



Course Assessment - Part B: Your Results & Analysis

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ABE/GED 90- Pre-College Math I- Anna Garcia-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

A total of 23 students completed the course with regular participation and attendance of 80% or higher. This group included 9 Spanish-speaking students and 14 English-speaking students. Students who withdrew from the course, stopped attending regularly, or did not complete major assessments were excluded from the outcome percentages.

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. 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.

Students were assessed through GED-style quizzes, unit tests, online assignments, and practice questions that focused on interpreting word problems, graphs, tables, and formulas.

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

91% of students successfully met this outcome.

Outcome #2

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

Assessment methods included multi-step problem-solving assignments, quizzes, exams, and instructor review of student work to evaluate mathematical reasoning and procedural accuracy.

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

89% of students successfully met this outcome.

Outcome #3

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

Students demonstrated this outcome through real-world application problems, cumulative GED-style practice exams, and mixed-skill review activities.

Percentage (%) of students who successfully achieved the outcome (C or above)	95% of students successfully met this outcome.
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Analysis

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

Several factors contributed to student success throughout the course. Students benefited from consistent GED-style practice, step-by-step instruction, instructor feedback, and opportunities to review and correct mistakes. Real-world application problems and guided examples helped students better understand how math connects to everyday situations, while repeated exposure to GED-format questions increased familiarity and confidence over time.

Students who attended class consistently, completed assignments on time, and actively participated in review activities generally showed the strongest progress across all learning outcomes. Frequent formative assessments also allowed instructional support to be adjusted when students showed signs of misunderstanding.

Challenges for some students were often connected to inconsistent attendance, gaps in foundational math skills, limited confidence in math, and difficulty completing independent work outside of class. A few students stopped attending during the term or did not complete the assessments required to demonstrate mastery of the course outcomes.

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.

Overall, student perceptions of their learning closely matched instructor assessment data. Many students reported feeling more confident solving GED-level math problems by the end of the course and shared that they felt supported throughout the learning process. Students especially noted growth in understanding word problems and applying math concepts to real-world situations.

Compared to assessment results, some students rated their understanding slightly higher than what was demonstrated on cumulative practice exams. While many students performed well during guided instruction and class practice, some continued to struggle when applying multiple concepts independently during timed GED-style assessments.

Overall, student performance met expectations for the course outcomes. Most students demonstrated noticeable improvement from the beginning-of-term diagnostic assessments to final practice exams and assignments. Scaffolded instruction, repeated practice, and consistent feedback all contributed positively to student growth.

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

Yes, overall, the students met the expectations for each course outcome. Most students showed clear improvement throughout the term, especially in solving GED-style math problems, using mathematical reasoning, and applying problem-solving skills to real-world situations. Based on assessment results,

between 89% and 95% of students who regularly attended and participated met the outcomes with a grade of C or higher.

Students responded well to guided instruction, repeated GED practice, feedback on assignments, and opportunities to review and correct mistakes. Those who attended consistently and completed coursework generally showed the most growth and confidence by the end of the term. Students who struggled were usually impacted by attendance issues, gaps in basic math skills, or incomplete assignments and assessments. Overall, the instructional strategies and support provided during the course were effective in helping most students successfully achieve the learning outcomes.

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

Based on assessment results and student performance, several instructional adjustments may help strengthen student success in future terms:

Increase targeted review of foundational math skills for students entering with larger skill gaps.

Incorporate additional timed GED-style practice activities to build pacing and test readiness.

Provide more structured practice with multi-step word problems and mathematical vocabulary.

Expand collaborative problem-solving opportunities and peer discussion activities to strengthen reasoning skills.

Continue integrating real-world application problems to maintain student engagement and relevance.

Create targeted study guides for students based on their quiz results, practice tests, Google Form assessments, and classroom performance so they can focus on the specific skills they need the most support with.

Additional scaffolding and differentiated instruction may also support students who need extra assistance with reading comprehension and independent problem solving.

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

Resources that would support these instructional adjustments include:

Additional GED-aligned instructional materials and practice assessments

Continued access to online learning platforms and digital practice tools

Supplemental intervention resources for foundational math skills

Professional development opportunities focused on adult education, math instruction, and differentiated teaching strategies

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.

Adjustments implemented since the previous assessment cycle included increasing GED-style practice questions, adding more real-world application problems, and providing more detailed instructor feedback on assignments and quizzes. These changes appeared to improve student engagement and increase familiarity with GED testing expectations.

Students demonstrated stronger performance on cumulative review assignments and showed greater confidence in explaining their problem-solving processes. Frequent review opportunities and guided correction activities also helped reduce repeated procedural mistakes and improved retention of key concepts.

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

Course outcomes are introduced at the beginning of the term and reinforced throughout the course. Students are informed that the outcomes are directly connected to GED readiness, college and career preparation, and practical, real-world problem solving. Lessons, assignments, and assessments are regularly tied back to these outcomes so students understand the purpose behind each activity.

Students are also encouraged to reflect on their progress through practice assessments, class discussions, and instructor feedback. Emphasizing practical applications helps students recognize the value of mathematical reasoning beyond the classroom setting.

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"

ILO #2: Critical Thinking / Problem Solving

To support Critical Thinking and Problem Solving, instruction focused on helping students develop reasoning skills and effective problem-solving strategies. Students regularly completed multi-step GED-style problems that required them to analyze information, select appropriate methods, explain their reasoning, and evaluate the accuracy of their answers.

Students were encouraged to discuss their thought processes during guided practice and collaborative activities. Error-analysis exercises were also incorporated to help students identify mistakes, revise strategies, and strengthen overall mathematical reasoning skills.

ILO #4: Intercultural Knowledge and Competence

To support Intercultural Knowledge and Competence, the course fostered an inclusive, supportive classroom environment in which students from diverse cultural and educational backgrounds felt comfortable participating and asking questions. Collaborative learning opportunities encouraged students to work together and learn from classmates with different perspectives and experiences.

Examples and application problems were designed to connect math concepts to real-life situations relevant to students' personal, workplace, and community experiences. Students were also encouraged to share their own strategies for solving problems, helping build mutual respect, confidence, and openness when working with culturally diverse peers.