Learning Goal: Foundational Knowledge

Date: Spring 2010
What was assessed: 45 student work products from 2 SOC 105 online sections (from Understanding Human Institutions and Behaviors)
How it was assessed: Pilot of UNCW-created rubric, by one faculty scorer

Results:
Information from this rubric is for the evaluation of the rubric and process only, as this is the first use of the rubric.

Foundational Knowledge Score Results

<table>
<thead>
<tr>
<th></th>
<th>Benchmark</th>
<th>Milestones</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>FK1 Use of Discipline Terminology</td>
<td>0 (0.0%)</td>
<td>27 (60.0%)</td>
<td>10 (22.2%)</td>
</tr>
<tr>
<td>FK2 Explanation and Understanding of Concepts and Principles</td>
<td>0 (0.0%)</td>
<td>27 (60.0%)</td>
<td>11 (24.4%)</td>
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</tbody>
</table>

Strengths and Weaknesses:
Scores were very similar on both dimensions.

Other Findings:
- No significant differences between the distribution of scores for males and females on either dimension
- Significant correlation between FK1 Use of Disciplinary Terminology and students’ SAT Verbal scores (.354*).

Discussion:
The median score on both FK1 and FK2 was 1, and 40% of students met or exceeded the level 2 benchmark on each dimension. The student work was taken from a test given halfway through the semester, and students may not have had time to assimilate the relevant terminology and concepts.

Recommendations:
Assessment of terminology and concepts would be more appropriate at the end of an introductory course, or during a second course, when more than one course in a discipline is required. The quality criteria for each level of the scale should also be assessed.

For additional discussion of these findings, see the General Education Assessment 2010 Annual Report at http://uncw.edu/assessment/general/reports.html