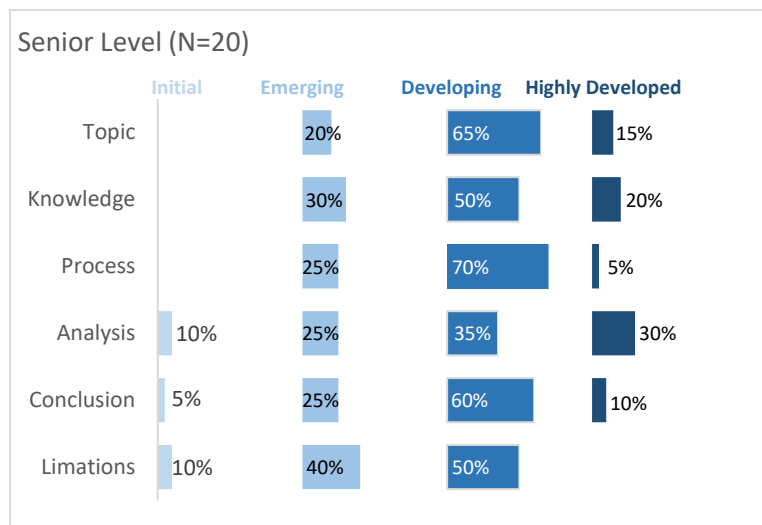


Assessment of Analysis at BYU–Hawaii

Winter 2018 Results Summary - Institutional Learning Outcomes

Assessment results for Analysis in winter 2018

Chart 1: For Analysis & Inquiry measures, seniors are “developing”

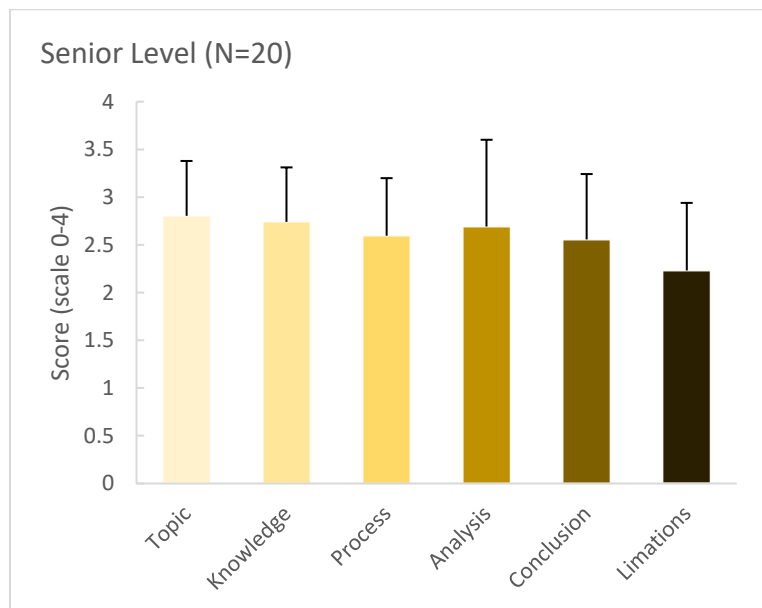


Most seniors are at the “developing” or “highly developed” stage.

As shown in Chart 1, most seniors are at the “developing” or “highly developed” stage for all criteria except Limitations, where exactly 50% were at “developing” and the remaining 50% at “initial” (10%) or “emerging” (40%).

The winter 2018 assessment sample for Analysis did not include any student work at the sophomore level, so no comparison could be made between these levels.

Chart 2: Mean and standard deviation



Scores for each criterion were examined for differences by gender, ethnicity, home area, and major college. There were no statistically significant differences between scores by gender, ethnicity, home area or major college.

Of all criteria, seniors are doing the best at Topic selection.

Chart 2 shows the means and standard deviations for all criterion at the senior level.

Table 3 (page 4) shows that regardless of demographic grouping, the highest average scores for each group were for Topic Selection and Existing Knowledge.

There were no statistical differences between all the criteria.

Table 1: Discrepancy Index for Analysis

	DISCREPANCY OF				
	0	1	2	3	4
Topic	43%	30%	22%	4%	0%
Knowledge	39%	30%	30%	0%	0%
Design	39%	52%	4%	4%	0%
Analysis	52%	30%	13%	0%	4%
Conclusion	35%	43%	17%	0%	4%
Limitations	48%	39%	13%	0%	0%

Inter-Rater Reliability

Inter-rater reliability for Analysis is calculated using a discrepancy index as shown in Table 1. The largest discrepancy between raters was for the Conclusion criterion, and general agreement (discrepancy of 0) for all criteria is in the fair to medium range.

There were six different combinations of reader pairs rating artifacts ranging in number from 3 to 5 papers for each pair. Essentially, there are not enough artifacts for each reader pair to calculate the inter-rater reliability with a high degree of confidence in this sample.

Rubric

The Association of American Colleges and Universities (AAC&U) Inquiry and Analysis VALUE Rubric was used for this assessment.

Observations on Methodology

A sample of convenience was used to select student artifacts from BIOL 494, CHEM 496, CS 493, ENGL 314, ENGL 315, ENGL 316, HIST 490 at the senior level. Faculty members self-selected for participation.

The faculty group for Analysis conducted a calibration session before the full norming session. During the norming session two separate readers rated each presentation and a third viewer was employed where there was disagreement greater than one whole point. The final score is found by taking the average of all viewers.

The AAC&U rubric scores range in value from 1 (Benchmark) to 4 (Capstone), which would make 3 the highest discrepancy for inter-rater reliability. However, discrepancies of 4 exist because some raters assigned a value of zero in some instances.

Comparisons between senior and sophomore levels are not available because there were no sophomore level artifacts in this sample.

Comparisons between EIL and non-EIL students are not available because there was only one artifact from a student who had participated in EIL.

Sample and Representativeness

The sample and population proportions listed in Table 2 show that the sample is fairly representative of the population for most demographic categories except EIL Status and Sophomore level, where the percentage of students who did not enroll in EIL and the percentage of seniors was highly over-represented. Only one artifact in the sample was from a student who had been in EIL, and no sophomore level artifacts were included in the sample. The population comparison is based on Fall 2017 degree-seeking enrollment for all demographic groupings except level. Level (sophomore/senior) is based on the proportion of associates (sophomore level) and bachelors (senior level) degrees that were awarded during the 2016-17 academic year.

Table 2: Demographic proportions in the sample fairly well represent those of the population for all categories except EIL Status

	SAMPLE N=20	POPULATION N=2855
Gender		
Male	45%	38%
Female	55%	62%
EIL Status		
Enrolled in EIL	5%	34%
Did not enroll in EIL	95%	66%
Ethnicity		
American Indian/Alaska Native	-	1%
Asian	15%	29.5%
Black	5%	0.7%
Hawaiian	20%	4%
Hispanic	5%	4.4%
Pacific Islander	10%	20.6%
White	40%	39.4%
Home Area		
Asia	15%	25%
Pacific	10%	16%
Hawaii	20%	9%
US Mainland	45%	46%
Other International	10%	4%
College		
Arts & Humanities	10%	17%
Business, Computing & Gov't.	25%	37%
Human Development	15%	15%
Math & Sciences	35%	23%
Special Programs	5%	3%
Undecided	-	5%
Level		N=894
Sophomore (Associates)	-	27%
Senior (Bachelors)	100%	73%

Mean Scores

Average scores are listed for each criterion by demographic variable grouping in Table 3.

Table 3: Mean scores

SENIOR LEVEL (N=20)	TOPIC SELECTION	EXISTING KNOWLEDGE	DESIGN PROCESS	ANALYSIS	CONCLUSIONS	LIMITATIONS & IMPLICATIONS	OVERALL
Gender							
Male	2.89	2.57	2.56	2.61	2.56	2.28	2.49
Female	2.74	2.88	2.63	2.76	2.56	2.19	2.62
EIL Status							
Enrolled in EIL	3.50	2.50	3.00	3.00	3.00	2.50	2.92
Did not enroll in EIL	2.77	2.75	2.57	2.67	2.53	2.22	2.59
Ethnicity							
American Indian/Alaska Native	-	-	-	-	-	-	-
Asian	3.06	2.82	2.67	2.56	2.60	2.10	2.64
Black	3.00	2.00	2.50	3.00	3.00	2.00	2.58
Hawaiian	2.50	2.75	2.25	2.31	2.31	2.38	2.42
Hispanic	2.50	2.00	1.50	1.00	1.50	1.50	1.67
Pacific Islander	2.13	2.75	2.25	2.25	2.13	1.50	2.17
White	3.02	3.01	2.94	3.16	2.94	2.48	2.93
Home Area							
Asia	3.06	2.82	2.67	2.56	2.60	2.10	2.64
Pacific	2.13	2.13	2.25	2.25	2.13	1.50	2.07
Hawaii	2.50	2.75	2.25	2.31	2.31	2.38	2.42
US Mainland	2.96	2.84	2.77	2.82	2.71	2.43	2.78
Other International	3.00	2.75	2.75	3.50	3.25	2.00	2.88
College							
Arts & Humanities	4.00	3.50	3.00	4.00	3.00	3.00	3.42
Business, Computing & Gov't.	2.80	2.63	2.70	3.00	2.63	2.40	2.69
Human Development	2.45	2.66	2.72	2.61	2.56	2.44	2.57
Math & Sciences	2.88	2.80	2.66	2.59	2.63	2.1	2.61
Special Programs	2.25	2.25	1.50	2.00	1.75	0.5	1.71