Learning Goal: Inquiry

Date: Spring 2011
What was assessed: 14 student work products from PLS 401 (out-of-class research reports)
How it was assessed: AAC&U Inquiry & Analysis Rubric, by four faculty scorers

Results:
Information from this pilot study is for the evaluation of the rubric and process only, as this is the first use of the rubric for assessing upper-division courses.

Inquiry Score Results

<table>
<thead>
<tr>
<th></th>
<th>Benchmark</th>
<th>Milestones</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN1 Topic Selection</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>2 (35.7%)</td>
</tr>
<tr>
<td>IN2 Existing Knowledge, Research, and/or Views</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>6 (42.9%)</td>
</tr>
<tr>
<td>IN3 Design Process</td>
<td>0 (0%)</td>
<td>2 (14.3%)</td>
<td>7 (50.0%)</td>
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<tr>
<td>IN4 Analysis</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>7 (50.0%)</td>
</tr>
<tr>
<td>IN5 Conclusions</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>7 (50.0%)</td>
</tr>
<tr>
<td>IN6 Limitations and Implications</td>
<td>10 (71.4%)</td>
<td>2 (14.3%)</td>
<td>1 (7.1%)</td>
</tr>
</tbody>
</table>

Strengths:
IN1 Topic Selection and IN2 Existing Knowledge, Research, and/or Views

Weaknesses:
IN6 Limitations and Implications

Other information:
• No demographic information was available for this pilot sample

Discussion:
At least 50% of students scored at a level 3 or higher for 4 of the 6 dimensions, although only one score of 4 was given by the committee across all six dimensions.

Recommendations:
The assessment committee members determined that the results for IN3 Design Process could be attributed to the fact that there is not one standard research methodology for Political Science. Students are exposed to the methodology of the faculty member teaching a particular section of the research methodology course. Students need exposure to multiple methodologies and for which types of problems they are most appropriate. The committee members also determined that it is important remind students of the importance of discussing the limitations of their studies.

For additional discussion of these findings, see the General Education Assessment 2011 Annual Report at http://uncw.edu/assessment/general/reports.html