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ABE/GED 60- Pre-College Language Arts i: Science/Social Science- Kristen Booth- Fall 2022

*** Part B: Your Results** **DIRECTIONS** 1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.

I cannot report this.....when I set this up, I didn't realize my students. I had 2 advanced ELL students, 2 solid GED ready students, 1 student who dropped out of school in about the 5th grade, and one teenage student with loads of mental health issues. They were all over the board--but were also a great class. I just cannot assess them as each one needed different things than I had prepared for. I would say that one student earned his GED and one decided to take a break b/c she kept earning 144 (she needed 145 to pass) on her tests. The other 4 were way more basic and low then I had set up my assessment to be.

*** Outcome #1**

Out of 7 students that finished the term, 3 were able to write an error free document. It should be noted that out of the other 4 students, 2 were non-native speakers that wrote at about a 3rd grade level (one was doing spelling tests from a 2nd grade list) and the other two were about a 5th grade level. I could use their CASAs scores here, but I'm not sure that you would understand the scoring.

*** % of students who successfully achieved the outcome (C or above)**

43%

*** Outcome #2**

I think it might be best to divide this class into two sections (It use to be two levels). If I do that, I would say that 90% of the top 4 students (who were doing RD/WR II level work) were successful. The lower students, who did lower work, were successful in gaining a better understanding of their work.

*** % of students who successfully achieved the outcome (C or above)**

80%

*** Outcome #3**

The high students (would be RD/WR II) were able to answer short questions from the films and video presentations that were viewed. The lower students were able to list things that they learned. Their quality of work was different, but graded differently

*** % of students who successfully achieved the outcome (C or above)**

80%

*** ANALYSIS 3. What contributed to student success and/or lack of success?**

This class is really hard to evaluate, as my students have incredibly different levels of education (from almost none to 9th grade). I think that my lower students are being successful because I am giving them very basic work and building on that. One example is the spelling test that I am giving one student. I found "word wall" spelling words from a 1st and 2nd grade class and am testing her weekly. I have also started to better understand the CASAs test that they take and am trying to use the results to steer them in class.

*** 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.**

Three students said that they developed one level. None to Beginning, Developing to Proficient, Beginning to Developing
Two students stayed the same. One rated themselves as an expert and the other as developing.

*** 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)**

yes

*** 6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)?**

Working on basic writing skills with lower students. Last term we started writing emails back and forth. They did not know simple email etiquette. The journals that I do each term help with writing complete sentences. My few students who are higher are still able to work on paragraphs.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

more lower level reading books

*** 8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.**

Lowering the level of work I have for low students.

9. Describe how you explain information about course outcomes and their relevance to your students.

I try to tie the course outcomes to real life situations. Most of my students' goals are to earn a GED; however, that may take several years for some of them. So, throughout the course I try to connect life skills with what we are doing in class.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or "Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" - Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

(No response)