Evaluating Progress: Noncredit Assessments and Progress Indicators

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◆ Do you teach credit or noncredit courses?

◆ How do you assess your students' learning or progress?

◆ Do you give final grades?

◆ Do you have any department discussion about what grading criteria should be?

◆ Are you familiar with progress indicators?

Background

◆ The method for measuring progress in noncredit

◆ The interplay of proof of progress and funding

◆ The role of CB21 coding

◆ The need for progress indicators in noncredit

Rationale

◆ Establish clear communication between institution MIS reporting and noncredit programs - provide the Chancellor's Office and other stakeholders with clearer evidence of student success

◆ Demonstrate, through statistics, that noncredit students progress

◆ Report an accurate picture of noncredit student progress statewide

◆ Validate the enhanced funding for noncredit Career Development and College Preparation (CDCP) courses

Noncredit Progress Indicators

◆ Grades A through F - Currently being used in some noncredit programs (HS diploma programs and some CTE programs)

◆ Pass (P): Satisfactory completion of course

◆ No Pass (NP): Less than satisfactory completion of course

◆ Satisfactory Progress (SP): Satisfactory progress towards completion of course - Specifically designed for the open-entry/open-exit instructional delivery system

Note:
- Assigning progress indicators as "grades" - currently optional
- BOG approval for SP into Title 5 § 55023 as a grade value for noncredit programs
- Collected and submitted to MIS by institutions at their will

Classroom Assessment: Measuring Learning Gains

◆ Test data demonstrating learning gains (quizzes, midterms, finals, etc.)

◆ Course-level SLOs

◆ CASAS, TABE, and other standardized assessments showing progress and learning gains

◆ English Literacy and Civics (EL Civics) assessments

◆ Faculty's evaluation of a student's participation and demonstrated classroom performance (attendance, class projects, presentations, writing samples, etc.)

◆ Portfolio approach

Portfolio Assessment (ESL)

STUDENT PROGRESS REPORT

	Midterm	End of Term
Oral Evaluations:	High Mid (Low) vocabulary	High (Mid) Low
Writing Evaluations:	High (Mid) (Low)	(High) Mid Low
Teacher Made Exams:	(High) Mid Low	(High) Mid Low
Midterm / Final:	84 %	95 %
Class Participation:	(Great) Good Fair Poor missed a lot of class	(Great) Good Fair Poor
Attendance & Punctuality:	Great (Good) (Fair) Poor	(Great) Good Fair Poor
Student Learning Outcome Project: EL Civics / DMV	Great Good Fair Poor	76% Great (Good) Fair Poor

Q2 Q3 Q4 Q5 Q6 Q7
80% 91% 100%
95% 92% 94% 100% 100%

Midterm	End of Term
Comments Hank, your writing is better than your speaking. I can see that your speaking and vocabulary is getting better through your performance. Good job ☺ Recommendation Please try not to miss class. You have a lot of absences. Also, try to speak more in class and outside of class as well.	Comments Hank, I'm impressed! You work very hard to improve your speaking. Now, we can have conversations ☺ Good job ☺ Recommendation Continue to practice speaking English. Good luck in level 1 ☺ ✓ Advance to next level Repeat current level

Maintaining Grading Consistency: Program-wide Guidelines

English as a Second Language

Pass (P)	Satisfactory Progress (SP)	No Pass (NP)
• Good attendance and participation • 70% or more overall score including speaking, writing, assignments, and quizzes/tests • Demonstrated level proficiency through teacher quizzes, homework, and other class projects • Has fulfilled all requirements (written & oral evaluation and SLO or Measurable Assessment) • Scored 70% or higher on the final exam • Has demonstrated level ability in grammar, writing and speaking, but may have missed an important exam/final	• Not in class for long enough (e.g. added to class too late) to adequately learn the materials • Showed improvement/making progress, but not enough to pass • Showed consistent effort but overall low scores • Has imbalanced skills – e.g. good at grammar but not good at speaking • Missed a lot of class for a legitimate reason and exhibits potential for successful completion of program level when able to attend for the duration of the term Note: Students should be passed if justified by progress report criteria. If resistant (e.g. due to lack of confidence despite level proficiency, etc.), students should be referred to an ESL counselor.	• Poor attendance and participation • Poor communication skills (speaking and writing) • Makes little or no effort to master the materials • Does not meet the criteria set forth in the syllabus • Scored below acceptable range on quizzes, assignments, and exams • Lack of improvement, poor test scores • Didn't complete necessary requirements

Adult Basic Education

Course	Pass	SP	No Pass
ABE02-GED Prep	• Pass the official GED exam • Pass GED post-tests with score of 500 or better	• Attendance of at least 6-hours for the semester • Satisfactory participation and progress as observed or determined by faculty	• Added class too late for adequate evaluation • Enrolled and did not attend • Attendance, participation, and progress are observed or determined by faculty as unsatisfactory
ABE02-ASVAB Prep	• Pass the ASVAB exam • Earn a score of 10.0 or better on the TABE diagnostics	• Attendance of at least 6-hours for the semester • Satisfactory participation and progress as observed or determined by faculty	• Added class too late for adequate evaluation • Enrolled and did not attend • Attendance, participation, and progress are observed or determined by faculty as unsatisfactory
LERN06 – Personal Computer Apps	• Earn Certificate of Completion for at least one software program	• Attendance of at least 6-hours for the semester • Satisfactory participation and progress as observed or determined by faculty	• Added class too late for adequate evaluation • Enrolled and did not attend • Attendance, participation, and progress are observed or determined by faculty as unsatisfactory

Adult High School Diploma

A-C = Pass, satisfactory completion of a course

SP = Satisfactory Progress toward completion of a course

NP = No Pass: Did not complete the course satisfactorily or not making satisfactory progress.

A-C	SP	NP	
• All required coursework is completed with an overall grade of C or better. • All required hours are completed.	• Earning an overall grade of C or better but has not completed all required coursework. • Earning an overall grade of C or better but has not completed required hours.	• Completed all required coursework and hours with an overall grade of D or F. • Earning an overall grade of D or F and has not completed required coursework. • Placed on a Progress Policy Probation Contract.	• May not be able to complete required coursework. • May not be able to complete required hours. • No work has been completed.

In-Home Support Services / IHSS
(Short Term Vocational)

Course	Pass	SP	No Pass
VOC IHSS	• Pass quizzes with overall percentage of 70% and passing comprehensive final exam with at least 70%. • Pass 5 of 10 selected demonstrated competencies as rated by an Instructor.	NA	• Does not pass required quizzes or final exam with 70% or better • Does not pass 5 of 10 selected demonstrated competencies rated by an Instructor.
BS ABE 05-Career Development	• Completed all job-related competencies as set forth by the instructor (resume, cover letter, thank you letter, reference sheet, and mock interview)	NA	• Does not complete all job-related competencies as set forth by the instructor.

Education for Older Adults

Pass (P)	Satisfactory Progress (SP)	No Pass (NP)
• Good attendance and participation • Demonstrated level proficiency through class projects • Has fulfilled all requirements (SLO or measurable assessment)	• Not in class for long enough (e.g. added to class too late) to adequately learn the materials. • Missed a lot of class for legitimate reason and exhibits potential for successful completion of program level when able to attend for the duration of the term.	• Poor attendance and participation. • Makes little or no effort to master the materials. • Didn't complete necessary requirements

Student Achievement Data

SCE Progress Indicators by Program 2016-17

	Progress						No Progress					
	Pass		Satisfactory Progress		Total Progress		No Pass		Dropped OR No Grade		Total No Progress	
	N	%	N	%	N	%	N	%	N	%	N	%
Adult Basic Education	1185	34	2299	66	3484	100	2	0	0	0	2	0
Adult High School Diploma	283	29	650	66	933	95	47	5	1	0	48	5
Adults with Disabilities	28	2	1108	74	1136	75	304	20	66	4	370	25
Education for Older Adults	2738	16	13337	78	16075	94	164	1	918	5	1082	6
ESL	6886	50	3208	23	10094	74	1143	8	2418	18	3561	26
High School Equivalency	93	19	406	81	499	100	0	0	0	0	0	0
Health Careers	298	79	1	0	299	80	20	5	57	15	77	20
High School Referral	560	63	232	26	792	89	79	9	15	2	94	11
Noncredit Vocational (Dual listed with credit)	425	69	0	0	425	69	107	17	86	14	193	31
Noncredit Vocational	236	89	0	0	236	89	15	6	15	6	30	11
Other STV	100	15	0	0	100	15	13	2	565	83	578	85
Vocational ESL	511	52	78	8	589	60	110	11	281	29	391	40
Vocational Re-Entry	1407	25	3576	64	4983	89	257	5	363	6	620	11
Total Graded Records	14750	32	24895	53	39645	85	2261	5	4785	10	7046	15

Implementation & Faculty Involvement

◆ Educate faculty about the purpose and rationale of implementing progress indicators - faculty buy-in

◆ Develop program-wide guidelines for assigning progress indicators - need to be a faculty driven process

◆ Technical Training

◆ Continued dialogue - review grading guidelines for effectiveness - department meetings, advisory group, in-services, etc.

◆ Faculty peer mentoring - veteran faculty guiding new faculty

Contact Information

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