



The Community College of Baltimore County
Planning, Research and Evaluation

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

The General Education Outcomes Assessment (GREAT) project was conducted during the spring 2007 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.

Summary of students participating in the GREAT Spring 2007 Project

- The following courses took part in this project: DANC 135, FLSP 101 and INTR 102
- A total of 62 students took part in the project and 55 were matched to student demographic information due to missing or incorrect ID numbers;
- The majority of the students were female (42) and 13 males
- Of the 62 students 95% successfully completed the course with a grade of A thru D (Table 1)
- Of the 62 students matched on demographic information 53% were Caucasian/white, 38% African-American/Black, and 9% were from other groups
- The mean GPA across all courses taking part in this project was 3.01 and students completed an average of 28.98 credit hours
- Students in Dance 135 and INTR 102 had the highest GPA of 3.02 and 3.01, respectively (Table 2)

Table 1: Grade distributions by percent and number in all courses participating the Spring 2007 GREAT project

COURSE	A-D	F	W
Dance 135	100% (13)	NA	NA
FLSP 101	100% (25)	NA	NA
American Sign Language 102 (INTR)	82% (14)	6% (1)	6% (1)

NA=no grade in that category and AU grades not included

Table 2: Mean GPA and number of hours passed by Course

COURSE	Number of Students	Mean GPA	Mean Hours Passed
Dance 135	13	3.02	35.62
FLSP 101	25	2.92	31.24
American Sign Language 102 (INTR)	17	3.13	20.59

Summary of results of the Common Graded Assignments

- Across Dance 135 the mean scores ranged from 3.19 to 4.04 across all six categories (Table 3)
- In Dance 135 the highest score was obtained in content knowledge in with a mean of 4.04 and the lowest score of 3.19 in cultural appreciation
- The content knowledge category also obtained high scores in FLSP 101 with the lowest score in the technology as a learning tool for this course (\underline{M} =3.60)
- American Sign language (INTR 102) 102 did not provide scores on the independent learning category
- Consistent with the other courses content knowledge received the highest score while cultural appreciation received a mean score of (\underline{M} =2.56)
- 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 separately
- Analysis of GPA by category revealed that the majority of the GPAs ranged from 2.51 to 4.00 (Table 4)
- Across half of the categories as GPA increased the mean score increased with the exception of content knowledge, critical thinking and cultural appreciation which experienced a decrease in mean scores
- 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 credit hours (Table 5)
- As the number of credit hours completed increased the mean score on some of the categories also increased

Table 3: Mean scores on six categories by course

Course	Number of Students	Content Knowledge	Written Communication	Critical Thinking	Technology as a Learning Tool	Cultural Appreciation	Independent Learning
Dance 135	13	4.04	3.81	3.88	3.88	3.19	3.69
FLSP 101	25	4.30	3.76	4.00	3.60	3.79	3.80
American Sign Language 102 (INTR)	17	3.56	3.32	3.44	3.38	2.56	NA
Overall	55	4.01	3.64	3.80	3.60	3.26	3.76

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

Overall GPA	Number of students	Content Knowledge	Written Communication	Critical Thinking	Technology as a Learning Tool	Cultural Appreciation	Independent Learning
0 – 1.00	0	NA	NA	NA	NA	NA	NA
1.01 - 2.00	7	2.79	2.79	2.86	2.50	2.57	3.00
2.01 - 2.50	7	3.93	3.29	3.71	3.14	3.00	3.63
2.51 - 3.00	12	3.88	3.46	3.63	3.63	3.18	3.55
3.01 - 3.50	14	4.54	3.93	4.14	3.75	3.57	3.88
3.51 - 4.00	15	4.23	4.07	4.10	4.17	3.47	4.50

Table 5: Mean scores on the rubric categories by number of hours completed

Number of hours passed	Number of students	Content Knowledge	Written Communication	Critical Thinking	Technology as a Learning Tool	Cultural Appreciation	Independent Learning
0 – 20	24	4.04	3.67	3.90	3.75	3.17	4.04
21 – 41	16	3.84	3.59	3.72	3.75	3.03	3.31
42 – 62	11	4.09	3.64	3.73	3.32	3.59	4.00
63 – 83	4	4.25	3.63	3.75	2.88	3.75	3.88