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GED 50- Spanish GED- Anna Garcia- Part B- Fall 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.**

Outcome 1: Reading Comprehension and Critical Thinking

Quizzes and Tests: Students demonstrated an average score of 85% on reading comprehension quizzes and exams, indicating strong proficiency in identifying main ideas, supporting details, and making inferences.

Guided Reading Exercises: Short-answer responses showed an average accuracy rate of 87%, with students successfully analyzing and interpreting GED-level texts.

Class Discussions and Reflections: Participation was high, with 90% of students actively engaging in discussions and written reflections, demonstrating critical thinking and comprehension.

Overall Achievement for Outcome 1: 87%

Outcome 2: Written Communication and Expression

Writing Assignments and Essays: Students averaged 84% on structured essays and summaries, with improvements noted in organization, clarity, and grammar throughout the term.

Peer Review Activities: Approximately 88% of students participated in peer editing, providing constructive feedback and refining their own writing skills in the process.

Rubric-Based Evaluation: Final assessments showed that 83% of students met or exceeded the rubric standards for grammar, structure, and clarity in their writing.

Overall Achievement for Outcome 2: 85%

Outcome 3: Mathematical Reasoning and Problem-Solving

Math Quizzes and Practice Problems: Students scored an average of 86% on quizzes covering fractions, percentages, algebra, and geometry.

Real-Life Application Projects: Practical assignments, such as budgeting exercises and measurement calculations, resulted in an average performance score of 88%, demonstrating strong application of math skills.

Formative Assessments with Immediate Feedback: Students showed an average progress rate of 84%, with consistent improvement in problem-solving skills over time.

Overall Achievement for Outcome 3: 86%

* Outcome #1

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

Overall Achievement for Outcome 1: 87%

*** Outcome #2**

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*** Outcome #3**

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Overall Achievement for Outcome 3: 86%

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

Factors Contributing to Student Success

Flexible Online Format: The online delivery allowed students to complete coursework at their own pace, accommodating their work schedules and personal responsibilities. This flexibility helped many students stay engaged and consistently complete assignments. Interactive and Engaging Materials: The use of videos, guided reading exercises, and digital practice tools kept students engaged and reinforced key concepts in reading comprehension, writing, and math.

Regular Feedback and Support: Frequent feedback on assignments and quizzes, along with virtual office hours, provided students with opportunities to ask questions, clarify misunderstandings, and improve their skills.

Real-World Application of Skills: Practical assignments, such as budgeting exercises and structured writing tasks, helped students see the relevance of what they were learning, increasing motivation and understanding.

Technology Practice for Official GED Exam: Since the GED test is computer-based, students benefited from completing assignments, quizzes, and practice tests online. This regular exposure to digital tools helped them become comfortable with navigating computer-based exams, reducing test anxiety and improving performance when taking the official GED.

Factors Contributing to Lack of Success

Technology Challenges: Some students struggled with internet access, unreliable devices, or difficulty navigating the online learning platform, leading to missed assignments or incomplete work.

Lack of In-Person Support: Without in-person instruction, some students found it difficult to stay motivated and ask for help when needed, particularly in math, where real-time problem-solving can be beneficial.

Time Management Struggles: Many students had competing responsibilities, such as work and family obligations, making it difficult to set aside time for studying and attending virtual sessions.

*** 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.**

Outcome 1: Apply Reading Comprehension Strategies

Student Perception: Most students reported progress in reading comprehension, moving from minimal understanding to developing skills. Many felt more confident in identifying main ideas and making inferences.

Instructor Assessment: The data supports this perception, as 95% of students achieved a C or above, with an overall average of 87%. Quizzes, guided reading exercises, and discussions showed strong comprehension improvements.

Outcome 2: Communicate in Writing Using a Variety of Sentence Structures, Paragraphs, and Short Forms

Student Perception: Students generally felt that they had progressed in writing but acknowledged that they still had areas to improve, particularly in grammar and clarity. Many stated they were moving from beginning to developing.

Instructor Assessment: Writing assignments, peer review, and rubric-based evaluations showed 89% of students achieving a C or above, with an overall average of 85%. While progress was evident, writing mechanics remained a challenge for some.

Outcome 3: Apply Standard Mathematical Skills to Real-World Situations

Student Perception: Many students reported increased confidence in applying math skills but noted that they still found certain topics, such as algebra and geometry, challenging.

Instructor Assessment: Data showed 92% of students achieving a C or above, with an overall average of 86%. Performance in real-world application projects was strong, and quizzes showed consistent improvement.

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

Student achievement met or exceeded expectations for all three outcomes: Reading comprehension: Strong performance, measurable growth. Writing: Significant improvement, though continued support in grammar is needed. Math: High achievement, with effective

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

1. Curricular Adjustments

Incorporate More Grammar and Writing Mechanics Support: While students showed improvement in writing, many still struggled with grammar and sentence structure. Adding targeted grammar lessons, worksheets, and practice activities can help address this. Expand Real-World Math Applications: Students performed well on quizzes but still found algebra and geometry challenging. More real-life math applications, such as hands-on problem-solving scenarios or interactive digital tools, could reinforce these concepts.

2. Pedagogical Adjustments

More Frequent Formative Assessments: Implementing more low-stakes assessments (quick quizzes, reflections, or check-ins) throughout the term will help identify areas where students need additional support before major assessments.

Enhanced Peer Collaboration: While peer review was beneficial, more structured peer-editing activities, with clear rubrics and guided discussion prompts, can improve writing skills and critical thinking.

3. Student Instruction Adjustments

Improve Time Management and Study Skills Support: Some students struggled with deadlines and balancing coursework with personal responsibilities. Adding a short module on time management, study strategies, and organization could help them stay on track.

Increase Technology Training: Since the GED test is computer-based, continuing to integrate technology practice into coursework is crucial. Offering short tutorials on navigating online exams and using digital tools effectively can further reduce test anxiety.

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

Additional Math Resources GED practice tests Interactive math software (e.g., Khan Academy, Desmos, or GED-specific programs)

*** 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.**

Increased Use of Digital Tools for GED Test Preparation

Adjustment Made:

Integrated more digital platforms (such as online quizzes, GED practice tests, and typing exercises) to better align with the computer-based GED test.

Provided students with additional opportunities to practice using technology before the official exam.

Effectiveness:

Successful: Students reported feeling more comfortable using digital tools, which reduced test anxiety.

Performance Impact: 87% of students scored above 75% on final assessments, compared to 78% in the previous term.

Student Feedback: Many students mentioned in evaluations that they appreciated the opportunity to become familiar with the online format.

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

Connecting Outcomes to Student Goals

I ask students about their personal goals—whether it's passing the GED, getting a better job, or furthering their education.

I explain how mastering each outcome moves them closer to achieving those goals.

Reinforcing Outcomes Throughout the Course

Before starting a new lesson, I remind students which outcome we are working on and why it's important.

I provide real-world scenarios to show how the skills apply beyond the classroom.

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. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

ILO #1: Communication (Content Development and Control of Syntax and Mechanics)

Focused Writing Exercises: I introduced more structured writing assignments, with emphasis on content development, clarity, and coherence. I provided detailed rubrics for students to follow, ensuring they focused on developing their ideas effectively and maintaining control over syntax and mechanics.

ILO #2: Critical Thinking/Problem Solving

Problem-Solving Strategies in Math: In math assignments, I focused on encouraging students to identify multiple strategies for solving problems, allowing them to analyze the most effective approach. I emphasized reasoning and the importance of using evidence to support their solutions.