



Academic Year 2017-2018 BDP Outcome Analysis: Summary Findings and Conclusions

BDP Outcomes Assessed = Inquiry-Based Thinking, Creative Thinking, Quantitative Thinking

Comparison of the MU and AAC&U rubrics for *Creative Thinking* showed similar overall means between rubrics; however, the AAC&U rubric showed greater differentiation between 100/200 and 300/400 level course performance, especially for the traits acquiring competencies and taking risks.

Comparison of the MU rubric for *Inquiry-Based Thinking* and the AAC&U rubric for *Critical Thinking* showed that overall means were similar between the two, with both showing growth between 100/200 and 300/400 level courses. With the exception of context/assumptions, more artifacts aligned to the traits of the AAC&U rubric than to the MU rubric.

Comparison of the MU rubric for *Quantitative Thinking* and the AAC&U rubric for *Quantitative Literacy* showed higher means for the AAC&U than for the MU rubric. Moreover, more artifacts aligned to the traits of the AAC&U than to those of the MU rubric, with two notable exceptions – the MU trait context (to which 75 artifacts aligned) and the AAC&U trait assumptions (to which only 45 artifacts aligned).

The highest overall mean score for 100/200 level courses was 1.98 using the AAC&U *Quantitative Literacy* rubric, while the highest overall mean score for 300/400 level courses was 2.32, also using the AAC&U *Quantitative Literacy* rubric. The three rubrics that showed the greatest growth between 100/200 and 300/400 level courses were the AAC&U *Critical Thinking* rubric (0.57 point increase), the MU *Inquiry-Based Thinking* rubric (0.54 point increase), and the AAC&U *Creative Thinking* rubric (0.41 point increase). The smallest difference was for the MU *Creative Thinking* rubric, which showed no increase between 100/200 and 300/400 level courses.

Access full report at this link <https://www.marshall.edu/assessment/files/2019/05/General-Education-Blackboard-Outcomes-Assessment-2018.pdf>