

## Inquiry-Core 2.0 Assessment Plan

### **Core Inquiry Program Updated August, 2017**

#### **Rationale**

The central goal of every Inquiry course is to provide students with an understanding of the methods used to discover and create the factual and theoretical knowledge of the discipline. Each course will examine particular issues in the discipline while exploring its methodological and theoretical foundations. Inquiry courses, for example, might devote some time to examining the history of the discipline and the ways in which its truths or assumptions have changed over time. They might focus on major paradigm shifts or on contested ethical and interpretive issues within the discipline.

Inquiry courses will build on the critical thinking and communication skills developed in other core courses, particularly those of the University Seminar and College Writing courses. By enhancing students' understanding of the process of academic inquiry, they will enrich students' experience of the core Research and Creative Experience.

Inquiry courses are encouraged to incorporate non-traditional teaching methods, including small group learning activities and guided research projects.

#### **Criteria**

- A substantial proportion of the course will be devoted to exploring ways in which the [discipline](#) creates knowledge.
- The course must include at least one major learning activity based on methods of inquiry appropriate to the discipline.

#### **Student Learning Outcomes**

Inquiry courses are intended to improve students'

- Understanding of disciplinary methods, including the kinds of questions asked in the discipline and the methods that practitioners use to explore those questions
- Understanding of how ideas and methods in the discipline have developed or changed
- Critical thinking and written or oral communication skills
- Proficiency in analyzing information from different viewpoints

All students must take at **least three credits** in each of the following areas:

- Arts (IA)
- Humanities (IH)
- Natural Sciences (IN)
- Social Sciences (IS)

**Rubrics:**

Assessment score of 3 or less will be considered not acceptable. A score above 3 will be considered acceptable.

**Learning Outcome 1:** Understanding of disciplinary methods, including the kinds of questions asked in the discipline and the methods that practitioners use to explore those questions

Not Observed		Developing		Strongly Present	
No recognition of disciplinary methods. Unclear definitions of research activities.		Limited understanding of disciplinary methods, but demonstrating some research understanding		Demonstrates sophisticated understanding of both disciplinary methods and research activities	
1	2	3	4	5	6

**Learning Outcome 2:** Understanding of how ideas and methods in the discipline have developed or changed.

Not Observed		Developing		Strongly Present	
No attention given to discipline development; complete focus on current knowledge		Identification of some degree of discipline change, but limited analysis		Wide use of examples, effective analysis with interpretation and synthesis.	
1	2	3	4	5	6

**Learning Outcome 3:** Critical thinking and written or oral communication skills

Not Observed		Developing		Strongly Present	
Conclusions or solutions are unsupported (no evidence or wrong evidence)		Relevance is unclear; conclusions are drawn from incomplete evidence		Conclusions or solutions are supported	
1	2	3	4	5	6

**Learning Outcome 4:** Proficiency in analyzing information from different viewpoints

Not Observed		Developing		Strongly Present	
Does not demonstrate awareness, nor understanding of differing viewpoints		Aware of differences but fails to integrate them into ideas, arguments and conclusions		Makes use of differences to add flavor and diversity to ideas, arguments and conclusions.	
1	2	3	4	5	6

## Threshold

*For each learning outcome, at least 80% of the assignments from selected students should be at an "Acceptable" level as defined above.*

## Process for Assessing:

- 1) For each Inquiry course, and each of the learning outcomes, special problem(s) or question(s) on the final exam, or other signature assignment, will be created, appropriate for evaluation using the above rubric.
- 2) Because of the large number of classes assessed, in the cases where there are multiple sections individual classes (such as psychology or earth science) one section will be randomly chosen to participate in assessment. At least four random assessments will be evaluated for each course (total sample should not exceed 100 assessments)
- 3) All assessed assignments should be saved electronically and provided with the assessment reports.
- 4) Assigned CORE 2.0 Assessment Committee members will review the special problems and, using the rubrics, determine whether each student's assignment demonstrates each learning outcome at an acceptable or unacceptable level.
- 5) The percentage of students demonstrating each learning outcome at an acceptable level, as well as the total number assessed, will be provided in a report to the Core 2.0 Committee and to the Department Head.
- 6) If the threshold is not met for a particular Inquiry-course outcome, Core 2.0 Committee will request recommendations from participating departments on how to improve the learning outcomes within course curriculum.

## Course Review Schedule

Because of the large number of classes and departments involved in Inquiry-core, assessment rotation will review outcomes by departments. The course rotation will be on an every 4-year basis.

## Assessment Rotation

Learning Outcome	2017-18	2018-19	2019-20	2020-21
All learning outcomes will be assessed	Group 1	Group 2	Group 3	Group 4

## Groups arranged by departments:

Agricultural Econ & Econ	<a href="#">AGBE 210</a>	<a href="#">IS</a>	Group 1
Agricultural Econ & Econ	<a href="#">ECNS 101</a>	<a href="#">IS</a>	Group 1
Agricultural Econ & Econ	<a href="#">ECNS 204</a>	<a href="#">IS</a>	Group 1
Agricultural Econ & Econ	<a href="#">ECNS 251</a>	<a href="#">IS</a>	Group 1
Architecture	<a href="#">ARCH 121</a>	<a href="#">IA</a>	Group 1
Architecture	<a href="#">ARCH 322</a>	<a href="#">IA</a>	Group 1
Architecture	<a href="#">ARCH 323</a>	<a href="#">IA</a>	Group 1
Art	<a href="#">ARTH 200</a>	<a href="#">IA</a>	Group 1
Art	<a href="#">ARTH 201</a>	<a href="#">IA</a>	Group 1

Art	<a href="#">ARTH 240</a>	<a href="#">IH</a>	Group 1
Business	<a href="#">BMGT 240</a>	<a href="#">IS</a>	Group 1
Chemistry & Biochemistry	<a href="#">CHMY 121</a>	<a href="#">IN</a>	Group 1
Earth Science	<a href="#">ERTH 101</a>	<a href="#">IN</a>	Group 1
Earth Science	<a href="#">ERTH 201</a>	<a href="#">IN</a>	Group 1
Earth Science	<a href="#">GEO 208</a>	<a href="#">IN</a>	Group 1
Ecology	<a href="#">BIOB 100</a>	<a href="#">IN</a>	<a href="#">Group 2</a>
Ecology	<a href="#">BIOB 170</a>	<a href="#">IN</a>	<a href="#">Group 2</a>
Education	<a href="#">EDU 204</a>	<a href="#">IA</a>	<a href="#">Group 2</a>
Education	<a href="#">EDU 222</a>	<a href="#">IS</a>	<a href="#">Group 2</a>
Education	<a href="#">EDU 223</a>	<a href="#">IS</a>	<a href="#">Group 2</a>
English	<a href="#">LIT 110</a>	<a href="#">IH</a>	<a href="#">Group 2</a>
English	<a href="#">LIT 203</a>	<a href="#">IH</a>	<a href="#">Group 2</a>
Film & Photography	<a href="#">FILM 100</a>	<a href="#">IH</a>	<a href="#">Group 2</a>
Film & Photography	<a href="#">FILM 101</a>	<a href="#">IH</a>	<a href="#">Group 2</a>
Film & Photography	<a href="#">PHOT 154</a>	<a href="#">IA</a>	<a href="#">Group 2</a>
Film & Photography	<a href="#">THTR 122</a>	<a href="#">IA</a>	<a href="#">Group 2</a>
History & Philosophy	<a href="#">HSTA 101</a>	<a href="#">IH</a>	<a href="#">Group 2</a>
History & Philosophy	<a href="#">HSTA 102</a>	<a href="#">IH</a>	<a href="#">Group 2</a>
History & Philosophy	<a href="#">HSTA 412</a>	<a href="#">IH</a>	<a href="#">Group 2</a>
History & Philosophy	<a href="#">HSTR 101</a>	<a href="#">IH</a>	<a href="#">Group 2</a>
History & Philosophy	<a href="#">HSTR 102</a>	<a href="#">IH</a>	<a href="#">Group 2</a>
History & Philosophy	<a href="#">PHL 101</a>	<a href="#">IH</a>	<a href="#">Group 2</a>
History & Philosophy	<a href="#">PHL 110</a>	<a href="#">IH</a>	<a href="#">Group 2</a>
History & Philosophy	<a href="#">RLST 204</a>	<a href="#">IH</a>	<a href="#">Group 2</a>
History & Philosophy	<a href="#">RLST 206</a>	<a href="#">IH</a>	<a href="#">Group 2</a>
History & Philosophy	<a href="#">RLST 207</a>	<a href="#">IH</a>	<a href="#">Group 2</a>
History & Philosophy	<a href="#">RLST 223</a>	<a href="#">IH</a>	<a href="#">Group 2</a>
Honors College	<a href="#">HONR 202</a>	<a href="#">IH</a>	<a href="#">Group 3</a>
Honors College	<a href="#">HONR 494</a>	<a href="#">IA</a>	<a href="#">Group 3</a>
Honors College	<a href="#">HONR 494</a>	<a href="#">IH</a>	<a href="#">Group 3</a>
Honors College	<a href="#">HONR 494</a>	<a href="#">IS</a>	<a href="#">Group 3</a>
Human Dev & Family Sci	<a href="#">HDFS 101</a>	<a href="#">IS</a>	<a href="#">Group 3</a>
Land Resources & Environmental Sciences	<a href="#">BIOO 262</a>	<a href="#">IN</a>	<a href="#">Group 3</a>
Land Resources & Environmental Sciences	<a href="#">ENSC 245</a>	<a href="#">IN</a>	<a href="#">Group 3</a>
Modern Languages & Literatures	<a href="#">CHIN 320</a>	<a href="#">IH</a>	<a href="#">Group 3</a>
Modern Languages & Literatures	<a href="#">GERM 303</a>	<a href="#">IH</a>	<a href="#">Group 3</a>
Modern Languages & Literatures	<a href="#">GRMN 360</a>	<a href="#">IH</a>	<a href="#">Group 3</a>
Modern Languages & Literatures	<a href="#">GRMN 422</a>	<a href="#">IH</a>	<a href="#">Group 3</a>
Modern languages & Literatures	<a href="#">GRMN 440</a>	<a href="#">IH</a>	<a href="#">Group 3</a>
Modern languages & Literatures	<a href="#">JPNS 325</a>	<a href="#">IH</a>	<a href="#">Group 3</a>
Modern languages & Literatures	<a href="#">JPNS 361</a>	<a href="#">IH</a>	<a href="#">Group 3</a>
Modern languages & Literatures	<a href="#">LING 210</a>	<a href="#">IH</a>	<a href="#">Group 3</a>

Modern languages & Literatures	<a href="#">ML 100I</a>	<a href="#">IH</a>	<a href="#">Group 3</a>
Modern languages & Literatures	<a href="#">SPNS 335</a>	<a href="#">IH</a>	<a href="#">Group 3</a>
Modern languages & Literatures	<a href="#">SPNS 363</a>	<a href="#">IH</a>	<a href="#">Group 3</a>
Letters & Science	<a href="#">WGSS 201</a>	<a href="#">IH</a>	<a href="#">Group 4</a>
Microbiology & Immunology	<a href="#">BIOM 103</a>	<a href="#">IN</a>	<a href="#">Group 4</a>
Music	<a href="#">MUSI 101</a>	<a href="#">IA</a>	<a href="#">Group 4</a>
Music	<a href="#">MUSI 130</a>	<a href="#">IA</a>	<a href="#">Group 4</a>
Music	<a href="#">MUSI 203</a>	<a href="#">IA</a>	<a href="#">Group 4</a>
Music	<a href="#">MUSI 211</a>	<a href="#">IA</a>	<a href="#">Group 4</a>
Music	<a href="#">MUSI 219</a>	<a href="#">IA</a>	<a href="#">Group 4</a>
Music	<a href="#">MUSI 307</a>	<a href="#">IA</a>	<a href="#">Group 4</a>
Music	<a href="#">MUSI 309</a>	<a href="#">IA</a>	<a href="#">Group 4</a>
Physics	<a href="#">ASTR 110</a>	<a href="#">IN</a>	<a href="#">Group 4</a>
Physics	<a href="#">PHSX 103</a>	<a href="#">IN</a>	<a href="#">Group 4</a>
Physics	<a href="#">PHSX 201</a>	<a href="#">IN</a>	<a href="#">Group 4</a>
Political Science	<a href="#">PSCI 210</a>	<a href="#">IS</a>	<a href="#">Group 4</a>
Political Science	<a href="#">PSCI 214</a>	<a href="#">IS</a>	<a href="#">Group 4</a>
Psychology	<a href="#">PSYX 100</a>	<a href="#">IS</a>	<a href="#">Group 4</a>
Psychology	<a href="#">PSYX 110</a>	<a href="#">IS</a>	<a href="#">Group 4</a>
Sociology & Anthropology	<a href="#">ANTY 215</a>	<a href="#">IS</a>	<a href="#">Group 4</a>
Sociology & Anthropology	<a href="#">ANTY 223</a>	<a href="#">IS</a>	<a href="#">Group 4</a>
Sociology & Anthropology	<a href="#">ANTY 225</a>	<a href="#">IS</a>	<a href="#">Group 4</a>
Sociology & Anthropology	<a href="#">ANTY 252</a>	<a href="#">IS</a>	<a href="#">Group 4</a>
Sociology & Anthropology	<a href="#">SOCI 101</a>	<a href="#">IS</a>	<a href="#">Group 4</a>
Sociology & Anthropology	<a href="#">SOCI 110</a>	<a href="#">IS</a>	<a href="#">Group 4</a>
Sociology & Anthropology	<a href="#">SOCI 221</a>	<a href="#">IS</a>	<a href="#">Group 4</a>