

Learning Goal: Inquiry

Date: Spring 2010

What was assessed: 98 student work products from ENG 201 and PSY 105 (out-of-class term papers)

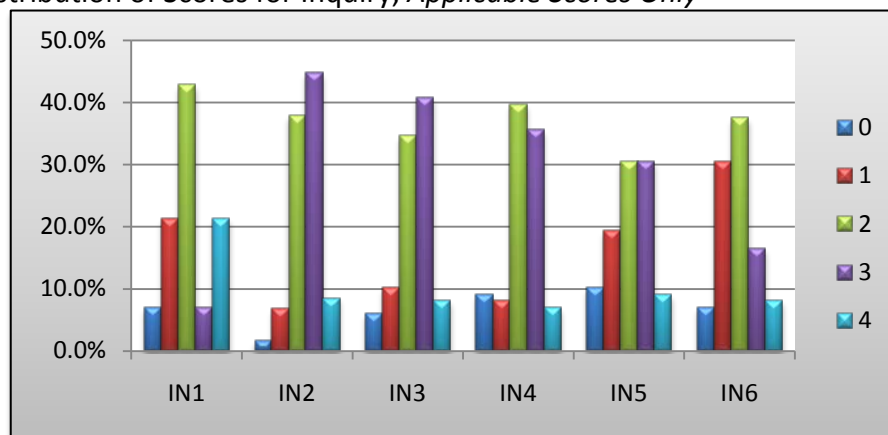
How it was assessed: AAC&U Inquiry & Analysis Rubric, by four faculty scorers

Results:

Inquiry Score Results

	Benchmark					
	0	1	Milestones		Capstone	
			2	3	4	NA
IN1 Topic Selection	1 (1.0%)	3 (3.1%)	6 (6.1%)	1 (1.0%)	3 (3.1%)	84 (85.7%)
IN2 Existing Knowledge, Research, and/or Views	1 (1.0%)	4 (4.1%)	22 (23.2%)	26 (22.4%)	5 (5.1%)	40 (40.8%)
IN3 Design Process	6 (6.1%)	10 (10.2%)	34 (34.7%)	40 (40.8%)	8 (8.2%)	0 (0.0%)
IN4 Analysis	9 (9.2%)	8 (8.2%)	39 (39.8%)	35 (35.7%)	7 (7.1%)	0 (0.0%)
IN5 Conclusions	10 (10.2%)	19 (19.4%)	30 (30.6%)	30 (30.6%)	9 (9.2%)	0 (0.0%)
IN6 Limitations and Implications	6 (6.1%)	26 (26.5%)	32 (32.7%)	14 (14.3%)	7 (7.1%)	13 (13.3%)

Distribution of Scores for Inquiry, *Applicable Scores Only*



Strength:

IN2 Existing Knowledge, Research, and/or Views

Weakness:

IN6 Limitations and Implications

Other findings:

- Three of the dimensions were considered not applicable by scorers for some assignments
- The strongest correlations were between IN3 and IN4, IN4 and IN5, and IN1 and IN5
- Significant positive correlations between the number of credit hours completed and IN3, IN4, IN5, and IN6

Discussion:

The median score for five of the six dimensions was 2 on the 4-level scale (with level 4 the expectation for UNCW graduates). The median was 3 for the dimension IN2 Existing Knowledge, Research, and/or Views.

Recommendations:

Levels of expected performance at the basic studies, or lower division, level should be developed for the rubric. Additional exposure to the content of and rationale for the UNCW Learning Goals should be provided to increase faculty ownership and awareness of these Goals. The LAC will ask the Center for Teaching Excellence to provide a workshop series on these Goals. The LAC will ask the University Curriculum Committee to consider actions in this area.