A

A C A C

A

Examine fundamental or emerging questions about humanity, the natural world, or God by seeking answers through different modes of inquiry.

A

A sample of artifacts of student work is collected annually from the Math and Natural and Applied Sciences, Social Sciences, Humanities and Arts Perspectives, and Religion courses that are mapped to Anchor Plan Outcome 1.

Collected artifacts are assessed every two years in the summer of odd years.

Assessment results are reviewed by the General Education Council in the Fall Semester of odd years.

A

Artifacts of student work are assessed using the AAC&U Value Rubric for Inquiry and Analysis or the AAC&U Value Rubric for Quantitative Literacy (Attachment A). The Quantitative Literacy Rubric is used for courses where mathematical forms and calculations demonstrate student progress toward Outcome 1 and there is no written document produced that could be assessed using the Inquiry and Analysis Rubric. The results from assessments completed using the Quantitative Literacy Rubric are cross-walked to the Inquiry and Analysis rubric.

In some cases, the assessment of student work is completed within a department. For example, artifacts that are assessed using the Quantitative Literacy Rubric. In these cases, the completed rubric is submitted in place of the artifact.

Additionally, when student work demonstrating progress toward the outcome is assessed using a closed-ended assessment (e.g., a set of questions on an exam), the completed rubric is submitted in place of the artifact.

A

Eighty percent of assessed artifacts will have an average rubric score (the average of all rubric items) in the range from 2.00 to 3.99.

A

200-level Mathematics and Natural and Applied Sciences courses
200-level Social Science courses
200-level Humanities and Arts Perspectives courses
200-level Religion courses

It was identified during the implementation of the Anchor Plan Assessment Plan that most courses mapped to this outcome are at the 100 level. Inconsistent course sequencing and numbering across departments were also identified as impediments to using only artifacts from courses specified in the Anchor Plan Assessment Plan. Therefore, a sample from all courses mapped to Outcome 1 will be collected for the first assessment (August 2025) with an analysis completed that compares results from 100-level with 200-level courses. As part of their Fall 2025 review of assessment results, the General Education Council will determine, based on the data, if futu4.4 (i)7..2 (e)0 Tc 0 Tw 6.255 0 Td6734.1 (f f3.5 ( )]002 1 (i)10TJ0 -i0.1

In cases where the course section is mapped to Anchor Plan 1 and Anchor Plan 4, the same artifact may be used in both assessment processes if it demonstrates student progress toward both outcomes.

By August 1 of each year, artifacts collected during the previous academic year (Summer, Fall, and Spring) are submitted to a Google folder owned by the Frost Center for Data and

INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact value@aacu.org

sl

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcomci stinrated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing st udent learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic o a

vtah

INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact

Association of American Colleges and Universities

QUANTITATIVE LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Quantitative Literacy Across the Disciplines

Current trends in general education reform demonstrate that faculty are recognizing the steadily growing importance of Quantitative Literacy (QL) in an increasingly quantitative and data-dense world. AAC&U's recent survey showed that concerns about QL skills are shared by employers, who recognize that many of today's students will need a wide range of high level quantitative skills to complete their work responsibilities. Virtually all of today's students, regardless of career choice, will need basic QL skills such as the ability to draw information from charts, graphs, and geometric figures, and the ability to accurately complete straightforward estimations and calculations.

Preliminary efforts to find student work products which demonstrate QL skills proved a challenge in this rubric creation process. It's possible to find pages of mathematical problems, but what those problem sets don't demonstrate is whether the student was able to think about and understand the meaning of her work. It's possible to find research papers that include quantitative information, but those papers often don't

QUANTITATIVE LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and cct4(9(a)-07(b)20gD1 B r1nd