

Assessment of Outcomes Achievement
Degree, Certificate, Program

Name of Degree, Certificate or Program:

1. Describe assessment results.

Results were difficult to compile due to low-functioning data acquisition within and across CGCC platforms, so hand compiling without seeing assessments that had been discarded should be taken with a critical eye. In several categories a majority of the students carried a small minority. This was directly tied to attendance of students in relation to their performance. Students with poor attendance had performance on assessments that tapered over the course of the year, culminating in one student dropping for performance reasons, and another failing due to non attendance in term 3. These results are not accurately represented in the data set due to the black and white nature of the process used for assessment.

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

An attendance metric should be included, if allowed, to drop poor attending students from the data set for a more accurate look at assessment quality compared to a metric of assessment that skews in favor of students attending higher. I am not sure this is the correct path forward and would welcome guidance here.

3. Describe your plan for implementation of any changes.

Including a "Students attending 90% of the time" metric within the "90% of tests passed at a 70% or higher" framework for rubric grading.

4. Departmental faculty involvement.

Because there are only two faculty involved in our program it was simple to be on the same page with assessments. It was significantly more difficult to pull data as we had to do this together as there is not a way for access to grades on courses that were not co-scored (which was done as a training method for only the first term)

5. Evaluate the assessment strategy.

The assessment strategy is reflective of industry practice and procedure and recommended by our advisory board. Students also use assessment as real-life work in some assessments, meaning that the product that they produce is either accepted or rejected as a product or prototype by a real business. This means that a higher standard of rigor is applied than what is typical in most manufacturing programs.

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

I do not recall my prior assessments; but integrating more real-world work assessments in to the existing framework has been an important integration of the advisory board to create additional rigor.

7. Additional comments.

While not the responsibility of the committee I would like it noted that data acquisition and access has been difficult for projects such as these, particularly when more than one instructor is involved. Getting off-contract faculty coordinated to pull assessment grades in order to compiled data was unnecessarily time consuming and I hope that CGCC will look to better optimize or integrate existing systems at some point; this work was even far easier at the secondary level where budgets were even tighter.