

**Learning Outcomes Assessment
Status Report
December 2005
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High Impact: Level 3

2001 Cohort			
Project	Dean	Faculty	Status
PSYC 101	Avon Garrett	*Ira Albert, Charles Seltzer, Charles Miron	Stage 4: First full assessment completed using an in-house designed multiple choice post-test, externally validated by members of the Psychology Advisory Board. Data analysis presented to team leader. Interventions include a faculty advisement and tracking program to be funded through a CTG grant as well as more emphasis on weak areas. Reassessment scheduled for spring '06.
ACCT 101	Avon Garrett	* Betty Lipford, Kathleen Gandy, Gina Shea	Stage 5: Interventions implemented included increased computer assisted instruction, increased number of SI sections and use of WebCT. Assessment instrument includes an in-house designed and externally validated post-test. Revised instrument used but testing the same objectives (parallel form). Data analysis completed, final report pending.
2002 cohort			
CINS 101	Mike Netzer	*Jerry Patchen, Valerie Farmer, Ann Bonner, Paulette Comet	Stage 4: First full assessment completed. Assessment instruments included an application skills test correlated with the MOUS certification exam and an in-house designed cognitive skills exam correlated with the CLEP. Interventions included common textbook and software, training for adjuncts, focus on improving math skills, and changing order of skill presentation. Final reassessment of cognitive skills completed and final assessment of application skills scheduled for spring '06.
ENGL 101	Steve Tanner	*Margy McCampbell, Peter Adams, Patricia Hunt, Meredyth	Stage 3: First full assessment completed. Assessment instrument included in-house pre and post-writing assignments, coded to enable blind grading, with a rubric that has been reviewed by external consultants and refined. Data analysis presented to team leaders. Intervention report pending. Final assessment

		Santangelo	tentatively scheduled for spring '06.
SDEV 101	Alicia Harvey-Smith, Cindy Peterka, Carol Sullivan	*Karyn Schulz, Madeline Hart, Judith Maisey	Stage 5: Assessment instruments included an in-house designed and externally validated pre and post-test and a portfolio assessment using a common rubric for most assignments. Interventions included altering assignments to accommodate cultural and age diversity and the development of a teachers' manual that includes updated objectives, assignments, and grading recommendations. Final reassessment conducted in spring '05. Data analysis report is pending.
2003 Cohort			
PHIL 101	Steve Tanner	*Wayne Alt, Dave Irvine	Stage 3: Assessment instrument – two written problems with appropriate rubrics – has been piloted and externally validated. First full assessment completed; data analysis and summary meeting completed; intervention report is pending. Reassessment is scheduled for fall '07.
SOCL 101	Avon Garrett	*Ann MacLellan	Stage 4: First full assessment completed. Assessment instruments included an in-house and externally validated pre and post-test as well as a qualitative paper to be incorporated with the GrEATs assessment. All faculty will work on targeting research methods by implementing a data collection assignment. Reassessment is tentatively scheduled for spring '06.
SPCM 101	Steve Tanner	*Anne Chamberlain, Precious Stone, Donna Rongione	Stage 3: First full assessment completed. Assessment instruments include an in-house exam (awaiting external consultant report) as well as a qualitative speech review to be incorporated with the GrEATs assessment. Data analysis from first assessment complete; intervention report pending. Reassessment is tentatively scheduled for fall '07.
BIOL 110	Donna Links	*Karen Dalton, Julie Baugh, Dave O'Neill	Stage 3: First full assessment completed. Assessment instruments included an in-house and externally validated exam and a diagnostic exam correlated with the ACT. Data has been presented to team leaders. Intervention report completed. A second assessment is scheduled for fall '05.
MGMT 101	Avon Garrett	*Jim Glover, Rose Cramer, Sheryl Parks, Larry	Stage 3: First full assessment completed using an in-house designed multiple choice post-test, externally validated. Intervention report is pending. Reassessment scheduled for spring '06.

		Aaronson, Scott Vratarich	
2004 Cohort			
MATH 082	Donna Linkszt (Donna McKusick)	*Dave Stewart, Jean Ashby, Robert Brown, Chris Mirbaha, Tejan Tingling	Stage 3: First assessment completed. Instrument included an in-house and externally validated test using both multiple choice and open answer responses. Administrative intervention included changes in cut scores. Interim reassessment scheduled for fall '05.
ENVS 101	Donna Linkszt	*Jim Floyd, Bill Schockner	Stage 2: LOA instrument will be the nationally normed AP exam. First full assessment scheduled for fall '05.
PSYC 105	Avon Garrett	*Jonathan Grimes, Ira Albert, Dallas Dolan, Sandy Neumann, Alisa Chapman	Stage 2: Experimental assessment scheduled for spring '05 using an in-house designed prompt and rubric. External validation pending. First full assessment scheduled for spring '06.
ARTS 104	Steve Tanner	*Will Niebauer, Sharon Trumbull	Stage 1: Initial meeting occurred. LOA instrument includes a pre/post exam using either PPT or traditional slides and accompanying multiple choice exam. RFP design currently underway. First full assessment scheduled for spring '06.
2005 cohort			
RDNG 051	Steve Tanner	*Joan Hellman, Martha Lippy	Stage 1: Initial meeting occurred. Development of LOA instrument and RFP currently underway. First full assessment tentatively scheduled for fall '06.
GEOG 101	Donna Linkszt	*Scott Jeffrey	Stage 1: Initial meeting pending.
ECON 201	Avon Garrett	*Jennifer Joyner	Stage 1: Initial meeting occurred. Development of LOA instrument and RFP currently underway. First full assessment tentatively scheduled for spring '06.
WMST 101	Avon Garrett	*Ingrid Sabio	Stage 1: Initial meeting occurred. Development of LOA instrument and RFP currently underway. First full assessment tentatively scheduled for spring '06.
CRJU 101	Beth Barker	*Michele Jones, Linda Fleischer, Jay Zumbrun	Stage 2: Assessment scheduled for fall '05. Assessment instrument consists of a multiple choice exam developed by the Maryland Criminal Justice Articulation Task Force (MCJATF).

Multiple Courses: Level 2

PLAW 103	Beth Barker	Patty Ferraris	Stage 2: The instrument will be a “Case Briefing Project” developed by the American Association for Paralegal Education (hereafter, AAFPE). Assessment scheduled for fall '05.
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There are currently no individual course level LOA's at Level 1.

Completed LOA projects:

Course	Level	General Findings
RDNG 052	3	By incorporating a computer lab-based approach that had been successful on one campus to all campuses, student reading levels increased significantly from first to second assessment.
CHEM 122	2	Additional lab activities were incorporated into the original lab program to address areas of assessed weaknesses. Demonstrated lab skills improved significantly in the subsequent assessment.
CHEM 108	2	The Chem 108 faculty created an in-house lab manual to directly support the needs of the students. This resulted in a significant improvement of lab skills on an exit performance exam on one campus. Plans are to extend this effort to the other campuses.
ENGL 052	3	English 052 faculty participated in a professional development workshop by a grammar expert, used a book with sources, and collaborated with the CTG committees to establish ways to improve African American performance. Improvements in student achievement varied by campus and by writing components. Plans are to investigate more targeted interventions.
HLTH 101	3	Health faculty focused on improving communications with students through the Early Alert program, email contact, attendance monitoring, and using hands on class activities. Students improved significantly between assessments and the achievement gap on the LOA instrument was closed.
PEFT 101	3	Similar techniques as were used with the HLTH LOA were utilized. Although student achievement improved, the achievement gap widened. The PEFT faculty intend to pursue a more formal and coordinated

		intervention to close the gap and improve retention.
*MATH 083	3	Project used an internally designed and externally validated pre and post-test. Administrative interventions included the change from pass/fail to letter grades. Subsequent testing occurred but so did multiple administrative and curricular interventions. Therefore, this course will be reassessed at a later date using the five stages.

*indicates that the project was concluded at stage 3.