

# Outcome Assessment Plan for degrees or certificates

Degree or Certificate: Pre-College Program 2016-2017

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"> <li>• Precollege students will demonstrate the skills to transition into the next college level course, (RD 90 and/or RD115).</li> <li>• Personal goals student will have achieved personal work or enrichment goals.</li> <li>• 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.</li> </ul>	<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>	

<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"> <li>• Precollege student will demonstrate the skills to transition into the next college level course, (Math 20 or higher).</li> <li>• Personal goals student will have achieved personal work or enrichment goals.</li> <li>• GED students will receive a passing score of “Likely to Pass” on their Math practice GED test within a year after the student has reached a 245 on their CASAS score.</li> </ul>	<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 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>	<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>
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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"> <li>• Precollege student will demonstrate the skills to transition into the next college level course, (WR 90 or higher).</li> <li>• Personal goals student will have achieved personal work or enrichment goals.</li> <li>• 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.</li> </ul>	<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 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 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>	
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**Analysis:**

1. Describe assessment results.
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.
3. Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of degree, certificate, or program outcomes.
4. Describe your plan for implementation of any changes.
5. Departmental faculty involvement.
6. Evaluate the assessment strategy.
7. Additional comments.

Plan Submitted by: Franceina Brackenbury

Date: 2.16.2017

Assessment Completed by:

Date:

Plans to be submitted to Academic Assessment Coordinator ([kkane@cgcc.edu](mailto:kkane@cgcc.edu)) by Nov 15 of academic year being assessed

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