

HISTORY & POLITICAL SCIENCE
International Studies Core Competencies
2018-2019

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	2018-19
ETS Proficiency Profile Level 2 Reading	N/A	N/A	88.9%	80.0%	78.9%	90.9%	N/A

Conclusions Drawn from Data:

The most obvious conclusion from the data is that we need to find better ways to encourage IS graduating seniors to take the ETS test.

Please also note that 2018-19 marks the first year that our department has disaggregated the data by program. Prior years reflect aggregated results for the entire HPS department.

Changes to be Made Based on Data:

Starting in the 2020-21 school year, graduating seniors will be taking a Capstone Course, which should fix this. We will need to be more pro-active this academic year in getting them to take the ETS. Otherwise, none at this time, other than to collect and monitor the longitudinal data.

Rubric Used

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

HISTORY & POLITICAL SCIENCE
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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	2018-19
ETS Proficiency Profile Level 2 Writing	N/A	100.0%	100.0%	80.0%	84.2%	81.8%	N/A

Conclusions Drawn from Data:

The most obvious conclusion from the data is that we need to find better ways to encourage IS graduating seniors to take the ETS test.

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Changes to be Made Based on Data:

Starting in the 2020-21 school year, graduating seniors will be taking a Capstone Course, which should fix this. We will need to be more pro-active this academic year in getting them to take the ETS. Otherwise, none at this time, other than to collect and monitor the longitudinal data.

Rubric Used

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

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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	2018-19
ETS Proficiency Profile Level 2 Math	N/A	100.0%	66.7%	80.0%	57.9%	90.9%	N/A

Conclusions Drawn from Data:

The most obvious conclusion from the data is that we need to find better ways to encourage IS graduating seniors to take the ETS test.

Please also note that 2018-19 marks the first year that our department has disaggregated the data by program. Prior years reflect aggregated results for the entire HPS department.

Changes to be Made Based on Data:

Starting in the 2020-21 school year, graduating seniors will be taking a Capstone Course, which should fix this. We will need to be more pro-active this academic year in getting them to take the ETS. Otherwise, none at this time, other than to collect and monitor the longitudinal data.

Rubric Used

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

HISTORY & POLITICAL SCIENCE
International Studies Core Competencies – Information Literacy
2018-2019

Learning Outcome:

International studies PLO 3. Students who complete the program in International Studies will be able to demonstrate social scientific information literacy. IS PLO 3 aligns with Information Literacy Core Competency.

Outcome Measure:

Research paper written during the student's final year at PLNU (must be from an upper-division course).

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:

International Studies PLO 3_ Information Literacy Assessment Rubric – Average Student Scores:

Course	Semester	N	Determine Extent of Information	Access Needed Information	Evaluate Information & Sources	Use Information for a Purpose	Average
IS Senior	Spring 2018	6	3.17	2.50	3.17	2.83	2.92
IS Senior	Spring 2019	3	3.33	2.33	2.33	2.33	2.58

Conclusions Drawn from Data:

There has been a significant decrease in two of the categories: the evaluation and use of information.

Changes to be Made Based on Data:

We would like to further encourage them to use interlibrary loan and to visit the UCSD and SDSU libraries as a way to broaden the scope of their academic research. We also need to look for better tools to provide the students about how to use sources in all classes (rather than just the Methods course). The drop is concerning and should be a focus for this year.

Rubric Used:

IS PLO3_ Information Literacy Assessment Rubric for International Studies (based on AAC&U Information Literacy Value Rubric)

Rubric Used

IS_PLO3_ Information Literacy Assessment Rubric for International Studies

Students who complete the program in political science will be able to: **Demonstrate Social Scientific Information Literacy.** This PLO #3 aligns with core competency #3 (Information Literacy).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

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 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.	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 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.	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 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.	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 attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

HISTORY & POLITICAL SCIENCE
International Studies Core Competencies – Oral Communication
2018-2019

Learning Outcome:

PLO 5. Students who complete the program in International Studies will be able to demonstrate oral communication abilities, particularly to convey complex ideas, recognize diverse viewpoints, and offer empirical evidence of an argument. IS PLO 5 aligns with oral communication core competency.

Outcome Measure:

In 2017 and 2018, assessment was completed on video résumés submitted by senior international studies students. Because students did not submit video resumes, we will also use observations from the oral presentation students give in POL435 Global Governance (Fall 2018).

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	Complexity	Diverse Viewpoints	Empirical Evidence	Central Message	Average Score
IS Senior	Spring 2017	1	3.00	4.00	3.00	Na	Na	3.00	2.00	3.00
IS Senior	Spring 2018	2	3.50	3.50	3.50	3.50	4.00	4.00	3.60	3.67

Conclusions Drawn from Data:

This was the second year that we asked our students to do a video résumé, but apparently few students took this extra step. We have also supplemented this data (though it is not included above) with observations from the oral presentation students give in POL435 Global Governance. The scores from these observations roughly match those of the data from Spring 2018 above, despite that data's low N.

Changes to be Made Based on Data:

Have in-person discussions with our students about the "why" behind a video résumé. Starting in the 2020-21 school year, graduating seniors will be taking a Capstone Course, which should fix this. Otherwise, no changes at this time, other than to collect and monitor the longitudinal data.

Rubric Used: IS PLO5_ Oral Communication Assessment Rubric for International Studies (based on AAC&U Oral Communication Value Rubric)

Rubric Used

IS_PLO5_Oral Communication Assessment Rubric for International Studies

Students who complete the program in political science will be able to: **Demonstrate oral communication abilities, particularly to convey complex ideas, recognize diverse viewpoints, and offer empirical evidence of an argument.** This PLO #5 aligns with core competency #2 (Oral communication).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone (4)	Milestones (3)	Milestones (3)	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	Supporting materials/empirical evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the	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	Insufficient supporting materials or normative/biased evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that

	significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	presentation or establishes the presenter's credibility/authority on the topic.	establishes the presenter's credibility/authority on the topic.	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.