

Learning Goal: Inquiry

Date: Spring 2014

What was assessed: 113 student work products were sampled from Historical and Philosophical Perspectives (PAR 101), Capstone Courses (EVS 495 and MGT 455), and Quantitative and Logical Reasoning (STT 210 and PSY 225)

How it was assessed: A piloted Data Analysis Rubric

Results: Lower Division

Lower-Division Courses		
Dimension	% of Work Products Scored Two or Higher	% of Work Products Scored Three or Higher
IN 1 Topic Selection	N/A	N/A
IN 2 Existing Knowledge, Research and/or Views	92.8%	35.7%
IN 3 Design Process	96.4%	35.7%
IN 4 Analysis	92.9%	25%
IN 5 Conclusions	71.5%	28.6%
IN 6 Limitations and Implications	N/A	N/A

Summary:

- Topic Selection: No work products were scored on the IN 1 criteria as the topic was selected for the students.
- Existing Knowledge, Research and/or Views: Seven percent of the work products scored a 1, four out of seven students scored a 2, just over a third of the products scored a 3, and one work product scored a 4.
- Design Process: One work product scored a 1, sixty percent of the products scored a 2, just over a third of the products scored a 3, and none of the products scored a 4.
- Analysis: Seven percent of the work products scored a 1, just over two thirds of the products scored a 2, a quarter of the work products scored a 3, and no work products scored a 4.
- Conclusions: Two in seven work products scored a 1, Just over forty percent of the work products scored a 2, two in seven products scored a 3, and no work products scored a 4.
- Limitations and Implications: No work products were scored on the IN 6 criteria.

Results: Upper Division

Upper-Division Courses		
Dimension	% of Work Products Scored Two or Higher	% of Work Products Scored Three or Higher
IN 1 Topic Selection	88.6%	74.3%
IN 2 Existing Knowledge, Research and/or Views	100%	54.3%
IN 3 Design Process	100%	60%
IN 4 Analysis	94.3%	51.4%
IN 5 Conclusions	40%	5.7%
IN 6 Limitations and Implications	34.3%	2.9%

Summary:

- Topic Selection: Eleven percent of products scored a 1, one in seven products scored a 2, just over seventy percent of products scored a 3, and one product scored a 4.
- Existing Knowledge, Research and/or Views: No work products scored a 0 or 1, just under half of the work products scored a 2, just over a third of the work products scored a 3, and twenty percent of the work products scored a 4.
- Design Process: None of the work products scored a 0 or 1, forty percent of the products scored a 2, four out of seven products scored a 3, and one work product scored a 4.
- Analysis: One in roughly seventeen work products scored a 1, just over forty percent of the products scored a 2, forty percent of the products scored a 3, and about eleven percent of the work products scored a 4.
- Conclusions: One work product received a zero, almost sixty percent of the work products scored a 1, just over a third of the work products scored a 2, one in roughly seventeed products received a 3, and no work products scored a 4.
- Limitations and Implications: Almost twenty percent scored a 0, just under a half of the products scored a 1, almost a third of the products scored a 2, one work product scored a 3, and no work products scored a 4.

For additional discussion of these findings, see the 2014 Annual Report at <http://www.uncw.edu/assessment/general/findings.html>.

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