

**Learning Outcomes Assessment
Status Report
June 2009**

High Impact: Level 3

2003 Cohort			
PHIL 101	Scott Black	*Wayne Alt, Bill Rice, Ahim Samir, Dan Jenkins	Stage 4: Interventions included greater faculty-student interaction and opportunities for students to revise major projects. The final data review meeting was held in May. Final report to be submitted.
2004 Cohort			
ENVS 101	Donna Links	* Beth Shrader, Bill Schockner	Stage 3: New RFP for revised project pending. Data collection is preliminarily scheduled for fall 2009.
PSYC 105	Avon Garrett	*Jonathan Grimes, Ira Albert, Dallas Dolan, Alisa Chapman	Stage 5: Interventions included a revised, more focused CCO and faculty team meetings. Second round of data collection occurred in spring 2008. Assignments will be scored by faculty by the end of the fall 2008 semester.
ARTS 104	Mike Netzer	* Sharon Trumbull	Stage 5: Final data collection occurred in spring 2008. Data review meeting was held in November 2008. Executive summary and final report to be submitted.
2005 Cohort			
ECON 201	Avon Garrett	*Jennifer Joyner	Stage 4: First assessment took place in fall 2007. Data analysis report was sent to the team leader and the data review meeting was held in summer 2008. Re-testing will occur in fall 2009. Interventions include emphasis on the particular objectives where students had low scores, sharing teaching materials via Web CT, and an online homework manager.
WMST 101	Avon Garrett	*Ingrid Sabio, Dawn Greeley	Stage 4: Interventions include a revision of the CCO, development of a glossary of terms to distribute to faculty, additional content and activities for topics identified as needing greater emphasis, and planning co-curricular events with Student Life Coordinators. Second round of data collection occurred in spring 2009.
2006 Cohort			
2007 Cohort			
PHYS 101	Donna Links	*John Zelinsky,	Stage 2: Pilot project was conducted on the Essex campus in fall 2008. First full round

		Laurie Montgomery, Lalitha Dorai	of data collection will occur in spring 2009.
FLSP 101	Scott Black	*Soumaya Long, Seham El Gendi, Patricia Harrigan	Stage 2: Data collection occurred in fall 2008. A rubric for critiquing the oral communication components of the exam has been developed and the writing samples will be scored in summer 2009.
HIST 111	Avon Garrett	*Laura Trauth, Dawn Greeley, Neal Brooks	Stage 3: First round of data was collected in fall 2007 using a multiple choice/short answer exam. Data analysis meeting was held in fall 2008. Intervention report pending. Reassessment is scheduled for fall 2009.
2008 Cohort			
BIOL 220	Donna Links	Ewa Gorski, Kate Van de Wal, Mike Anson	Stage 1: Orientation meeting was held in May 2008. The RFP has been approved and external consultants secured. The first round of data collection will occur in fall 2009.
CRJU 202	Dennis Seymour	*Linda Fleischer, Michelle Jones, Jay Zumbrun	Stage 4: First round of data collection occurred in fall 2008. Data review meeting was held in spring 2009. Interventions include replacing the traditional textbook with an interactive CD and supplementary materials, including PowerPoint slides, Tegrity-recorded lectures, and a criminology theory study guide, and scheduling meetings with all students who have a grade of D or below after the fourth week of class. Re-assessment is scheduled for fall 2009.
ESOL 052	Scott Black	*Vicki Hong-Smith	Stage 1: Orientation meeting was held in May 2008. RFP will be completed by the end the spring semester. First round of data collection will occur in fall 2009.

There are currently no individual course level projects (Level 1) or multiple section level projects (Level 2).

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.
CINS 101	3	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 and training for adjuncts, with the primary effort being focused on improving math skills through the dedication of additional class time. There was improvement in all areas and it was statistically significant for Excel skills.
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.
SDEV 101	3	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. Additional training for adjuncts, altering assignments to accommodate cultural and age diversity, and the development of a teachers' manual resulted in a narrowing of the achievement gap.
BIOL 110 Completed 2006-07	3	An in-house designed and externally validated 55 question multiple-choice exam was embedded in the course final exam. This project also included the use of a diagnostic assessment instrument that correlated with the ACT. Based on the results, the faculty team chose to adopt a college-wide textbook, create a teacher's handbook, and expand a non-majors' biology course to the Essex campus. Additional outcomes of the project included changing the Math prerequisite to MATH 083 and the creation of a student development course that will be required for students who are assessed as needing the course based on the diagnostic test. Full-time faculty will also mentor adjunct faculty.
SOCL 101 Completed 2006-07	3	Assessment instruments included an in-house and externally validated pre and post-test as well as a qualitative paper that was incorporated with the GREAT assessment. Faculty chose to target research methods by implementing a data collection assignment as their intervention. Faculty leaders will continue to meet periodically to discuss strategies for improving student learning and supporting adjunct faculty.
ACCT 101 Completed 2006-07	3	The assessment instrument was an in-house designed and externally validated post-test. The interventions implemented included increased computer assisted instruction, increased number of Supplemental Instruction sections and use of WebCT. Faculty determined that Reading, English and Math pre-requisites and greater infusion of technology need to be required to significantly improve student learning in this course.
MNGT 101 Completed 2007-08	3	The project involved 50 multiple-choice test questions embedded in the final exam. Early Alert and a faculty advisement system were the two types of intervention that were explored. The Early Alert intervention had the most significant impact on student scores. Future plans include evaluation of tools available from the text's publisher that may be useful in creative learning experiences for all students. Faculty will also share their "best practices" and invite an intervention specialist to help them explore additional ideas for improving student learning.
PSYC 101	3	Following up on the pilot studies done on the Catonsville Campus alone, a college-wide PSYC 101 LOA

Completed 2007-08		<p>was designed and proposed. A 50-item standardized final was developed to measure students' knowledge of seven key areas of psychology based on the key components as listed in the common course outline. Intervention strategies were developed in an attempt to improve the overall performance of all the students in this course. Particular attention was focused on students who received final course grades of D, F, and W, including completion by students of a study skills questionnaire designed to identify specific deficiencies in their study strategies. Numerous meetings of the psychology faculty were held to discuss closing the gap and other issues relating to student performance. Overall student test scores increased from Spring 2004 to Fall 2007 and the gap between Caucasian and African American students decreased. Mean student performance in Psychology 101 is very strong whether taught by full time or adjunct faculty on all campuses.</p>
RDNG 051 Completed 2007-08	3	<p>The purpose of the LOA was to assess change in four areas of student performance before and after a prescribed intervention: 1) Attitudes toward reading; 2) Skills in identifying correct meaning and usage of vocabulary; 3) Skills in reading comprehension, such as identifying main ideas and details; and, 4) Reading grade level. Based on the results of Fall 2006, all classes supplemented the reading text with a minimum of three autobiographical readings that portrayed people of diverse ethnicity and backgrounds who overcame significant obstacles in their lives for the Fall 2007 semester. In addition, the Common Course Outline for Reading 051 was revised to include an objective of "Organize information using summaries, outlines and maps." Students' attitudes about reading and the value of reading improved. As in Fall 2006, the problem of high attrition in Reading 051 courses persisted. Three areas of future focus include: readings that portray real-life people and scenarios, faculty sharing supplemental readings and accompanying activities that are content-based, including templates for discussing critical issues and events that are relevant, interesting and contribute to the education of our students. Reading faculty also plan to explore alternative "structures" for preparing students for college-level coursework. The problem of attrition and the persistent gap in academic performance between African-American/Black and Caucasian/White students supports the need for an <i>intrusive</i> advising model for developmental students.</p>

ENGL 101 Completed 2007-08	3	Six competencies were assessed: Thesis development, thesis support, essay structure, language use, grammar and syntax, punctuation and capitalization, and using sources. Two writing samples per student, one written at the beginning of the course and the second at the conclusion of the course, were scored with an analytic rubric. Faculty elected to target improved thesis development and grammar, trying different approaches to help students explore their topics in more detail. All student groups had higher scores in 2007 than they did in 2004. The most notable gain was made in how well students use outside sources – not one of the areas of focus. Assessment results show that overall, CCBC’s English 101 helps student writing improve. However, even though the assessments show student writing is improving, the mean scores remain in the “3” range (designated as the lowest category of adhering to the statewide agreed-on “C” standard for freshman composition). Recommendations for the future include: Investigating ways to improve on-line sections of English 101, encouraging more participation for full-time and part-time faculty in norming sessions, identifying strategies to improve student performance in “visible” areas of composition, i.e. grammar, usage, and punctuation, and investigating the use of electronic portfolios in learning outcomes assessment.
SPCM 101 Completed fall 2008	3 Precious Stone, Donna Rongione, Anne Chamberlain	This project included a pre-post multiple choice test and a GREAT assignment. The General Education assessment assignment required students to critique an oral speech presentation. A number of significant organizational changes in the Speech department occurred from the first assessment in spring 2003 to the second assessment in 2007. A new, college-wide approach to the teaching of the course has allowed all faculty members to work together more closely as a team and to share curriculum-related material. Another intervention was enhanced professional development for adjunct faculty. The great majority of students who complete this class are very successful. There were gains from pre- to post-test during both assessment periods, but the gains were greater for the first assessment. The scores on the GREAT assignment approached the benchmark scores in both semesters, and follow-up interventions for “technology as a learning tool” and “cultural appreciation” are being explored. A number of initiatives are currently underway, including training faculty in Culturally Responsive Pedagogy, review of the Common Course Outline, continued development of Learning Communities, and enhanced use of technology.

<p>MATH 082 Completed fall 2008</p>	<p>3 Dave Stewart, Jean Ashby, Robert Brown, Chris Mirbaha, Tejan Tingling</p>	<p>The assessment instrument consisted of an internally designed 20-item tests including 12 multiple choice items and 8 open response items. The instrument was externally validated by Mathematics department chairs at several community colleges in Maryland. Original interventions included placing more emphasis in three content areas: systems of equations, factoring, and graphing. Three specific additional areas of emphasis were added beginning in spring 2007: literal equations in systems of equations, negative numbers in factoring, and negative slopes in graphing. There was significant improvement in test scores from pre- to post-test during the final administration of the assessment instrument, and from the first assessment in fall 2005 to fall 2007, both at the overall and item analysis levels. Caucasian/White students scored significantly higher on all three years' assessments than minority students. Recommendations from the LOA were integrated into the five year plan for Developmental Mathematics and include such items as using a common appeal test, piloting the inclusion of study skills, and piloting a departmental final exam.</p>
<p>CRJU 101 Completed spring 2009</p>	<p>3 Michelle Jones, Linda Fleischer, Jay Zumbrun, Rob Richick</p>	<p>A pre/post multiple-choice exam covering 20 major content areas was designed by the Maryland Criminal Justice Articulation Task Force (MCJATF). Initial assessment occurred in fall 2005 and was repeated in fall 2007. The 2005 mean score on the LOA exam for CCBC was 42.64 out of 80 (53%), with African Americans scoring significantly lower at 38.92 (compared to majority students at 44.81). Interventions included a new textbook that offers a more student-friendly format and selected written assignments to supplement classroom presentations. Several written assignments for each objective were developed that satisfied and supplemented each learning objective. The assignments were mandatory to ensure that the students gained value from them. Fall 2007 results showed improved overall success rates. The fall 2007 findings revealed the mean score on the assessment instrument improved from 40.44 (51%) to 52.86 (66%), a 15 percent change. Both African American students and majority students scored significantly higher on the 2007 assessment (AA students 38.92 to 46.88 / majority students 44.81 to 56.37). Those topic areas in which interventions were introduced showed slight to moderate mean score improvements. A co-requisite of English 052 is under consideration.</p>

<p>PLAW 103 Completed spring 2009</p>	<p>2 Patricia Ferraris O'Neill</p>	<p>Students in PLAW 103, Legal Research and Writing, were given a case briefing exercise to assess their ability to write a case brief and to use citations following standard protocols. The briefs were graded by external law experts. In the first semester, the teacher taught the skills necessary to brief cases as part of the regular course material. As the intervention, the teacher taught the skills as part of the class, and they were also taught separately, during two special workshops, presented by another faculty member. By isolating the opportunity to learn these challenging skills, and presenting the material by a different teacher who is a subject matter expert, students realized that this skill requires special attention and repeated practice. Also, since the content was presented by someone other than the regular teacher, students got to experience a technique that emphasized the uniqueness of the subject and evidenced faculty recognition of how difficult a task it is. Students were exposed to a different, second method of learning the material, which could have potentially addressed different learning styles.</p>
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*Indicates that the project was concluded at stage 3.