

Outcome Assessment Plan for degrees or certificates

Degree or Certificate: Pre-College Program 2018-2019

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>75% 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 within the program year. 	<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"> ● 11 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 243. ● Out of 40 students with a pre and post test in Reading, 15 students made a 5 point gain (37.5%) (This was a decrease of 1.5% from 2017/18). ● Out of 58 students with a CASAS score of 245+, 32 passed their GED Reasoning test (55%). (This was a 13% increase from 2017/18). ● Out of 176 total GED students, 45% received a likely to pass or received their official GED in Reasoning (79 students). Only 107 students actually took a GED official test or

				<p>ready test which is important because out of those students, 74% achieved it. (This is an increase of 3% of the students who received likely to pass. It is also an increase of the students who achieved their GED. This is a piece of data we did not collect last year.)</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 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 within the program year. 	<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 230 to how many students are exiting in a year with 	<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"> ● 12 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 226. ● Out of 49 students with a pre and post test in Math, 27 students made a 5 point gain (55%). (This was an increase of 12% from 2017/18.) ● 28 out of 50 students with a CASAS score of 230+ received their GED in Math (56%). ● Out of 176 total GED students, 38% received a likely to pass or received

		<p>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>their official GED in Math (67 students). Only 101 students actually took a GED official test or ready test which is important because out of those students, 66% achieved it. (This is a decrease of 1% of the students who received likely to pass. However, it is an increase of the students who achieved their GED. This is a piece of data we did not collect last year.)</p>
<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>75% 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 within the program year. 	<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 	<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"> ● 11 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 243. ● Out of 40 students with a pre and post test in Reading, 15 students made a 5 point gain (37.5%).(This was a decrease of 1.5% from 2017/18). ● Out of 58 students with a CASAS score of 245+ 32 passed their GED

		<p>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.</p>		<p>Reasoning test (55%). (This was 13% increase from 2017/18).</p> <ul style="list-style-type: none"> • Out of 176 total GED students, 45% received a likely to pass or received their official GED in Reasoning (79 students). Only 107 students actually took a GED official test or ready test which is important because out of those students, 74% achieved it. (This is an increase of 3% of the students who received likely to pass. It is also an increase of the students who achieved their GED. This is a piece of data we did not collect last year.)
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Analysis:

1. Describe assessment results.

For the RD/WR content area, the assessments all decreased in percentages of 5 point MSG. The Pre/Post test pairing percentage did increase in percentages. We had an increase in enrollment and a decrease in student performance.

For the math content area, all the assessment increased in percentages of 5 point MSG. The Pre/Post test pairing percentages also increased. We also had an increase in enrollment and the performance increased as well.

We also had an increase in the performance of scoring "Likely to Pass" on RD/WR GED Ready Test. There was only a 1% decrease in performance of scoring "Likely to Pass" on the Math GED Ready test. Not only was there an increase in student performance, we also increased the percentage of GED completers across all subject contents.

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. We also focused on our Pre/Post test pairing by making this a department goal and having the entire department be active in making sure we complete the Pre/Post test pairing. This academic year we implemented synchronous instruction on both campuses. Also, there was a faculty change in RD/WR on the HR campus to a new instructor.

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

For 2019/20 academic year, the Precollege Department has invested in Lady Bug readers as suggested by the Distance Learning Coordinator. This information will be presented to the department during the 2019 Fall In-Service to solicit feedback from instructors regarding RD/WR to address the concern of lower percentages in RD/WR and the change from live instruction to synchronous instruction.

We also need to track the percentage of students who complete the GED. We have added the data to this Outcome Assessment Plan and will need to make sure we continue tracking that data.

4. Describe your plan for implementation of any changes.

The HR RD/WR instructor is learning to use the Lady Bug readers and will implement it in her class Summer 2019 term. For Fall in-service, Tricia Losee will do a presentation/demonstration on how to use the Lady Bug readers in class and the benefits of them. Also, prior to the 2019 Fall in-service meeting, we will have a faculty meeting which we will discuss this issue for RD/WR.

5. Departmental faculty involvement.

Presented during Spring 2018 department meeting, all faculty were present and participated in the discussion and change of the document. Matt Fitzpatrick, Teresa Cummings and Kelly Wiley (staff) also participated in discussion of the program assessment in making changes. Also, prior to the 2019 Fall in-service meeting, we will have a faculty meeting which we will discuss this issue for RD/WR.

6. Evaluate the assessment strategy.

The assessment strategy is very effective in evaluating our students success and transition. With the minor changes suggested for this coming year, we anticipate the RD/WR outcomes assessment to increase in percentages.

7. Additional comments.

This year we changed the Math CASAS benchmark to a score of 230+ instead of 245+ to be able to get a better cross section of students for our data as very few students ever score a 245 in math prior to getting their GED.

Plan Submitted by: Franceina Brackenbury

Date: 6/2019

Assessment Completed by: Teresa Cummings, Franceina Brackenbury, and Andrew Carmicheal

Date: 6/2019

Plans to be submitted to Academic Assessment Coordinator (kkane@cgcc.edu) by July 1 of academic year being assessed.

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