

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 | 2017-18 |
| ETS Proficiency Profile Level 2 Critical Thinking | N/A | N/A | 88.9% | 80.0% | 78.9% | 90.9% |

Conclusions Drawn from Data:

Our HPS students are performing well with regard to this learning outcome, as the vast majority of our students are consistently “marginal” or “proficient.”

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 | 2017-18 |
| ETS Proficiency Profile Level 2 Writing | N/A | 100.0% | 100.0% | 80.0% | 84.2% | 81.8% |

Conclusions Drawn from Data:

Our HPS students are performing consistently 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 | 2017-18 |
| ETS Proficiency Profile Level 2 Math | N/A | 100.0% | 66.7% | 80.0% | 57.9% | 90.9% |

Conclusions Drawn from Data:

Our HPS students have not hit the benchmark for two of the five years that we have been collecting data, but our five year average (79.1%) is satisfactory. We believe the significant fluctuation in scores is due to the varying number of students taking the ETS test each year (the 2017-18 year had the highest number of students taking the test).

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
2017-18**

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 |
| HIS 470 | Fall 2016 | 10 | 3.70 | 3.20 | 3.20 | 3.40 | 3.30 | 3.36 |
| HIS 470 | Fall 2017 | 3 | 3.67 | 3.00 | 3.33 | 3.33 | 4.00 | 3.47 |

Conclusions Drawn from Data:

Our students are exceeding the minimum average for this outcome by a large margin. However, in some specific categories we saw a slight decrease from preceding years.

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. Although their average score increased slightly in Fall 2017 (3.47 compared to 3.36 the year before), in some categories we saw a minor decrease in the average. These were slight decreases, but are a reminder to us to continue to work specifically

on these areas (including “language” and “supporting material”) to make sure that our students continue to be strong in all areas of oral communication. We will do this in courses throughout the History Program, with the culminating presentation taking place in the Senior Seminar.

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
2017-18**

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 |
| HIS 470 | Fall 2017 | 3 | 3.67 | 4.00 | 3.50 | 3.50 | 3.67 | 3.67 |

Conclusions Drawn from Data:

Student averages were very strong in Fall 2017, rising to 3.67 out of 4.0 (compared to 3.02 the previous year). This is well above the minimum criteria for success.

Changes to be Made Based on Data:

The strong averages in all categories of information literacy reflects the emphasis on this throughout our History Program, including the intensive work on revising a research paper in the Senior Seminar. We are particularly pleased to see the 4.00 out of 4.00 average in the category of accessing needed information. We will continue to emphasize the importance of information literacy in order to keep these scores high.

Rubric Used:

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