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ABE/GED 90- Pre-College: Math II- Anna Garcia- Part A-

*** Part A: Your Plan DIRECTIONS 1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey): Outcome #1**

Interpret mathematical information in order to solve GED-level math problems and support success in the GED exam, college or training courses, or personal, work, or enrichment goals.

*** Outcome #2**

Use mathematical concepts and procedures to solve problems and demonstrate reasoning and results in order to pass the GED, enter college or training courses, or fulfill personal, work, or enrichment goals.

*** Outcome #3**

Apply mathematical reasoning and problem-solving strategies in order to analyze situations, make calculations, and evaluate results relevant to the GED and real-world contexts.

Have you completed an assessment for this course prior to this term?

Yes

If yes, are you assessing different outcomes?

Yes

Comments:

(No response)

2. To which degree(s) or certificate(s) does your course map? Degree, Certificate, & Program Outcomes

NON-CREDIT PROGRAMS, GENERAL EDUCATION

*** Method of Assessment 3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.) Outcome #1: Method to assess student understanding**

GED-style quizzes and unit tests assessing interpretation of word problems, graphs, tables, and formulas

Online assignments that require students to identify relevant information before solving problems

Practice GED questions embedded in lessons with automated and instructor feedback

*** Outcome #2: Method to assess student understanding**

Problem-solving assignments requiring students to show steps or select correct solution strategies

Short-answer or multi-step problems on quizzes and exams

Instructor review of submitted work to evaluate the accuracy of procedures and final results

*** Outcome #3: Method to assess student understanding**

Real-world application problems (e.g., budgeting, measurement, data interpretation)

Cumulative practice exams simulating GED math test conditions

Accuracy on mixed-skill review assignments and practice exams

*** 4. How will you know if you were successful in your efforts to teach this outcome? Outcome #1:**

Math Quiz and Test Performance Data:

I will review GED-aligned quiz and test scores that assess students' ability to interpret word problems, graphs, tables, and formulas. Success will be indicated by most students meeting a minimum proficiency benchmark (e.g., 70–75%).

Growth Tracking Through Pre- and Post-Assessments:

By comparing diagnostic assessments at the start of the term with end-of-term practice exams, I will measure growth in students' ability to interpret and solve GED-level math problems over time.

*** Outcome #2: How will you know if you were successful in your efforts to teach this outcome?**

Multi-Step Problem-Solving Performance:

Student success will be evaluated through performance on multi-step problem-solving assignments that require the correct selection of strategies, accurate calculations, and appropriate use of mathematical procedures.

Error Analysis and Review Sessions:

By identifying common procedural errors on quizzes and assignments and reviewing student improvement on subsequent assessments, I will measure understanding based on students' ability to correct mistakes and apply feedback effectively.

*** Outcome #3: How will you know if you were successful in your efforts to teach this outcome?**

Application-Based Assessments:

I will assess student performance on real-life GED-style application problems, such as budgeting, measurement, and data interpretation, to determine whether students can accurately and confidently apply math skills in practical scenarios.

Cumulative Review and Practice Exam Results:

Performance on cumulative review assignments and GED-style practice tests will provide evidence of students' ability to integrate multiple math skills and demonstrate overall readiness for the GED math exam.

5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation. Question #1

How would you describe the overall learning environment in this course? Did you feel supported and encouraged to ask questions and seek help when needed? Please provide examples.

Question #2

What is something you would like for the course to include?

Do you require the names of students who complete the course evaluation survey? (Please note: names will be sent to instructors the Thursday before term ends)

NO

Reminder, when completing Part B, instructors will be asked the following questions: Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Institutional Learning Outcomes (ILO): 1. ILO#1 - Communication - "Content Development" and/or "Control of Syntax and Mechanics" 2. ILO#2 - Critical Thinking/Problem Solving - "Evidence" and/or "Identify strategies" 3. ILO#4 - Intercultural Knowledge and Competence - "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") 4. ILO#5 - Community and Environmental Responsibility 5. ILO#3 - Quantitative Literacy - "Assumptions"

ILO#2 and ILO#4