

Outcomes Assessment Report

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Course to be assessed: ABE 042

Project summary:

The ABE/GED/HS21 program within the Transitional Studies Department at SCC has undergone several significant changes over the last few years. Specifically:

1. The GED 2014 was introduced
2. A High School 21+ program was implemented
3. New ABE, GED and HS21 classes have been developed and our class structure has changed

It has been a challenge to show that classroom learning is aligned with the Master Course Outline (MCO), the Common Core Standards, and High School 21+ (HS21) requirements. In addition to alignment, we want to ensure that our course outcomes are measureable. We are focusing first on the following outcomes:

Outcome 1 - Identify unfamiliar and some specialized words and abbreviations using word analysis or inference (Coded Blue)

Outcome 3 - Locate important information, read for detail and determine missing information using a wide range of strategies. (Coded Green)

Methods:

Assignments for the course were identified as measuring Outcome 1 or 3. Each assignment contained two parts: practice and assessments. Students did not consistently complete both parts, so the score for the assessment represented the score for each assignment. In the event that the student completed the practice and not the assessment, the practice score was used.

Results:

Students and courses

30 students were enrolled in either Marra's reading/writing class (ABE 032, ABE 042 and GED 001) or Henthorn's reading/writing class (ABE 032, ABE 042, and GED 001). Marra's class content focused on social studies & language arts, and Henthorn's class focused on science & language arts. One additional student completed assignments, but was not enrolled in a class (and didn't receive a final grade; this student was enrolled in these courses in 2013-2014).

Course Outcome Measures - Assignments

There were 13 or 14 assignments per course: 7 science or 8 social studies, plus 6 language arts. Outcome 1 was assessed once each in Science and Social Studies, and twice in language arts. Outcome 3 was assessed 6 times in science, 7 times in social studies, and 4 times in language arts. On average students who passed the class completed about half of the assignments, whereas students who did not pass the class completed less than a quarter of the assignments. Average scores for each outcome ranged from 0% to 100%. See Table Assessments by grade for averages.

Table Assessments by grade. Average number of assessments completed by grade earned (Number of students are in parentheses).

Grade	Ave. Number of Questions Completed	Average of Sci or SS Outcome 1	Average of LA Outcome 1	Average of Sci or SS Outcome 2	Average of LA Outcome 2
P	7.4 (21)	60% (21)	37% (13)	70% (19)	68% (17)
NC	2 (7)	64% (7)	40% (1)	63% (2)	78% (4)
W	2.5 (2)	0% (2)	0% (1)	50% (1)	61% (2)
Not Enrolled	9 (1)		0% (1)		58% (1)
Grand Total	5.9 (31)	60% (30)	33% (16)	69% (22)	68% (24)

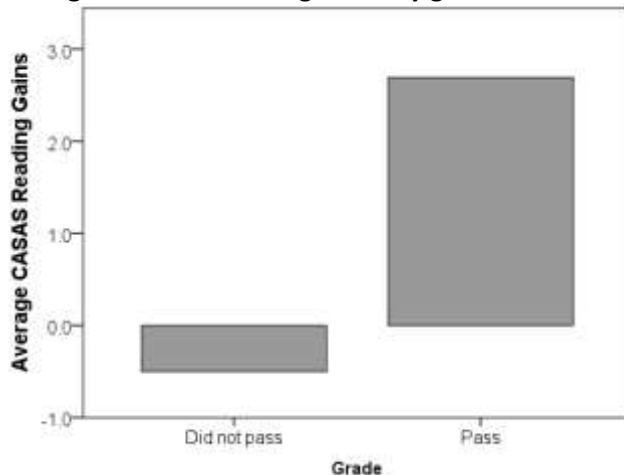
Course Outcome Measures – Pre- and post- test

8 students took both the pre- and post-test. Students taking the Social Studies reading pretest (N = 5) did too well to show improvement on the post-test (scores ranged from 80% to 100%). The 3 remaining students who took the Science reading pretest showed a range of learning: one scored lower on the post-test than the pre-test, one showed no change, and one scored higher. As such CASAS scores were used as another outcome measure to compare to assignments.

Course Outcome Measures – CASAS

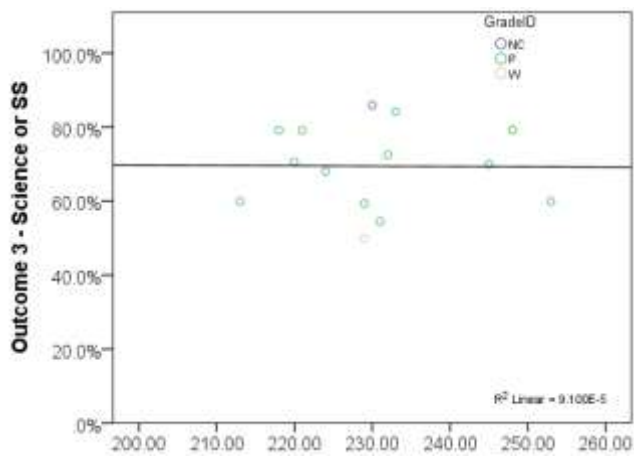
17 students took the CASAS tests. The average score for reading was 232 or Advanced Basic Skills, and the range was 203 to 256 (Beginning Basic Skills to Advanced Adult Secondary). Students on average gained 2 reading points, and reading gains ranged from -17 to 17 points. The average score for math was 210 or Beginning Basic Skills, and the range was 202 to 228 (Beginning Basic Skills to Advanced Basic Skills). Students on average gained 3 math points, and math gains ranged from -16 to 19. Students who passed the class made positive gains on average (Figure CASAS Reading Gains by grade).

Figure CASAS Reading Gains by grade.

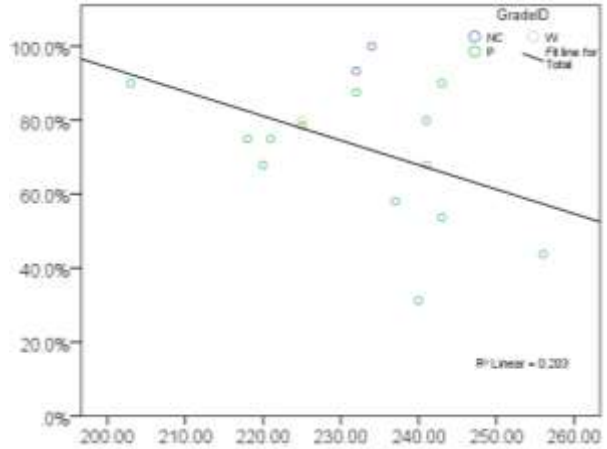
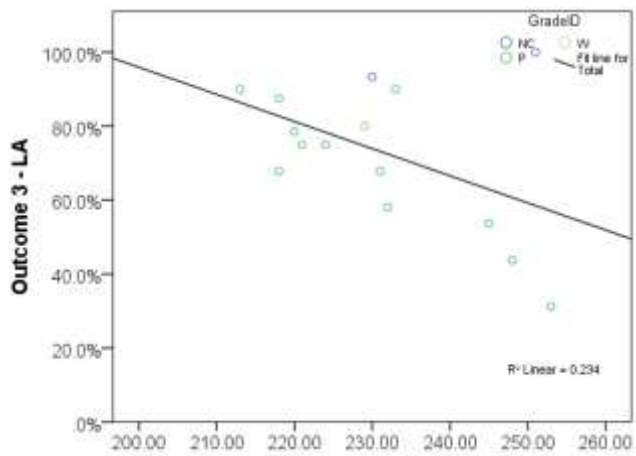
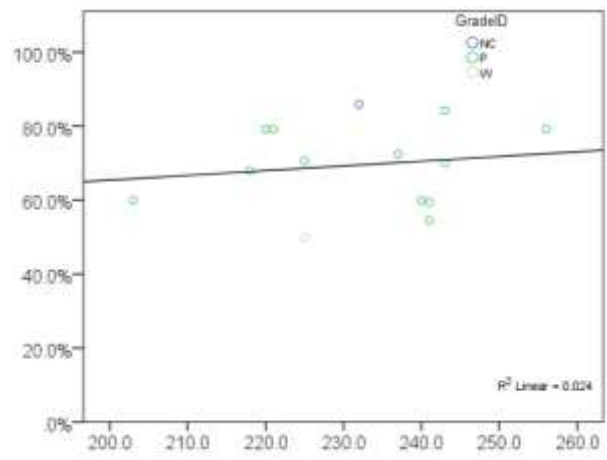


The relationship between CASAS and Course Assessments – Outcome 3

CASAS Reading Scores - Beginning of Term

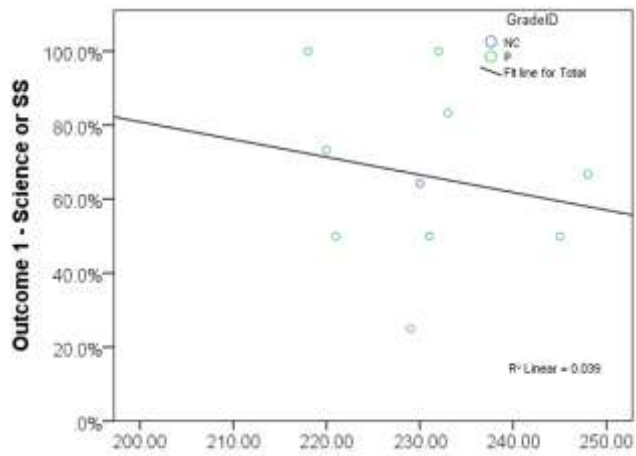


CASAS Reading Scores - End of Term



The relationship between CASAS and Course Assessments – Outcome 1

CASAS Reading Scores - Beginning of Term



CASAS Reading Scores - End of Term

