

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact Sara Wade, the Instructional Services Administrative Assistant, 541-506-6037 or [swade@cgcc.edu](mailto:swade@cgcc.edu).

---

ABE 70- Pre-College Language Arts I: Science & Social Science- Kristen Booth- Part B- Winter 2024

**\* 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 only had 2 students work on extended responses, so they are the only ones that really worked on developing a well-organized paragraph and essay. We worked on a 4 paragraph essay, and they did well. The vocabulary did much better- as all the students made big gains in understanding social studies/branches of government & language arts (main idea, topic, fact vs. fiction, ect) vocabulary. My 3 method of assessment was understanding non-fiction sources. This was successful for 2 students this term. The others were not ready to be assessed.

**\* Outcome #1**

---

Several of my students were not ready to take the practice tests or the GED test; but the students who were ready (two of them) were able to write a well developed 4 paragraph essay.

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

---

100

**\* Outcome #2**

---

Six out of eight students were able to use academic language when discussing social studies and language arts. The students were not ready for science as a group.

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

---

75%

**\* Outcome #3**

---

2 of my students were able to evaluate information to determine if the arguments presented were logical and if they were written by experts. The other students were not ready to understand this.

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

---

100%

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

---

Classroom discussions really helped students to grasp social studies and language arts terms; however, some students still were not ready. However, I have many of these students again this term, and we are currently covering this same material. I feel that they might be ready to grasp more this term. These students need to simply work on developing and understanding basic concepts before building on them. This demonstrates the reality of ABE (Adult Basic Education)--all students arrive at different levels.

**\* 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 feel that the students that regularly attended my class feel good about their progress. I had 2-3 students pass their GED and move on, but I have 6 returning students. They are moving up in their understanding of the material and the basic skills needed to be successful in school.

**\* 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.)?**

---

I think more small group instruction. I try to divide the students into groups because some are way passed others (in their understanding of the material).

**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.**

---

I made adjustments by using basic terminology and turning them into vocabulary words. My students need to understand what terms are (i.e main idea, fact vs. opinion, non fiction, fiction, senate, "house," ect).

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

---

After several terms, I realized that the students' understanding of course outcomes is best understood towards the middle or end of the term. ABE students often come to CGCC and are overwhelmed by the information. I like to have my students in a rhythm and understand how our class works before I talk about what they should know when they are finished. Also, many of my students take my class several times, so the goals are so far away that I think it is too much information for them to absorb (at the beginning).

**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: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") 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)