

Outcome Assessment Plan, Results and Analysis for degrees or certificates Degree or Certificate: Pre-College Program 2017-2018

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). ● GED students will receive a passing score of “Likely to Pass” on their Reasoning Through Language Arts practice GED test and/or earn their GED in the subject area. 	<ul style="list-style-type: none"> ● Check students CASAS score and correlate it to the ACCUPLACER placement exam for RD 90 or above. ● Students will have a 5-point gain on the CASAS score during their tenure. ● We will use the following measure to see and evaluate how the precollege department is servicing the students with regards to barriers, schedules, advising, etc. to suggest improvements on the Program Review. We will 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. 	<ul style="list-style-type: none"> ● Precollege department faculty will review and analyze at the fall in-service department meeting. ● Review TOPS reports on CASAS scores for the precollege students. ● Use the Passers report to compare GED completion with CASAS scores. 	<ul style="list-style-type: none"> ● 8 of our pre-college students took an accuplacer exam in reading.100% scored into reading 90 and writing 90 or above. The lowest of the final CASAS scores for those students was 229 and that was an old score (students are rarely retested after they achieve their GED). The next lowest score was 241. ● Out of 31 students with a pre and post test in Reading, 12 students made a 5 point gain (39%). ● Out of 150 total GED students, 49% received a likely to pass or received their official GED in Reasoning (73 students). ● 15 out of 36 students with a CASAS score of 245+ received their GED in reasoning(42%).

<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 students will demonstrate the skills to transition into the next college level course, (Math 20 or higher). ● GED students will receive a passing score of “Likely to Pass” on their Math practice GED test and/or earn their GED in the subject area. 	<ul style="list-style-type: none"> ● Check students CASAS score and correlate it to the ACCUPLACER placement exam for math 20 or above. ● Students will have a 5-point gain on the CASAS score during their tenure. ● We will use the following measure to see and evaluate how the precollege department is servicing the students with regards to barriers, schedules, advising, etc. to suggest improvements on the Program Review. We will 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. 	<ul style="list-style-type: none"> ● Precollege department faculty will review and analyze at the fall in-service department meeting. ● Review TOPS reports on CASAS scores for the precollege students. ● Use the Passers report to compare GED completion with CASAS scores. 	<ul style="list-style-type: none"> ● 8 of our pre-college students took an accuplacer exam in math.100% scored into math 20 or above. The lowest of the final CASAS scores for those students was 212 and that was an old score (students are rarely retested after they achieve their GED). The next lowest score was 229. ● Out of 28 students with a pre and post test in Math, 12 students made a 5 point gain (43%) ● Out of 150 total GED students, 39% received a likely to pass or received their official GED in Reasoning (59 students). ● 2 out of 3 students with a CASAS score of 245+ received their GED in Math(67%). Interesting fact, the 3rd person went back to high school.
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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 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. 	<ul style="list-style-type: none"> ● Check students CASAS score and correlate it to the ACCUPLACER placement exam for RD 90 or above. ● Students will have a 5-point gain on the CASAS score during their tenure. ● We will use the following measure to see and evaluate how the precollege department is servicing the students with regards to barriers, schedules, advising, etc. to suggest improvements on the Program Review. We will 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. 	<ul style="list-style-type: none"> ● Precollege department faculty will review and analyze at the fall in-service department meeting. ● Review TOPS reports on CASAS scores for the precollege students. ● Use the Passers report to compare GED completion with CASAS scores. 	<ul style="list-style-type: none"> ● 8 of our pre-college students took an accuplacer exam in reading, 100% scored into reading 90 and writing 90 or above. The lowest of the final CASAS scores for those students was 229 and that was an old score (students are rarely retested after they achieve their GED). The next lowest score was 241. ● Out of 31 students with a pre and post test in Reading, 12 students made a 5 point gain (39%). ● Out of 150 total GED students, 49% received a likely to pass or received their official GED in Reasoning(73 students). ● 15 out of 36 students with a CASAS score of 245+ received their GED in Reasoning (42%).
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Analysis:

1. Describe assessment results.

The results were very supportive of the changes we made due to last years assessment. We have made an orientation change and an attendance policy change. The orientation change was a redesign. The orientation changed from a day offering to a 6 week offering, thus allowing the students to see what a commitment would look like in their schedule. The attendance policy was enhanced to state the student would not be able to attend if there were more than two excused absences. Thus, increasing our attendance and the student success.

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.

The precollege department changed the attendance policy, orientation, and we gave out GED practice vouchers as an assessment in the beginning of the term and throughout the term. We also started synchronous instruction, and hope to reach out to the rest of the gorge.

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 will identify the level of which college level class the student tested into for the assessment.

Changed our GED Scholarship application to be used within the academic year.

We reduced the Math CASAS assessment to 230 as an assessment measurement.

We also reduced the percentage "80% of all precollege program students will achieve one of the following:" to 75% in RD and WR and to 70% in Math due to the participants barriers.

4. Describe your plan for implementation of any changes.

This year the changes we made were based on what we are assessing. We altered the percentages and CASAS scores on the 18/19 Program Assessment form.

When the Precollege Specialist collects the data for the precollege student placement, she will also note which level the student tests into.

We have altered the application of the GED Scholarship to read that it must be used within that academic year.

5. Departmental faculty involvement.

Our faculty involvement was 83%. The following faculty were present at the meeting: Andy Carmicheal, Janette Harrington, Kristen Booth, Franceina Brackenbury. Melissa Bickle was the only faculty member not present during the meeting.

6. Evaluate the assessment strategy.

The assessment strategy was the most effective tool to date in evaluating our student success and transition. With the minor changes we made for this year, we had so great data to show our student success and the work that the faculty are doing. We had a higher GED completion rate than we did last year and anticipate a growth in this coming year.

With the reduction in percentage of successful student based on personal/student barriers, the faculty believe the data will represent a truer picture of the successful work we are doing.

7. Additional comments.

Plan Submitted by: Franceina Brackenbury

Date: 7.9.18

Assessment Completed by: Teresa Cummings and Franceina Brackenbury

Date: 7.9.18

Plans to be submitted to Academic Assessment Coordinator (kkane@cgcc.edu) by July 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