



The Community College of Baltimore County  
Planning, Research and Evaluation

**General Education Outcomes Assessment Data Summary  
May 2007**

The General Education Outcomes Assessment (GREAT) project was conducted during the Fall 2006 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 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 Fall 2006 Project**

- The following courses took part in this project: English 202, 203, 208 and 224, American Sign Language 101, Music 102, Speech Communication 101 and Theatre 101
- A total of 269 students took part in the project but only 210 were matched to student demographic information;
- Student ID numbers were not included on English 224 forms therefore no demographics were obtained for that course
- The majority of the students were female (137), 72 males and one student whose gender could not be identified
- Of the 210 students 97% successfully completed the course with a grade of A thru D (Table 1)
- Across most of these students there was a relatively high success rate
- Of the 210 students matched on demographic information 54% were Caucasian, 33% African-American/Black, 13% were from other ethnic groups
- The mean GPA across all courses taking part in this project was 2.96 and students completed an average of 24.08 credit hours
- Students in Music 102 had the highest GPA of 3.16 (Table 2)

Table 1: Grade distributions by percent and number in all courses participating the Fall 2006 GREAT project

<b>COURSE</b>	<b>A-D</b>	<b>F</b>	<b>W</b>
English 202	100% (5)	NA	NA
English 203	100% (4)	NA	NA
English 208	100% (8)	NA	NA
English 224	NA	NA	NA
American Sign Language 101 (INTR)	97% (29)	3% (1)	NA
Music 102	100% (7)	NA	NA
Speech Communication 101	96% (130)	3% (1)	1% (1)
Theater 101	100% (21)	NA	NA

NA=no grade in that category

Table 2: 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>
English 202	5	2.71	57.80
English 203	4	2.66	30.50
English 208	8	2.92	44.00
English 224	6	NA	NA
American Sign Language 101 (INTR)	30	2.95	16.50
Music 102	7	3.16	25.57
Speech Communication 101	135	2.95	22.12
Theater 101	21	3.09	30.19

NA=no grade in that category

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

- Across all of the English courses the mean score ranged from 3.37 to 3.80 across all six categories (Table 3)
- Students in the English courses obtained means of 3.80 on both the critical thinking skills and written communication categories which indicates that their ideas showed little depth or development but were presented in a logical manner with slight difficulty and there was an evident thesis (see rubric for further information)
- The independent learning category was not scored for American Sign Language project

- Music received rather low scores on the critical thinking skills and cultural appreciation categories,  $\underline{M}$ =2.79 and  $\underline{M}$ =1.21, respectively; however there were only seven students
- Speech communication had the largest sample and students scored low on both technology as a learning tool ( $\underline{M}$ =2.98) and cultural appreciation ( $\underline{M}$ =2.47) categories which indicates that students failed to acknowledge critical aspects of technology in the presentation and identifies cultural markers, values or ideas
- Analysis of each course revealed that students in English 224 received the highest mean scores, ranging from  $\underline{M}$ =3.17 in content knowledge to  $\underline{M}$ =4.83 in independent learning skills (Table 4)
- English 203 students with only four students, scored low on technology and independent learning categories; with such a small number of students it is difficult to interpret these results
- Mean scores on all the categories were grouped together to explore the relationship with GPA and number of hours completed; of course each subject had a different rubric and were scored differently
- Consistent with previous findings the higher the overall mean GPA the higher the mean score on all of the categories (Table 5)
- The means on the cultural appreciation category was considerably lower across all GPAs which is consistent with scores obtained in this category
- The majority of the students participating in this project completed 0-20 hours (Table 6)
- As the number of hours completed increased the mean score on some of the categories also increased
- There were very few students who completed a large number of credit hours, which may be a reflection of the introductory nature of these courses

Table 3: Mean scores on the six categories by subject

<b>Subject</b>	<b>Number of Students</b>	<b>Content Knowledge</b>	<b>Written Communication</b>	<b>Critical Thinking</b>	<b>Technology as Learning Tool</b>	<b>Cultural Appreciation</b>	<b>Independent Learning</b>
ENGL	23	3.37	3.80	3.80	3.43	3.48	3.70
INTR	30	3.68	3.43	3.65	3.55	3.45	.
MUSC	7	3.57	3.64	2.79	.	1.21	2.86
SPCM	135	3.00	3.38	3.22	2.98	2.47	3.38
THTR	21	3.71	4.02	3.74	3.64	3.24	3.64

Table 4: Mean scores on six categories by course

<b>Course</b>	<b>Number of Students</b>	<b>Content Knowledge</b>	<b>Written Communication</b>	<b>Critical Thinking</b>	<b>Technology as a Learning Tool</b>	<b>Cultural Appreciation</b>	<b>Independent Learning</b>
English 202	5	3.90	3.90	4.10	3.30	2.60	3.50
English 203	4	3.00	3.25	3.13	2.88	3.25	2.63
English 208	8	3.38	3.56	3.50	3.13	3.38	3.50
English 224	6	3.17	4.42	4.42	4.33	4.50	4.83
American Sign Language 101 (INTR)	30	3.68	3.43	3.65	3.55	3.45	.
Music 102	7	3.57	3.64	2.79	.	1.21	2.86
Speech Communication 101	135	3.00	3.38	3.22	2.98	2.47	3.38
Theater 101	21	3.71	4.02	3.74	3.64	3.24	3.64

Table 5: Mean scores on the rubric categories by overall GPA

<b>Overall GPA</b>	<b>Number of students</b>	<b>Content Knowledge</b>	<b>Written Communication</b>	<b>Critical Thinking</b>	<b>Technology as a Learning Tool</b>	<b>Cultural Appreciation</b>	<b>Independent Learning</b>
0 – 1.00	4	2.50	2.25	2.13	2.50	1.88	2.75
1.01 - 2.00	18	2.19	2.44	2.00	2.22	2.06	2.57
2.01 - 2.50	30	2.87	3.08	3.05	3.36	2.45	2.98
2.51 - 3.00	60	3.08	3.41	3.25	3.03	2.50	3.37
3.01 - 3.50	46	3.38	3.71	3.62	3.28	2.84	3.63
3.51 - 4.00	52	3.88	4.04	3.96	3.44	3.24	3.76

Table 6: Mean scores on the rubric categories by number of hours completed

<b>Number of hours passed</b>	<b>Number of students</b>	<b>Content Knowledge</b>	<b>Written Communication</b>	<b>Critical Thinking</b>	<b>Technology as a Learning Tool</b>	<b>Cultural Appreciation</b>	<b>Independent Learning</b>
0 – 20	109	3.17	3.42	3.27	2.98	2.63	3.19
21 – 41	63	3.13	3.33	3.27	3.16	2.67	3.53
42 – 62	34	3.57	3.91	3.76	3.66	2.97	3.57
63 – 83	3	3.00	3.67	3.00	3.33	2.83	4.17
84 – 105	1	4.00	4.50	4.50	2.50	2.50	3.50