

Outcome Assessment Plan for degrees or certificates

Degree or Certificate: Pre-College Program 2022-23

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>50% of all precollege program students WHO HAVE AT LEAST 20 12 HOURS OF CLASS will achieve one of the following:</p> <ul style="list-style-type: none"> ● Students will achieve an educational functioning level within their time in the program the program year. ● 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"> ● CASAS Test ● GED Ready Practice Test 	<ul style="list-style-type: none"> ● Precollege department faculty and staff will administer CASAS tests and GED Ready Practice tests periodically throughout the term. ● This data will be analyzed often throughout the year so we can make the necessary changes to keep our program on track to meet or exceed Title 2 imposed goals. 	<p>NOT MET 23% of students showed progress.</p> <p>2.4% (5 students) made an EFL gain</p> <p>9.3% (11 students) earned a “Likely to Pass”</p> <p>15% (7 students) passed the GED Official without taking a practice test or another CASAs test.</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>50% of all precollege program students WHO HAVE AT LEAST 20 12 HOURS IN CLASS will achieve one of the following:</p> <ul style="list-style-type: none"> ● Students will achieve an educational functioning level within their time in the program year. ● 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"> ● CASAS Test ● GED Ready Practice Test 	<ul style="list-style-type: none"> ● Precollege department faculty and staff will administer CASAS tests and GED Ready Practice tests periodically throughout the term. ● This data will be analyzed often throughout the year so we can make the necessary changes to keep our program on track to meet or exceed Title 2 imposed goals. 	<p>NOT MET</p> <p>25% showed progress.</p> <p>8.5% (12 students) made a an EFL gain</p> <p>10% (10 students) received a “Likely to Pass” for their GED Ready test</p> <p>(3 students) passed their GED Official test without taking a GED Ready or a second CASAs test.</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>50% of all precollege program students WHO HAVE AT LEAST 20 HOURS IN CLASS will achieve one of the following:</p> <ul style="list-style-type: none"> ● Score an average of 3 or higher on the GED writing rubric. ● 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 	<ul style="list-style-type: none"> ● Accuplacer test ● GED Ready Practice Test ● GED writing rubric 	<ul style="list-style-type: none"> ● Precollege department faculty and staff will administer CASAS tests and GED Ready Practice tests periodically throughout the term. ● This data will be analyzed often throughout the year so we can make the necessary changes to keep our program on 	<p>MET</p> <p>80% of the students with at least 20 hours scored an average of 4 out of 5 on their paragraph or essay using the rubric designed for the GED extended response Writing For College Prep Class</p>

	<p>area within the program year.</p>		<p>track to meet or exceed Title 2 imposed goals.</p> <ul style="list-style-type: none"> • Staff will review students with more than 20 hours and review grades for writing assignments. 	
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Submitted by: Matt Fitzpatrick

Date: 6/28/2023

Plans to be submitted to Title III Academic Assessment Coordinator (kbooth@cgcc.edu) by Nov 15 of academic year being assessed

Results to be submitted to Academic Assessment Coordinator (kbooth@cgcc.edu) by July 1 the following academic year being assessed

Analysis to be completed as part of the department program review