

## HISTORY & POLITICAL SCIENCE Core Competencies

### Learning Outcome:

Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

### Outcome Measure:

ETS Proficiency Profile Exam

### Criteria for Success (how do you judge if the students have met your standards):

75% of the students will be marginal or proficient at Level 2 Reading/Critical Thinking.

### Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

### Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	2012-13	2013-14	2014-15	2015-16	2016-17
ETS Proficiency Profile Level 2 Critical Thinking	N/A	N/A	88.9%	80.0%	78.9%

### Conclusions Drawn from Data:

Our HPS students are performing well with regard to this learning outcome, as more than ¾ of our students are “marginal” or “proficient.” And while we are concerned about the percentage decrease over the last two years, we believe that the decline is less about declining skill and more a reflection of an increased sample size in 2016-17. In the last couple of years, we have made an effort to increase the number of students taking the ETS test, thus the 2014-15 percentage was probably not an accurate representation due to the small number of students taking the test at that time.

### Changes to be Made Based on Data:

None at this time, other than to monitor the longitudinal data.

### Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

## HISTORY & POLITICAL SCIENCE Core Competencies

### Learning Outcome:

Written: Students will be able to effectively express ideas and information to others through written communication.

### Outcome Measure:

ETS Proficiency Profile Exam

### Criteria for Success (how do you judge if the students have met your standards):

75% of the students will be marginal or proficient at Level 2 Writing.

### Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

### Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	2012-13	2013-14	2014-15	2015-16	2016-17
ETS Proficiency Profile Level 2 Writing	N/A	100.0%	100.0%	80.0%	84.2%

### Conclusions Drawn from Data:

Our HPS students are performing very well with regard to this learning outcome.

### Changes to be Made Based on Data:

None at this time.

### Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

## HISTORY & POLITICAL SCIENCE Core Competencies

### Learning Outcome:

Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

### Outcome Measure:

ETS Proficiency Profile Exam

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ETS Proficiency Profile Exam

### Criteria for Success (how do you judge if the students have met your standards):

70% of the students will be marginal or proficient at Level 2 Math.

### Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

### Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	2012-13	2013-14	2014-15	2015-16	2016-17
ETS Proficiency Profile Level 2 Math	N/A	100.0%	66.7%	80.0%	57.9%

### Conclusions Drawn from Data:

Our HPS students have not hit the benchmark for two of the four years that we have been collecting data. Our four year average (76.15%) is satisfactory but our 2016-17 data is far below satisfactory.

### Changes to be Made Based on Data:

We will continue to closely monitor the longitudinal data.

### Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

**History Department – Program Learning Outcome #3  
Aligns with Oral Communication Core Competency  
2016-2017**

**Learning Outcome:**

Present and analyze, in an oral presentation, different perspectives on an event from the past.

**Outcome Measure:**

Oral Presentation in HIS 470: Senior Seminar in History (every fall beginning with fall 2014)

**Criteria for Success:**

Minimum average of 2.75 (out of 4) for each criteria of rubric

**Aligned with DQP Learning Areas (highlight one or more):**

1. Specialized Knowledge
2. Broad and Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

**Longitudinal Data:**

The Longitudinal Data begins in 2013-2014, because we wrote new Program Learning Outcomes in 2013 to align with the Core Competencies. There is a different set of data to match different learning outcomes for 2011-2012 and 2012-2013.

**Oral Communication Value Rubric - Average Student Scores:**

Course	Semester	N	Organization	Language	Delivery	Supporting Material	Central Message	Average Score
HIS 470	Fall 2013	10	3.70	3.20	3.30	3.40	3.30	3.38
HIS 470	Fall 2014	4	3.25	3.00	3.25	3.50	3.50	3.30
HIS 470	Fall 2015	8	3.75	3.50	3.13	3.50	3.50	3.48
<b>HIS 470</b>	Fall 2016	10	3.70	3.20	3.20	3.40	3.30	3.36

**Conclusions Drawn from Data:**

Our students are exceeding the minimum average for this outcome.

**Changes to be Made Based on Data:**

Our students generally do very well with formal oral presentations, and that is probably because they do them in almost every class, as well as at professional conferences. This is one of our strengths, and we will continue to emphasize it.

**Rubric Used:**

AAC&U Oral Communication Value Rubric: <https://www.aacu.org/value/rubrics/oral-communication>

**History Department – Program Learning Outcome #5  
Aligns with Information Literacy Core Competency  
2016-2017**

**Learning Outcome:**

Find appropriate materials online, in a library or in the community and know how to cite them.

**Outcome Measure:**

Research paper in HIS 470: Senior Seminar in History (every fall beginning with fall 2014)

**Criteria for Success:**

Minimum average of 2.75 (out of 4) for each criteria of rubric

**Aligned with DQP Learning Areas (highlight one or more):**

1. Specialized Knowledge
2. Broad and Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

**Longitudinal Data:**

The Longitudinal Data begins in 2013-2014, because we wrote new Program Learning Outcomes in 2013 to align with the Core Competencies. There is a different set of data to match different learning outcomes for 2011-2012 and 2012-2013.

**Information Literacy Value Rubric - Average Student Scores:**

Course	Semester	N	Determine Extent of Information Needed	Access Needed Information	Evaluate Information & Sources	Use Information for a Purpose	Access/Use Ethically & Legally	Aver age
HIS 470	Fall 2013	12	2.96	2.91	2.77	3.08	2.87	2.92
HIS 470	Fall 2014	4	3.25	3.75	3.50	3.25	4.00	3.55
HIS 470	Fall 2015	8	3.75	3.13	3.13	3.63	3.38	3.40
HIS 470	Fall 2016	10	3.40	2.90	2.80	2.80	3.20	3.02

**Conclusions Drawn from Data:**

We had twice as many students in Fall 2015, but still a small sample size (8 students). The results are fairly consistent with the preceding year, and we are pleased that the scores are strong overall.

**Changes to be Made Based on Data:**

We began a new Senior Seminar class in the fall of 2014, and part of that is an intensive focus on improving a research paper (directly related to three of our outcomes and core competencies). We therefore expect to see an improvement in this area beginning with fall 2014 and continuing in the future.

**Rubric Used:**

AAC&U Information Literacy Value Rubric: <https://www.aacu.org/value/rubrics/information-literacy>