

## QI Summary Report – 2015 EvaluationKIT Student Survey

All students in NMSU courses that used EvaluationKIT for end-of-semester course evaluations in Summer and Fall 2013 were asked four questions about how much and what types of writing they were required to do in the course, and how important they perceive writing to be in the discipline of the course. All academic colleges (ACES, A&S, BUS, EDUC, ENG, HSS and the Library) were represented in the data collection, which included 15,277 responses across 94 courses.

The four questions posed to students were:

1. What types of *writing*, if any, were required in this course?
2. During this course, *how much* writing was required?
3. If writing was required for this course, what types of feedback did you receive?
4. Based on your experience in this course, how important do you think writing is, in the profession of this course (e.g. if you took GEOG 100, how important do you think writing is to someone who works in the profession of geography)?

Because of the descriptive nature of the responses and because responses we were not available at the individual level, analyses took place at the course level, using proportions. As such, two questions (#2 and #4) were particularly valuable, and allowed for meaningful analysis. Two important findings were derived from this study.

First, a simple analysis of responses to question #2 indicates that courses in some colleges tended to assign more writing than others. In descending order (from most to least writing), these were:

1. Education
2. Library
3. Health & Social Services
4. Arts & Sciences
5. Agriculture, Consumer & Environmental Sciences
6. Business
7. Engineering

Second, there was a correlation between the amount of writing required and the perceived importance of writing in the respective discipline. To arrive at this, for question #2 we calculated the proportion of students in a course who indicated that writing was required. For question #4, because the four optional responses were continuous (“not important at all,” “somewhat important,” “important,” “extremely important,”) we assigned weights to each response. By multiplying those weights by the proportion of students in each class who gave each response, we calculated an Importance of Writing Index Score (IWIS) for each class.

Analysis revealed a statistically significant positive correlation between the proportion of students in each course who indicated that writing was required and that course’s IWIS ( $r = .67, p < .001$ ). While the results are far from definitive and causation cannot be inferred, analysis of the EvaluationKIT data does indicate that assigning writing to students is associated with more positive views of the importance of writing in professional life.