

Implementing Learning Outcomes in *Inquiry/Research-based Education*: A "Strong College" Model

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Agenda

- ▶ Outcomes
- ▶ College Support
- ▶ Progress on Outcomes
- ▶ College Examples
- ▶ Next Steps
- ▶ Questions

Rationale

Texas A&M wants to provide students with the opportunity not only to acquire knowledge, but to participate in the discovery and application of knowledge.

Outcomes

- ▶ Assimilate facts
- ▶ Recognize unanswered questions
- ▶ Formulate strategies for seeking answers
- ▶ Investigate appropriately
- ▶ Draw valid conclusions

General Education Core Competencies

Mapped from Inquiry/Research-based Education

- ▶ Demonstrate critical analytical skills
- ▶ Communicate effectively in speaking and writing

Begin at the beginning...

- ▶ We started by conducting an inventory of existing inquiry/research-based courses and activities in the colleges, as well as student affairs
- ▶ Information from the inventory was used by colleges to determine how and where they wanted to move forward with Inquiry/Research-based Education

Next...

- ▶ Each college and student affairs developed specific learning outcomes related to Inquiry/Research-based Education
- ▶ It was expected that college-level outcomes would build on the inventory results and that activities related to these outcomes be sustainable within the college.



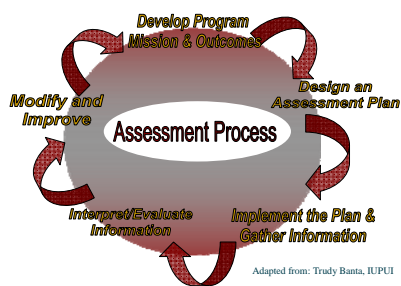
What we hoped...

As colleges got started, we hoped that they—

- ▶ Would make plans that would be adaptable to other colleges.
- ▶ Would make good use of the Provost's funds for the project.
- ▶ Would assess their college-level outcomes and use the information to improve Inquiry/Research-based Education



The Assessment Circle



Reporting...

- ▶ So we asked for college reports that required the assessment process...



Examples from Colleges

- ▶ Student Affairs
- ▶ Mays Business School
- ▶ Veterinary Medicine and Biomedical Sciences



Student Affairs

- ▶ The **Student Leader Learning Outcomes Project**
- ▶ 13 themes of learning outcomes have been developed, many related to the Inquiry outcomes, including critical thinking, written and oral communication, risk management, and team/group outcomes
- ▶ Rubrics are developed for these outcomes and students and advisors use them within student organizations to assess and develop skills



Mays Business School

- ▶ **Learning Goal:** Students will be able to solve problems, analyze information, and think critically
- ▶ **Learning Outcomes** related to articulating research questions, using resources, analyzing data, and articulating findings
- ▶ Faculty evaluate students research based on a rubric derived from learning expectations and outcomes related to *Inquiry/Research-based Education*



Veterinary Medicine and Biomedical Sciences

- ▶ **eBat Research Intensive Community** outcomes include applying the scientific method, translating quantitative theory into experimental analysis, and communicating experimental results
- ▶ Includes an experimental learning/research management system to train undergraduate students as partners in research which increases the productivity of the research scientists and student learning



Next Steps

- ▶ Colleges and Student Affairs report on their progress with the College-level outcomes related to Inquiry
- ▶ Later funding requests build on the work already accomplished to create sustainability, as well as build the capacity to do more inquiry work with undergraduates within the college



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