

SDEV 101: Achieving Academic Success

Learning Outcomes Assessment Project

Executive Summary

Stage 1: Designing and Proposing a Learning Outcomes Project

Achieving Academic Success is designed to focus on those student behaviors and attitudes that are most consistently identified with achieving success in college. A mixed measurement approach was used to assess the courses objectives. The mixed measure included a pre and post-test of 30 multiple choice questions as well as nine application-based portfolio assignments that were scored using rubrics designed specifically for the assessment project.

Stage 2: Implementing the Design and Collecting and Analyzing the Data

The overall success rate for students in SDEV 101 is higher than most CCBC courses and this was especially evident at the Essex campus where 77% of students achieved a passing grade. Still, success rates at Catonsville and Dundalk were at 62% and 66% respectively and there were inequities across all three campuses between majority and minority students. Analyses revealed that students showed statistically significant improvement from pre to post on the multiple choice exam. The portfolio assignments given during the first implementation were graded using a rubric (4 point scale) that was primarily based on completion of assignments rather than on the quality of the work. The data collected from the first implementation provided insight into the lack of clarity of some of the assignments as well as the expected outcomes of the course.

Stage 3: Redesigning the Course to Improve Student Learning

After reviewing the data from the pre and post-test scores, the team analyzed which questions were “missed” most often and made changes by either deleting the question and substituting another in its place or making changes to the question to clarify the purpose of the question. The LOA team also reviewed the data collected on each assignment in the portfolio and altered assignments so that they would better document student learning. Changes included making each assignment a practical experience with written components for six assignments. A common rubric was designed specifically to assess the quality of the written responses and the achievement of knowledge and skills for these six. In addition, the LOA team created an Instructor’s Guide for the LOA project and held training workshops on each campus. The Instructor’s Guide turned out to be a widely accepted and useful tool when training new instructors in subsequent semesters. Also, as a result of the data reviewed, the LOA team made changes to the Common Course Outline. Changes included new measurable objectives that reflected the purpose of the course. Material that was not considered pertinent was deleted.

Stage 4: Implementing Course Revisions and Reassessing Student Learning

Overall success rates remained the same and the gap between majority and minority students narrowed. Students scored significantly higher on the post test during the second implementation. The second assessment utilized the analytic scoring rubric allowing more detailed recommendations for the future of SDEV 101.

Stage 5: Final Analysis and Reporting Results

In order to maintain momentum in improving learning for SDEV students, recommendations have been made that include reviewing and evaluating existing methodologies, training for faculty, use of case managers, advisors, and special services for students in need, and continued data collection.