

Noncredit Progress Indicator Pilot Training Materials

Included in this packet:

Background

Strategy

Participating institutions and noncredit areas

Sample Progress Indicators worksheets from a variety of noncredit institutions

The Noncredit Taskforce (composed of 42 people from all disciplines and roles in noncredit across the state - including 17 different institutions) has met face-to-face twice in the summer and had several subcommittees working on specific reports or processes.

- Defining the indicators
- The purpose of indicators
- Goals of the pilot project
- Methods and experiences of colleges that have implemented and submitted progress indicators during the Fall 2010 semester
- Feedback from faculty on the effects of pilot indicators

Background

Noncredit serves over 350,000 FTES in our system and represents about half of the total basic skills work in the CCCs. Noncredit students are significantly more diverse and represent the students with the greatest need and those least likely to succeed in higher education without the benefits noncredit provides of flexible schedules, increased contact hours, opportunities for self-paced learning and all at no cost. Helping students through noncredit fulfills an essential role for our state and even more so with the dissolution of many Adult Education programs in spite of growing needs in these areas. None-the-less because accountability has become so important and funding is often dependent on documenting student success; noncredit education faces a huge challenge. With no grades in most of the courses and no documented progress or success beyond CDCP certificates, high school diplomas and a few other measures, the good work of noncredit becomes invisible and the funding is easily eliminated. Noncredit has always been funded far less than credit and although Noncredit Enhanced funding became available through SB 361, this was only the case because it was tied to documented metrics and annual accountability reporting.

The taskforce is addressing several ASCCC resolutions related to Noncredit which are major concerns of the faculty, staff and administrators:

- **9.01 Appropriate Noncredit Accountability Measures** Sylvia Ramirez, MiraCosta College, Noncredit Ad Hoc Committee Curriculum Fall 2009

- **13.01 Noncredit Accountability Measures** Andrea Sibley-Smith, North Orange County CCD, Noncredit Ad Hoc Committee General Concerns Spring 2008 **Topic:** General Concerns
- **13.04 S10 Improving Noncredit Accountability Reporting through Progress Indicators**

Resolved, That the Academic Senate for California Community Colleges develop a task force of primarily noncredit faculty and administrators representing all noncredit areas and other representatives, as appropriate, to research options and develop progress indicators and implementation strategies and to prioritize and address accountability issues as soon as possible, continuing into the 2010-2011 academic year;

Resolved, That the Academic Senate for California Community Colleges develop a voluntary pilot using interim noncredit indicators with a goal of beginning in Summer 2010 and continuing into 2010-2011 academic year, with results to be used as research information for the taskforce and others; and

Resolved, That the Academic Senate for California Community Colleges pursue necessary changes in Title 5 and Board of Governors' policies with a goal of implementation of official noncredit progress indicators beginning in Fall 2011.

Pilot Project Goals

- Establish clear communication between institution MIS reporting and noncredit programs
- Collect a pilot set of accountability data based on noncredit indicators
- Evaluate the ability of noncredit programs to work with these indicators
- Evaluate the effectiveness of these indicators for use as accountability requirements

Pilot Project Guidelines

- Implement noncredit progress indicators starting Fall 2010 through Fall 2011
- Gather data from participating programs and submit it through MIS
- Analyze the data and make the recommendation as to the feasibility of a standard progress indicator system for noncredit across the state

Pilot Progress Indicators

- Grades A – F
- "P": Passing, i.e. at least satisfactory completion of course
- "NP": Not Passing, i.e. less than satisfactory completion of course
- "SP": Satisfactory Progress, i.e. satisfactory progress towards completion of course

Strategy for Current Work

1. Implementing the use of Progress indicators (grades such as P and NP) in order to document student success in Noncredit. Currently all noncredit is reported out as zero.
2. Discussion and planning to improve the current noncredit accountability measures which are not reflecting data or noncredit accurately (the ARCC, Basic Skills and CDCP reports).

The Noncredit Taskforce has already completed the following:

A. Planned and initiated a progress indicator pilot to submit grades/progress indicators to the CCCCCO beginning this semester (Fall 2010) and ramping up next semester. Please see the attached with the colleges.

B. Defined a suggested set of progress indicators to be used statewide. Currently the CCCCCO changes any noncredit grades to UG - ungraded - even when submitted.

C. Analyzed the current issues with accountability reporting and suggested some changes and included a rationale for each change.

D. Used training developed by the ASCCC Noncredit committee. Held webinars for all interested colleges explaining the issues which were attended by 70-100 people. Trained faculty at PCC and NOCCCD-SCE in December with another training planned for MJC on March 18.

E. Met with the CCCCCO division of research and accountability to discuss some of the issues in existing accountability reporting. Additional data to provide better understanding of how to improve the data will be provided.

F. The Taskforce has collected and analyzed both local and CCCCCO data, training processes, issues in collection and submission process.

The Noncredit Taskforce will work closely with the Noncredit Committee to follow up on issues identified in the pilot phase, allow time to analyze the pilot results, improve training, pay for meetings to address existing accountability reports and implement statewide processes the following year. Information will be reported to the ASCCC and final decisions regarding the value of progress indicators will be submitted to the ASCCC through the taskforce. Currently the emphasis must be on

1. Faculty training - the majority are adjunct (over 80%).
2. Support in submitting the data and closing the gap between the classroom and MIS and between MIS and CCCCCO. (Most noncredit programs record their data separate from the credit data because currently all success noncredit indicators appear as skewing the credit data.

Ultimately this benefits the students, providing documentation of their progress, statewide discussions about student success and the actionable information necessary to assess and improve our noncredit work in the CCC's.

Pilot Participants

Name of Institution	Approximate noncredit FTES:	Which noncredit programs will participate?										Please list any CDCP programs that will participate	Mark progress indicators your faculty will use.			When will you begin the pilot?	
		ESL	Short Term Vocational	Older Adults	Parenting	Basic Skills - High school Diploma/GED/ASE/ABE	Disabled (DSPS)	High school Diploma/GED/ASE/ABE	Immigrants	Home Economics	Health and Safety		A, B C, D E, F, G, H	(P) Pass/ (NP) No Pass.	(P) / (SP) / (NP)		Other (please specify)
LAVC	604	X											X				Spring 2011
LBCC	650	X									ESL		X				Spring 2011
Mt.SAC	6000	X	X	X		X	X	X			ESL, Short-Term Voc, All ABE-related			X	HS referral courses will translate letter grades from local transcripts to P/NP based on letter grade of C or better being "P".		Fall 2011
ELAC		X						X					X	Portfolio samples selective projects		Spring 2011	

Name of Institution	Approximate noncredit FTES:	Which noncredit programs will participate?										Please list any CDCP programs that will participate	Mark progress indicators your faculty will use.			When will you begin the pilot?	
		ESL	Short Term Vocational	Older Adults	Parenting	Basic Skills - High school Diploma/GED/ASE/ABE	Disabled (DSPS)	High school Diploma/GED/ASE/ABE	Immigrants	Home Economics	Health and Safety		A, B, C, D, E, F	(P) Pass/ (NP) No Pass.	(P) / (SP) / (NP)		Other (please specify)
Santa Rosa	3158	X		X		X						ESL, Basic Skills			X	SD (Skill development) for some classes	Spring 2011
Rancho Santiago Community College District	5800	X													X		Fall 2011
PCC	1274	X	X	X	X	X	X	X					X	X	x		Fall 2011
Taft	150	X	X			X	X	X					X	X			Fall 2011
Santiago Canyon College	2300	X	X		X	X	X	X			X	CDCP ESL, Short Term Voc, Basic Skills and High School Diploma/GED will participate.	X		X		Spring 2011

Name of Institution	Approximate noncredit FTES:	Which noncredit programs will participate?										Please list any CDCP programs that will participate	Mark progress indicators your faculty will use.			When will you begin the pilot?	
		ESL	Short Term Vocational	Older Adults	Parenting	Basic Skills - High school Diploma/GED/ASE/ABE	Disabled (DSPS)	High school Diploma/GED/ASE/ABE	Immigrants	Home Economics	Health and Safety		A, B, C, D, E, F	(P) Pass/ (NP) No Pass.	(P) / (SP) / (NP)		Other (please specify)
Modesto Junior College	166	X										MJC has a CDCP program.		X			Spring 2011
SCE	3000	X	X	X	X		X					ESL, CTE			X		Fall 2011
Gavilan Community College	300	X		X		X			X						X		Spring 2011
San Diego Community College CE	10000	X	X	X	X	X	X	X				Welding, Auto Tech, STAR, Child Dev, ESL				X	Spring 2011

Mt SAC Non Credit Progress Indicators – Adult Basic Education

P = Pass, satisfactory completion of a course

SP = Satisfactory Progress toward completion of a course

NP = Did not complete the course satisfactorily (**no** measurable or unknown progress)

Course	Pass	SP	No Pass
ABE02-GED Prep	<ul style="list-style-type: none"> • Pass the official GED exam • Pass GED post-tests with score of 500 or better 	<ul style="list-style-type: none"> • Attendance of at least 6-hours for the semester • Satisfactory participation and progress as observed or determined by faculty 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Pass the ASVAB exam • Earn a score of 10.0 or better on the TABE diagnostics 	<ul style="list-style-type: none"> • Attendance of at least 6-hours for the semester • Satisfactory participation and progress as observed or determined by faculty 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Earn Certificate of Completion for at least one software program 	<ul style="list-style-type: none"> • Attendance of at least 6-hours for the semester • Satisfactory participation and progress as observed or determined by faculty 	<ul style="list-style-type: none"> • Added class too late for adequate evaluation • Enrolled and did not attend • Attendance, participation, and progress are observed or determined by faculty as unsatisfactory

Mt SAC Non Credit Progress Indicators – Adult HS 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.

Course	A-C	SP	NP
Adult High School Diploma Courses	<ul style="list-style-type: none"> • All required coursework is completed with an overall grade of C or better. • All required hours are completed. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

Mt SAC Non Credit Progress Indicators – High School Referral (On campus)

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.

Course	A-C	SP	NP
High School Referral Courses	<ul style="list-style-type: none"> • All required coursework is completed with an overall grade of C or better. • All required hours are completed. 	<ul style="list-style-type: none"> • 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. • Enrolled less than one week prior to end of grading period. 	<ul style="list-style-type: none"> • 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. • May not be able to complete required coursework. • May not be able to complete required hours.

"Pass" Sample

Name: [Redacted] (Hank) Date of Birth: 11/11/1969
 Level: pre-level 1 Instructor: [Redacted] Term: Fall 2010

Mt. San Antonio College
 English as a Second Language Department

STUDENT PROGRESS REPORT

	Midterm	End of Term
Oral Evaluations:	High Mid Low Vocabulary	High Mid Low
Writing Evaluations: 1 Q2 Q3 Q4 Q5 Q6 Q7 80% 91% 100%	High Mid Low	High Mid Low 95% 94% 100% 100%
Teacher Made Exams:	High Mid Low	High Mid Low
Midterm / Final:	84 %	95 %
Class Participation:	Great Good Fair Poor misses a lot of class	Great Good Fair Poor
Attendance & Punctuality:	Great Good Fair Poor	Great Good Fair Poor
Student Learning Outcome Project: <u>BI Civics / DSL</u>	Great Good Fair Poor	76% Great Good Fair Poor

Midterm	End of Term
<p>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!</p> <p>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.</p>	<p>Comments: Hank, I'm impressed! You work very hard to improve your speaking. Now, we can have conversations!</p> <p>Recommendation: Good job! Continue to practice speaking English. Good luck in level 1.</p> <p><input checked="" type="checkbox"/> Advance to next level ⇒ P</p> <p><input type="checkbox"/> Repeat current level</p>
<p><u>[Redacted]</u>, 10-15-10 Student Signature / Date</p> <p><u>[Redacted]</u>, 10-15-10 Instructor Signature / Date</p>	<p><u>[Redacted] Hank</u>, 12/10/10 Student Signature / Date</p> <p><u>[Redacted]</u>, 12/10/10 Instructor Signature / Date</p>

Top copy: ESL office copy
 Middle copy: Student's final copy
 Last copy: Student's midterm copy

SP Sample

Name: Roberto Martinez Date of Birth: 05-24-75
 Level: 3 Instructor: [Redacted] Term: Fall 2010
MM, DD, YYYY

Mt. San Antonio College
 English as a Second Language Department

STUDENT PROGRESS REPORT

	Midterm	End of Term
Oral Evaluations:	High <u>Mid</u> Low	High <u>Mid</u> Low
Writing Evaluations:	High <u>Mid</u> Low	High <u>Mid</u> Low
Teacher Made Exams:	High Mid <u>Low</u>	High Mid <u>Low</u>
Midterm / Final:	<u>63</u> %	<u>60</u> %
Class Participation:	<u>Great</u> Good Fair Poor	<u>Great</u> Good Fair Poor
Attendance & Punctuality:	<u>Great</u> Good Fair Poor	<u>Great</u> <u>Good</u> Fair Poor
Student Learning Outcome Project: <u>Employment</u>	Great Good Fair Poor	<u>Great</u> Good Fair Poor

Midterm	End of Term
<p>Comments: Your speaking and writing are at least, but you need to improve your test scores. You seem to be doing well on the work we do in class but you don't seem to be able to take what you've learned and apply it to your tests. Ask more questions if you don't understand something.</p> <p>Recommendation: _____</p>	<p>Comments: You need to improve your test scores. In class you seem to understand, but when you take a test you don't seem to do very well.</p> <p>Recommendation: _____</p> <p>_____ Advance to next level</p> <p><input checked="" type="checkbox"/> Repeat current level</p>
<p><u>[Redacted]</u> / _____ Student Signature / Date</p> <p><u>[Redacted]</u> / _____ Instructor Signature / Date</p>	<p><u>[Redacted]</u> / _____ Student Signature / Date</p> <p><u>[Redacted]</u> / _____ Instructor Signature / Date</p>

SP

Top copy: ESL office copy
 Middle copy: Student's final copy
 Last copy: Student's midterm copy

"NP" Sample

Name: [Redacted] ("facie") Date of Birth: [Redacted]

At Level: 5 Instructor: [Redacted] Term: Fall 2010

STUDENT PROGRESS REPORT

	Midterm	End of Term
Oral Evaluations:	Above <u>At Level</u> Below	Above <u>At Level</u> Below
Writing Evaluations:	Above At Level <u>Below</u>	Above At Level Below <u>N/Avail.</u>
Teacher Made Exams:	Above At Level <u>Below</u>	Above At Level <u>Below</u> Avg.=64%
Midterm / Final:	<u>58</u> %	<u>67</u> %
Class Participation:	Great Good <u>Fair</u> Poor	Great <u>Good</u> Fair Poor
Attendance & Punctuality:	Great Good <u>Fair</u> Poor	Great Good <u>Fair</u> Poor
Class Project:	<u>Anderson Interview</u> Great Good Fair Poor <u>Not Applic.</u>	Great Good <u>Fair</u> Poor

Midterm	End of Term
<p>Comments: <i>You are getting more involved in class and working well with other students.</i></p> <p>Recommendations: <i>Try to spend some time after class reviewing what you've learned in class, and ask more questions. I'm always ready to help you.</i></p>	<p>Comments: <i>When you are in class, I can see that your efforts are improving your English, but your test scores are not satisfactory.</i></p> <p>Recommendations: <i>I think you need to come to class more often and repeat Level 5 to help you digest what you have learned by now.</i></p> <p>Advance to next At Level</p> <p><input checked="" type="checkbox"/> Repeat current At Level ⇒ NP</p>
<p><u>[Redacted]</u> / 10/19/10 Student Signature / Date</p> <p><u>[Redacted]</u> / 10.13.10 Instructor Signature / Date</p>	<p>_____/_____ Student Signature / Date</p> <p><u>[Redacted]</u> / 12-08-10 Instructor Signature / Date</p>

Top copy: ESL office copy
Middle copy: Student's final copy
Last copy: Student's midterm copy

Santa Ana College Grading for Non Credit Students

(Progress Indicators)

- Use Web Advisor to enter grades
 - Click on “Grading”
 - Every student on the roster needs a grade as listed below.
 - Do not use AT or leave a box blank this time.

P = Promoted

SP = Satisfactory Progress, but not
enough to be promoted yet

NP = Not promoted (**no** measureable or
unknown progress)

COM = For Intermediate level instructors only,
use a COM for students who have been
promoted **and** achieved a certain score on
the ESL Post Test.

Int. 1 & 2 = Score of 75% or better on the ESL Post Test

Int. 3 = Score of 70% or better on the ESL Post Test

NOTE: You grade before you drop.

Rancho Santiago Noncredit Indicator Definitions

Here is the narrative of the instructions we sent to our instructors.
For the purposes of the pilot the COM = P.

For High School students enter:

- A - Excellent
- B - Good
- C - Satisfactory
- D - Less Than Satisfactory
- F - Fail
- SP - Satisfactory Progress
- NP - No Measurable Progress

For ESL students enter:

- P - Pass any ESL level (no elective HS credits for Intermediate 1, 2, 3)
- COM - Completed/passed Intermediate 1, 2, 3 by passing ESL Posttest and will receive 5 elective HS credits
- SP - Satisfactory Progress
- NP - No Measurable Progress

For ABE, VBUS, and all other students enter:

- P - Pass
- SP - Satisfactory Progress
- NP - No Measurable Progress

SCE Pilot Progress Indicators

- “P”: Passing, i.e. satisfactory completion of course
- “NP”: Not Passing, i.e. less than satisfactory progress of course
- “SP”: Satisfactory Progress, i.e. satisfactory progress towards completion of course but not completion
- “NG”: Not Graded, i.e. grade not assigned due to lack of information to evaluate

Two Progress Indicator Systems for the SCE Pilot

CTE Courses

Evaluative Symbol	Meaning	Parameters
NG	Not Graded	Will be automatically available to instructors for the students attending 8 hrs or less of the course; 8 hrs of attendance will be calculated <i>starting from the first day of instruction</i> .
W	Withdraw	Will be automatically available to instructors for the students attending less than 75% of the course; the attendance percentage will be calculated <i>starting from the first day of instruction</i> .
P	Pass	Will be available as an option for the students attending 75% or more of the <i>total instructional time of the course</i> Note: additional attendance requirements might apply for certain CTE courses
NP	No Pass	Will be available as an option for the students attending 75% or more of the <i>total instructional time of the course</i> Note: additional attendance requirements might apply for certain CTE courses

ESL for Academic Success Courses

Evaluative Symbol	Meaning	Parameters
NG	Not Graded	Will be automatically available to instructors for the students attending 25% or less of the <i>total instructional time of the course</i> ; scheduled holidays and other days off during the course term will be excluded from the attendance percentage calculation.
W	Withdraw	Will be automatically available to instructors for the students attending less than 75% of the <i>total instructional time of the course</i>
P	Pass	Will be available as an option for the students attending 75% or more of the <i>total instructional time of the course</i>
NP	No Pass	Will be available as an option for the students attending 75% or more of the <i>total instructional time of the course</i>

Participating Courses/Instructors

Course Subject Code/Number	Course Title	CRN
ESLA/1040	Listening/Speaking for Academic Success	60822
ESLA/1045	Reading/Writing for Academic Success	60823
ESLA/1040	Listening/Speaking for Academic Success	60820
ESLA/1045	Reading/Writing for Academic Success	60821
ESLA/1040	Listening/Speaking for Academic Success	51106

All Other SCE Programs

Evaluative Symbol	Meaning	Parameters
NG	Not Graded	Will be automatically available to instructors for the students attending less than 25% of the <i>total instructional time of the course</i> . Scheduled holidays and other days off during the course term will be excluded from the attendance percentage calculation; the “NG” indicator will not affect the registration status of the students.
P	Pass	Will be available as an option for the students attending 25% or more of the <i>total instructional time of the course</i>
NP	No Pass	Will be available as an option for the students attending 25% or more of the <i>total instructional time of the course</i>
SP	Satisfactory Progress	Will be available as an option for the students attending 25% or more of the <i>total instructional time of the course</i>

Participating Courses/Instructors

DSPS Program Denise Simpson			
Course Code/Number	Title	CRN	Instructor
DSPS 315	Relationships	51535, 51536	
DSPS 320	Human Sexuality	51537	
DSPS 140	Social Skills	50336	
OAP Program Contact Person TBD			
HLTH 180	Brain Health for Older Adults	60533	
CRAE 100	Creative Arts for Older Adults @ New Horizon	10832	
Parenting Program Rita Pierce			
PARN 101	Joyful Parent – Art/Music/Movement	60123	
PARN 200	Joyful Parenting A, M 2.5 – 4.5	60422	
ESL Program Jorge Gamboa			
ESLA/120	ESL Family Literacy	51250	
ESLA/810	ESL Reading/Writing	60875	
ESLA/813	Intermediate Grammar Review	31164	
ESLA/813	Intermediate Grammar Review	11187	

SCE Examples of Criteria for P, NP, and SP

	CDCP	Life Skills
P	<p>Satisfactory Completion of instructional objectives as demonstrated by:</p> <ul style="list-style-type: none"> • Satisfactory completion of final exam • Completing all course requirements set by faculty, e.g. attendance, term paper, exams, etc. • Satisfactory completion of project or portfolio • Satisfactory completion of SLO's 	<p>Satisfactory Completion of instructional objectives as demonstrated by:</p> <ul style="list-style-type: none"> • Satisfactory improvement in posttest • Satisfactory completion of behavior observation • Satisfactory completion of required physical activity • Satisfactory completion of project or portfolio • Satisfactory completion of self-report or survey Satisfactory completion of SLO's
NP	<p>Lack of information to evaluate progress towards completion of instructional objectives or less than satisfactory progress towards completion of instructional objectives as demonstrated by:</p> <ul style="list-style-type: none"> • Unsatisfactory completion of final exam • Less than satisfactory completion of all course requirements, e.g. attendance, term paper, exams, etc. • Unsatisfactory completion of project or portfolio • Unsatisfactory completion of course SLO's 	<p>Lack of information to evaluate progress towards completion of instructional objectives or less than satisfactory progress towards completion of instructional objectives as demonstrated by:</p> <ul style="list-style-type: none"> • Less than satisfactory improvement in posttest • Less than satisfactory demonstration of behavior as observed by instructor • Less than satisfactory completion of or lack of improvement in completion of required physical activity • Less than satisfactory completion of project or portfolio (below what's considered satisfactory progress towards completion) • Less than satisfactory completion of self-report or survey (below what's considered satisfactory progress towards completion) • Unsatisfactory completion of course SLO's
SP	<p>Satisfactory progress but not completion of instructional objectives and SLO's as demonstrated by:</p> <ul style="list-style-type: none"> • Active participation in learning activities as observed by instructor • Satisfactory completion of intermediate assignments (exams) but less than satisfactory completion of final exam • Partial completion of course requirements, e.g. attendance and exams but not term paper • Partial completion of project or portfolio • Partial completion of SLO's 	<p>Satisfactory progress but not completion of instructional objectives and SLO's as demonstrated by:</p> <ul style="list-style-type: none"> • Some improvement without reaching the required improvement in posttest, e.g. 5% instead of required 10% • Improvement in the demonstrated behavior without reaching all required indicators as specified by faculty • Improvement in completion of required physical activity without reaching the goal set by faculty • Partial satisfactory completion of project or portfolio • Partial satisfactory completion of self-report or survey • Partial completion of SLO's

Santa Rosa Junior College Noncredit ESL Progress Indicator Report

Name: _____ Date of Birth: _____

Level: _____ Instructor: _____ Semester: _____

STUDENT PROGRESS REPORT

End of Term

Reading Evaluations	<i>High</i>	<i>Mid</i>	<i>Low</i>	
Writing Evaluations	<i>High</i>	<i>Mid</i>	<i>Low</i>	
Oral/Aural Evaluations	<i>High</i>	<i>Mid</i>	<i>Low</i>	
Other tests	<i>High</i>	<i>Mid</i>	<i>Low</i>	
Class Participation	<i>Great</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>

Student Learning Outcome Project: _____ *Great Good Fair Poor*

Comments/Recommendation:

_____ Advance to next level _____ Repeat current level

Student Signature/Date: _____

Instructor Signature/Date: _____

ESL NONCREDIT PROGRESS INDICATORS – GUIDELINES (Spring 2011)

Why do this?

- To demonstrate, through statistics, that noncredit students progress.
- We join community colleges across the state in this “teacher-driven” trial reporting project to create an accurate picture of our noncredit student population.
- This academic year, students won’t have grades on transcripts, and all reports remain in-house.

What will it take?

- Every core class will report progress indicators this spring and fall. Every faculty member needs to weave “grading” into your end-of-semester, pre-registration process.
- Using a current class list, record decisions about whether a student has Passed (P), made satisfactory progress (SP) or has not made progress and not passed (NP). Talk to your colleagues if you have questions.

Remember: This coding is part of an Accountability Pilot and will not become part of the students’ permanent records. It is up to you whether or not you share students’ “grades” with them, or not.

How do I do this?

1. Record a final performance indicator for each student enrolled in your class when you record positive attendance hours at the end of the semester.
2. Take a look at your current roster. If students have left your class, but have attended for at least 8 hours, assign them a “grade” of NP, SP or P (was their work satisfactory before they left?).
3. If a student has dropped your class after attending fewer than 8 hours (or, if the student was on your roster but never attended), give the student a “W/NG?”
4. If you share students with another teacher, you can elect to give a student the same “grade,” or not, depending upon how the student performed in/and/or attended each class.

When?

At the end of spring and fall semester, 2011, enter all “grades” and positive attendance within 3 days of the end of your class.

FAQs**ATTENDANCE ≠ PROGRESS**

In our open entry/exit, managed enrollment program, students may spend a short time with us and improve rapidly, or take many semesters to progress because of difficult life situations, lack of education or learning disabilities. Therefore, a bad attendance record does not always mean poor progress and a good attendance record doesn't always mean that a student is ready to be promoted. Similarly, a student may place himself/herself in too low a level and may be clearly ready to be promoted despite having spent limited hours attending your class.

The guidelines below were developed through discussions at our Noncredit Meetings:

Situation	Code
No-show or attended fewer than 8 hours	W/NG
Too little evidence of work to evaluate	NP
Student who, in your judgment has shown no progress whatsoever	NP
Consistently poor class performance	NP
Student clearly belongs in lower level but refuses to move	NP
No or limited improvement on CASAS; does not meet standard on LAP	NP or SP
Limited participation or inconsistent attendance with little or no progress evident	NP or SP
Late entry into class (teacher discretion)	NP, SP or P
Student dropped by instructor due to poor attendance	NP, SP or P
Student who came every day, then left or disappeared	NP, SP or P
Chronic repeater (depends upon reason)	NP, SP or P
Stopped attending, was making progress but below standard	SP
Made satisfactory progress while attending class	SP or P
Student who, in your judgment, has made clear progress.	SP or P
Made requisite progress on LAP, CIVICS and/or other assessments	SP or P
Student who is ready but refuses to go to the next level	P
Student who placed himself/herself in too low a level	P
Made requisite progress on CASAS, LAP Assessment & CIVICS AA's	P
Promoted to next level	P

Mark the appropriate code: P, SP, NP or “W”

Directions: Use this rubric to determine each student’s degree of mastery of course SLO’s. Consider using any combination of applicable assessments including those listed below:

Assessments	Performance indicators			
	P (Pass-Promote)	SP (sufficient progress)	NP (No pass)	DR (drop)
<ul style="list-style-type: none"> • <i>Teacher observation</i> • <i>Casas score</i> • <i>Civics AAPs</i> • <i>Writing assessment</i> • <i>LAP</i> • <i>T-made tests (including portfolio)</i> • <i>End of chapter tests</i> • <i>Oral/aural assessments (SOLOM, formal, informal)</i> • <i>Participation</i> • <i>Pattern of progress</i> • <i>Effort</i> 	<ul style="list-style-type: none"> ➢ Student mastery of SLO’s ➢ Casas reading score falls in range of subsequent level ➢ Passing score on Civics AAPs and other assessments ➢ Meets or exceeds standard on Writing Assessment rubric (see handbook) ➢ Exceeds or meets standard for active participation and effort (class work, homework, oral participation) 	<ul style="list-style-type: none"> ➢ General pattern of making progress but all SLO’s not met (rate of progress may vary based on previous education of st’s) ➢ Active participation in class activities but results are below standard. ➢ Makes effort (class work, homework, oral participation) but performance does not meet standard. 	<ul style="list-style-type: none"> ➢ Insufficient work/too little information to evaluate ➢ Little or no evidence of improvement ➢ Little or no participation 	<ul style="list-style-type: none"> ➢ Fewer than 8 hours or no show

Teacher Observation of st performance in class implies informal assessment, including may include interactions, following directions, language use in class, group work, quality of class work.

Criteria for assessment:

Include in document: SLO’s, Casas ranges, situations and progress report.