

Update on Outcomes & Adoption of College Ready Levels:

Learn How to Advocate for GED Grads

**GED Testing Service
Conference
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PRESENTERS



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Today's Session

- Reporting of GED Graduates' Outcomes Data
- Growing & Expanding Outcomes Data: How You Can Participate
- Overview of GED College Ready and CR + Credit Adoption
- Growing Adoption of CR Recommendations by Colleges: How You Can Participate
- Advocating for GED Grads and for Your Programs

Outcomes data are only useful if they are visible, understood and acted upon by policymakers and education stakeholders.

College Ready and CR + Credit recommendations are valuable to students only if they are known, understood and implemented by colleges.

Real progress takes action.

Why Advocate for GED Students & Your Programs?

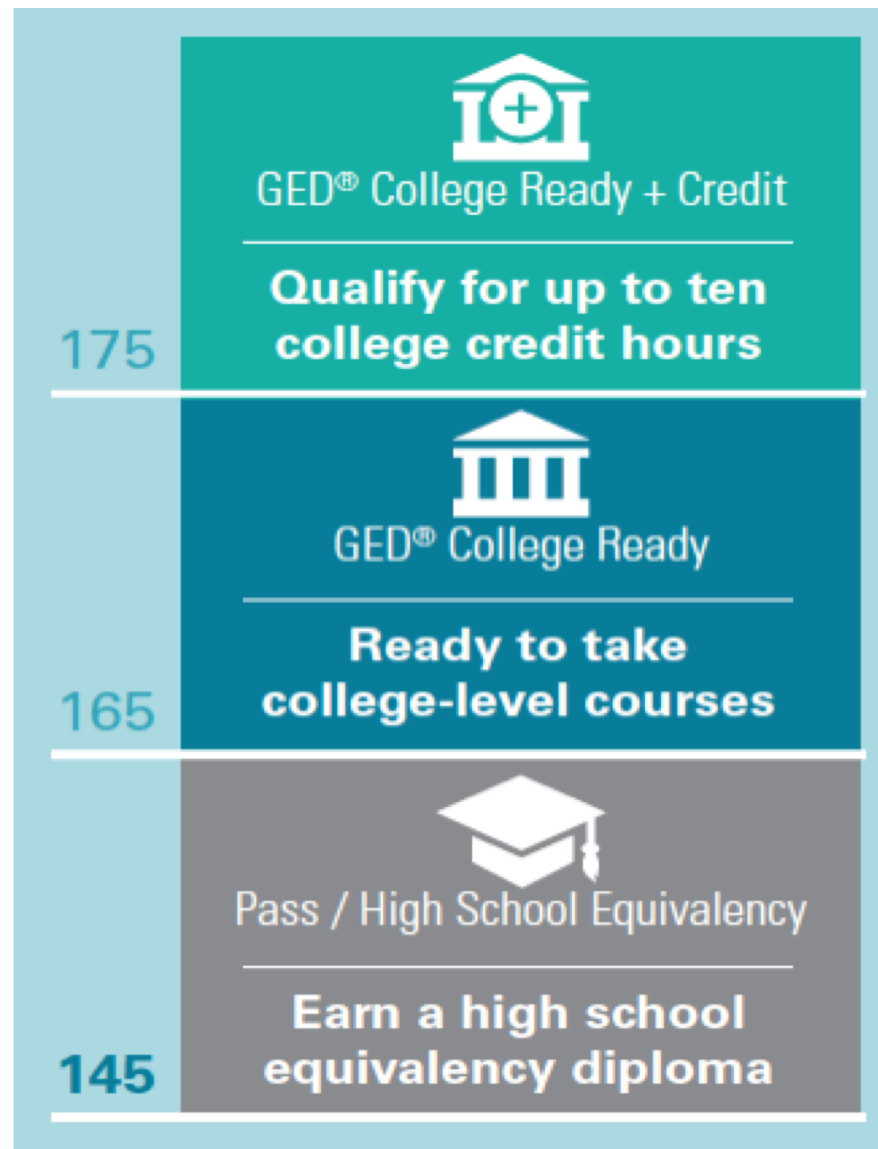
By Advocating Effectively You...

- Help make students more successful!
- Ease transitions to jobs and college programs
- Increase visibility and reputation of GED Grads
- Increase visibility and reputation of your work and program/s
- Increase visibility of adult ed for prospective students and student influencers
- Build your professional brand and visibility

Outcomes Research: Our Approach and Results



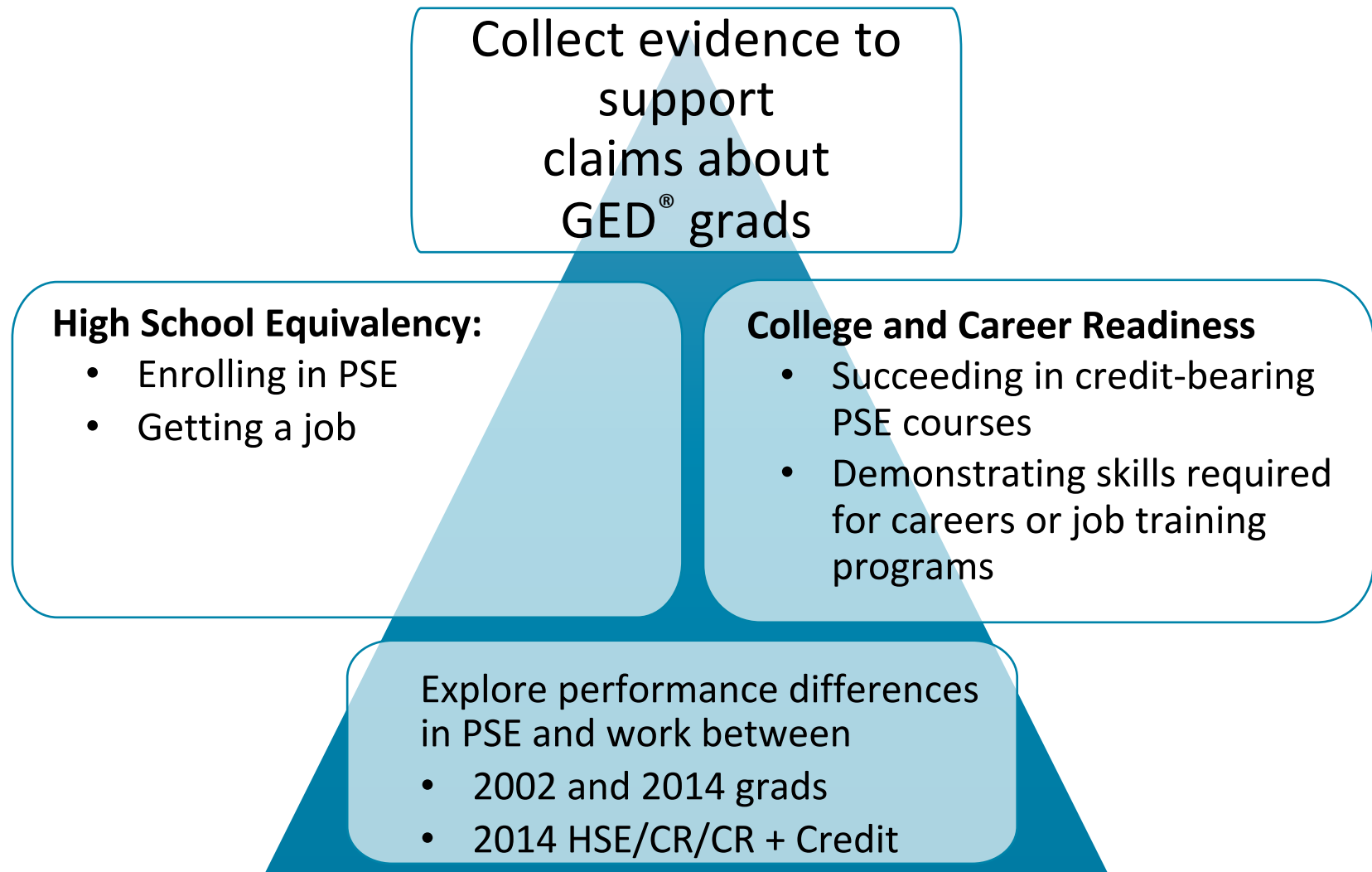
Context: GED® Test Performance Levels



Context: 2014-2019 GED® Test Performance

	Math	RLA	Science	Social Studies	Battery – on First Attempt	Battery – Overall
Passed (145 or higher)	85%	89%	93%	90%	61%	86%
College Ready (165 or higher)	6%	12%	11%	14%	20% in at least one content	
College Ready+ Credit (175 or higher)	2%	2%	2%	3%	5% in at least one content	

Purposes of Outcomes Research



Our approach: Three key types of studies, matching data from GED® graduates:



- **National Student Clearinghouse** studies, examining
 - Rates of progression to PSE
 - Persistence in PSE enrollment
 - Post-GED® credential attainment
 - Differences between annual cohort samples over time



- **College/college systems** studies, examining
 - Relationship of GED® performance and course grades or GPA
 - Enrollment and persistence rates
 - Participation in credit-bearing vs. developmental courses
 - Post-GED® credential attainment



- **Jurisdiction** studies, examining
 - Outcome indicators similar to the previous two study types
 - Workforce performance by GED® grads including employment rates, wage rates, job/career progression, industry participation, etc.



NSC match data has consistently shown improved progression to college

Previous test series' results

- Showed that after two years, only **26%** of GED® grads were enrolled in college,
- This percentage only increased to **46%** six years after credentialing.

2014 test results have shown

- **34%** of students enroll in college within **1 year**
- **41%** enroll within **2 years**
- **45%** enroll within **3 years**
- **47%** enroll within **4 years**

Results are generally consistent between cohorts and across states

Updated NSC Results

- Mean scaled-score of GED® graduates going on to college is well above the minimum passing score for high school equivalency:
 - Math: 158
 - RLA: 162
 - Science: 161
 - Social Studies: 161
- Typical age of GED college-bound graduates is stable
 - 81% to 86% of matched grads were between the ages of 16 and 24 when they received their GED® credential



Example outcomes data match with a large community college district – Dallas County Community College District

Study design

- Matched GED® graduate scores with district student enrollment and grade data from 2014 - 2018
- Over 1,300 students were matched with credit-bearing course data

Key outcomes results

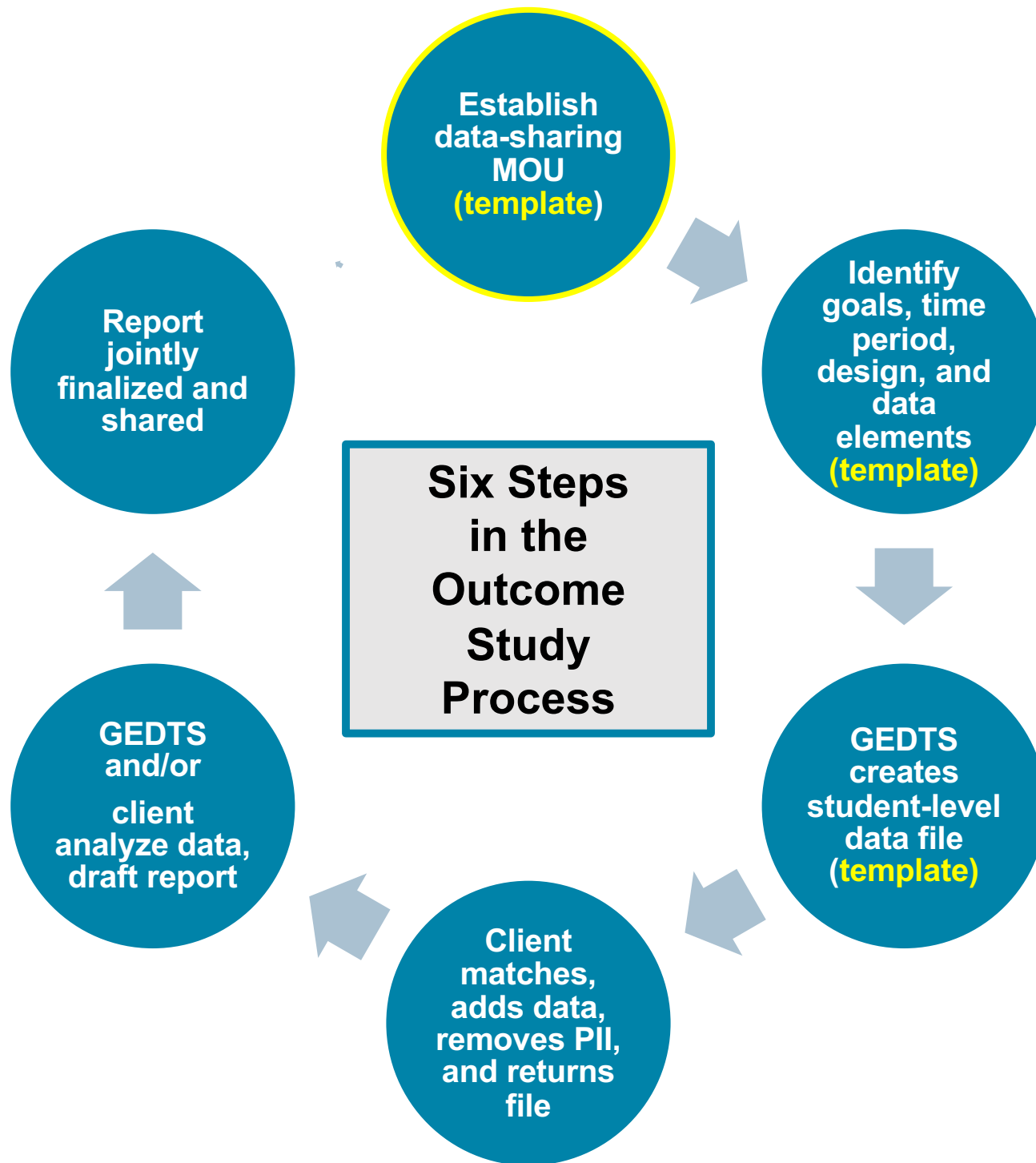
- PSE Enrollment – overall, **40% enrolled prior to completing** the GED® credential, and **58% enrolled within 2 years**
- Credit-bearing GPAs were **2.0 or above** for
 - 80% of students at CR +credit
 - 74% for students at CR
 - 70% for students at HSE

Conclusions

- Confirmed previous GEDTS research on
 - PSE progression rates
 - GED® test Performance
- Supported our hypotheses about college performance of GED® grads

Outcomes research is a “developing story”

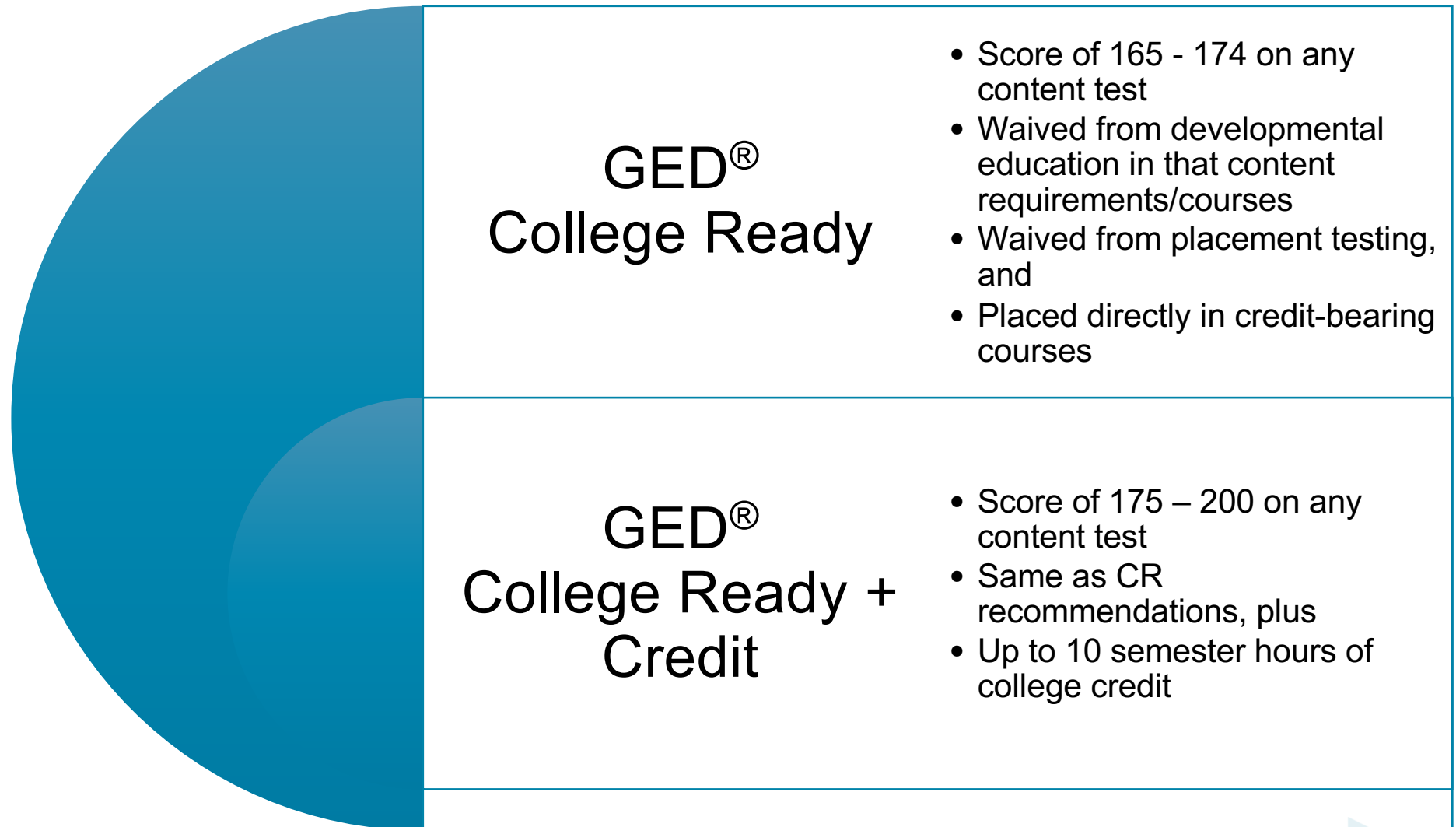
- Additional Colleges and College Systems studies are in progress - even small-scale studies can be significant
 - One recent college study involved data from only ~700 matched GED® grads from 2014-2018
 - Performance data supported a recommendation for students with math score of 160 or higher to forego placement testing
- Several state studies are in progress – they represent our first opportunity to look at both PSE and workforce results
- We anticipate working with more of you on these studies in the coming years



GED College Ready and CR + Credit



American Council on Education (ACE) Recommendations for the GED® Test



ACE CREDIT®: Background

- Military evaluations since 1945
- CREDIT® established in 1974
- 700 organizations
- 33,000 courses and exams evaluated
- Consistent, independent evaluation process
- Examples of examination reviews:
 - College Board's Advanced Placement® Tests
 - College Board's College-Level Examination Program (CLEP®)
 - ACT's National Career Readiness Certificate
 - Prometric's DSST - Credit by Exam Program



Benefits of Adoption

- Moves students more quickly into through college programs
 - Bypassing remedial education
 - Skipping yet another high-stakes exam
 - Potential to have credits when starting in PSE
- Increases visibility and reputation of GED grads and adult education programs
- Aligns with many state PSE attendance/completion and workforce development initiatives

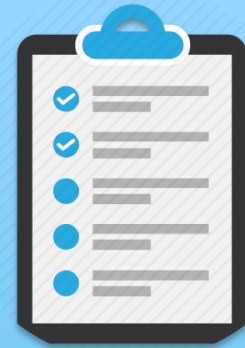
CREDIT[®] review of the GED[®] test



Two-phased review
in 2014 and 2015



Independent
examination of the
content and
underlying
psychometric
properties of the test



Included review of

- Test-taker eligibility criteria
- Learner outcomes
- Content coverage against postsecondary standards





Many colleges have already adopted the ACE[®] Credit Recommendations

- Approximately 225 colleges across the U.S. are known to have implemented one, or both, of the recommendations
- (CR and/or CR +Credit)
 - Colorado Community College System (both recommendations)
 - Georgia Technical College System
 - Virginia Community College System
 - Connecticut Public College System
 - Illinois Community College System
 - Kansas Board of Regents (4-year colleges)
 - Kentucky College System
 - Rhode Island College System
 - Ohio Board of Regents - State College System
- Additional Colleges in AL, AZ, KS, MA, MO, NJ, OR, RI



Adoption at Non-State System Colleges and Universities

- Colleges in the following states are known to have adopted CR and/or CR + Credit:
 - Alabama
 - Arizona
 - Kansas
 - Massachusetts
 - Missouri
 - New Jersey
 - Oregon
 - Rhode Island
- Work and evaluation continues at both individual colleges and at the system level (new or upgrade to CR+)

Pathways to Adoption

- Review of material with champion as needed
- Internal groundwork/prep and visibility
 - Providing stats, linking CR and outcomes data to new or existing important initiatives or metrics
 - Educating internal influencers
- Presentation and submission of material to either:
 - Key academic leader with decision-making authority
 - Council or committee with decision-making authority
- Internal review, conversations, follow-up questions to GEDTS
- Notification of intent to implement, specifics and timeline
- Coordination with GEDTS on a joint press release



“

*CULTIVATE VISIBILITY
BECAUSE
ATTENTION IS CURRENCY*

”

- C. BROGAN (JOURNALIST AND SOCIAL MEDIA EXPERT)

GED College Ready, CR +Credit, and Outcomes Toolkit

- Available for download next week at:
 - GED.com/GEDTS19
- College Readiness Web Page:
 - GED.com/educators_admins/program/college_readiness/

Includes:

- PPT Slides
- Beyond The GED Test (outcomes one-page infographic)
- GED Testing Service Outcomes Research one-pager
- List of Known Participating Systems, Universities & Colleges
- A Guide for Admissions Officers

Ways to be visible on outcomes and CR/CR + Recommendations

Social

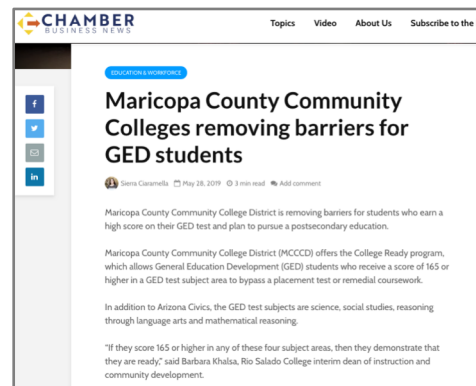
facebook

twitter



Instagram

Traditional



Policy



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Social Media Tips

- Follow, like, share and/or comment on GEDTS or GEDTS leaders social content about outcomes, grad stories and CR adoption
- Pull out a compelling stat to share once a week
- Release a statement regarding GEDTS press releases or independent media stories
- Comment on related content and include GED outcomes/CR or adult ed stats and relevant links
- This information is perennial – it takes people approximately 7 different times to take in information
- Share outstanding student success stories regularly
- Follow local media, state and local policymakers, and public policy groups

Traditional Media Tips

- Make friends with your PIO if you work in a larger organization – educate them and work to send out at least one press release about success of your program at least annually
- Balance heart with facts – stories and stats together
- Target your local TV stations (especially morning shows) and call them with a great student success story –then tie that to larger outcomes stats, or a call to action around a known event (e.g. back to school, new year's resolution).
 - Morning shows and local media outlets want local news with local stories and local experts
- Follow local reporters on your social accounts

Policy Tips

- Include outcomes data and CR adoption, or opportunity, in annual statistics and reports
- Share one-pager
- Target your local TV stations (especially morning shows) and call them with a great student success story –then tie that to larger outcomes stats, or a call to action around a known event (e.g. back to school, new year's resolution).
 - Morning shows and local media outlets want local news with local stories and local experts
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Questions

Thank you!