



The Community College of Baltimore County  
Office of Planning, Research and Evaluation

**General Education Outcomes Assessment Data Summary**  
**August 2, 2007**

The General Education Outcomes Assessment (GREAT) project was conducted during the Fall 2005 semester on all three of CCBC main campuses. The assessment data was combined with other student information such as grades and demographics, to provide a comprehensive representation of the students. This summary will focus on an analysis of the scores on the six categories as set forth in the common graded assignments. If you have any questions, please contact Natasha Miller, 410-455-4745 or [nmiller2@ccbcmd.edu](mailto:nmiller2@ccbcmd.edu).

**Summary of students participating in the GREAT Projects**

- The following courses took part in this project: Chemistry 100, 121, Physics 101, 102, 105, 151 and 251
- A total of 71 students took part in the project and 69 were matched to student demographic information
- The majority of the students were female (36) and 33 males
- Of the 69 students 75% successfully completed the course with a grade of A thru C
- Of the students taking part in this project 58% were Caucasian, 13% African-American/Black, 17% Asian and 12% were representatives of other ethnic groups
- The mean GPA across all courses taking part in this project was 2.92 and students completed an average of 41 credit hours (Table 1)

Table 1: Mean GPA and number of hours passed by Course

<b>COURSE</b>	<b>Number of Students</b>	<b>Mean GPA</b>	<b>Mean Hours Passed</b>
CHEM 100	5	2.83	42.40
CHEM 121-E	16	2.79	42.88
PHYS 101	25	3.06	38.30
PHYS 102	5	3.41	42.80
PHYS 105	2	3.04	44.50
PHYS 151	13	2.69	38.54
PHYS 251	3	2.77	58.00
<b>Overall</b>	69	2.92	41.07

### **Summary of results of the Common Graded Assignments**

- Across all of the subjects the mean score ranged from 1.75 to 5.83 for the seven categories (Table 2)
- Examination of the mean scores in the various categories by subject area revealed that in Physics 101 and 251 had the higher scores ranging from 5.14 to 5.83; both courses did not score on technology, culture or independent learning categories
- Examination of the scores by number of hours completed revealed that the majority of the students completed 21-62 hours and there was no indication that as the number of hours increased the higher the score (Table 3)
- The majority of student GPAs ranged from 2.51-3.50 and there was an indication that the higher the GPA the higher the score on the seven categories (Table 4)

Table 2: Mean scores on the seven categories by course

Course	Number of Students	Content	Communication	Critical Thinking	Technology	Culture	Independent Learning
CHEM 100	5	4.40	4.30	3.90	3.90	4.10	4.80
CHEM 121	16	3.94	4.00	3.66	NA	NA	3.84
PHYS 101	25	5.14	5.12	5.14	NA	NA	NA
PHYS 102	5	3.90	3.60	3.50	4.50	NA	NA
PHYS 105	2	1.75	3.25	2.50	2.50	NA	1.75
PHYS 151	13	4.08	3.23	3.54	NA	NA	NA
PHYS 251	3	5.83	5.33	5.50	NA	NA	NA
<b>Overall</b>	<b>69</b>	<b>4.45</b>	<b>4.29</b>	<b>4.24</b>	<b>3.63</b>	<b>4.10</b>	<b>3.87</b>

Table 3: Mean scores on the rubric categories by number of hours completed

Number of hours passed	Number of students	Content	Communication	Critical Thinking	Technology	Culture	Independent Learning
0 – 20	14	4.36	4.14	4.14	NA	NA	3.83
21 – 41	18	4.39	4.33	4.22	2.67	3.00	3.08
42 – 62	25	4.70	4.40	4.40	4.20	4.83	4.56
63 – 83	10	4.35	4.40	4.25	NA	NA	4.25
84 – 105	2	3.00	3.00	3.00	NA	NA	1.00
<b>Overall</b>	<b>69</b>	<b>4.45</b>	<b>4.29</b>	<b>4.24</b>	<b>3.63</b>	<b>NA</b>	<b>3.87</b>

Table 4: Mean scores on the rubric categories by overall GPA

<b>Overall GPA</b>	<b>Number of students</b>	<b>Content</b>	<b>Communication</b>	<b>Critical Thinking</b>	<b>Technology</b>	<b>Culture</b>	<b>Independent Learning</b>
0 – 1.00	5	4.10	4.00	3.80	NA	NA	3.50
1.01 - 2.00	2	3.50	2.75	3.00	3.50	5.00	5.00
2.01 - 2.50	5	2.90	2.50	2.50	NA	NA	3.00
2.51 - 3.00	23	4.22	4.04	4.02	3.25	4.00	3.35
3.01 - 3.50	18	4.97	4.86	4.82	3.80	3.83	4.20
3.51 - 4.00	16	4.91	4.84	4.75	NA	NA	4.88