

Outcome Assessment Plan for degrees or certificates

Degree or Certificate: Pre-College Program 2015-2016

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 on their Reasoning Through Language Arts GED test within a year after the student has reached a 245 on their CASAS score. 	<p>Check students GED/CASAS score and correlate it to the ACCUPLACER 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 the GED 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.</p>	<p>Precollege department faculty will review and analyze the program outcomes at the fall in-service department meeting. The department chair will gather the data and assess the data regarding the outcomes and present it to the faculty at the Spring in-service.</p> <p>The data reviewed is: 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>83% of the Precollege students moved onto the next college level. Of the 83%:</p> <ul style="list-style-type: none"> ▪ 20% moved onto RD 90 ▪ 20% moved onto RD 115 ▪ 60% did not have to take any more college reading. <p>100% of the students achieved their personal goals.</p> <p>4.47% of the students earned their GED within a year of testing at 245 on their CASAS.</p>

<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>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, (Math 20 or higher). • Personal goals student will have achieved personal work or enrichment goals. • GED students will reach a “likely to pass” score on a practice test. 	<p>Check students GED/CASAS score and correlate it to the ACCUPLACER 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 the GED 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.</p>	<p>Precollege department faculty will review and analyze the program outcomes at the fall in-service department meeting. The department chair will gather the data and assess the data regarding the outcomes and present it to the faculty at the Spring in-service.</p> <p>The data reviewed is:</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 Practice Voucher form to gather data on students tests and scores.</p>	<p>83% of the Precollege students moved onto the next college level. Of the 83%:</p> <ul style="list-style-type: none"> ▪ 40% moved onto Math 20 ▪ 60% moved onto Math 60. <p>100% of the students achieved their personal goals.</p> <p>0.86% of the students earned their GED within a year of testing at 245 on their CASAS.</p>
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<p>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>	<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 on their Reasoning Through Language Arts GED test within a year after the student has reached a 245 on their CASAS score. 	<p>Check students 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 the GED 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.</p>	<p>Precollege department faculty will review and analyze the program outcomes at the fall in-service department meeting. The department chair will gather the data and assess the data regarding the outcomes and present it to the faculty at the Spring in-service.</p> <p>The data reviewed is:</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>83% of the Precollege students moved onto the next college level. Of the 83%:</p> <ul style="list-style-type: none"> ▪ 20% moved onto WR 90 ▪ 20% moved onto WR 115 ▪ 60% moved onto WR 121. <p>100% of the students achieved their personal goals.</p> <p>4.47% of the students earned their GED within a year of testing at 245 on their CASAS.</p>
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Analysis:

1. Describe assessment results.

The assessment result that is concerning to the precollege department is the number of students who have completed their GED within a year of reaching 245 or higher on their CASAS test. There are a few factors with this data. The first factor is the Precollege Department had a new Precollege Specialist in the beginning of 2015, who had a large learning curve with data and the CASAS testing procedure and data collection. The Precollege Specialist resigned the first week of December, leaving the Department Chair to do all of the data processing,

manage the department, and Title II funding preparation and reporting. A new Precollege Specialist was hired in May, 2016. There was another large learning curve for the Precollege Specialist who was not familiar with CASAS and the data procedures. The data represented here is from Fall 2015 through Summer (July) 2016. There has been great work done this year to clean up our data reporting process. Once we have clean data, I believe we can move forward with what we believe the data is telling us. However, until we have another year of data, we are still looking at our orientation process, are we waiting too long to get the student GED tested, making sure we have GED scholarships and vouchers available in a timely fashion.

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.
This is the first outcome assessment for the Precollege Department.
3. Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of degree, certificate, or program outcomes.
We are looking at changing the orientation process. We will start that Spring, 2017. We are having a "class like" setting, to help the student transition to a schedule of committing to coming to class on a regular weekly basis.
Increased the number of GED Scholarship vouchers and Practice GED vouchers we have on hand and readily available for students.
We have decreased the turnaround time for the students who apply for a GED Scholarship vouchers.
We are also managing our data in a much cleaner, consistent manner.
4. Describe your plan for implementation of any changes.
Matt and I will work on an orientation schedule to include 6- 1hr meeting times on a weekly basis starting 6 weeks prior to the end of the term. The orientation change from a 5 to 6 hrs. in one day, two weeks prior to the term starting, to a more introductory schedule that will gradually assist the student in knowing what a school schedule is like.
Matt is also going into the classrooms discussing the benefit options we have available, for instance, 8 credit tuition waiver, GED full scholarships, GED practice vouchers, career pathways, etc.
Matt and I are working through our data to make sure our students are pre/post testing on the CASAS, and when the student reaches the 245 level, encouraging the students to apply for the scholarship and complete their GED.
5. Departmental faculty involvement.
At the Spring 2017 in-service, we will review this data and request input and feedback. We are also encouraging the faculty to promote the GED scholarships and 8 credit tuition voucher for CGCC. As always, it is the faculty, the first line of interaction to encourage and support the students to complete their GED.

6. Evaluate the assessment strategy.

The assessment strategy for these outcomes measurement were appropriate and indicative of the performance of the student and the Precollege Department. The evaluation tool used to evaluate the “Criteria or Target” regarding the completion of the GED subject area produced data that match the performance information provided by the State Department of GED to the Precollege Department. It too stated we were waiting too long to encourage our students to take the formal GED tests.

7. Additional comments.

I am hoping that the data for next year will reflect an increase in the number of GED students actually receiving their GED once they receive a 245 score on their CASAS. This will be a more accurate reading of where the Precollege Department is with regards to this outcome.

Plan Submitted by: Franceina Brackenbury

Date: 10.22.2015

Assessment Completed by:

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