



Course Assessment - Part B: Your Results & Analysis

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Please select your course and name from the drop-down menu.

ABE/GED 60/70- Pre College Language Arts I: Science & Social Studies-Kristen Booth-Part B-Winter 2026

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.

Outcome Achievement Data

#1-increased vocabulary-vocab.com and vocab worksheets-4/6 earned a C or better

#2 evaluating information-worksheets and practice GED tests. This was harder to assess than anticipated. 3/6 earned a C or better

#3 writing well organized paragraphs-Journals, Extended Response, and Home Town paragraph assignment. 4/6 earned a C or better

2. Report the percentage of students who successfully achieved the outcome at a C or above. (Outcome #1, #2, #3 can be copied/pasted from question 1 of Part A)

Outcome #1:

#1-increased vocabulary-vocab.com and vocab worksheets-4/6 earned a C or better

Percentage (%) of students who successfully achieved the outcome (C or above) 67%

Outcome #2

#2 evaluating information-worksheets and practice GED tests. This was harder to assess than anticipated. 3/6 earned a C or better

Percentage (%) of students who successfully achieved the outcome (C or above) 50%

Outcome #3

#3 writing well organized paragraphs-Journals, Extended Response, and Home Town paragraph assignment. 4/6 earned a C or better

Percentage (%) of students who successfully achieved the outcome (C or above) 67%

Analysis

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

Attendance makes a huge difference in the Pre College program. Most students do not do any homework, so they will only make growth if they attend classes.

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.

I had 3 students complete the survey at the end of the term. All 2/3 students said that they are at stage 3 "developing" and 1/3 stated they were at stage #4 "proficient."

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

Overall, yes. I would like to create a new way to evaluate a student's comprehension for reading and evaluating information. I am using Newsela.com this term, and I think that the quizzes give good (instant) feedback on their understanding of information.

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

Having quizzes on vocabulary would help, but it is difficult to assess when students don't attend regularly.

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

None

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.

Using online programs help the students keep track of work completed and growth made. We use AZTEC, Seterra (maps), and Newslea regularly.

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

I discuss course outcomes as they relate to the GED test, since this is the student's goal for being in this class. Towards the end of the term, I do discuss different certificate programs or college classes, and at that time, I bring up different outcomes. I feel that if I discuss outcomes at the beginning of the term, the majority of students feel lost and like it is too much. I try to keep it really basic, at the beginning, and we then discuss outcomes, ect as the term progresses.

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: Intercultural Knowledge and Competence. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others")

ILO #5: Community and Environmental Responsibility.
ILO#3 - Quantitative Literacy - "Assumptions"