



Learning Goal: Inquiry: Data Analysis

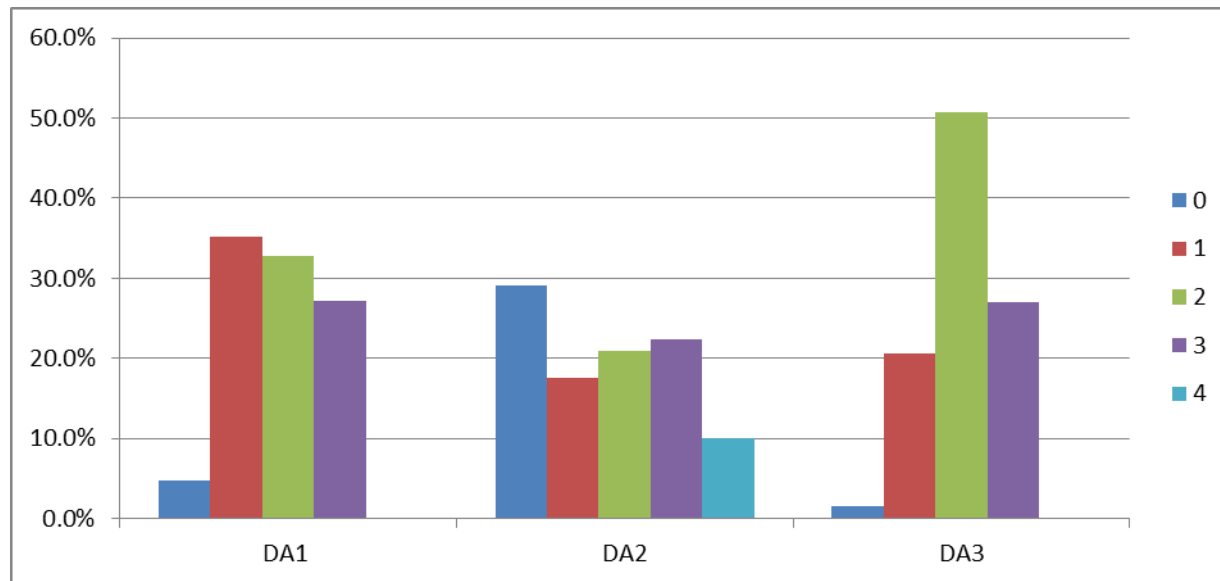
Date: Fall 2015

What was assessed: 210 work products; multi-part math question from MAT 151 (5 sections) and STT 215 (2 sections) in the Mathematics and Statistics and Quantitative and Logical Reasoning Components of University Studies

How it was assessed: by four faculty members using a UNCW-developed rubric

Results: MAT 151, STT 215

Inquiry Data Analysis		
<i>Dimension</i>	<i>% of Work Products Scored Two or Higher</i>	<i>% of Work Products Scored Three or Higher</i>
DA 1 Summarizing and Analyzing Data	60.0%	27.1%
DA 2 Explanation of Results	53.4%	32.4%
DA 3 Reasoning	77.8%	27.0%



Summary:

- Most scorers deemed DA3 to not be applicable for the assignments scored (n=63).
- There were no statistically significant differences between the means, medians, and score distributions of gender, ethnicity groups, transfer students vs. non-transfer students, honors vs. non-honors students, and Isaac Bear vs. non-Isaac Bear students.
- The number of credit hours completed was significantly positively correlated with DA 2, as were GPA and ACT scores.
- There was a statistically significant difference between the scores on all dimensions for work completed in courses taught by tenure-line faculty vs. non-tenure-line faculty, with work from courses taught by tenure-line faculty scoring significantly higher.