

**Core Course Assessment Plan  
Social & Behavioral Science Component**

<b>Course Prefix &amp; Number</b>	AI 1XX3	<b>Course Title:</b>	Academic Inquiry
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**Required Student Learning Objectives:**

<b>1</b>	<b>Critical Thinking Skills:</b> to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
<b>2</b>	<b>Communication Skills:</b> to include effective development, interpretation and expression of ideas through written, oral and visual communication
<b>3</b>	<b>Empirical &amp; Quantitative Skills:</b> to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
<b>4</b>	<b>Social Responsibility:</b> to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Obj #	Student Learning Outcome	Assessment Method	Criterion	Schedule/ Frequency
	<p><i>What will students know, be able to do, or value when they graduate?</i></p> <p>Should be <b>specific</b> and <b>measurable</b></p> <p>Well-written outcome statements describe in precise terms the <b>observable</b> behaviors or actions that students will demonstrate and that the intended learning outcomes that have occurred.</p>	<p><i>How will the outcome be measured? When and how often?</i></p> <p><b>Techniques</b> used to <b>directly measure</b> student attainment of stated learning outcomes.</p> <p>Describes the data source (i.e., embedded questions in a test, rubrics). <i>Course grades or indirect measures (e.g.: surveys) are not sufficient.</i></p>	<p><i>How well should students be able to do on the assessment?</i></p> <p>Expected <b>level</b> of student performance</p> <p><b>EX:</b> “At least X% of students will receive a proficiency (3) or higher on a scale of 1 to 4 (4 = Mastery, 1 = needs substantial improvement.” OR “At least X% of students will answer X% embedded test questions correctly.”</p>	<p><i>How often will the information be collected and analyzed?</i></p> <p><b>EX:</b> Fall and Spring, once a year</p>
1	<p>a) The student will demonstrate proficiency in understanding the formulation of investigative questions in various fields of study.</p> <p>b) The student will identify and evaluate a problem or issue regarding inquiry in a particular field of study.</p>	<p>a) A brief essay question on the midterm will be evaluated using a rubric that addresses students' ability to compare and contrast inquiry across different fields.</p> <p>b) The written inquiry paper will be evaluated using a rubric that addresses the student's ability to successfully conduct an inquiry,</p>	<p>a) The questions will be evaluated on a ten-point scale. A student is expected to attain an average rating of at least 7 to demonstrate proficiency.</p> <p>At least 80% of students should attain a composite score of 7 or higher.</p> <p>b) Student work will be evaluated on a ten-point scale. A student is expected to attain an average rating of at least 7 to demonstrate proficiency.</p>	<p>Sample sections every Fall and Spring semesters the course is offered.</p> <p>Sample sections every Fall and Spring semesters the course is offered.</p>

		<p>including</p> <ul style="list-style-type: none"> <li>• the quality and type of questions posed,</li> <li>• the sources consulted,</li> <li>• the way data were collected, organized, and interpreted,</li> <li>• the clarity and coherence of the student's findings, and</li> <li>• the questions for further study</li> </ul>	At least 80% of students should attain a composite score of 7 or higher.	
2 Communication skills	The student will communicate effectively, especially in written, oral, and visual languages (such as art, music, graphs, charts, etc).	<p>In the workbook assignments, the student will respond to questions about how specific inquirers in different fields of study have conducted inquiry explorations.</p> <p>In the inquiry project paper, the student will describe the process, findings, and meanings of his/her portion of the group term inquiry project.</p> <p>In addition to the inquiry project paper, the student will orally present the project's processes and findings to fellow students using a variety of means of expression, e.g., visual, verbal, and multimedia methods and technologies.</p>	<p>Assignments will be evaluated on a ten-point scale. A student is expected to attain an average rating of at least 7 to demonstrate proficiency.</p> <p>At least 80% of students should attain a composite score of 7 or higher.</p>	Sample sections every Fall and Spring semesters the course is offered.
3 Empirical & Quantitative Skills	The student will use empirical or quantitative analyses appropriate to an inquiry's central questions.	<p>The student will select appropriate empirical or quantitative methods to analyze data collected during the conduct of the inquiry project. The student will justify the selection of methodologies.</p> <p>Written papers will be evaluated using a rubric that addresses the students' understanding and analysis of empirical and/or quantitative methods used.</p>	<p>Assignments will be evaluated on a ten-point scale. A student is expected to attain an average rating of at least 7 to demonstrate proficiency.</p> <p>At least 80% of students should attain a composite score of 7 or higher.</p>	Sample sections every Fall and Spring semesters the course is offered.
4. Social Responsibility	The student will demonstrate understanding of social responsibility in conducting an inquiry and in explaining the social, cultural, and global implications of the inquiry's findings and conclusion.	<p>In essay and test assignments, the student will be required to explain how and why social issues affect research and how specific case study inquiries are conducted.</p> <p>Essays and oral presentations will be assessed using a rubric. Sample criteria will address student's research, organization, and presentation of inquiry that includes multiple perspectives on the issues.</p>	<p>Assignments will be evaluated on a ten-point scale. A student is expected to attain an average rating of at least 7 to demonstrate proficiency.</p> <p>At least 80% of students should attain a composite score of 7 or higher.</p>	Sample sections every Fall and Spring semesters the course is offered.
5. Optional	The student will engage in collaborative learning with team members to achieve a shared goal. Students will articulate strengths	The performance of each group during presentations will be evaluated by the instructor for clarity and cohesiveness of group efforts.	The team will receive a rating on a scale of 1-10, with 1 being low and 10 high, for the quality and cohesiveness of presentation. The group rating will be based on the average	Sample sections every Fall and Spring semesters the course is offered.

<p>state objectives – Team work</p>	<p>and weaknesses of alternative views and constructively evaluate others' work.</p>	<p>Rubric criteria could include how problem solving skills of the group developed and matured during the investigation and how well the group worked together as a unit. Did the group consider counter arguments or approach the inquiry questions from different perspectives?</p> <p>Student reflections on the team's work and feedback from fellow team members will be available for each student to use when completing a rubric to reflect on each team member's contribution. Rubric criteria could include how students viewed each team member's effort and amount of contribution to the final paper and presentation.</p> <p>Student members of each team will reflect on and evaluate their own performance as a team member. Rubric criteria could be drawn from the Assoc of American Universities &amp; Colleges (AAC&amp;U) and include how the student</p> <ul style="list-style-type: none"> <li>• Viewed his/her own effort</li> <li>• Viewed his/her contribution to the final product</li> <li>• Identified ways to improve his/her performance as part of the group</li> <li>• Acknowledged issues that he/she found important about the inquiry and how the group approached the project's questions</li> </ul>	<p>performance of individual members and how well they complement one another's presentations</p> <p>At least 90% of all teams, and therefore, all students, should attain a score of 7 or higher.</p>	
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