

## 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

### Outcome Measure:

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.

## **Assessment Data International Studies Outcome #5 Information Literacy in the Scores Below**

### **Learning Outcome:**

International Studies PLO #5: Develop and express ideas in written communication in an effective and scholarly manner (core competency #3).

### **Outcome Measure:**

Papers written in an upper division international studies course taken during the students' final academic year. The longitudinal data reflect assessment final papers in POL 370 (*Comparative Politics*), written by all international studies seniors enrolled in this spring 2016 course.

### **Criteria for Success (if applicable):**

Average score of 2.75 out of 4.0 (on a scale of 1-4 with 1 being low) in each of the five areas:

- Context of and Purpose for Writing
- Argument Development
- Genre and Disciplinary Conventions
- Sources and Evidence
- Control of Syntax, Grammar, and Mechanics

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

6. Specialized Knowledge
7. Broad Integrative Knowledge
8. Intellectual Skills/Core Competencies
9. Applied and Collaborative Learning, and
10. Civic and Global Learning

### **Longitudinal Data (numbers represent the average score for all seniors):**

	Spring 2017	Spring 2016
Context of and purpose for writing	3.5	3.6
Argument development	3.5	3.4
Genre and disciplinary conventions	3.5	3.0
Sources and evidence	3.3	3.2
Control of syntax, grammar, and mechanics	3.8	3.8

### **Conclusions Drawn from Data:**

Our students are performing well in all criteria and we were particularly pleased with these results. We will continue to hone these skills in our students, pushing them to a greater level of mastery by their senior year.

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

Continue to emphasize the importance of argument development, reliance on quality academic sources, and college-level writing sophistication.

### Rubric Used

Criterion	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, whether or not they did the assignment as asked in the prompt, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
<b>Argument Development</b>	Offers a sophisticated, relevant, and compelling argument to illustrate mastery of the subject, conveying the writer's deep understanding	Offers a sophisticated, relevant, and compelling argument that explores ideas within the subject matter	Offers an appropriate and relevant argument	Offers an appropriate but simple argument
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in international studies</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to political science, including organization, content, presentation, formatting, proper citation, and stylistic choices	Demonstrates consistent use of important conventions particular to political science, including organization, content, presentation, citation, and stylistic choices	Follows expectations appropriate to political science, including basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for political science and genre of the writing	Demonstrates consistent use of credible and relevant sources to support ideas that are situated within political science and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for political science and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.

<b>Control of Syntax, Grammar, and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.
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## Assessment Data International Studies Outcome #6

### Learning Outcome:

International Studies PLO #6: Demonstrate oral communication abilities, particularly to convey complex ideas, recognize diverse viewpoints, and offer empirical evidence of an argument (core competency #2).

### Outcome Measure:

Assessment was completed on video résumés submitted by senior international studies students.

### Criteria for Success (if applicable):

Average score of 2.75 out of 4.0 (on a scale of 1-4 with 1 being low) in each of the areas:

- Organization
- Language
- Delivery
- Complexity
- Diverse Viewpoints
- Empirical Evidence
- Central Message

### Aligned with DQP Learning Areas (circle one or more):

11. Specialized Knowledge
12. Broad Integrative Knowledge
13. Intellectual Skills/Core Competencies
14. Applied and Collaborative Learning, and
15. Civic and Global Learning

### Longitudinal Data (numbers represent the average score for all seniors):

	Spring 2017
Organization	3.0
Language	4.0
Delivery	3.0
Complexity	N/A
Diverse Viewpoints	N/A
Empirical Evidence	3.0
Central Message	2.0

### Conclusions Drawn from Data:

This was the first year that we asked our students to do a video résumé, thus we were aware that we would need to work out some kinks. Indeed, our numbers are strong, but this is largely driven by a low N – only one student submitted a video. In subsequent years, we will work with our students on expectations, deadlines, and the ways in which they can benefit from having a video résumé ready to go.

### Changes to be Made Based on Data:

Have in-person discussions with our students about the “why” behind a video résumé.



### Rubric Used

Criterion	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Complexity</b>	Argument is insightful and deeply analytical; the presentation is very clear in conveying this complexity.	Argument is insightful and analytical; the presentation is clear in conveying this complexity.	Argument is insightful; the presentation is generally clear in conveying this complexity.	Argument is lacking in insight and analysis.
<b>Diverse Viewpoints</b>	Presenter effectively and objectively analyzes at least two competing points of view on the subject matter.	Presenter effectively and objectively offers at least two competing points of view on the subject matter, with only some analysis of the two viewpoints offered.	Presenter effectively and objectively briefly offers at least two competing points of view on the subject matter.	Presenter does not effectively or objectively offer at least two competing points of view on the subject matter.

<b>Empirical Evidence</b>	A variety of types of supporting materials/empirical evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials/empirical evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials/empirical evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials or normative/biased evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.