**Collaboration Quality Self-Assessment**

This self-assessment tool was created to help adult education programs evaluate their effectiveness in the following key areas of collaboration. Please rank your practices from 1 (low) – 5 (high).

**Quality Indicator #1: Capacity**

**Key Concept:** This section asks questions about the program and staff members’ ability to support each other and build capacity to deliver high quality adult education to meet community needs.

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| --- | --- | --- | --- | --- | --- |
| Program maintains effective **collaborative process** for planning implementation and accountability  | 1 | 2 | 3 | 4 | 5 |
| Program has **the leadership, management, and accountability** processes necessary to meet community need for adult education  | 1 | 2 | 3 | 4 | 5 |
| Program has **resources that promote adult learning and provide high levels of access t**o communities of need | 1 | 2 | 3 | 4 | 5 |
| **Professional development** provides opportunities for faculty and staff to turn new knowledge into practice | 1 | 2 | 3 | 4 | 5 |

**Quality Indicator #2: Connection**

**Key Concept:** This section asks questions about the program and staff members’ ability to provide coordinated, proactive engagement to potential students on educational and training options and choices.

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| --- | --- | --- | --- | --- | --- |
| Program collaboratively **engages prospective students** from communities of high need to provide services in aligned program areas  | 1 | 2 | 3 | 4 | 5 |
| Program demonstrates a “**no-wrong door” approach** to regional education and training  | 1 | 2 | 3 | 4 | 5 |

**Quality Indicator #3: Entry**

**Key Concept:** This section asks questions about the program and staff members’ ability to have established common intake and assessment procedures and provide career and goal exploration and planning that addresses individual student needs and interests**.**

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| --- | --- | --- | --- | --- | --- |
| Program **orients adult learners** in a manner that is culturally responsive and promotes self-efficacy and confidence  | 1 | 2 | 3 | 4 | 5 |
| Program uses **multiple measures** to inform placement, education and career planning, classroom instruction, and continuous improvement activities.  | 1 | 2 | 3 | 4 | 5 |
| Students complete **individualized educational plans** that reflect an informed understanding of their educational and career options  | 1 | 2 | 3 | 4 | 5 |
| Program collaborates in the provision of **proactive counseling and support services** to promote **persistence and long-term student success**  | 1 | 2 | 3 | 4 | 5 |

**Quality Indicator #4: Progress**

**Key Concept**: This section asks questions about the programs and staff members’ ability to have shared and aligned programs which allow students to accelerate progress via courses that are geared toward academic, career, and community goals.

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| --- | --- | --- | --- | --- | --- |
| Program has **aligned and articulated** programs  | 1 | 2 | 3 | 4 | 5 |
| Program offers robust **integrated education and training** programs  | 1 | 2 | 3 | 4 | 5 |
| Program provides coordinated, ongoing, consistent **student support**  | 1 | 2 | 3 | 4 | 5 |

**Quality Indicator #5: Completion/Transition**

**Key Concept:** This section asks questions about the program and staff members’ ability to facilitate timely program completion and successful transition into postsecondary education, training, and/or employment.

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| --- | --- | --- | --- | --- | --- |
| Program demonstrates effectiveness in transitioning students into **postsecondary and/or the workforce**  | 1 | 2 | 3 | 4 | 5 |
| **Partnerships** with local workforce and community service providers are **integrated into programs of study** | 1 | 2 | 3 | 4 | 5 |
| Program conducts **continuous improvement planning** that is in conjunction with all regional adult education stakeholders | 1 | 2 | 3 | 4 | 5 |