



Course Assessment - Part B: Your Results & Analysis

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

ABE/GED 80/90- Pre College Math I & II- Janette Harrington-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

Winter '26 was an exceptionally small term. the length of the term was also shortened to 10 weeks, due to a drop in budget. By week 4, roll had dropped to 5 students, which, by the end of the term, was down to 3. These three were unusually dedicated, although work-related absences created a somewhat chaotic academic atmosphere. The result was that, while the students did quite well - and BECAUSE they were doing well, data was also spotty.

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:

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Using the T130-XS calculator, apply common math skills to real life problems involving whole and rational numbers.

Percentage (%) of students who successfully achieved the outcome (C or above) 100%

Outcome #2

Outcome #2

Interpret charts, graphs and data to answer real life mathematical problems.

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

Outcome #3

Outcome #3

Solve measurement and common geometry problems through the use of mathematical procedures including technology.

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

Analysis

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

Even though one student had never used a calculator and had a serious vision deficit, all students learned to function quite well on the calculator. Their focus on working outside of class contributed greatly to their "mid-term," Unit 1 final score.

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.

Because of inability to load the survey, coupled with erratic end-term attendance, evaluations did not happen.

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

Absolutely. Despite how this all looks, the spring term of '26 may have been one of the best I've ever taught. They worked so hard and moved ahead so quickly that I skipped the assessment for evaluations 2 & 3; I felt it would have used up valuable class time and been pointless exercises for the students.

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

The course adjustments for last term were to quickly and regularly adapt the lesson plans, and the Moodle site, to fit the needs of the students. - - This, of course, means switching everything back the next term. This kind of adaptation happens every term - spring '26 was just more so.

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

none - However, I want to continue to point out that the technology in 1.361 does not adequately support the class which is HiFlex with a recording.

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

I tie it in with both GED and real-life applications - both at the beginning of class and through-out the lesson.

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"