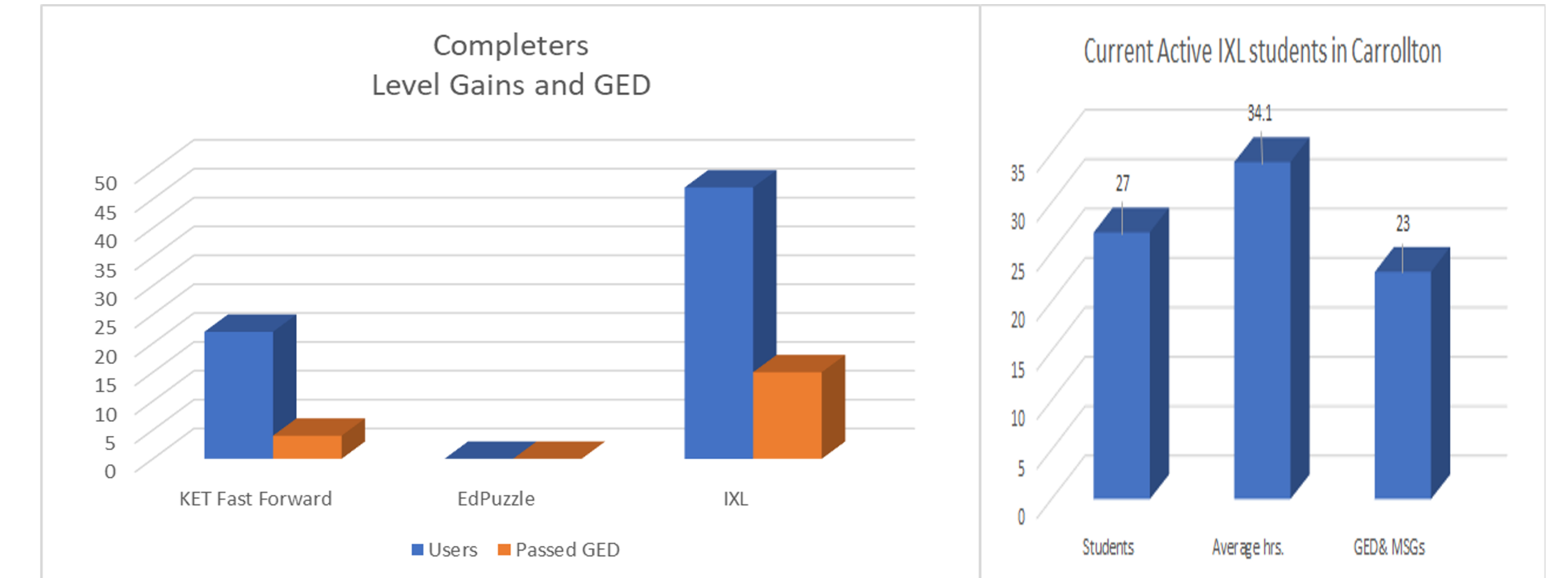


Table 3. Percent Increase Over Past Year

	5/16/2022	5/19/2023	Percent of increase
Enrollment	386	609	57.77%
GED	93	157	68.81%
MSG	141	331	134.7%

Discussion

JCTC was very successful in meeting MSG and GED goals set for this project. While the enrollment goal set by the state was not met, great strides in enrollment were made. **Note:** Table 3 shows a 57.77% increase in enrollment since May 16, 2022. An obstacle that turned into an opportunity was the delay in getting approvals for IETs/WPLs. As a result, JCTC was able to convert some of the programs to MSG 1 which led to successful outcomes for students through progress testing.

Conclusions

A great deal of consideration was given to the goals set in this project, as such they were reasonable and while not a given, they were achievable. Through this strategy, barriers were removed allowing students greater access to programs, increased engagement in learning, and removal of barriers to GED testing. This technology-based strategy could be implemented in any program within the state. Situational, logistical, and dispositional barriers have long inhibited students from achieving their educational goals. JCTC's strategy took down those barriers and provided more opportunities to students.

References & Acknowledgements

References:

Bozhidar M. Bashkov, Ph.D., Assessing the Impact of IXL Math over Three Years: A Quasi-Experimental Study, ESSA Research Report, 2021 https://www.ixl.com/materials/us/research/IXL_Math_3-Year_QED_ESSA_Tier_2.pdf

Naïla Bairamova and Crystal Dixon, Barriers to Learning, Part 1 and 2. EdTech Center@World Education, 2019 at: <https://edtech.worlded.org/barriers-to-learning-part-1/> and <https://edtech.worlded.org/barriers-to-learning-part-2/>