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# GED: Moving Into the Electronic Age

Kateri Montileaux  
*Dakota State University*

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# **GED: MOVING INTO THE ELECTRONIC AGE**

A graduate project submitted to Dakota State University in partial fulfillment of the requirements for the degree of

Master of Science

in

Information Systems

August 2017

By

Kateri Montileaux

Project Committee:

Dr. Christopher Olson

Dr. Ronghua Shan

Thomas Shortbull



## PROJECT APPROVAL FORM

We certify that we have read this project and that, in our opinion, it is satisfactory in scope and quality as a project for the degree of Master of Science in Information Systems.

Student Name: Kateri Montileaux

Master's Project Title: GED: Moving into the Electronic Age

Faculty supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Committee member: \_\_\_\_\_ Date: \_\_\_\_\_

Committee member: \_\_\_\_\_ Date: \_\_\_\_\_



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Student Name: Kateri Montileaux

Master's Project Title: GED: Moving into the Electronic Age

Faculty supervisor: Christopher Olson Date: Sept. 7, 2017

Committee member: Ranghna Shan Date: 9/7/2017

Committee member: Thomas Shuttles Date: 9-14-17

## ACKNOWLEDGMENT

I would like to thank the Creator. Thank you to my committee members, Dr. Christopher Olson, Dr. Ronghua Shan, and Tom Shortbull. This degree has taken much longer than I had planned; the road has been long and rocky. Thank you to a wonderful group of people who have guided and encouraged me to persevere, Dr. Omar El-Gayar, Dr. Hawkes, Jennifer Mees, Judith Graham and Dakota State University President Jose`Marie Griffiths.

I would like to thank the Community Continuing Education/General Education Diploma (CCE/GED) tutors at Oglala Lakota College for the long hours they put in, the extra mile they go, and for helping the people who come to the program make dreams a reality.

Finally, to my family who cheered me on with encouragement and support. Anne and Francis Sr. my parents, and especially to Jolene and Amberose. They were always there for me when the road looked too long and I became tired. Thank you for always lifting me with your faith.

## **ABSTRACT**

The purpose of this study is to find a direction as the Community Continuing Education/General Education Diploma (CCE/GED) department goes into the electronic age. Not only has the General Education Diploma test become computer based, the process of studying, preparing and communicating has also required one to use desktop computers, laptops, tablets, smart phones, email, and webinars daily. The goal is to promote the department and its services to the younger generation (18-25 years old) who are completely comfortable using electronic devices, and to the older generation (40+years) who may know a little bit of electronic communicating but who are still fearful of it.

The department has a webpage within the college's website and, until recently, has not fully utilized it. The goal is to use the internet in both the capacity of information gathering as well as information dissemination.

A survey is available for participants to complete on the departments webpage or by hand on printed paper copies. This survey will assist the department in establishing an understanding of how the participants become aware of the departments services, how to enhance students' experiences and overall achievement(s) in addition to tracking them after they leave the program. Additionally, the group created a Community Needs Assessment for adult learners who are not pursuing a General Education Diploma, which includes suggestions of both old and new topics of information community members, are interested in acquiring.

One of the results is tutors now realize how beneficial information technology can be to the program overall as well as to individual staff members and participants within the program.

## DECLARATION

I hereby certify that this project constitutes my own product, that where the language of others is set forth, quotation marks so indicate, and that appropriate credit is given where I have used the language, ideas, expressions or writings of another.

I declare the project original work and has not previously been presented for the award of any other degree of any institution.

Signed,

Kateri Montileaux

Kateri Montileaux

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# CHAPTER 1

## INTRODUCTION

### **Background of the Problem**

In 1973, the Community/Continuing Education Department began as the Adult Education Department at Oglala Lakota College then known as Oglala Sioux Community College. The major component at that time was the General Education Diploma (GED). In the following years, the department grew to include community education life coping skill workshops, adult basic education, and General Education Diploma tutoring. The name of the department was changed from Adult Education to Community/Continuing Education.

The Community/Continuing Education Department offers a program responsive to the needs of the people of the Pine Ridge Indian Reservation. The General Education Diploma tutors are responsible for preparing students for taking and passing the Official General Education Diploma test. Instruction provided is based on individualized entry scores and is set up to meet the needs of the student. Because of the decentralized campus, tutoring is provided in eleven classrooms based within each Community College centers. Tutoring is provided at no cost to the student and generally tutors are members of the community they serve. The department offers lifelong learning through life-coping skills workshops, career counseling, and community involvement.

### **Statement of the Problem**

This report will examine the ways record keeping, reporting, and General Education Diploma (GED) testing as well as preparation was done in the past. It will focus on how Information Technology has transformed all aspects in the way the Community/Continuing Education/General Education Diploma (CCE/GED) department has evolved and the direction it is going.

FORMER YEAR 1973		OKLAHOMA COMMUNITY COLLEGE - R.L.D. RECORD										
NAME / ADDRESS	AGE/SEX	RAW SCORE	STANDARD SCORE	PERCENTILE RANK	P/F	Higher Ed. + Milit. Service	Years Completed in High School	Test Form	Date of Entry	Date of Completion	Paid	Average Stan- dard Score
	J				P				D.O.B.			
					P				D.O.B.			
	J				P				D.O.B.			
					P				D.O.B.			
					P				D.O.B.			
	J				P				D.O.B.			
					P				D.O.B.			
	J				P				D.O.B.			
					P				D.O.B.			
	J				P				D.O.B.			
					P				D.O.B.			

Figure 1- Old paper form

As seen in figure 1, a paper form was used for each program year. All information for each student was written by hand. This information included: name, address, age, sex, standard scored, percentile rank, pass or fail, higher education, military, employment, years completed in high school, test form used, date of entry, date of completion, paid, and average score. The program currently uses a software service called Literacy, Adult and Community Education (LACES) by LiteracyPro Systems Inc.

While this software helps with tracking a student's progress, the data must be entered by the tutor. While many tutors do this on a weekly, bi-weekly, or monthly basis, some do not. If staff turnover occurs, the new tutor must first learn the software system, then remember to update current students, and add new students and information.

Up until 2014, the Community Continuing Education/General Education Diploma (CCE/GED) department utilized the Oklahoma Scoring Services, Inc. to score the GED tests. Because the testing was done using paper test sheets, and pencils, these were mailed to the scoring services. Results could take up to two weeks for Reading, Social Studies, Science, and Math. For the Writing test, readers would read each essay and it would sometimes take up to three weeks for the results. The scores were then mailed from the Oklahoma Scoring Services. Also the program utilized and paid for the services of an online service named

Treasure Chest. This was a storage facility that allowed unofficial test scores to be viewed online as seen in figure 2.

GED Examinees and Scores							2013	
Oglala Lakota College P.O. Box 490 Kyle, SD 57752								
Name	ID Number	Writing Studies	Social Science Reading	Math	ESL	Total Avg.		Reason
		490	470	450	470	360	2240	448 Not Pass
		430	370	530	700	420	2650	530 Pass
							0	Incomplete @
		450	530	490	540		0	Incomplete @
		510	450	480	470	360	2270	454 Not Pass
		0	450	530	440	430	1850	370 Not Pass

Figure 2- Old unofficial test scores

The goals of this research project are to find a solution to and cut back on:

1. Double and triple entry of student information, demographic and scoring.
2. Using software that is repetitive. Find one that fits all needs.
3. Have a location to warehouse monthly reports, demographic information for past and current students.
4. Implement a tracking system for GED graduates for up to two years.
5. Implement the used of tablets as another form of communication between the tutors as well as continuing to use desktop, laptop, smartphones, email, and webinars.

In fall 2016, several meetings were held with the Oglala Lakota College Community Continuing Education/General Education Diploma (CCE/GED) tutors to discuss concerns about using our webpage. Out of ten tutors, seven tutors were with the program when the testing process changed from paper/pencil to computerized testing form. The previous test was from the non-profit “American Council on Education” to the new for profit “PearsonVue”.

The task was a huge undertaking and the department pulled together and accepted the challenge. Considerations included deciding on a central testing location site, purchasing computers, software and certification, the stringent requirements involved with a compliant test room and setting up a check-in area, locker storage. This was accomplished and the test site was up and running by May 2014.

One aspect that was mentioned more than a few times from the General Education Diploma tutors was the repetitiveness of having to input data into Excel spreadsheets, tracking software, (LiteracyPro Software Systems Inc.), paper monthly reports, and backtracking for the annual report numbers.

### Objectives of the project

Objectives of this project are to utilize technology within Oglala Lakota College's Community Continuing Education/General Education Diploma department. The new (2014) General Education Diploma (GED) test's format for testing became electronic as did its reporting. The focus of this project was creating a database tracking student test-taker's test score and demographic data, and Oglala Lakota College's General Education Diploma graduates by year of graduation figure 3.

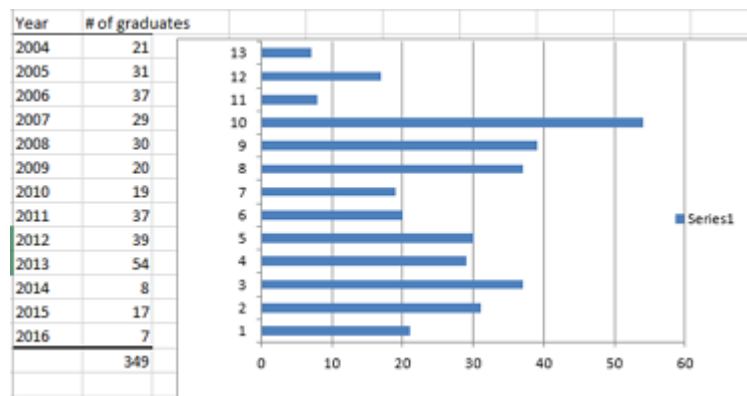


Figure 3-General Education Diploma Graduates by year

This data was (and is) utilized to generate reports for annual reporting purposes to the Bureau of Indian Affairs (BIA) and the American Indian College Fund (AICF). This database

is designed to assist this department in the generation of in-house reports for Oglala Lakota College (should the need arise).

In addition to the database, two (2) electronic surveys were designed and created by this researcher. Both surveys were uploaded into Survey Monkey March of 2015. Both Surveys have been continuously available since March 2015. One survey gauges each community members' interests pertaining to what type of training, workshops and Basic Adult Education was/is needed. The second survey collected data on how community members and potential students heard of Community Continuing Education, whether a General Education Diploma had been obtained, how many hours were used in preparation for taking the Official General Education Diploma test, how many miles participants traveled to a training and/or test site and whether they would use the General Education Diploma for work or school. The Community Continuing Education/General Education Diploma (CCE/GED) webpage has not been fully utilized since its creation in 2015.

## CHAPTER 2

### LITERATURE REVIEW

Most of the literature on the General Education Diploma (GED) test focuses on the new test the history of the GED, and most recently how the new test has floundered and two other tests that have been made available. These two tests are the High School Equivalency Test (HiSET) and the Test Assessing Secondary Completion (TASC).

Although the focus is on technology and how it has affected testing, receiving scores, and tracking, another aspect to report on is how this all has had an impact on the GED component of our program at Oglala Lakota College.

As far back as 2001 there was discussion about the impact of paper/pencil versus computer testing. Per a set of studies conducted by the Princeton, N.J. based Educational Testing Services (ETS), how students performed on computer delivered tests depended on how familiar they were with technology (Olson, 2005). Students were given mathematic and writing items from the National Assessment of Education progress. In the math study national representative of fourth and eighth graders in 2001 took a computer-based math test at a computer facility. At the eighth grade level, a randomly selected control group took a paper-based exam containing the same math items as the computer based test.

The eighth graders taking the computerized test were around four points lower than those who took the paper version. In 2002, a nationally representative sample of eighth graders took a computer-based writing test, and a second group took the same test with paper/pencil. Results were not significantly different from average scores between computers versus paper/pencil.

Scoring by the computer was a different matter. While grades on the math were generally interchangeable with those of human scorers, that was less true for items requiring text responses. For those items, the computer treated correct responses that were misspelled as incorrect. According to Mr. Goldstein, the Director of Reporting and Dissemination for the



assessment division of the National Center for Educational Statistics (NCES), “That is something that needs to be considered in further development work (Olson, 2005).

The GED test was created in 1942, when soldiers returned from World War II needed a jump start on their careers (Fleisher, 2013). The “old” test was “primarily, if someone could read well, they would do pretty well on those sections” (Bush, 2015). The new GED test is a good test for people who plan to enter college; however it may be harder to obtain for those “needing a piece of paper” for a construction or fast food job (Bush, 2015).

One of the main obstacles of the new GED test has dealt with is the alignment with the Common Core standards. This is a nationwide academic standard on public schools throughout the country and is funded by billionaire Bill Gates and promoted by the U.S. Department of Education. Those promoting Common Core have gone to great lengths to make it appear teachers, parents, and students are embracing the new standards (Snyder, 2014). It seems like this is not the whole truth. It has been called “state-sponsored child abuse” by New York Assemblyman Al Graf (Snyder, 2014).

Because of the new test being more expensive, computerized, and challenging, there has been a significant drop not only in test takers, but also in those earning the GED certificate. The test was revised to align with the Common Core standards, which require a higher level of critical thinking (Royals, 2015). Another reason the GED test was revised was because research showed the GED graduates from the old GED tests had the same earnings as high school dropouts not high school graduates (Royals, 2015). Creators of the new test insist that, despite a slow start more people will take and pass the test as states and teachers adjust to the new test (Royals, 2015). According to C.T. Turner of GED Testing Service “We have early indicators that we’re making progress on better preparing adult learners for jobs today but also to be ready to enter and succeed college and career training programs (Royal, 2015). On the new test, not only do you have to get the correct answer, you must explain how you got the answer (Huntsberry 2016). Thomas Garrett of Raleigh N.C. says he is having a difficult time with the computerized format because he has had little experience with computers (Huntsberry, 2016).

The South Dakota Common Core State Standards is a set of educational standards in math and English Language Arts. The standards define the knowledge and skills students should gain through their K-12 education. The new and more difficult South Dakota

Common Core State Standards affected the manner by which tutors at the Oglala Lakota College Community Continuing Education/General Education Diploma department helped prepare students for testing. Many General Education Diploma (GED) students have either dropped out of high school (or even middle school) and have no knowledge of the South Dakota Common Core Standards. These students not only faced the challenge of refreshing their knowledge of test content area material, they faced taking a General Education Diploma (GED) test aligned with South Dakota Common Core Standards (whose main goal is to get students college ready). The majority of General Education Diploma (GED) students do go on to enroll in college, university, or vocational schools. However, there are also those who are obtaining the General Education Diploma (GED) to obtain employment without pursuing academic endeavors.

New Jersey Governor Chris Christie stated in a speech at Burlington County College, Pemberton, N.J. that “It’s been five years since Common Core was adopted and the truth is that it’s simply not working. It has brought only confusion and frustration to our parents, and has brought distance between our teachers and communities where they work. Instead of solving problems in our classrooms, it is creating new ones and when we aren’t getting the job done for our children, we need to do something different” (Whittaker, 2015).

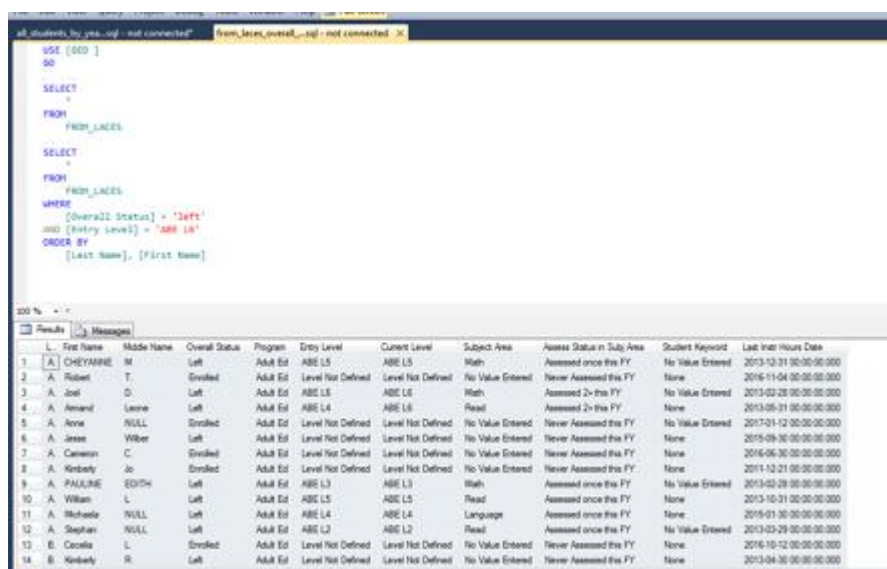
Because the decrease in both the number of test takers as well as those who passed the GED test and received the certificate, the passing score was changed to one hundred fifty (150) to one hundred forty five (145) in March 2016. This passing point change was retroactive to 2014. The GED Testing Service isn’t changing the material in the test itself; it is only lowering the scores to pass the test (Davis, 2016). The reasoning behind the change is that high school performance is currently lower than it is to obtain a GED. “Once the high school performance improves, the cut scores can be adjusted” says Randy Trask, GED Testing Service president (Davis, 2016). The GED Testing Service has added to the GED credential two new performance levels. One test reflects college readiness, the other toward career/work readiness. Says Beverly Smith the Assistant Commissioner for Adult Education in the Georgia Technical College system, “We had a feeling that if GED Testing Service looked and really did the work on the studies, they would find that the new GED cut scores should have been set a little lower”.

While most states offer the GED, at least seventeen also offer the High School Equivalency Test (HiSET) and/or the Test Assessing Secondary Completion (TASC). Both tests offer the option of paper/pencil or computerized testing. They both cost less than the GED test and the High School Equivalency Test (HiSET) offers two free test retakes.

## CHAPTER 3

### SYSTEM DESIGN (RESEARCH METHODOLOGY)

In this project, SQL Server 2012 was used to create a database Figures 4 and 5 and two surveys were created using Survey Monkey. The entity relationship diagram Figure 6 shows that data taken from the LACES-LiteracyPro Software Systems Inc. was used to create tables for keeping track of General Education Diploma graduates by year, goals and progress, as well student and tutor information Figures 7 and 8.



```

USE [GED ]
GO

SELECT
FROM FROST_LACES

SELECT
FROM FROST_LACES
WHERE
[Overall Status] = 'Left'
AND [Entry Level] = 'ABE L4'
ORDER BY
[Last Name], [First Name]

```

L	First Name	Middle Name	Overall Status	Program	Entry Level	Current Level	Subject Area	Assess Status in Sub Area	Student Keyword	Last Instr Hours Date	
1	A	CHEYMANE	M	Left	Adult Ed	ABE L5	ABE L5	Math	Assessed once this FY	No Value Entered	2013-10-31 00:00:00.000
2	A	Robert	T	Enrolled	Adult Ed	Level Not Defined	Level Not Defined	No Value Entered	Never Assessed this FY	None	2016-11-04 00:00:00.000
3	A	Joel	D	Left	Adult Ed	ABE L5	ABE L5	Math	Assessed 2x this FY	No Value Entered	2013-02-28 00:00:00.000
4	A	Amarel	Laine	Left	Adult Ed	ABE L4	ABE L4	Read	Assessed 2x this FY	None	2013-08-31 00:00:00.000
5	A	Jane	NULL	Enrolled	Adult Ed	Level Not Defined	Level Not Defined	No Value Entered	Never Assessed this FY	No Value Entered	2017-01-12 00:00:00.000
6	A	Jesse	Wilber	Left	Adult Ed	Level Not Defined	Level Not Defined	No Value Entered	Never Assessed this FY	None	2016-06-30 00:00:00.000
7	A	Cameron	C	Enrolled	Adult Ed	Level Not Defined	Level Not Defined	No Value Entered	Never Assessed this FY	None	2016-06-30 00:00:00.000
8	A	Kimberly	Jc	Enrolled	Adult Ed	Level Not Defined	Level Not Defined	No Value Entered	Never Assessed this FY	None	2011-10-21 00:00:00.000
9	A	PALMIRE	EDITH	Left	Adult Ed	ABE L3	ABE L3	Math	Assessed once this FY	No Value Entered	2013-02-28 00:00:00.000
10	A	William	L	Left	Adult Ed	ABE L5	ABE L5	Read	Assessed once this FY	None	2013-10-31 00:00:00.000
11	A	Michelle	NULL	Left	Adult Ed	ABE L4	ABE L4	Language	Assessed once this FY	None	2016-01-30 00:00:00.000
12	A	Stephen	NULL	Left	Adult Ed	ABE L2	ABE L2	Read	Assessed once this FY	No Value Entered	2013-02-29 00:00:00.000
13	B	Coocla	L	Enrolled	Adult Ed	Level Not Defined	Level Not Defined	No Value Entered	Never Assessed this FY	None	2016-10-12 00:00:00.000
14	B	Kimberly	R	Left	Adult Ed	Level Not Defined	Level Not Defined	No Value Entered	Never Assessed this FY	None	2013-04-30 00:00:00.000

Figure 4-LACES Student Information

SQL [GRP]  
GO  
SELECT  
FROM  
['FY 2009-2010']

	F1	G	F3	F4	F5	F6	F7	F8	F9	F10	F	F12	F13	F14	F15	F16
2	Distc	L	First Name	Middle	Addr.	City	State	NULL	NULL	NULL	N	NULL	N	NULL	NULL	NULL
3	EN	A	Te	NULL	PO B.	W.	SD	504	1981-09-10 00:00:00.000	2010-01-29 00:00:00.000	5.	500	5.	540	510	2570
4	PC	B.	Twilke	NULL	405	Ma	SD	504	1989-03-09 00:00:00.000	2010-03-26 00:00:00.000	5.	300	5.	300	510	2100
5	WK	C.	Jonathan	M	PO B.	W.	SD	515	1990-08-07 00:00:00.000	2009-06-30 00:00:00.000	4.	530	5.	590	530	2680
6	EN	C.	Jessica	X	PO B.	W.	SD	521	1989-11-08 00:00:00.000	2009-12-10 00:00:00.000	4.	530	5.	720	450	2670
7	LC	D.	Shelby	NULL	509 E.	Co.	NE	504	1982-03-26 00:00:00.000	2009-06-30 00:00:00.000	4.	540	5.	470	500	2600
8	PR	F.	Volet	R	PO B.	Pe.	SD	503	1983-06-08 00:00:00.000	2009-06-25 00:00:00.000	5.	570	5.	570	440	2690
9	WK	G.	Daniel	L	PO B.	Ma	SD	607	1987-10-26 00:00:00.000	2009-06-30 00:00:00.000	5.	450	5.	460	520	2500
10	PR	G.	Duane	T	PO B.	W.	SD	504	1985-08-29 00:00:00.000	2010-04-29 00:00:00.000	4.	510	4.	480	510	2400
11	EN	G.	Adelle	NULL	PO B.	W.	SD	504	1987-05-19 00:00:00.000	2010-08-08 00:00:00.000	5.	470	5.	490	450	2540
12	LC	G.	Joshua	L	303 P.	Ma.	SD	312	1983-08-09 00:00:00.000	2010-06-17 00:00:00.000	5.	600	6.	600	510	2890

Figure 5 -General Education Diploma Information

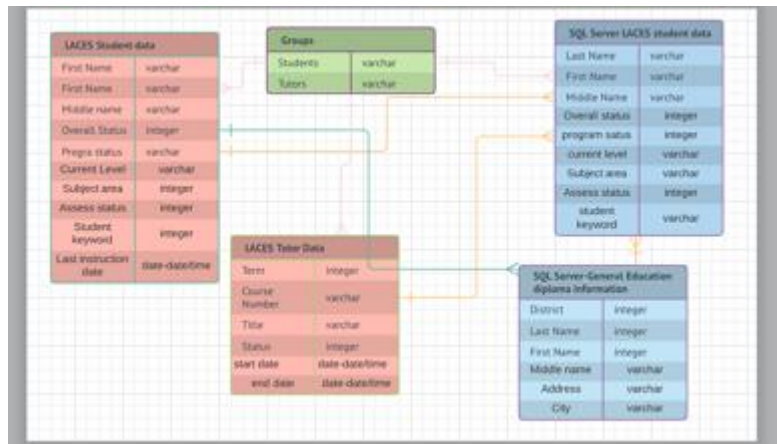


Figure 6-Entity Relationship Diagram

<input type="checkbox"/>	First Name	Middle Name	Overall Status	Program	Entry Level	Current Level	Subject Area	Assess Status in Subj Area	Student Keyword
<input type="checkbox"/>	A. CHEYANNE	M	Left	Adult Ed	ABE L5	ABE L5	Math	Assessed once...	No Valu...
<input type="checkbox"/>	A. Robert	T.	Enrolled	Adult Ed	Level Not Def...	Level Not Def...	No Val...	Never Assesse...	None
<input type="checkbox"/>	A. Joel	D.	Left	Adult Ed	ABE L4	ABE L4	Math	Assessed 2> 9L...	No Valu...
<input type="checkbox"/>	A. Anward	Leone	Left	Adult Ed	ABE L4	ABE L6	Read	Assessed 2> 9L...	None
<input type="checkbox"/>	A. Anne		Enrolled	Adult Ed	Level Not Def...	Level Not Def...	No Val...	Never Assesse...	No Valu...
<input type="checkbox"/>	A. Jesse	Wiber	Left	Adult Ed	Level Not Def...	Level Not Def...	No Val...	Never Assesse...	None
<input type="checkbox"/>	A. Cameron	C.	Enrolled	Adult Ed	Level Not Def...	Level Not Def...	No Val...	Never Assesse...	None
<input type="checkbox"/>	A. Kimberly	Jo	Enrolled	Adult Ed	Level Not Def...	Level Not Def...	No Val...	Never Assesse...	None
<input type="checkbox"/>	A. PAULINE	EDITH	Left	Adult Ed	ABE L3	ABE L3	Math	Assessed once...	No Valu...
<input type="checkbox"/>	A. William	L	Left	Adult Ed	ABE L5	ABE L5	Read	Assessed once...	None
<input type="checkbox"/>	A. Michalea		Left	Adult Ed	ABE L4	ABE L4	Langua...	Assessed once...	None
<input type="checkbox"/>	A. Stephen		Left	Adult Ed	ABE L2	ABE L2	Read	Assessed once...	No Valu...
<input type="checkbox"/>	B. Cecelia	L	Enrolled	Adult Ed	Level Not Def...	Level Not Def...	No Val...	Never Assesse...	None
<input type="checkbox"/>	B. Kimberly	K.	Left	Adult Ed	Level Not Def...	Level Not Def...	No Val...	Never Assesse...	None
<input type="checkbox"/>	B. Tyson	Layne	Left	Adult Ed	Level Not Def...	Level Not Def...	No Val...	Never Assesse...	None
<input type="checkbox"/>	B. SHMOND	ROSE	Enrolled	Adult Ed	ABE L4	ABE L4	Langua...	Assessed once...	No Valu...

Figure 7-LACES-LiteracyPro Software System Inc. - Student Data

<input type="checkbox"/>	Term	Course Number	Title	Status	Program	Class Keyword	Start Date	End Date	Instructor Typ
<input type="checkbox"/>	2016-2017	BA 2016-2017	Allen	Active	Adult Ed	No Value Ente...	07/01/2016	09/30/2017	Staff
<input type="checkbox"/>	2016-2017	BA 2016-2017	Balesland	Active	Adult Ed	No Value Ente...	07/01/2016	09/30/2017	Staff
<input type="checkbox"/>	2016-2017	BA 2016-2017	Cheyenne River	Active	Adult Ed	No Value Ente...	07/01/2016	09/30/2017	Staff
<input type="checkbox"/>	2016-2017	BA 2016-2017	Ho Sage Colle...	Active	Adult Ed	No Value Ente...	07/01/2016	09/30/2017	Staff
<input type="checkbox"/>	2016-2017	BA 2016-2017	Kahn	Active	Adult Ed	No Value Ente...	07/01/2016	09/30/2017	Staff
<input type="checkbox"/>	2016-2017	BA 2016-2017	Martin	Active	Adult Ed	No Value Ente...	10/01/2016	09/30/2017	Staff
<input type="checkbox"/>	2016-2017	BA 2016-2017	Oglala	Active	Adult Ed	No Value Ente...	07/01/2016	09/30/2017	Staff
<input type="checkbox"/>	2016-2017	BA 2016-2017	Pahin Sinte	Active	Adult Ed	No Value Ente...	07/01/2016	09/30/2017	Staff
<input type="checkbox"/>	2016-2017	BA 2016-2017	Pine Ridge 1	Active	Adult Ed	No Value Ente...	07/01/2016	09/30/2017	Staff
<input type="checkbox"/>	2016-2017	BA 2016-2017	Pine Ridge 2	Active	Adult Ed	No Value Ente...	07/01/2016	09/30/2017	Staff
<input type="checkbox"/>	2016-2017	BA 2016-2017	Warblee	Active	Adult Ed	No Value Ente...	10/03/2016	09/30/2017	Staff
<input type="checkbox"/>	2016-2017	BA 2016-2017	Wounded Knee	Active	Adult Ed	No Value Ente...	07/01/2016	09/30/2017	Staff

Figure 8-LACES-LiteracyPro Software Systems Inc.-Tutor Data

These surveys will be a gauge for interest in each community on what the interest is for the adult learners not working toward getting a General Education Diploma (GED). The surveys will also be used for outreach, recruitment, and retention of current and potential new GED students. The Community Needs Assessment and Demographic are the two surveys created with Survey Monkey Figures 9 and 10. These surveys will be available on our webpage located on the Oglala Lakota College website.

GED Demographic Survey Created 03/28/2017	08/30/2017	5					
2017 Graduate Survey	08/24/2017	14					

Figure 9 –GED Demographic Survey

Community Needs Assessment Created 03/28/2017	08/30/2017	2					
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Figure 10 –Community Needs Assessment Survey

For the General Education Diploma (GED) tutors, both the monthly report and the annual reporting spreadsheet will be available on the departments’ webpage for them to open, update, and save. These two documents will be available to the GED tutors and the director.

The plan was outlined and put into sections to be completed using a Work Breakdown Structure (WBS) Figure 11 and Figure 12.

	At Risk	GED: Moving into the Electronic Age	Start Date	End Date	Participants	Durat...	% Complete	Prede...	Comment
1		Project Manager- Kateri Montleaux							
2									
3									
4									
5									
6		Project Conception & Initiation	08/17/16	08/31/16		11d	100%		
7									
8		Project plan submitted	08/17/16	08/17/16	Kateri	1d	100%		
9		Project committee formed	08/23/16	08/25/16	Dr. Olson	3d	100%		
10		Project plan approved	08/31/16	08/31/16	Dr. Olson	1d	100%		
11									
12									

Figure 11-Work Breakdown Structure-Conception and Initiation

18					
19					
20		[-] Project Implementation	08/03/16	02/15/18	
21		[-] Scope and goal setting	03/24/200	0/24/2017	Kateri
22		[-] Setting department meeting dates	03/29/17	0/29/2017	Kateri
23		[-] August 2016 tutor meeting	08/03/16	08/03/16	All Tutors
24		[-] October tutor meeting	10/19/16	10/19/16	All Tutors
25		[-] February tutor meeting	02/15/17	02/15/17	All Tutors
26		[-] August 2017 tutor meeting	08/30/17	08/30/17	All Tutors
27					
28					
29		[+] Project Performance	02/15/17	02/15/18	
30		[-] Surveys available on website	02/15/17	02/15/18	Kateri
31		[-] Monthly tracking sheet available on website	02/15/17	02/15/18	Kateri and All tutors
32		[-] Yearly tracking sheet available on website	02/15/17	02/15/18	Kateri and All tutors

Figure 12- Work Breakdown Structure-Implementation

The process seemed less overwhelming and the different pieces that would make up the project began to form. Although most of the planning for the department is done by the Director, in the future, the department plans to implement the use of the Work Breakdown Structure (WBS) and a Gantt Chart Figure 13 and Figure 14.



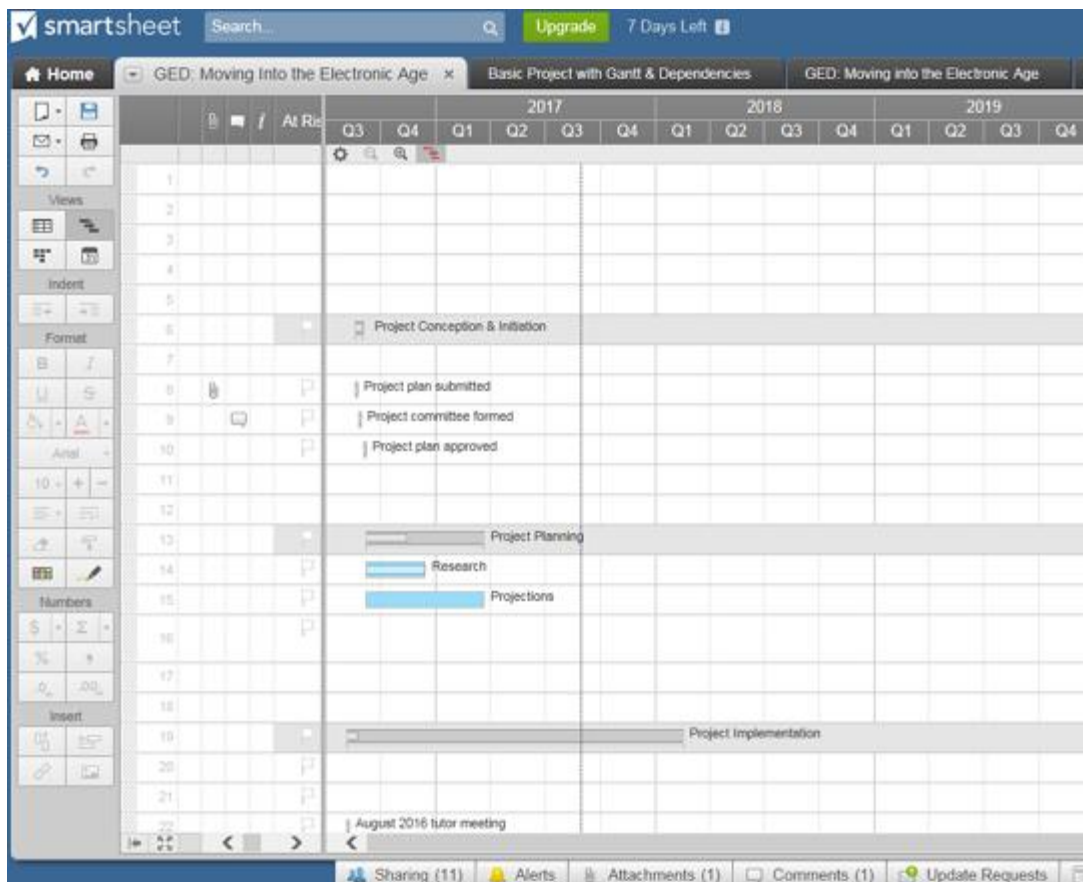


Figure 13- Gantt chart-Conception and Initiation

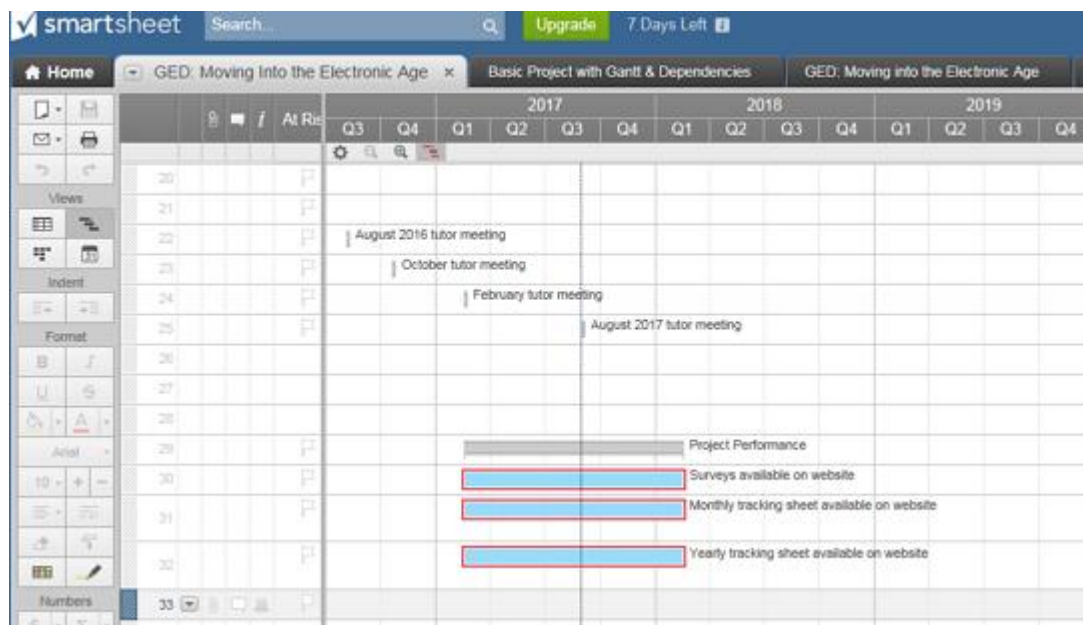


Figure 14- Gantt chart-Implementation

These tools are vital in planning and seeing the overall picture and this is very important because of the eleven (11) districts/communities we serve. (The department has since added another site in June 2016).

The input and report given by each Tutor is vital to gauging the needs of each individual community/district College Center. This has been shown especially by the use of the Community Needs Assessment form. The online surveys are active on our webpage and still have to be advertised and made more aware of. The use of the paper form has been the only way used so far and like everything else, has moved into the electronic age.

## **CHAPTER 4**

### **CASE STUDY (RESULTS AND DISCUSSION)**

On the Pine Ridge Indian Reservation (Oglala Sioux Tribe/OST), there have been meetings involving all elementary schools and their teachers in the nine districts of the reservation. The Common Core Standard is a “nightmare” and the opinion seems to be that teachers do not grasp it, students are not getting it, and parents are helpless because they are not able to assist their child with homework. Because state funding is at stake if schools do not align with Common Core Standards, the schools are feeling like “hostages”. One way the Common Core Standard has affected the Community Continuing Education/General Education Diploma (CCE/GED) program has been with parents preparing for the GED test asking the tutor questions on how to learn more about the Common Core Standards so they may be able to assist their children/child with homework. The department has seen firsthand the frustration the new Common Core math is causing with elementary schools, teachers, students, and parents.

When Oglala Lakota College Community/Continuing Education Department GED tutors transitioned into working with students preparing for the new online GED test, it was remarked upon how the younger testers who had experience with information technology were able to adapt easily while the older adults who had less experience with information technology were more challenged. The main area affected was in the area of typing skill.

As far as the change in passing GED scores being lowered from one hundred fifty (150) to one hundred forty five (145), only three (3) of our GED students were affected. All three did receive the GED certificate retroactively. The score change was made because studies showed GED students in some states were performing better in college than high school graduates were. Oglala Lakota College conducted a study with four reservation high schools. The potential high school graduates were given the equivalent of the old GED test to see what percentage would be able to pass. Of the four reservation high schools, only one high school performed well. When an incoming freshman college student does not place into

college level Math and/or Reading courses they are referred to the CCE/GED department and the tutors work with them until they test into college level classes.

In April 2016 Oglala Lakota College, along with one other Tribal College (Sisseton-Wahpeton College-Sisseton, SD) and one Tribal University (Sinte Gleska University-Rosebud, SD) asked the State of South Dakota to allow students the option of taking the General Education Diploma (GED) or the High School Equivalency Test (HiSET) test. The State of South Dakota determined if there is to be an optional test; it would be the Test Assessing Secondary Completion (TASC). Currently, the State of South Dakota offers only the General Education Diploma (GED) test.

## CHAPTER 5

**CONCLUSIONS**

The Community Continuing Education/General Education Diploma (CCE/GED) department continues to utilize the Literacy, Adult and Community Education System (LACES) software designed and distributed by LiteracyPro Software System. This software was engineered for institutional providers of literacy for Adult Basic Education (ABE) and correctional educational programs. The system tracked/tracks student progress and goals and delivers reports utilized for reporting to state and federal agencies. The database created for this project using SQL Server 2012 was not extensive enough for the Oglala Lakota College's Community Continuing Education/General Education Diploma CCE/GED department's needs because this researcher and creator haven't created a database in a long time.

The department director must submit an annual report to the Bureau of Indian Affairs (BIA). This report provides fiscal accountability and direct services documentation. The report must include the number of students enrolled in the General Education Diploma (GED) program as well as the Adult Basic Education (ABE) courses. Other data reported is the number of adults receiving employment counseling, education related counseling and the number of adults referred to other service organizations the Community Continuing Education/General Education Diploma department partners with.

A similar annual report must be submitted to the American Indian College Fund (AICF) for grant award purposes. The American Indian College Fund is most known for awarding student scholarships. The Community Continuing Education/General Education Diploma department at Oglala Lakota College has been awarded the Dollar General Grant for three years and must include fiscal accountability including how many students the grant assisted.

Each community's Oglala Lakota College Center must complete and submit a report including data reflecting the number of General Education Diploma (GED) students and Community Continuing Education (CCE) adult learners enrolled at their center. As a direct result of this project, the Community Continuing Education/General Education Diploma

department now has both monthly and yearly report documents on its webpage. In the past, these were paper documents completed by hand and faxed to the Community Continuing Education/General Education Diploma director. Currently, tutors open the documents located on the department's webpage, download the files, complete the forms and email the documents directly to the Community Continuing Education/General Education Diploma director. This is another example of the way technology has enhanced the Community Continuing Education/General Education Diploma departments' efficiency.

The project has been a success. Going forward into the electronic age with not only online testing, the program and the participants in the program have grown by utilizing laptops, tablets, smart phones, conducting meetings using online conference technology, viewing webinars when attending a conference is not an option, and becoming comfortable using this electronic/information technology. It is also a success by bridging the miles of a decentralized campus.

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## **APPENDIX A: QUESTIONS FOR SURVEY**

### **Community Needs Assessment**

The Community/Continuing Education Department of the Oglala Lakota College would like to conduct certain “life coping” skills workshops this year. We would like to know what types of workshops you would be interested in seeing our college center sponsor. Please check off which workshops you would be interested in attending. Please select one or more you are interested in.

### **Law and Government**

Law and Order  Wills and Probate  Burial Insurance  
 Proposal writing  Legal Jurisdiction  Mandatory Arrest  
 Treaties  Hunting Rights  Leases and Range  
 Natural Resources  Legal Rights  Other

### **Consumer Education**

Winterization  Budgeting  Gardening Skills  
 Voter’s Rights  Auto Tune Up  Home Maintenance  
 Income Tax Prep  Driver License Prep  Other

### **Health**

Parenting Skill  Food & Nutrition  Fetal Alcohol Syndrome  
 Traditional Herb  Suicide Prevention  CPR (infant/adult)  
 Exercise & Diet  Domestic Violence  AIDS/STD Awareness  
 Child Abuse/Neglect  Diabetes-foot care  Alcohol/Drug Abuse  
 Positive Self Image  Stress Management  Huffing and Chewing  
 Hair Care/Cosmetics  Other



**Job Skills**

- Writing a Resume  Career Counseling  Filling out an application  
 Basic Computer Skills (Microsoft word, excel, email, internet access, social media)  
 Keyboarding  Other

**Lakota Culture**

- Hand Games  Storytelling  Seven Rites of the Sioux  
 Beadwork  Ribbon Shirt Making  Cradleboard Making  
 Quillwork  Tanning Hides  Star Quilt Making  
 Shawl making  Tipi making (replica)  Horse Hair Braiding  
 Costume making- (Men/Women) Jingle, Grass, Traditional

Would you like the workshops in the Morning\_\_\_\_\_ or Evening\_\_\_\_\_? Check one

Are you a: Check all that apply

- GED student  
 College student  
 Parent  
 Elder  
 Community member  
 Board member  
 Employee for a Tribal/State program

Comments /Concerns

Table 1-Community Needs Assessment

## APPENDIX B: EXAMPLES OF OLD FORMS

<b>Information for Annual Report</b>	
<b>Section I: General Education Development (GED) Program</b>	
1. Number of students taking GED exams	
2. Number of students receiving the GED certificate	
3. Number of students enrolled in program but not completing GED coursework	
4. Number of students entering college as a result of completing the GED	
5. Number of students entering employment as a result of completing the GED	
<b>Section II: Adult Basic Education (ABE) Program</b>	
1. Number of ABE courses offered	
2. Number of students enrolled in ABE courses	
3. Number of students completing ABE coursework	
4. Number of students in GED, training or employment resulting from ABE	
<b>Section III: Services provided to participants</b>	
1. Number of adults receiving employment counseling	
2. Number of adults receiving education related counseling	
3. Number of adults to other service organizations	

Table 2-Information for Annual Report

SOUTH DAKOTA DEPARTMENT OF EDUCATION AND CULTURAL  
AFFAIRS STATE GED TESTING PROGRAM  
700 GOVERNORS DRIVE, Pierre, SD 57501-2291

## GED- FORM

School Certification for Adults Seeking to Qualify for General Educational Development (GED) Testing and the High School Equivalency Certificate.

Date

\_\_\_\_\_

I,, attended school at

\_\_\_\_\_

(name of applicant) (school name) from to , but did not graduate.

\_\_\_\_\_

(beginning date) (ending date)

I am now interested in qualifying to take the GED Test and obtain a High School Equivalency Certificate from the South Dakota Department of Education and Cultural Affairs at Pierre, South Dakota. I hereby authorize the Principal of this school to complete the information requested below and submit it to the Chief Examiner at the GED Testing Center located at Oglala Lakota College PO Box 490

\_\_\_\_\_

(Center Name) (Street/P.O. Box #) (City)

\_\_\_\_\_

(State) (Zip code)

Applicant Signature

\_\_\_\_\_

Certification of Principal

- 1 . Name of former student \_\_\_\_\_
- 2 . Date this person terminated membership in this school \_\_\_\_\_
- 3 . Date the class of which this person was a member of graduating \_\_\_\_\_ or  
the date class will graduate, \_\_\_\_\_
- 4 . Person's date of birth according to school  
records \_\_\_\_\_

I certify the information listed in items one through four to be correct according to the records of this school.

Signed \_\_\_\_\_ Date \_\_\_\_\_

(High School Principle -or designated representative)

(This form should be submitted to the Chief GED Examiner before the GED Test is administered)

**(THIS FORM IS NOT REQUIRED OF ADULTS WHO  
ARE 19 YEARS OF AGE OR OLDER.)**

Table 3-Old GED paper form