

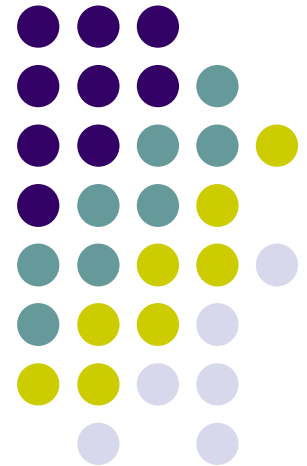
Assessing Student Learning Outcomes in Noncredit Instruction at Long Beach City College

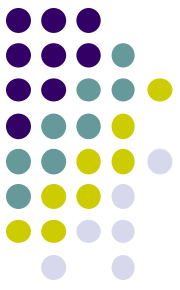
Hannah Alford, Research Analyst II

Phyllis Arias, Department Head, Basic Adult Ed

Heidi Neu, Instructor, Basic Adult Ed

Janice Tomson, Student Learning Outcomes Coord.

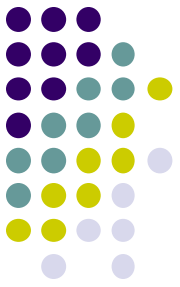




Student Learning Outcomes at LBCC

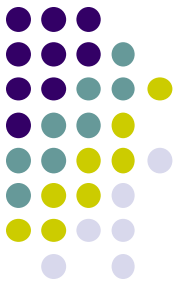
- Student Learning Outcomes are written and assessed at the course, department, program and the institutional level.
- This project was funded by a Title V (Hispanic Serving Institutions) grant.
- Faculty have excellent assessment support from our institutional research office.

The Basic Adult Ed Department



- Program goals and philosophy

The Basic Adult Ed Department

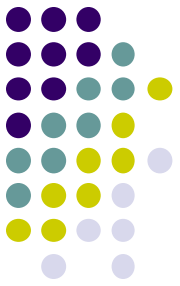


- Program structure

Independent learning lab with many choices for direct instruction and group learning



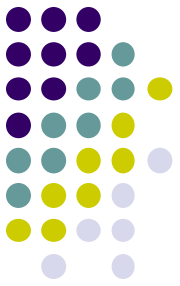
The Basic Adult Ed Department

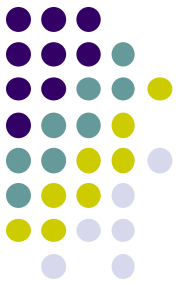


- Student learning outcomes in BAE

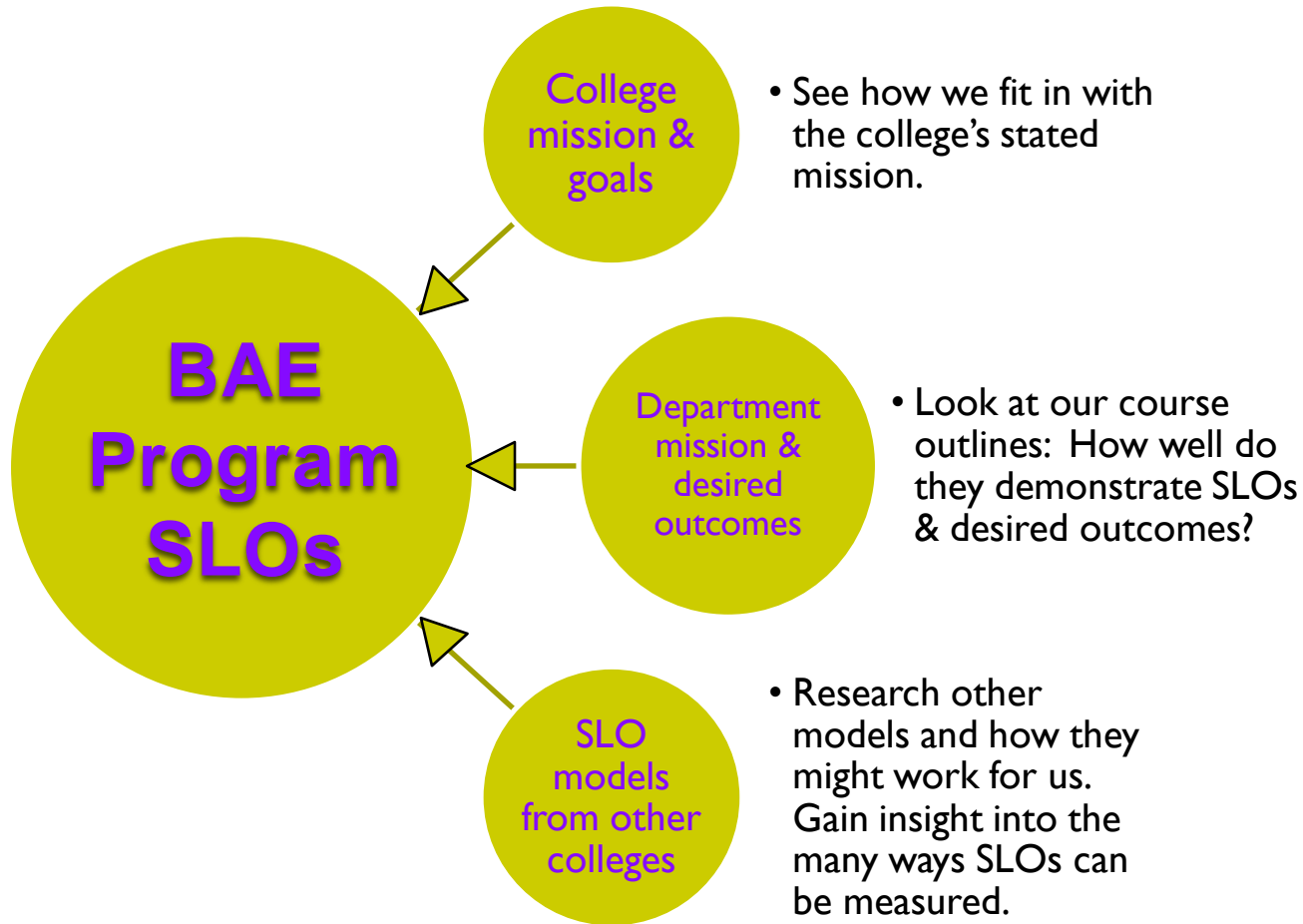


Assessing our non-credit program: Initial reaction

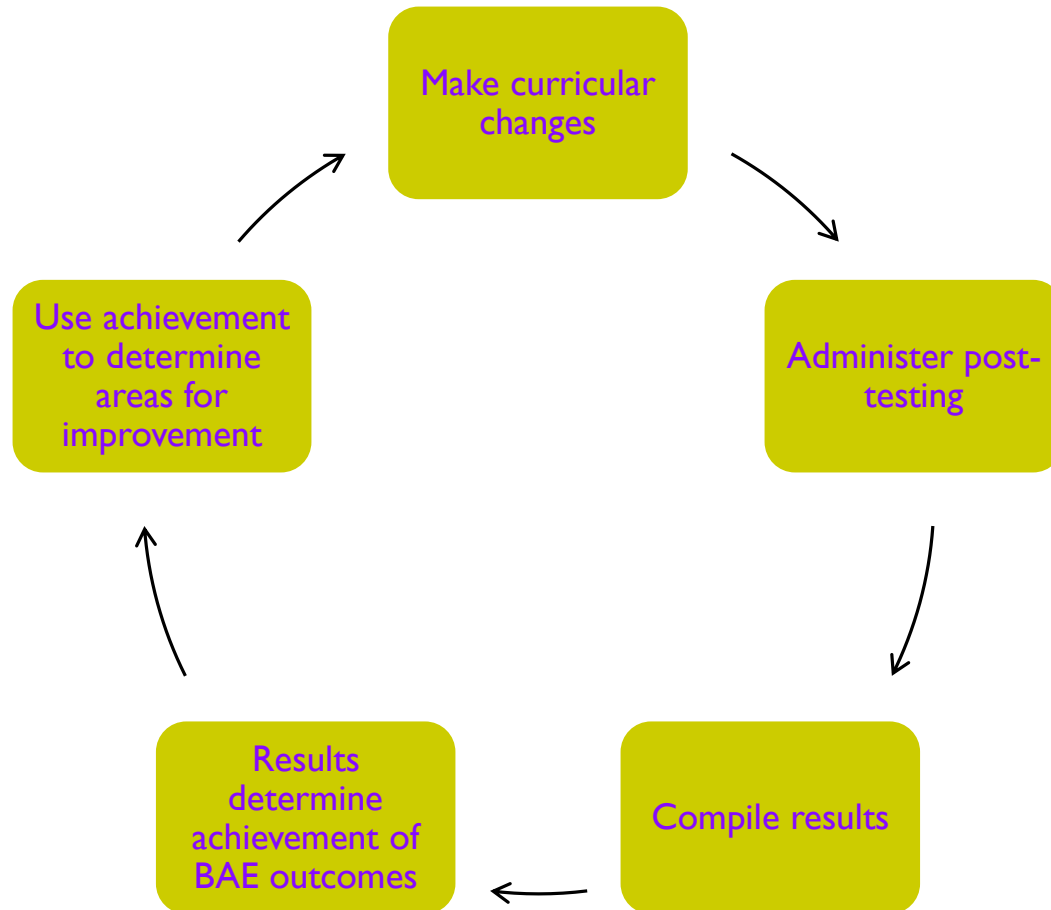
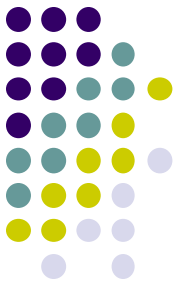




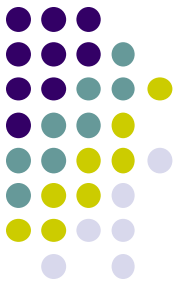
LBCC BAE Department's SLO process



Approach to Mathematics Assessment



Math Assessment & Results- Spring 2007



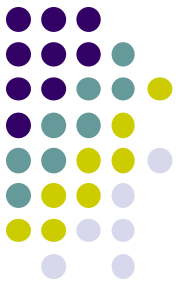
Topic	# of students	100%	90%	80%	70%	60%	<60 %	% = or > 80%
Addition	18	9	5	2	1	0	1	88.9
Subtraction	31	14	8	7	1	1	0	93.6
Multiplication	55	17	17	14	4	3	0	87.3
Division	53	13	19	13	8	0	0	84.9
Fractions	66	12	16	12	8	5	13	60.6
Decimals	44	9	16	7	7	4	1	72.7
TOTALS	267	74	81	55	29	13	15	

ALL TOPICS

80% & higher	78.7%
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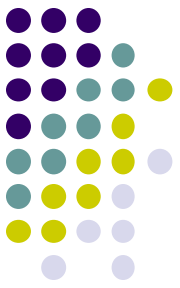
70-79%	10.9%
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<70%	10.5%
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GED Assessment & Data

Subject	Total Pass	Total Fail	Total Taken	Total Pass %
Writing	37	1	38	97%
Social Studies	51	0	51	100%
Science	45	5	50	90%
Lit.	47	0	47	100%
Math	32	9	41	78%



Reading Assessment Challenges

Data not in one area/time

+

Data/instructor assessment
variations

+

Low student persistence

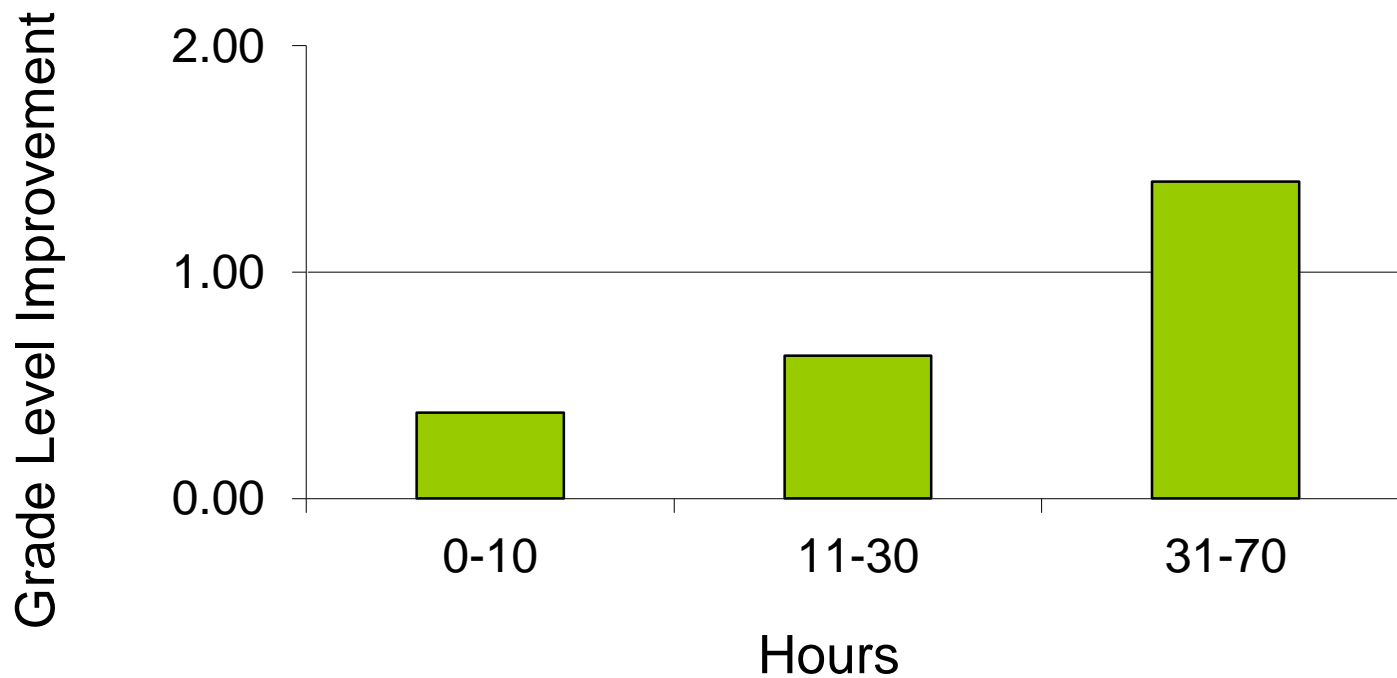
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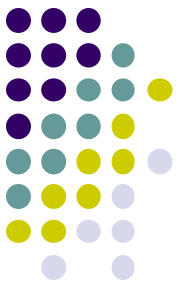
Difficult to assess outcomes

Reading Assessment and Results



Reading Level Improvement Based on Hours



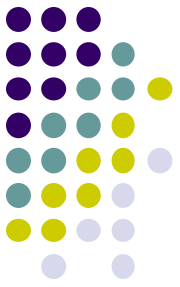


Self-Confidence Assessment

4. Compared to how you felt when you first enrolled in the Learning Center, how do you feel about your ability to reach your career, academic or personal goals?

No Response	363
Much more confident	52
A little more confident	18
About the same	4
Less confident	2

Basic Adult Education (BAE) Program Outcomes

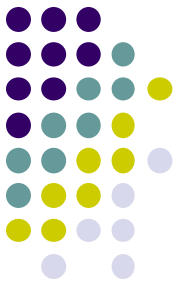


- Demonstrate improved reading comprehension at a level appropriate to the individual student's needs
- Exhibit improved communication skills by employing the conventions of standard written English
- Understand and use the basic concepts and procedures of mathematics and use mathematical reasoning to accurately define and solve problems

Assessment Measure of Outcome: Longitudinal Study



- Experience in subsequent courses in English, math, and reading (non-BAE)
 - Course success (A, B, C, CR grades)
- Comparison group: students enrolled in courses who were not enrolled in the BAE program



Methodology:

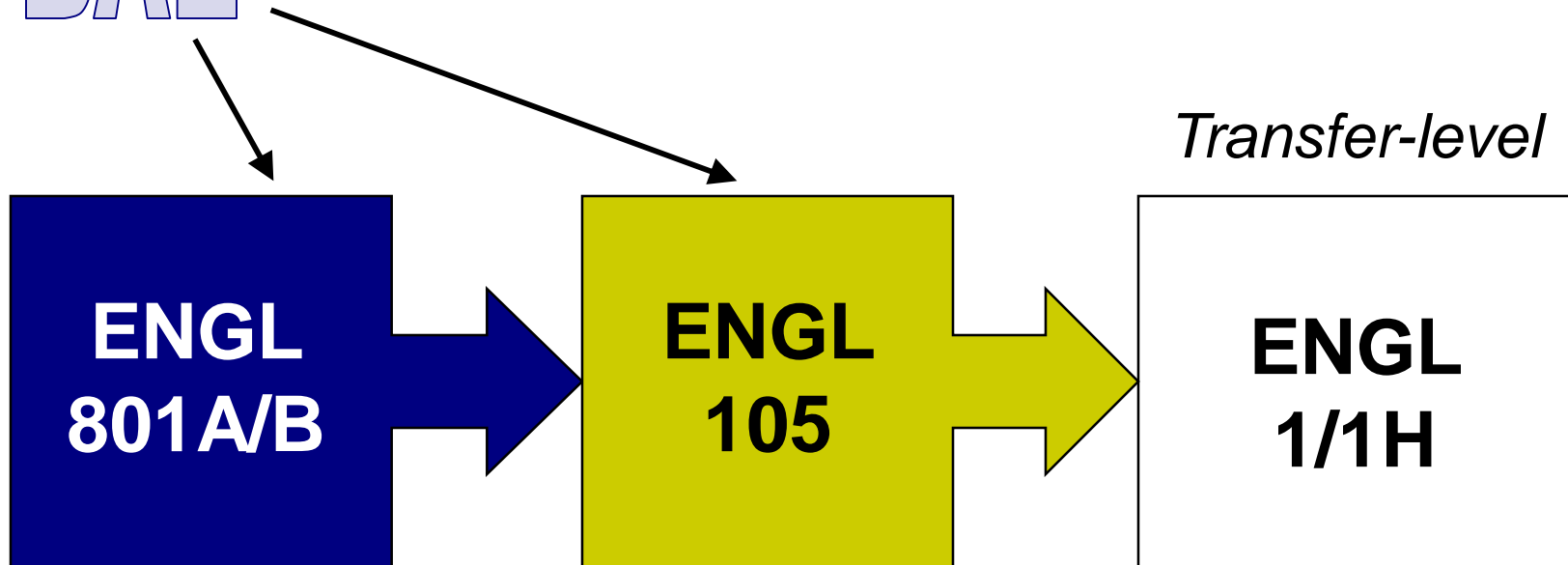
- Cohort
 - Students who collected a minimum of 18 hours of attendance in the Basic Adult Education (BAE) program between Fall 2003 and Fall 2006
- Cohort was tracked in subsequent terms Spring 2004 to Spring 2007



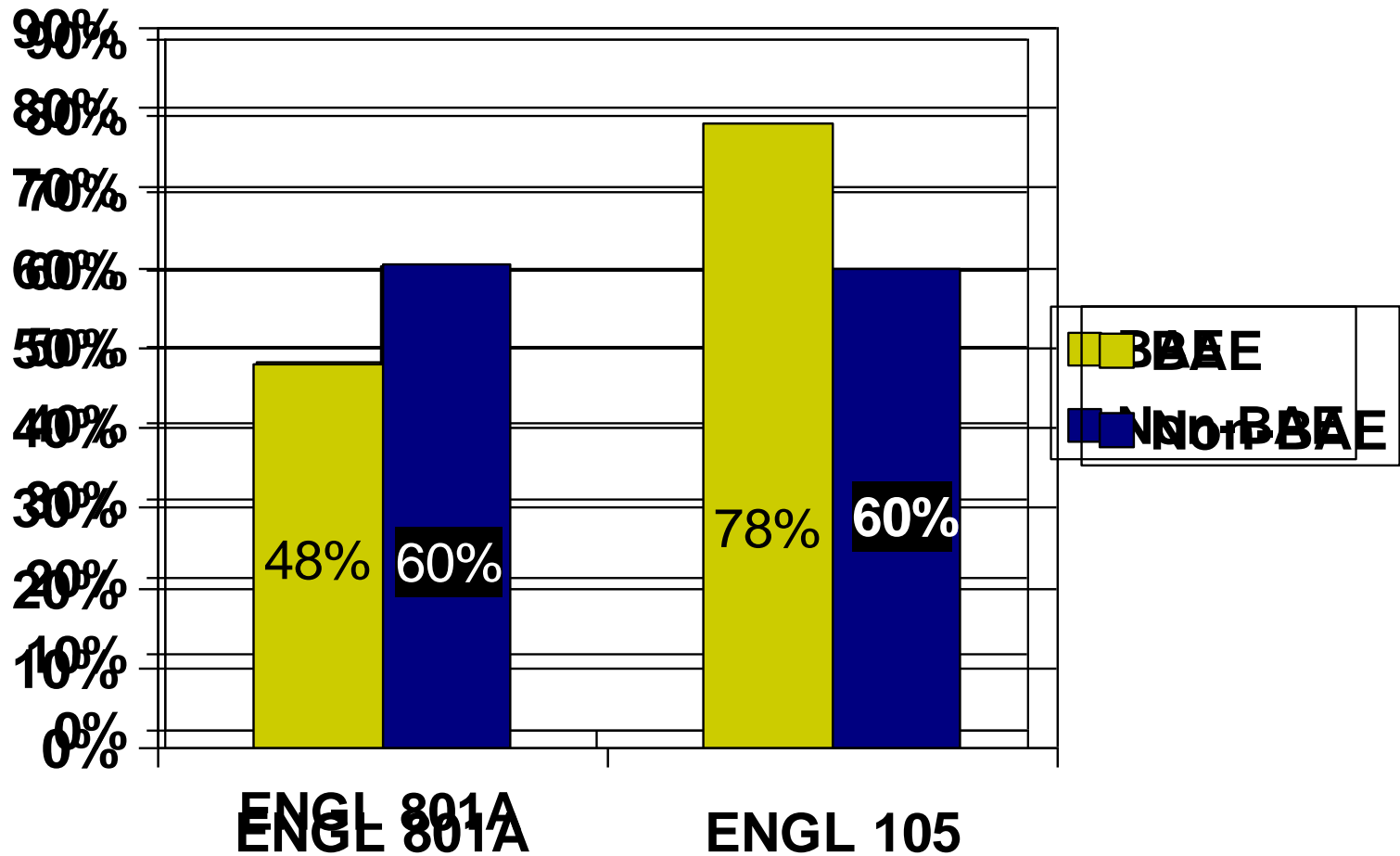
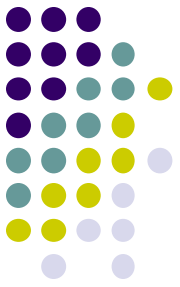
LBCC Sequence of Courses

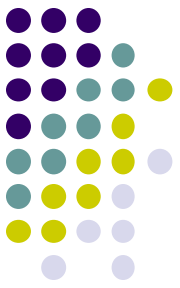
- English Composition

BAE



Course Success Rates: English Composition

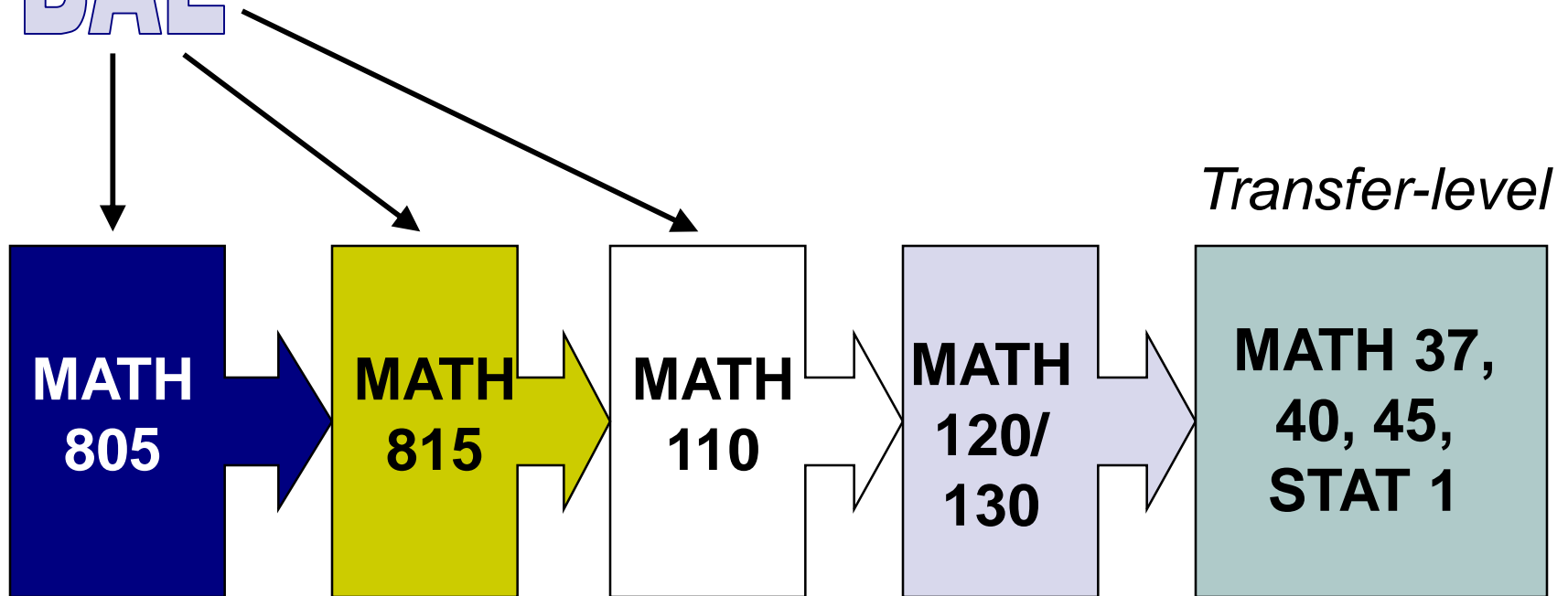




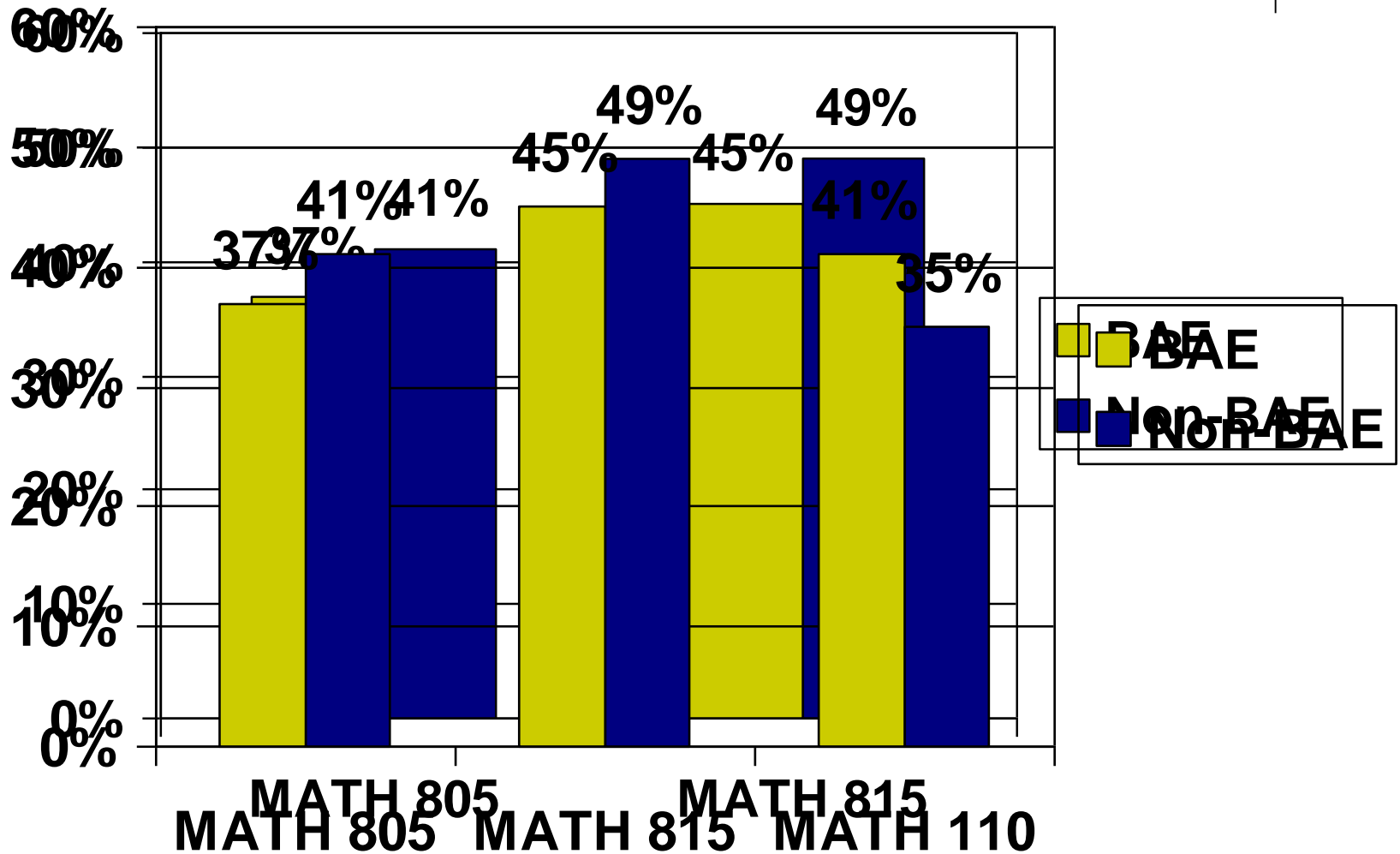
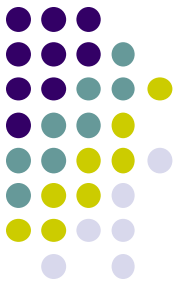
LBCC Sequence of Courses

- Mathematics

BAE



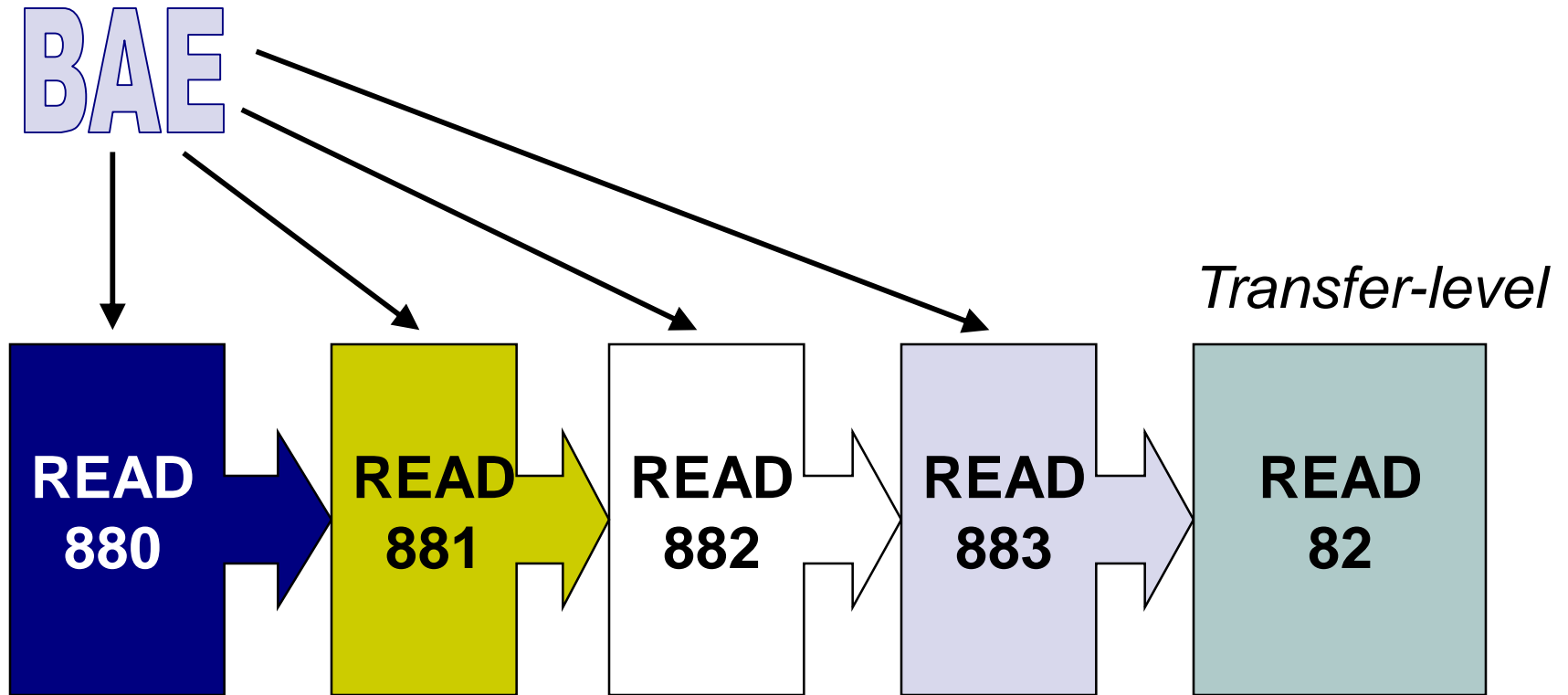
Course Success Rates: Mathematics



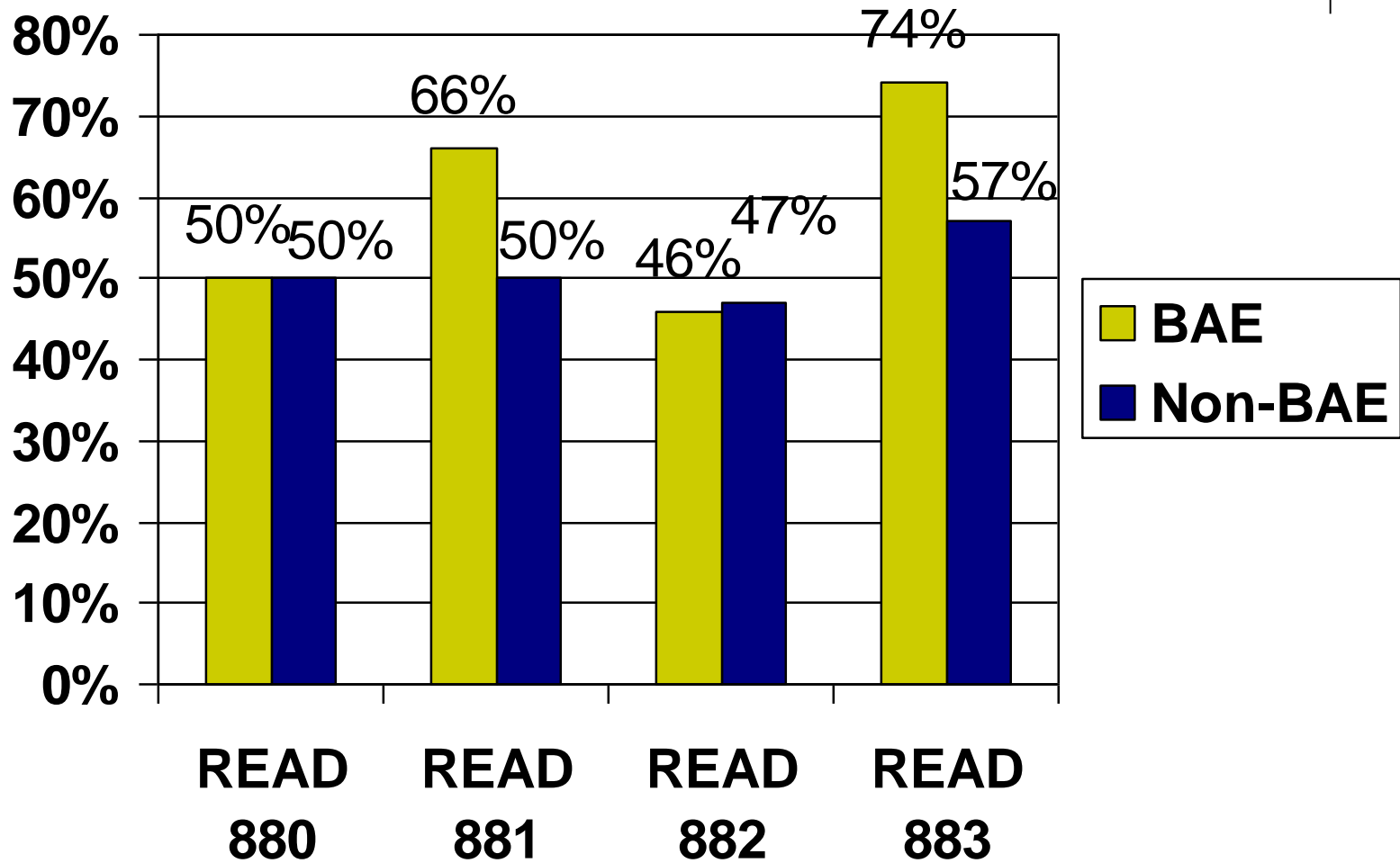
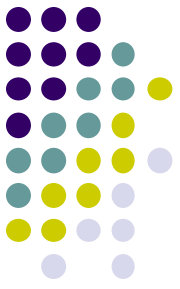


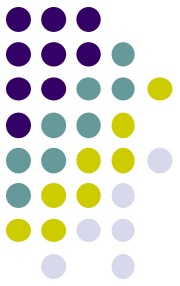
LBCC Sequence of Courses

- Reading



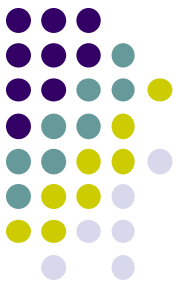
Course Success Rates: Reading





Other Variables Measured

- Course retention
- DSPS
- Gender
- Race/Ethnicity
- Educational Goal
- Age



Questions to Consider

- Controlling for varying academic preparation levels
- Controlling for varying instructional hours and persistence
- Disaggregating data by demographic variables

Wrap Up

