

<p>EMORY UNIVERSITY 2015-2017 Assessment Report for Educational Programs Assessment Period Covered: September 1, 2015 – August 31, 2017</p>
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I. STUDENT LEARNING OUTCOMES

<p>1. An Oxford College graduate will communicate clearly and effectively in writing for different audiences and purposes.</p>
<p>2. An Oxford College graduate will understand and be skilled in literature-based research. Specifically, a graduate will be able to write a research paper that begins with a skillfully constructed thesis statement that is evaluated, supported, and defended by appropriately interpreted and cited authoritative information sources.</p>
<p>3. An Oxford College graduate through participation in Ways of Inquiry courses will be able to:</p> <ol style="list-style-type: none"> 1. Students ask more meaningful questions, question and examine evidence more rigorously, and use evidence in argument more effectively. 2. Students break down problem-solving processes and articulate what they are doing, why they are doing it, and where they might go next. 3. Students display increasing self-reliance, embracing challenge and revision as a necessary part of the inquiry process. 4. Students demonstrate the ability to entertain alternative, divergent, or contradictory perspectives, evaluating the merits and limitations of each. 5. Students distinguish the ways in which ideas and information become knowledge and understanding in more than one discipline.

II. ASSESSMENT SUMMARY

FIRST METHOD OF ASSESSMENT FOR OUTCOME #1:

<p>Method of Assessment: A student writing rubric was developed by English 185 faculty in consultation with the Oxford Institutional Research Office (see Appendix I). Student writing assignments from ENG 185 first-year writing courses were collected from different instructors for scoring on the faculty-designed writing rubric. The rubric was calibrated between 5 scorers using a random sample of 6 student papers. A sample of 100 student papers was then randomly distributed among the scorers, so that each paper was scored by three different scorers. Scoring data were collected on the online survey tool Qualtrics and analyzed in Excel.</p>
<p>Achievement Target: 75% of students writing at “Proficient” Level in at least 2 of the 3 rubric areas.</p>

Summary of Assessment Results:

The results of the writing assessment are shown below:

	Average	Percent “Proficient” or “Exemplary”
Organization	2.5	51%
Support	2.5	57%
Integration	2.4	42%
Summary	7.5	N/A

Interrater variability was within reasonable limits given the 4-point range of the rubric scale. For the majority of papers, rater’s scores varied no more than 1 point. The greatest variability was for the outcome Integration; some scorers reported that they were not able to effectively score this outcome for all papers because it was clear that some of the assignments had not asked students to evaluate more than one side of an argument.

	Interrater range of 1 or less
Organization	71%
Support	76%
Integration	68%

Only 50% of the essays scored received “Proficient” or higher scores on at least two of the three rubric items. Only 9% had a score of “Proficient” or higher on all three items.

Use of Assessment Results to Improve Program: A positive result of this project was that because it involved intense scorer engagement with a large sample of first-year writing artifacts, it promoted vigorous discussion of both the aims of the writing program as well as the challenges of assessing first-year writing learning outcomes. The overall level of student writing as measured by this rubric was lower than hoped, although in part this can probably be attributed to several methodological obstacles. For one thing, scorers observed that the rubric was not matched well to all of the diverse kinds of writing assignments that were submitted for scoring; in particular, scorers reported that in many cases students did not seem to have been asked to discuss alternative arguments, which lowered their scores on the Integration outcome. It was clear that among the many sections of this core first-year writing course, instructors were assigning a variety of writing types to achieve learning goals, involving divergent approaches to thesis development and differing modes and levels of engagement with assigned authors and ideas. A further problem is that many Oxford students do not actually take this course since it can be exempted with AP credit, so the level of writing of students in this sample is likely not representative of the Oxford student body as a whole.

For these reasons, in a future assessment cycle we plan to look at Oxford Continuing Writing courses (which all students take) in a more holistic fashion, collecting along with student writing samples from courses student writer’s statements about their process that offers evidence of the intellectual choices students make, particularly with respect to the outcome of “writing for different audiences and purposes.” We will also collect the actual assignment descriptions from instructors, to make sure that the rubric we are using is suited to the student work and meta-cognitive statements we are evaluating. This project will be piloted in Fall 2018, in preparation

for a larger-scale writing assessment project in 2019-21.

One recent change that is a result of a greater desire for continuity in the curriculum and learning outcomes of ENG_OX 185 courses and Continuing Writing courses was the hiring of a new Writing Program Director. The Writing Program Director will work with the chair and faculty in each academic division to develop writing assessment rubrics that are appropriate for disciplines within the division for the assessment of Continuing Writing.

SECOND METHOD OF ASSESSMENT FOR OUTCOME #1:

Method of Assessment: Sophomore student exit survey data on writing gains.

Achievement Target: At least 85% of students reported that writing skills were improved. Student writing gains are at or above previously-reported levels.

Summary of Assessment Results:

When we previously looked at these data in the last assessment cycle, we were concerned that the revised two-question format adopted in 2014-15 to align the Oxford Graduation Survey with the Emory College Graduation Survey would not produce reliable results. It seems from the data below, however, that students are reporting consistent and stable gains in writing skills across survey years.

Survey Year	Percent of students reporting their writing skills as Good/Very Good/Excellent when starting at Oxford	Percent of students reporting their writing skills as Good/Very Good/Excellent at end of sophomore year
2015-16	63%	95%
2016-17	68%	96%

Furthermore, “Ability to be clear and effective when writing” was always one of the highest-ranked skills in terms of degree of student self-rating of improvement.

Survey Year	Ranking of learning outcome improvement “Ability to be clear and effective when writing” (out of 24 learning outcomes items)	Average improvement between “When you started at Oxford” vs. “Current ability”	Significance of improvement
2015-16	4	0.98	p<0.0001
2016-17	6	0.87	p<0.0001

75% of students in Fall 2017 reported that their writing skills had improved on a six-point scale (Very Poor→Poor→Fair→Good→Very Good→Excellent) since they started at Oxford. Of students who indicated that their writing skills did not improve while at Oxford, 74% indicated that their writing skills were already “Very Good” or “Excellent” when they started at Oxford, so perhaps a previous sense of mastery is a ceiling effect on self-reported improvement observed for this group of students.

Use of Assessment Results to Improve Program: These results indicate that students are aware of improvement in their writing skills as an important part of their Oxford education. However, as is the case with the hands-on writing assessment results above, we have not

included any assessment of the outcome of “writing for different audiences and purposes;” we will be addressing this competency in a future assessment cycle. An improvement that will be made to this assessment in the future is to ask on the survey whether or not students took English 185 at Oxford or satisfied the first-year writing requirement with AP/IB test scores.

FIRST METHOD OF ASSESSMENT FOR OUTCOME #2:

Method of Assessment: The Research Practices Team, along with Oxford College IT (OCIT) participated in the 2017 MISO Survey to measure how faculty, students, and staff view library and IT services at Oxford College. The MISO Survey, based at Bryn Mawr College, is a web-based quantitative survey designed to measure how faculty, students, and staff view library and computing services in higher education. In addition to questions about use patterns and user satisfaction, institutions have the option of including local questions. A section of cognitive skills items evaluating students’ understanding of use of library research resources was added to the Oxford MISO Survey (See Appendix II). Two-hundred and thirty-nine students responded to the cognitive skills items.

Achievement Target: Majority of students are able to answer correctly skills and knowledge-based items about locating, evaluating, and fair use of library research resources.

Summary of Assessment Results:

The results of the local MISO Survey items related to assessment of student research skills are summarized below:

Student research instruction participation

Received in class instruction by a librarian about the research process and library resources	82%
Had a one-on-one research consultation with a librarian	63%

Percent cognitive skills items correct

Knew definition for "peer-review"	71%
Could recognize a primary source	61%
Could recognize a popular source	84%
Knew when to cite a source	94%
Could recognize when fair use/educational use applies	57%
Could recognize a citation as a book chapter	53%

The average total percent correct score for all cognitive skills items for students who attended an in-class instruction session was significantly higher than the average for those who didn’t (t-test, $p > 0.05$).

Use of Assessment Results to Improve Program: The finding that students who participated in in-class library research instruction scored significantly higher on research skills cognitive items supports continued use of this type of training delivered by experienced research librarians to promote foundational student learning of research practices. Students still struggle with when

and how fair use applies, and over a quarter of students could not correctly identify a definition of “peer review,” so these are topics that will continue to need attention in student classroom instruction.

Additionally, the specific skills measured by this assessment are considerably less nuanced and sophisticated than the Association of College and Research Libraries (ACRL) 2015 Framework for Information Literacy for Higher Education, which describes information literacy as a “set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.” Future assessment efforts will attempt to better integrate the Knowledge Practices of the ACRL Framework with learning outcomes for Oxford Ways of Inquiry courses and Writing.

SECOND METHOD OF ASSESSMENT FOR OUTCOME #2:

Method of Assessment: Sophomore student exit survey data on research skills gains.

Achievement Target: At least 85% of students reported that writing skills were improved. Student writing gains are at or above previously-reported levels.

Summary of Assessment Results: Overall, student expressed confidence about their library research skills at the end of their sophomore year at Oxford.

Survey Year	Percent of students reporting their library research skills as Good/Very Good/Excellent when starting at Oxford	Percent of students reporting their library research skills as Good/Very Good/Excellent at end of sophomore year
2015-16	52%	90%
2016-17	57%	90%

Students reported some of the largest average learning gains for library skills among the 26 skills included on the exit survey; 67% of students reported an individual improvement in library research skills on a six-point scale (Very Poor→Poor→Fair→Good→Very Good→Excellent) since they started at Oxford. In contrast with the data for writing, only 33% of the students who did not report improvement in library research skills had ranked their library research skills before starting at Oxford as “Very Good” or “Excellent.” Unfortunately, it was not possible to determine from existing data if students who did not report a library skills learning improvement had attended an in-class library session.

Survey Year	Ranking of learning outcome improvement “Library research skills” (out of 24 learning outcomes items)	Average improvement between “When you started at Oxford” vs. “Current ability”	Significance of improvement
2015-16	2	1.09	p<0.0001
2016-17	1	1.10	p<0.0001

Use of Assessment Results to Improve Program: Only about half of all students report entering Oxford with at least “Good” library research skills, which supports continued delivery of instruction in this area. Along with the findings from the MISO survey cognitive skills items, the student growth observed suggests that students continue to develop library research skills

while at Oxford. It would have been helpful to be able to disaggregate these results based on whether or not students had received classroom instruction in library research skills, so this question will be added to the exit survey in the future.

FIRST METHOD OF ASSESSMENT FOR OUTCOME #3:

Method of Assessment: *Assessment development* - Our process of method development involved holding three separate student focus groups (5-8 student volunteers each) consisting of individual written responses to either an artifact, short text, or logic puzzle followed by group interaction and reflection which was recorded and transcribed. The individual written responses were meant to capture the questions students generated as they engaged with the artifact, short text, or logic puzzle. Following the focus groups, the team of INQ faculty studied the written responses and transcribed conversations. After analysis of the results and reflections on the pilot studies, it was determined that the most successful engagement of students occurred when they did not associate a particular academic division with the task. Consequently, the short text and logic puzzle options were eliminated and we decided to focus our assessment on student written responses to an artifact (see Appendix III). The key to more successful student engagement was to make the artifact something that was simultaneously ubiquitous and meaningful. The written individual as well as group discussion results were transcribed for analysis.

Rubric development – We developed a rubric to score the written responses to the artifact through the process of a Q-sort. A small group of INQ faculty and a student representative individually ranked the eight written responses from the artifact focus group. The group then discussed the criteria for their individual ranking systems and agreed on a group ranking system. The discussion and negotiations were transcribed. Analysis of the discussions and the creation of the group ranking system led to the development of the rubric for scoring the samples. The INQ rubric is shown in Appendix IV.

Assessment Process – In order to assess if there was growth between freshman and sophomore students a cross-sectional sampling approach was implemented (n = 21 F and n = 21 S). Freshmen were assessed during their first two weeks at Oxford as part of two courses taught by one of the INQ faculty members. Fourth-semester sophomores were assessed by their voluntary attendance at three focus groups (5-8 students each) conducted during their final semester at Oxford. The small group of INQ faculty refined the rubric for scoring the artifact assessments, underwent a calibration exercise, and held a scoring session for the 42 student samples. Each written response to the artifact was scored by three faculty members and the faculty scoring the assessments did not know whether the written responses came from freshmen or sophomores. Data were analyzed by the Oxford Office of Institutional Research

Achievement Target: Improvement in total score and all sub-scores between first-year and sophomore groups. At least 75% of sophomore students will receive a total score a 9 or higher.

Summary of Assessment Results: Interrater variability was evaluated to determine if the rubric produced reliable scores. Interrater variability was defined as the percent of paper which had two scorers who awarded a non-contiguous score (e.g., one scorer awarded a paper a 1 for depth and another awarded the same paper a 3). The data below suggest an acceptable level of agreement between raters for the three items, which improved after the calibration process.

Interrater Variability

Rubric Outcome	Percent of Papers with Non-Contiguous Score	
	Calibration	Assessment
Lens of Analysis	50%	32%
Perspective	29%	15%
Depth	36%	20%

Modest but non-statistically significant improvement was shown between first-year and sophomore performance on the task.

	Lens of Analysis	Perspective	Depth	Total
First-Year	2.6	2.6	2.5	7.7
Sophomore	2.7	2.6	2.6	7.9

Furthermore, a higher percentage of sophomores versus first-years received a cumulative score of 9 or higher on the entire task:

	Percent with score of 9 or higher
First-Year	20%
Sophomore	51%

Use of Assessment Results to Improve Program: These data provide evidence that students do demonstrate measurable growth in skills and competencies targeted by the INQ courses. Measuring growth in these areas directly is somewhat challenging for several reasons. Firstly, as we discovered, there is a quality issue in the responses, which is difficult to quantify in the rubric. Some students seemed to be confused as to what was being asked of them during the focus group. We may need to be very clear with students about what we are trying to measure before they engage with the artifact and write their written responses. We want to know that students can ask good disciplinary questions outside the classroom environment using skills that travel beyond specific classrooms or contexts. Since we have never tried to assess this general education student outcome before using this rubric, it is possible that a benchmark of 75% may not be realistic for students who have only finished two years of college study.

There are several methodological issues in the current assessment method that we can hopefully improve upon for the next assessment. The volunteer sophomore students who attended the focus groups had less motivation to perform well on the task since it wasn't part of a course. It would be nice to have a larger sample size, but we had difficulty in getting students who were willing to give up their time to volunteer. Another potential flaw is not measuring the growth in the same sample of students as freshmen and then as sophomores. This potential problem might be addressed in the future by assessing freshman students in their first two weeks of college as part of their participation in the new Discovery Seminar program and then assessing the same

graduating students as part of their Milestone project requirement. Since the assessment would be separate from specific coursework, yet integral to a requirement, students might be properly motivated to perform at their best.

SECOND METHOD OF ASSESSMENT FOR OUTCOME #3:

Method of Assessment: Anonymously-collected instructor judgements on student INQ outcomes and assessment process. Immediately following the INQ assessment session, each scorer was sent an online open-ended survey asking them to evaluate the assessment process and give their impressions about the student work they read.

Achievement Target: N/A; qualitative assessment.

Summary of Assessment Results: Overall, scorers were positive about the ability of students to articulate questions in response to a prompt, but less sure that students could differentiate why one question was a better question than another. Scorers expressed concerns about their ability to recognize Lens of Analysis in a discipline that was not their own, or to differentiate between levels of Lens of Analysis (interestingly, this was the area that had the most interrater variability). Several scorers felt the overall level of student work was low. The opportunity for faculty discussion during the calibration and after the scoring session was described as helpful in understanding and refining the rubric. The complete transcript of scorer comments is shown in Appendix V.

Use of Assessment Results to Improve Program: These results along with the results from the above direct assessment of student responses to an artifact were used to facilitate discussion among INQ faculty about the goals of the program and refine the assessment rubric and assessment process.

III. FACULTY INVOLVEMENT

Describe how your faculty members were involved in this year's assessment procedures.

- Faculty members from English, Chemistry and Anthropology served on the Signature Outcomes Assessment Committee (SOAC).
- Faculty members on the Inquiry Development and Review Committee (IDRC) and the Writing Committee, as well as college librarians involved in classroom instruction and research support, worked closely with the IR Director and SOAC to develop and implement 2015-17 assessment projects and plan for the 2017-19 assessment cycle.
- Faculty members on the Educational Programs Committee reviewed 2015-17 assessment data and worked to develop the 2017-19 assessment plan.

IV. What learning outcomes will your program assess the next two years?

An Oxford College graduate will communicate clearly and effectively in writing for different audiences and purposes.	
Method: Comparison of sophomore student exit survey data on writing gains with information about how they completed the first-year writing requirement and number of continuing writing courses taken	Achievement Target: Students who completed the first-year writing course at Oxford will report higher gains in writing skills

Outcome: An Oxford College graduate will understand and be skilled in literature-based research. Students will recognize that research is an iterative process that requires ongoing inquiries and will be able to identify information gaps to formulate research questions, and will be able to revise their research questions in response to new information or understandings.	
Method: Present students in Discovery Seminars with at least two online teaching modules (developed by Emory libraries related to the ACRL Framework for Information Literacy) related to research and gather performance data via embedded quizzes.	Achievement Target: Test “flipped classroom” style instruction modules in 50% of Fall 2018 Discovery Seminars Pilot Program, with intention of full implementation during Fall 2019 for all Discovery Seminars.
Method: Collect student projects and papers across various disciplines from courses in which librarians provided research or information literacy instruction at least one time during a specific semester.	Achievement Target: Develop rubric and conduct systematic citation review to analyze types of sources cited by students who did receive library instruction (in a specific class) to identify teaching gaps in knowledge and scope of available resources.

Outcome: An Oxford College graduate through participation in Ways of Inquiry courses will be able to ask more meaningful questions, question and examine evidence more rigorously, and use evidence in argument more effectively.	
Method: Use of INQ artifact task/rubric in Discovery Seminars with follow up at sophomore year (direct assessment)	Achievement Target: Measureable improvement in ability to ask meaningful questions after two years.
Method: Collection of classroom assignments from INQ courses to be scored on a cross-disciplinary rubric (direct assessment)	Achievement Target: Students demonstrate ability to ask meaningful questions within a discipline in classroom assignments

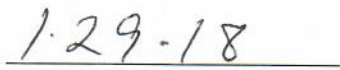
V. SUPPORTING DOCUMENTATION

Please remember to attach supporting documentation such as rubrics, sample assignments, test results, surveys, questionnaires, tables, and charts. If you have questions about what should or should not be included with the report, please contact David Jordan (david.m.jordan@emory.edu) in the Office of Planning and Budgeting.

VI. REVIEW PROCESS

Please forward your 2015-2017 assessment report to the chair of your department for review and signature. This review will ensure that the information included in this report is accurate and that your program is engaged in a systematic process of continuous improvement.


Department Chair


Date

VII. SUBMISSION OF REPORTS

Please email reports to David Jordan, Director of Institutional Effectiveness (David.M.Jordan@emory.edu) by Monday, October 2, 2017.

Appendix I: Writing Rubric

Organization			
Emergent 1	Progressing 2	Proficient 3	Exemplary 4
<ul style="list-style-type: none"> • Has a thesis that uses general terms or concepts • Organization only loosely follows the thesis or doesn't follow it at all • Topic sentences are overly general, don't accurately convey the points made in the paragraphs, or are missing • Transitions are weak or missing 	<ul style="list-style-type: none"> • Has a clear thesis that uses some general concepts • The organization makes sense and follows the thesis somewhat • Topic sentences are clear, but use general terms or do not begin the paragraph • Transitions are clear, but may be awkward or abrupt 	<ul style="list-style-type: none"> • Has a clear, specific thesis • Organization makes sense and follows the thesis • Has clear, specific topic sentences • Uses smooth transitions 	<ul style="list-style-type: none"> • Has a clear, specific thesis that is especially insightful and provocative • Organization makes sense, follows the thesis, and flows smoothly • Has clear, specific topic sentences • Transitions are smooth and effortless

Support			
Emergent 1	Progressing 2	Proficient 3	Exemplary 4
<ul style="list-style-type: none"> • Uses some evidence, but not enough to solidly support assertions • Some quotations and examples are misrepresented or taken out of context • Support is often not appropriate to the point • Examples/quotations are not introduced • Examples/quotations are not explained 	<ul style="list-style-type: none"> • Uses enough evidence to support assertions • Quotations and examples are presented somewhat accurately, showing some understanding of the points made by sources • Support is mostly appropriate to the point • Some examples/quotations are introduced • Explanations of HOW the examples/quotations support the point are brief and somewhat general 	<ul style="list-style-type: none"> • Uses ample evidence to support assertions • Quotations and examples are presented accurately, showing solid understanding of the points made by sources • Uses support that is appropriate to the point • Introduces each example/quotation • Explains well HOW the examples/quotations support the points 	<ul style="list-style-type: none"> • Uses ample evidence to support assertions • Quotations and/or examples are presented accurately and show a nuanced and complex understanding of the points made by sources • Uses support that is perfectly appropriate to the point, but also may use sources in ways that are new and not immediately obvious • Introduces each example/quotation smoothly • Explains well HOW the examples/quotations support the points in a provocative and nuanced way

Integration			
Emergent 1	Progressing 2	Proficient 3	Exemplary 4
<ul style="list-style-type: none"> • Does not connect the argument or assertions to a larger conversation about the topic • Does not anticipate opposing views • Writer's points are minimally connected to points made by others • Agreements and disagreements with others' ideas are not presented or are based on simplified versions of others' ideas 	<ul style="list-style-type: none"> • Presents, but not clearly or fully, how the argument fits into a larger conversation about the topic • May anticipate opposing views, but presents them as "straw men," oversimplified, or invalid • Loosely connects writer's points with points made by others • Agreements and disagreements with others' ideas, if presented, are simplistic 	<ul style="list-style-type: none"> • Connects assertions and argument to a larger conversation on the topic • Anticipates opposing viewpoints and answers them, though opposing views may be simplified • Makes clear where the writer's points agree with, disagree with, or extend the points made by others • Agreements and disagreements are not overly simplistic, nor very complex and nuanced 	<ul style="list-style-type: none"> • Clearly connects assertions and argument to a larger conversation on the topic • Anticipates reasonable opposing viewpoints, and answers them as valid ideas deserving thoughtful response. • Makes clear where there writer's points agree with, disagree with, and extend the points made by others • Agreements and disagreements with others are nuanced and complex rather than simplistic yes/no arguments.

Appendix II: MISO Survey Items

1. In the past year, did you receive in class instruction by a librarian about the research process and library resources?
 - a. Yes
 - b. No

2. In the past year, did you meet one-on-one with a librarian in a research consultation?
 - a. Yes
 - b. No

3. A peer-reviewed journal article has been approved for publication by other scholars and experts in that field.
 - a. True*
 - b. False

4. The following items are considered what type of resource?
 - a. Journal article
 - i. Primary source*
 - ii. Secondary source
 - iii. Tertiary source
 - b. Diary
 - i. Primary source*
 - ii. Secondary source
 - iii. Tertiary source
 - c. Autobiography
 - i. Primary source*
 - ii. Secondary source
 - iii. Tertiary source
 - d. Painting of a self-portrait
 - i. Primary source*
 - ii. Secondary source
 - iii. Tertiary source

5. Popular sources include newspaper articles, blog posts, and websites.
 - a. True*
 - b. False

6. As long as you paraphrase a source, you don't need to cite it in your paper.
 - a. True
 - b. False*

7. A student group hosts a public screening of a copyrighted film on campus. This is considered fair use of copyrighted materials since it's for educational purposes.
 - a. True
 - b. False*

8. Indicate whether this cited source is a book chapter or journal article: Smith, Huston. "Confucianism." In *The World's Religions*. San Francisco: Harper & Row, 2000.
 - a. Book chapter*
 - b. Journal article

Appendix III: Ways of Inquiry (INQ) Assessment Task

ARTIFACT (Coke can)

INQ Focus Group Instructions

Part A: Individual written responses

Set out the can of Coke. Pop the tab...Allow students 15-20 Minutes to respond to the following prompts:

- 1) What does this artifact communicate to you?
- 2) Through what features and methods does this artifact communicate its messages?
- 3) What questions might someone doing scholarship in a specific discipline (one you have studied at Oxford) ask about this artifact?
- 4) Are some disciplinary questions more appropriate for examining this artifact? Which questions are most appropriate in this context and why?

Part B: Group interaction

- 1) Can you articulate the process you went through to respond to the prompts?
- 2) Can you relate the process and the scholarly questions to a classroom experience? (If so, how?)
- 3) How does this process help you to see and understand the artifact differently?

Appendix IV: Ways of Inquiry (INQ) Rubric

To assess the Ways of Inquiry focus of the Oxford GEP by evaluating students' abilities to "ask more meaningful questions and articulate why those questions are important". The entire product or task is evaluated and scored as a single category. A **context** for the questioning is articulated through the categories of depth, perspective, and lens of analysis.

Lens of Analysis	Performance Criteria
Highly proficient 4	Response is informed by at least one academic or intellectual lens and supported with relevant details and examples.
Proficient 3	Response is informed by at least one academic or intellectual lens and supported with at least one relevant example.
Developing Proficiency 2	Response is not clearly informed by an academic or intellectual lens and supporting details are minimal or not clearly relevant.
Limited or No Proficiency 1	Response does not indicate an attempt to develop a lens of analysis and is vague or characterized by brevity.

Perspective	Performance Criteria
Highly proficient 4	Questions have a clear perspective (point of view) and/or relevance to real world issues, and are novel or show creativity.
Proficient 3	Questions have a clear perspective and/or relevance to real world issues, but are not particularly novel or creative.
Developing Proficiency 2	There is some attempt to incorporate a perspective; however, there is no grounded relevance to real world issues and shows limited novelty or creativity.
Limited or No Proficiency 1	Questions indicate no attempt to develop a perspective, are vague or characterized by brevity.

Depth	Performance Criteria
Highly proficient 4	Questions go beyond the college classroom experience. They are interesting and engage an exploration of the world.
Proficient 3	Questions engage in an exploration of the world but are typical of the college classroom experience
Developing Proficiency 2	Questions are too general or obvious, have a definite answer or are answered by the student.
Limited or No Proficiency 1	Questions are overly simplistic and are vague or characterized by brevity.

Appendix V: INQ Assessment Faculty Reflections

Record your observations and key takeaways regarding: student abilities to ask meaningful questions and articulate why those questions are meaningful.

<p>I was disappointed, honestly. I know students can do better, but perhaps this is an artifact of not doing this for credit. I also think that doing this inside an Anthro class was problematic b/c the students were primed to think Anthropologically and/or the way that _____ teaches (sophomores in particular).</p> <p>They were better at coming up with meaningful questions than they were at articulating why they were meaningful.</p>
<p>Felt pretty good overall about this. Many of the responses are not in the form of questions, but this is not Jeopardy, so not a big issue. Perhaps some of them did not know what they were expected to be doing?</p>
<p>I think I was harsher during this round. That was a result of clarifying that "original/creative" needed to be in the context of a lens. This meant that almost none of the responses were creative under those criteria. Almost all questions/answers dealt with surface issues. Simple can be good, but few if any students suggested why such simple questions might be profound or anything beyond simplistic. Many of the answers were very vague.</p>
<p>It seems that more than half of the kids were proficient in the lens of analysis and perspective categories. Depth is lacking.</p>
<p>Student could often articulate good questions (although often without a lot of depth or appropriate scholarly terminology). They had more difficulty explaining why the questions were meaningful. Their performance was better when they discussed material ways that their questions were significant (environmental impact, health impact, economic impact), while they struggled more to connect their questions to issues of social and philosophical relevance.</p>

Record your observations and key takeaways regarding: our ability to directly measure this ability (including limitations of the study/rubric/sampling etc.).

<p>I think this was a well-designed pilot. The Q-Q sort was illuminating, the resulting rubric was clear and well defined, we had faculty/staff/students from a variety of backgrounds, and the fact that we calibrated before grading is all indicative of a good study. Sampling (issues described above) is where we really need to tighten up for future iterations. I'm also curious about how we'll work this into the new discovery seminar etc.</p>
<p>Actually, I thought we were able to do this fairly well. I think the difference between 3 and 4 under Lens of Analysis is insufficiently great. Since we are not grading students, the stakes are low and this may need to be communicated to the evaluators so that we are approaching the evaluation with a proper amount of seriousness.</p>
<p>I think our students ARE learning. But most of the answers seemed to come from a PRE-classroom (college) experience. We want something that will demonstrate that students have learned (not something that will give what we think, but something that reflects some aspect of what we observe as teachers). We also want to know that students can make their classroom experiences travel beyond the specific classrooms or contexts.</p>
<p>I think we need to compare the same exact freshman samples to those people as sophomores in order to really identify growth.</p>
<p>Measuring this ability is somewhat challenging for several reasons. Firstly, as we discovered,</p>

there is a quality issue in responses, which is difficult to quantify in the rubric. Additionally, I felt it was a bit of a challenge to identify how well a student was generating questions and making connections in a discipline that was not my own. Overall, though, I felt we did fairly well. No one thought a "1" paper was a "4" for instance.

Record your observations and key takeaways regarding: the calibration and scoring process.

Much of what I want to say was addressed in #1 & #2. I think we're really close to having a great rubric.

New suggestions: By emphasizing perspective in the Perspective section, I'm now confused as to how this differs from Lens. We need to work on the wording to get clear distinctions with novelty, perspective, creativity, and real-world applications.

It is important to do the calibration and the time/manner of doing so was good. Nice to have lunch as the reward! Again, I would have the actual object available so we know what the students were reacting to.

Scoring went well. Not too burdensome. I liked the online survey model and the fact that there were only three categories to assess. Any more would have been confusing.

Is this a tool problem? A student buy-in problem? A translation problem? The process is good. I think it might be something about the way we ask students the questions rather than either the rubric or the calibration and scoring process. I don't want to show growth if there isn't any, obviously, but the poor responses (in my opinion) suggest we either need to be problem solving our tool or our teaching. I think we can always problem solve our teaching, but I don't think we should be reflecting SUCH poor performance. Though I could very well be wrong.

This was amazing. The calibration exercise helped but the discussions with the other faculty and their contributions to clarifying and reorganizing the rubric really made me feel more confident regarding my scoring.

Might have been helpful to have a little more time to focus on specific student responses after the calibration. Thought the conversation following the calibration was great, though, and helped improve the rubric.