



The Community College of Baltimore County
Planning, Research and Evaluation

**General Education Outcomes Assessment Data Summary
September 2006**

The General Education Outcomes Assessment (GREAT) project consisting of English 102 was conducted during the Spring 2006 semester on all three 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.

Summary of students participating in the English 102 GREAT Project

- A total of 263 students took part in the project however only 142 were matched to student demographic information
- The majority of the students were female (93), and the remaining 49 were males
- Sixty percent (60)% of the students were Caucasian, 23% African-American/Black, and 17% were representatives of other ethnic groups
- The average age of the 142 students was 23 years old and the majority of the student ages ranged from 18-24 years old (75%)
- The mean GPA for these students was 2.90 and they completed an average of 28.05 credit hours
- The majority of the 142 students GPAs ranged from 2.51 to 3.50 (59%)
- Of the 142 students, 92% successfully completed the course with a grade of A thru D and 5% received a grade of F (Table 1)
- Although the number of students in the online section was extremely small (eight students) the success rate was only 25%

Table 1: Grade distributions of students participating (N=142) in the GREAT by percent and number, in parentheses, for Spring 2006

Grades	Catonsville	Dundalk	Essex	Online	Overall
A-D	95% (58)	95% (19)	96% (51)	25% (2)	92% (130)
F	3% (2)	0	4% (2)	38% (3)	5% (7)
W	2% (1)	0	0	0	0.7% (1)
I	0	5% (1)	0	38% (3)	3% (4)

- Table 2 provides the grades distribution of all students receiving a grade in English 102 (N=1554)
- Students participating in the GREAT project successfully completed the course at a rate of 92% while, 72% of students receiving a grade in English 102 successfully completed (Table 2)
- In addition the success rate of students in the online section was 55% percent which is considerably lower than the overall success rate
- A comparison between the overall grade distribution and students participating in the GREAT project indicated that the students in the project successfully completed the course at a higher rate than students in the entire course
- This suggests that additional steps should be taken to ensure that the sample is representative of the course population

Table 2: Grade distributions for all students in English 102 (N=1554) by percent and number, in parentheses, for Spring 2006

Grades*	Catonsville	Dundalk	Essex	Online	Overall
A-D	71% (379)	72% (109)	75% (556)	55% (67)	72% (1111)
F	12% (62)	6% (9)	12% (86)	27% (33)	12% (190)
W	13% (67)	17% (26)	11% (79)	13% (16)	12% (188)
I	4% (21)	5% (7)	3% (22)	5% (6)	4% (56)

*Audit grades are not included

Summary of results of the Common Graded Assignments

- The analysis of the scores on the six categories revealed that **critical thinking** had the highest mean of 3.77, followed by **content** and **communication**, $\underline{M}=3.70$ and $\underline{M}=3.62$, respectively (Table 3)
- The category of **culture** experienced the lowest mean score of $\underline{M}=2.14$
- Further examination of the effect of location on the different categories revealed that location had an effect on **technology** and **culture** ($p<.05$)
- Online sections scored significantly lower than the other campus locations on the two previously mentioned categories ($p<.05$)
- Across all categories GPA had a significant effect on mean scores ($p<.05$)
- The higher the GPA the higher the mean score on all areas (Table 4)
- An analysis of the effect of grades received in English 102 on each category mean score revealed that grades had a significant effect on the **technology** area ($p<.05$)
- In the **technology** category students who successfully completed the course with a grade of A-D had a higher mean score ($\underline{M}=3.25$) than students receiving a grade of F (Table 5)
- Overall students who successfully completed the course with a grade of A-D also scored higher than students receiving a grade of F on all categories
- Examination of the effect of gender and ethnicity on mean score revealed that Caucasian female students scored higher than all other students on all category areas (Table 6)
- African-American/Black males scored the lowest on all categories but the area of **culture** seemed to provide the most difficulty for both African-American/Black males and females
- Female students scored higher than males on all categories and Caucasian students scored higher than African-American/Black students

Table 3: Mean scores on the six categories by campus location

Campus	Number of Students	Content	Communication	Critical Thinking	Technology	Culture	Independent Learning
Catonsville	61	3.68	3.66	3.71	3.34	1.75	3.33
Dundalk	20	3.68	3.53	3.73	3.13	1.93	3.45
Essex	53	3.85	3.70	3.92	3.25	2.93	3.20
Online	8	2.88	3.00	3.38	1.19	0.44	2.31
Overall	142	3.70	3.62	3.77	3.16	2.14	3.24

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

Overall GPA	Number of students	Content	Communication	Critical Thinking	Technology	Culture	Independent Learning
0 – 1.00	2	3.50	3.50	3.25	2.25	2.25	3.00
1.01 - 2.00	13	2.77	2.88	3.00	2.65	2.12	2.38
2.01 - 2.50	18	3.69	3.44	3.78	3.03	2.03	3.08
2.51 - 3.00	51	3.52	3.48	3.62	2.79	1.77	3.16
3.01 - 3.50	33	3.92	3.82	3.94	3.48	2.20	3.44
3.51 - 4.00	25	4.26	4.16	4.32	3.90	2.90	3.72
Overall	142	3.70	3.62	3.77	3.16	2.14	3.24

Summary

The findings from English 102 indicate that students are scoring about the 3.0 range on the majority of the categories with the exception of culture. In addition, the students in the online section had the most difficulty across all categories. The lowest score occurred in culture while performance on the technology category was also extremely low. The student papers that were scored in English 102 successfully completed the course at a higher rate than the English 102 student body and their GPAs were also higher. Further research should focus on ensuring that students that are included in the project are representative of all students in that course.

Table 5: Mean scores on the rubric categories by grade distribution

Grades	Number of students	Content	Communication	Critical Thinking	Technology	Culture	Independent Learning
A - D	130	3.73	3.64	3.80	3.25	2.22	3.30
F	7	2.93	3.14	3.21	2.57	1.57	2.14
W	1	4.00	4.00	3.00	2.00	0.00	3.00
I	4	3.75	3.75	4.13	1.38	1.00	3.13
Overall	142	3.70	3.62	3.77	3.16	2.14	3.24

Table 6: Mean scores on the rubric categories by gender and ethnicity

Gender	Ethnicity	Number of students	Content	Communication	Critical Thinking	Technology	Culture	Independent Learning
Female	African-American/Black	23	3.30	3.26	3.43	2.48	1.02	2.70
	Caucasian/White	55	3.99	3.89	4.03	3.45	2.31	3.58
	Other Students	15	3.70	3.77	3.77	3.20	2.47	3.50
Total Females		93	3.77	3.72	3.84	3.17	2.02	3.35
Male	African-American/Black	10	2.70	2.85	2.75	3.10	1.90	2.60
	Caucasian/White	30	3.72	3.62	3.83	3.30	2.55	3.15
	Other Students	9	3.94	3.50	4.06	2.67	2.33	3.11
Total Males		49	3.55	3.44	3.65	3.14	2.38	3.03
Overall	African-American/Black	33	3.12	3.14	3.23	2.67	1.29	2.67
	Caucasian/White	85	3.89	3.79	3.96	3.39	2.39	3.43
	Other Students	24	3.79	3.67	3.88	3.00	2.42	3.35
All Students		142	3.70	3.62	3.77	3.16	2.14	3.24