Assessing the Inquiry Arc
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for the
QEP Assessment Team

Goals for Today
- Provide an overview of the QEP assessment process
- Introduce the concepts of direct and indirect assessments
- Introduce institutional level and course level assessments to be used in the QEP
- Explain the importance of keeping assessment in mind when designing your courses

Direct Assessment Measures
- Direct measures require students to engage in Inquiry ARC thinking processes and provide measures of their level of skill

Indirect Assessment Measures
- Indirect measures require students to self-report on Inquiry ARC thinking processes and provide measures of their experiences and attitudes

Institutional Level Assessments
- Existing assessments
  - Collegiate Learning Assessment
    - Direct or indirect?
  - National Survey of Student Engagement
    - Direct or indirect?
  (More info on these is at http://ierp.unca.edu/ir/survey)

Institutional Level Assessments
- New assessment
  - California Critical Thinking Dispositions Inventory
    - Direct or indirect?
  (More info on this will be posted at http://sacs.unca.edu/qep)
Course Level Assessments

- **Existing assessment**
  - Student Rating of Instruction (selected items, reported in aggregate)
  - Direct or indirect?

- **New assessments**
  - Pre-/post-course assessment of students’ critical thinking
    - Direct or indirect?
  - Faculty materials rubric
    - Direct or indirect?

Keeping Assessment in Mind During Course Design

- Providing materials to students that detail the Inquiry ARC and how it will be experienced in your course
- Creating pre-/post-course assessment activities which can be evaluated via the AACU Critical Thinking rubric (or an approved analog)