

Learning Goal: Inquiry

Date: Spring 2009

What was assessed: 16 student work products from BIO 201 (lab reports)

How it was assessed: AAC&U Inquiry & Analysis VALUE rubric, by three faculty scorers

Results:

Inquiry Score Results

Inquiry and Analysis	
	Average of three evaluators BIO 201 (Lab reports)
Focus	mean=3.1 median=3 mode=4 n=16
Existing knowledge, research, and/or views	mean=2.3 median=2 mode=1 n=16
Design process	mean=2.9 median=3 mode=2 n=16
Analysis	mean=2.4 median=2 mode=2 n=16
Conclusions	mean=2.3 median=2 mode=2 n=16
Limitations and implications	mean=2.2 median=2 mode=2 n=16

Discussion:

This pilot assessment effort was designed to test the assessment *process and tools*, not to assess student learning. No conclusions can be drawn about levels of student learning from these limited findings. If, however, these were data collected from sufficiently large samples, some interesting—and perhaps actionable—observations could be made. For illustrative purposes only, the BIO 201 students were weakest in the skill of investigating and discussing the limitation and implications of their inquiry. The students were strongest in the skill of defining an appropriate, relevant, and focused topic.

Recommendations:

Implementation from this point forward should use the final AAC&U VALUE rubrics that have been posted online. These differ from those used in this pilot.

Instructors should be aware in advance that student work will be collected from their course so that 1) they know what rubric will be used, 2) they can make any necessary adjustment to courses learning goals, 3) they can inform students by way of first-day handout of the expectations and planned assessment activity, 4) they can match the design of the assignment to be assessed with the relevant learning goal, and 5) there is sufficient time to adapt the rubric to the discipline if necessary.