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.

Assessment Data Political Science Outcome #4

Learning Outcome:
Political Science PLO #4: Demonstrate Social Scientific Information Literacy (core competency #3).

Outcome Measure:
Papers written in an upper division political science course taken during the students' final academic year. The longitudinal data reflect assessment completed on the final course papers written by all enrolled political science seniors in POL 370 (*Comparative Politics*) in spring 2016 and POL 455 (*Protest and Social Movements in World Politics*) in spring 2015.

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:
- Determine the Extent of Information Needed
- Access the Information Needed.
- Evaluate Information and its Sources Critically
- Use Information Effectively to Accomplish a Specific Purpose
- Access and Use Information Ethically and Legally

Aligned with DQP Learning Areas (circle one or more):
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 (numbers represent the average score for all seniors):

	Spring 2018	Spring 2017	Spring 2016	Spring 2015
Determine the Extent of Information Needed	2.8	3.3	3.2	3.2
Access the Information Needed	2.8	3.3	3.3	3.0
Evaluate Information and its Sources Critically	3.4	2.7	2.8	3.2
Use Information Effectively to Accomplish a Specific Purpose	3.4	2.3	3.2	3.0
Access and Use Information Ethically and Legally	3.3	3.7	3.7	3.6

Conclusions Drawn from Data:

Our students are performing well in all criteria. However, we would like to continue to hone these skills in our students, pushing them to a greater level of mastery by their senior year. In particular, we would like to help them with information and source evaluation and information application.

Changes to be Made Based on Data:
Continue to emphasize the importance of analyzing assumptions and critically evaluating academic sources. We will do this by continuing to assign more annotated bibliographies that ask students to critically assess the academic literature. We will also consider some team-based projects that have students collaboratively evaluating the academic literature.

Rubric Used

Criterion	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring

	common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

Assessment Data Political Science Outcome #6

Learning Outcome:
Political Science 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 political science students. The longitudinal data reflect assessment completed on final student presentations in POL 435 (Global Governance) in fall 2014.

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):
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 (numbers represent the average score for all seniors):

	Spring 2018	Spring 2017	Fall 2014
Organization	4.0	4.0	2.8
Language	3.3	3.0	3.3
Delivery	3.0	2.0	3.17
Complexity	3.0	3.0	N/A
Diverse Viewpoints	3.0	N/A	N/A
Empirical Evidence	3.3	4.0	3.3
Central Message	3.3	4.0	3.0

Conclusions Drawn from Data:

This was the second year that we asked our students to do a video résumé, thus we recognize that our students are still adjusting to this exercise. Indeed, our numbers are strong, but this is largely driven by a low N – only one student submitted a video in both 2017 and 2018. 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)
Organization	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.
Language	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.
Delivery	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.
Complexity	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.
Diverse Viewpoints	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.

Empirical Evidence	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.
Central Message	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.