

## 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

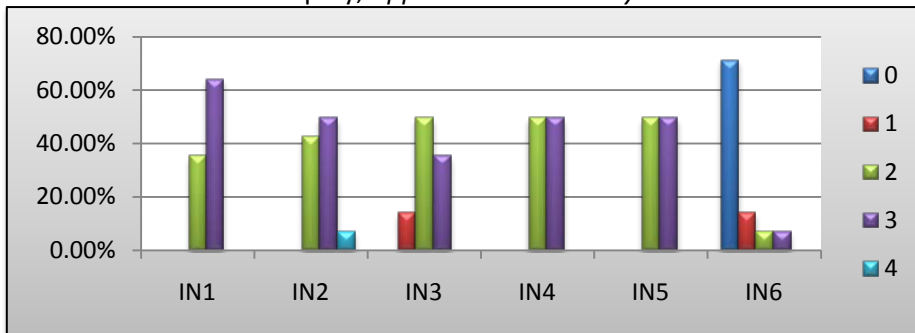
### Results:

*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

	Benchmark		Milestones		Capstone	NA
	0	1	2	3	4	
IN1 Topic Selection	0 (0%)	0 (0%)	5 (35.7%)	9 (64.3%)	0 (0%)	0 (0%)
IN2 Existing Knowledge, Research, and/or Views	0 (0%)	0 (0%)	6 (42.9%)	7 (50.0%)	1 (7.1%)	0 (0%)
IN3 Design Process	0 (0%)	2 (14.3%)	7 (50.0%)	5 (35.7%)	0 (0%)	0 (0%)
IN4 Analysis	0 (0%)	0 (0%)	7 (50.0%)	7 (50.0%)	0 (0%)	0 (0%)
IN5 Conclusions	0 (0%)	0 (0%)	7 (50.0%)	7 (50.0%)	0 (0%)	0 (0%)
IN6 Limitations and Implications	10 (71.4%)	2 (14.3%)	1 (7.1%)	1 (7.1%)	0 (0%)	0 (0%)

### Distribution of Scores for Inquiry, Applicable Scores Only



### 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.