Assessment of Outcomes Achievement

Degree, Certificate, Program

Name of Degree, Certificate or Program: **AGS**

1.   Describe assessment results.
Targets were all MET for Outcomes 1-5. However, for Outcome #6 "Apply critical analysis to personal values and ethics to engage more fully in local and global issues" (Ethical Development) were not met. 75.21% of students earned a C or higher (goal is 80%) and 56.34% of students earned a B or higher (goal is 60%)

2.   Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of degree, certificate, or program outcomes.
Although all targets were met, when looking at individual classes, department chairs discussed the unusually large percentage of WR 121 students who were failing the class. It was noted that students may not be initially placed into the correct classes and that there was a decline in student enrollment in the supporting writing and math labs. Correct placement and enrollment in the supporting labs could be of benefit to students.

3.   Describe your plan for implementation of any changes.

● Speak with advisors about the importance of students taking the Math and WR labs. Or possibly requiring them for certain students.
● Currently, advising uses two measures. The first is the Accuplacer test which is mostly used for students who have been out of school for a few years. The second is "multiple measures." This includes looking at high school transcripts (classes taken and grades earned), in addition to speaking with the student about what class they feel would be a good choice. The WR faculty strongly feels that the current placement measures do not correctly place students into the correct class. They feel that this needs to be modified or the labs need to be required. One thought is that "students have changed" since COVID, so CGCC needs to change how we place students. .

4. **Departmental faculty involvement.**

All Gen Ed Department Chairs participated in review of reports and completion of the analysis.

Pam Morse-Math

Zip Krummel -ED and Social Science

Rob Kovacich-Science

Leigh Hancock-Art, Cultural, Communication

5. **Evaluate the assessment strategy.**
- Currently outcome achievement is measured by end of term grades. An assignment-based plan that will more directly measure each specific outcome is scheduled to begin in 2023-24, led by the math department. Other departments plan to follow as the process for assignment-based measurement is refined.
- Since so few classes address Outcome #6, it is suggested that department chairs review which classes address this outcome and update their plans accordingly. #6: Apply critical thinking to personal values and ethics to engage more fully in local and global issues (Ethical Development).

6. **Reflect on any adjustments you made from the last assessment of this degree or certificate and their effectiveness in student achievement of outcomes**?

Require Dev Ed Labs for those students who do not place into WR 121. Currently, the WR faculty states that the students that are taking the lab do not need it, but that the students that need it are not registering for the labs or using supports that are put in place for them.

7. **Additional comments.**
- Faculty would like to be able to note if the student EARNED an "F" because their work did not yet meet expectations or because they stopped coming to class, didn't complete any work and didn't withdraw. Can we do this with Anthology??
- Post COVID students with low skills or struggling academically/mentally/emotionally students.
- . It would be helpful for department chairs/faculty to understand the financial aid policy to better determine why students may stop showing up for classes. Questions regarding financial aid and dorms. Seems like a few students stayed enrolled because of financial aid Rob thought that this was true for some of his students who were veterans.
- Many students with LOW skills

- Why were there 14 students in the writing lab the 1st term that it was offered vs. 4-5 students after the first term. What has changed? Is advising still pushing it, as they did for the first term?