



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

		Benchmark	Milestones		Capstone	
	0	1	2	3	4	NA
FK1 Use of Discipline Terminology	0 (0.0%)	27 (60.0%)	10 (22.2%)	7 (15.6%)	1 (2.2%)	0 (0.0%)
FK2 Explanation and Understanding of Concepts and Principles	0 (0.0%)	27 (60.0%)	11 (24.4%)	5 (11.1%)	2 (4.4%)	0 (0.0%)

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.