

## Learning Goal: Inquiry

**Date:** Fall 2011

**What was assessed:** 344 student work products from BIOL 105 (out-of-class lab reports) and CHML 101 (in-lab practicals)

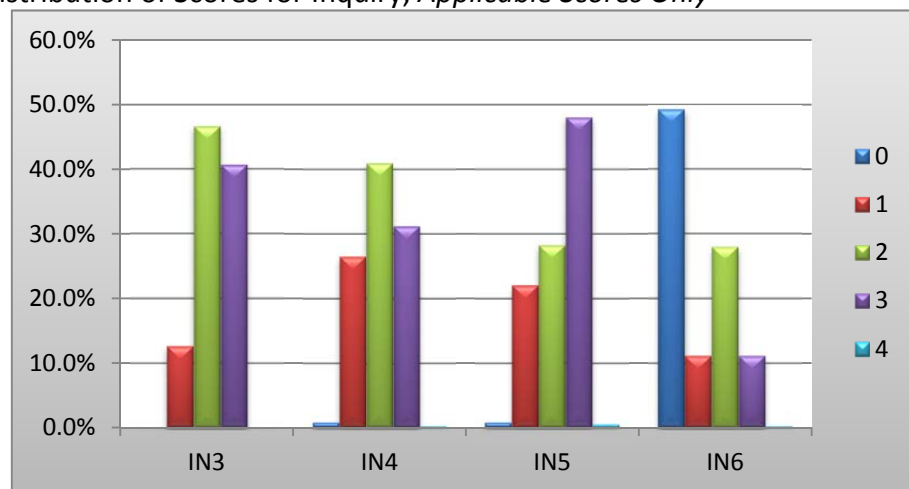
**How it was assessed:** AAC&U Inquiry & Analysis Rubric, by 12 faculty scorers

### Results:

#### Inquiry Score Results

	Benchmark					
	0	1	Milestones		Capstone	NA
			2	3	4	
IN1 Topic Selection	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	339 (100%)
IN2 Existing Knowledge	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	339 (100%)
IN3 Design Process	0 (0%)	43 (12.7%)	158 (46.6%)	138 (40.7%)	0 (0%)	0 (0.0%)
IN4 Analysis	3 (0.9%)	90 (26.5%)	139 (41.0%)	106 (31.3%)	1 (0.3%)	0 (0.0%)
IN5 Conclusions	3 (0.9%)	75 (22.1%)	96 (28.3%)	163 (48.1%)	2 (0.6%)	0 (0.0%)
IN6 Limitations and Implications	167 (49.3%)	38 (11.2%)	95 (28.0%)	38 (11.2%)	1 (0.3%)	0 (0.0%)

#### Distribution of Scores for Inquiry, Applicable Scores Only



### Strength:

IN5 Conclusions

### Weakness:

IN6 Limitations and Implications

### Other findings:

- Two of the dimensions were considered not applicable by scorers for all assignments, IN1 and IN2. The strongest correlations were between IN4 Analysis and IN5 Conclusions.
- The number of total hours completed was positively correlated with IN5 (.246\*\*), and the number of transfer hours was positively correlated with IN6 (.156\*).

### Discussion:

The percent of students meeting the level 2 benchmark for general education courses on the four applicable dimensions was: IN3 87.3%, IN4 72.6%, IN5 77.0%, and IN6 39.5%. Scores on IN3, IN4, and IN5 were strong for 100-level courses. The fact that scores were low on IN6 Limitations and Implications (with 49.3% of the work products scored a zero) is not a true measure of student abilities. Rather, this reflects the fact that both lab assignments asked for conclusions but did not specifically direct students to discuss limitations of the experiment or implications of the results. Therefore, it's worth noting that half of the students did at least begin to acknowledge either limitations or implications.

### Recommendations:

Recommendations from the Learning Assessment Council will be made in Fall 2012.