

1. Outcome	2. Criteria or Target	3. Measurement Tool (course and assignment)	4. When/how and by who analysis of assessment will be accomplished	5. Program Assessment
Individuals who receive a certificate of completion should be able to:				
<p>Read with understanding in order to pass the GED, enter college level courses or training courses, or fulfill personal work or enrichment goals.</p>	<p>80% of all precollege program students will achieve one of the following:</p> <ul style="list-style-type: none"> • Precollege students will demonstrate the skills to transition into the next college level course, (RD 90 and/or RD115). • Personal goals student will have achieved personal work or enrichment goals. • GED students will receive a passing score of “Likely to Pass” on their Reasoning Through Language Arts practice GED test within a year after the student has reached a 245 on their CASAS score. 	<p>Check students CASAS score and correlate it to the COMPASS placement exam for RD 90 or above.</p> <p>Results of exit interview will determine whether students self-report achievement of goals. TOPS report entry/exit goals.</p> <p>Use Passer report to compare CASAS scores of 245 to how many students are earning a “Likely to Pass” on their practice GED subject are correlating with the CASAS test.</p> <p>(We will use the following measure to see evaluate how the precollege department is servicing the students with regards to barriers, schedules, advising, etc. to suggest improvements on the Program Review: Use Passer report to compare CASAS scores of 245 to how many students are exiting in a year with their GED test completed in this content area, and measuring of the students who took their official GED in the appropriate subject area passed.)</p>	<p>Precollege department faculty will review and analyze at the fall in-service department meeting.</p> <p>Review TOPS reports on CASAS scores for the precollege students.</p> <p>TOPS report will be examined for the entry and exit goals completion.</p> <p>Use the Passers report to compare GED completion with CASAS scores.</p>	<ul style="list-style-type: none"> • 10 pre-college students took an Accuplacer or Compass test and placed into reading 90 or above. 34 students with a CASAs score above 245 received a “Likely to pass” on their GED Ready. 24 students with a CASAs score of 245 or more received their GED. There were 139 total pre-college students and only 69 met the criteria so only 49% of pre-college students met the criteria. <p>Other Interesting Facts:</p> <ul style="list-style-type: none"> • 61% of the students who received a CASAs score of 245 also received a “Likely to Pass” on the GED Ready. 57 students received a 245. Of those 57 students, 34 scored a “Likely to Pass” and 23 either didn’t take a GED Ready or received a “Too Close to Call” or “Not Likely

				<p>to Pass”.</p> <ul style="list-style-type: none"> 44% of the students who received a CASAs score of 245 passed the Reasoning portion of the GED test. Of the 57 students who received a 245, 24 passed the Reasoning portion of the GED test and 33 did not attempt it or failed.
<p>Use math to solve problems and communicate reasoning and results in order to pass the GED, enter college level courses or training courses, or fulfill personal work or enrichment goals.</p>	<p>70% of all precollege program students who attend 3 consecutive terms of math in the Precollege Department, attend at least 80 % of the course will achieve one of the following:</p> <ul style="list-style-type: none"> Precollege student will demonstrate the skills to transition into the next college level course, (Math 20 or higher). Personal goals student will have achieved personal work or enrichment goals. GED students will receive a passing score of “Likely to Pass” on their Math practice GED test within a year after the student 	<p>Check students CASAS score and correlate it to the COMPASS placement exam for Math 20 or above.</p> <p>Results of exit interview will determine whether students self-report achievement of goals. TOPS report entry/exit goals.</p> <p>Use Passer report to compare CASAS scores of 245 to how many students are earning a “Likely to Pass” on their practice GED subject are correlating with the CASAS test. (We will use the following measure to see evaluate how the precollege department is servicing the students with regards to barriers, schedules, advising, etc. to suggest improvements on the Program Review: Use Passer report to compare CASAS scores</p>	<p>Precollege department faculty will review and analyze at the fall in-service department meeting.</p> <p>Review TOPS reports on CASAS scores for the precollege students.</p> <p>TOPS report will be examined for the entry and exit goals completion.</p> <p>Use the Passers report to compare GED completion with CASAS scores.</p>	<p>70% of students, who take 3 consecutive terms of math in the Pre-C program, attend at least 80% of the time, and take the math GED Ready test, will reach a "Likely-to-Pass" score on that test.</p> <ul style="list-style-type: none"> There were 3 total students who met this criterion. 2 received a “Likely to pass” on their GED ready. <p>Other Interesting Facts:</p> <ul style="list-style-type: none"> 57% of the students who received a CASAs score of 245 also received a "Likely to Pass" on the GED Ready. 7 students received a 245. Of those 7 students, 4 scored a

	has reached a 245 on their CASAS score.	of 245 to how many students are exiting in a year with their GED test completed in this content area, and measuring of the students who took their official GED in the appropriate subject area passed.)		<p>“Likely to Pass” and 3 either didn’t take a GED Ready or received a “Too Close to Call” or “Not Likely to Pass”.</p> <ul style="list-style-type: none"> 85% of the students who received a CASAs score of 245 passed the Math portion of the GED test. Of the 7 students who received a 245, 6 passed the Math portion of the GED test and 1 did not attempt it or failed.
Write purposefully and capably in order to pass the GED, enter college level courses or training courses, or fulfill personal work or enrichment goals.	<p>80% of all precollege program students will achieve one of the following:</p> <ul style="list-style-type: none"> Precollege student will demonstrate the skills to transition into the next college level course, (WR 90 or higher). Personal goals student will have achieved personal work or enrichment goals. GED students will receive a passing score of “Likely to Pass” on their 	<p>Check student’s transcripts for evidence to determine advancement to college level Writing (WR 90 or above).</p> <p>Results of exit interview will determine whether students self-report achievement of goals. TOPS report entry/exit goals.</p> <p>Use Passer report to compare CASAS scores of 245 to how many students are earning a “Likely to Pass” on their practice GED subject are correlating with the CASAS test. (We will use the following measure to see evaluate how the</p>	<p>Precollege department faculty will review and analyze at the fall in-service department meeting.</p> <p>Review TOPS reports on CASAS scores for the precollege students.</p> <p>TOPS report will be examined for the entry and exit goals completion.</p> <p>Use the Passers report to compare GED completion</p>	<ul style="list-style-type: none"> 11 pre-college students took an Accuplacer or Compass test and placed into writing 90 or above. 34 students with a CASAs score above 245 received a “Likely to pass” on their GED Ready. 24 students with a CASAs score of 245 or more received their GED. There were 139 total pre-college students and only 68 met the criteria so only 49% of pre-college students met the criteria.

	Reasoning Through Language Arts practice GED test within a year after the student has reached a 245 on their CASAS score.	precollege department is servicing the students with regards to barriers, schedules, advising, etc. to suggest improvements on the Program Review: Use Passer report to compare CASAS scores of 245 to how many students are exiting in a year with their GED test completed in this content area, and measuring of the students who took their official GED in the appropriate subject area passed.)	with CASAS scores.	
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Analysis:

1. Describe assessment results.
Assessment results look like we have very low results for student numbers. Please see the comments in the “Program Assessment” (column 5).

2. Describe any changes that were implemented from the previous assessment. Include the effect that these changes had on students’ attainment of degree, certificate or program outcomes.

As a department, the Math Faculty voted to change the criteria for Math to “70% of all precollege program students who attend 3 consecutive terms of math in the Precollege Department, attend at least 80 % of the course will achieve one of the following:” This added another barrier to gathering the data for the students. Finding students who needed to attend or did attend “3 consecutive terms in math” limited our data population. As a department we found this change in our assessment was not working as true measurement for our outcomes.

3. Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of degree, certificate, or program outcomes.

As a department, we discussed using the free GED Ready tests as our main measure of assessments. We discuss the instructors using them more in their classrooms to gauge readiness to take the official exam and also to use to formulate lesson plans. By doing this, they will create a more personalized lesson plan for the demographic of students in their classroom for that term. Instructors should also review CASAS competencies so they can implement instruction geared more towards making gains and getting higher scores on those tests as well. We also feel having a stronger attendance policy will help students be more successful in our program and get them ready for work/college life. We are going to be working on that policy at our next department staff meeting on November 29th, 2017.

4. Describe your plan for implementation of any changes.

As a department, we are testing the students with GED Ready tests as their initial place test in the beginning of the term. At the end of the term, we are again testing the students with GED Ready tests as an exit test. This is the measurement for gains and success for the student our department as implemented. We discussed using the GED Ready test more at our faculty in-service in the fall and had full faculty buy-in. We started this change Fall Term, 2017. We will be discussing the new attendance policy at our staff meeting on November 29th, 2017.

5. Departmental faculty involvement.

Our faculty involvement has been 100% in creating this assessment, addressing the measured outcomes (or the lack there of), and created new policies. We used a department meeting in Fall In-Service to assess these criteria for the outcome. Every faculty had an opportunity to express their thoughts and questions. As a whole, the faculty edited the 2016-17 Criteria for Assessment for the 2017-2018 year.

6. Evaluate the assessment strategy.

This assessment strategy did not accurately evaluate our program because the parameters we had in place to determine what "success" looks like was too limiting especially in the area of mathematics. Very few students score a 245 on CASAS testing and even fewer took a GED Ready test. Both of those factors limited the pool of successful students immensely. We are implementing a new assessment strategy for next year's outcomes that we hope will paint a more accurate picture of our success as a department.

7. Additional comments.

Plan Submitted by: Franceina Brackenbury
Assessment Completed by:

Date: 10.31.2017
Date:

Plans to be submitted to Academic Assessment Coordinator (kkane@cgcc.edu) by Nov 15 of academic year being assessed
Assessment and Analysis to be submitted to Academic Assessment Coordinator (kkane@cgcc.edu) by Nov 15 the following academic year being assessed