



Learning Goal: Inquiry & Analysis

Date: Fall 2015/Spring 2016

What was assessed: 44 work products from one lower-division course (EVSL 195) and 44 from three upper-division courses (ARH 476, INT 490, and SOC 490)

How it was assessed: by eight faculty members using the AAC&U VALUE Rubric

Results: Lower Division

Lower-Division Courses		
<i>Dimension</i>	<i>% of Work Products Scored Two or Higher</i>	<i>% of Work Products Scored Three or Higher</i>
IN 1 Topic Selection	60.0%	31.8%
IN 2 Existing Knowledge, Research and/or Views	86.4%	27.3%
IN 3 Design Process	70.5%	22.7%
IN 4 Analysis	56.8%	13.6%
IN 5 Conclusions	75.0%	22.7%
IN 6 Limitations and Implications	--	--

Summary:

- All work products scored in lower division were group papers (N=44). (1 course; 10 sections).
- IN 6 was not included in analyses because scorers felt it was not applicable to the work products.
- For all dimensions, over 50% of work products were scored a one or above.
- Scores in all analyzed dimensions correlated significantly.

Results: Upper Division

Upper-Division Courses		
<i>Dimension</i>	<i>% of Work Products Scored Two or Higher</i>	<i>% of Work Products Scored Three or Higher</i>
IN 1 Topic Selection	65.9%	31.8%
IN 2 Existing Knowledge, Research and/or Views	90.9%	29.5%
IN 3 Design Process	86.4%	36.4%
IN 4 Analysis	79.5%	36.4%
IN 5 Conclusions	90.9%	50.0%
IN 6 Limitations and Implications	100%	80.0%

Summary:

- Work products scored in upper division were research or term papers completed by students independently (N=44) (3 courses; 1 section each).
- IN 4 Analysis and IN 6 Limitations and Implications had the greatest percentage of scores of three or higher.
- Only IN 6 did not correlate significantly with any other analyzed dimensions.
- Correlation of IN 1 and IN 2 approached but did not reach significance.

Analysis Across Course Levels:

There was no significant difference in scores from upper-division and lower-division courses. All lower-division work products were group assignments, making comparisons at the student level not possible. For the upper-division work products, completed by only one student, there were no statistically significant differences between the means, medians, and score distributions of gender, ethnicity groups, or honors vs. non-honors students. ACT scores were significantly negatively correlated with IN2 (-.773*). Additionally, SAT Verbal scores were significantly positively correlated with IN 1 (.433*) and SAT Math scores were significantly negatively correlated with IN 2 (-.448*). While the percent of work products scored at or above a two and three were higher in upper-division courses for all dimensions except IN 1, the increase was not as much as expected.

For additional discussion of these findings, see the 2016 Annual Report at <http://www.uncw.edu/assessment/general/findings.html>.