

**History and Political Science - International Studies**  
**Program Learning Outcome 1 (Quantitative Reasoning)**  
**2018-2019**

**Learning Outcome:**

PLO 1. Students who complete the program in international studies will be able to evaluate, design, and apply social science research with respect to global phenomena. *IS PLO 1 aligns with quantitative reasoning 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 1\_Quantitative Reasoning Assessment Rubric**

Course	Semester	N	Interpretation	Representation	Application	Communication	Average
IS Senior	Spring 2018	6	3.25	3.00	3.00	3.50	3.19
IS Senior	Spring 2019	3	2.67	2.67	2.67	2.67	2.67

**Conclusions Drawn from Data:**

There was a significant decline in values across all categories and each area was below the 2.75 minimum.

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

The low N suggests we should not panic in terms of curriculum. Instead, what is likely needed is a better system to identify the student (or possibly students) that are struggling in these areas and find ways to work with that student to improve her/his research methods skills. One way to do this is for the IS faculty to meet with the Methods professor following that course and gain a better understanding which students will need additional assistance and training in future courses.

**Rubric Used:** PLO 1\_Quantitative Reasoning Assessment Rubric for International Studies Program (modeled after AAC&U Quantitative Reasoning Assessment Rubric)

## Rubric Used

## IS\_PLO1\_ Quantitative Reasoning Assessment Rubric for International Studies

Students who complete the program in international studies will be able to: **Evaluate, design, and apply social science research with respect to global phenomena.** This PLO #1 aligns with core competency #5 (Quantitative Reasoning). 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 (2)	Benchmark (1)
<b>Interpretation</b> <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i>	Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i>	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i>	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. <i>For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i>
<b>Representation</b> <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
<b>Application / Analysis</b> <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
<b>Communication</b> <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i>	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi- quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)

**History and Political Science - International Studies  
Program Learning Outcome 2 (Critical Thinking)  
2018-2019**

**Learning Outcome:**

PLO 2. Students who complete the program in international studies will be able to understand and critically assess the processes, theories, and outcomes of global institutions and systems. *IS PLO 2 aligns with critical thinking 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 2\_Critical Thinking Assessment Rubric - Average Student Scores:**

Course	Semester	N	Explanation of Issues	Evidence	Influence	Position	Conclusions	Average Score
IS Senior	Spring 2018	6	3.17	3.00	3.00	NA	NA	3.06
IS Senior	Spring 2019	3	3.33	2.67	2.67	3.33	3.00	3.00

**Conclusions Drawn from Data:**

There was a decline in two areas, both involving the ability to read, interpret and use sources. Despite the low N, these numbers definitely need to be improved.

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

Steps must be taken to improve information literacy. One step is to more actively involve the library faculty in courses other than just the Methods course. Assignments should also be added to courses to give students the chance to practice reading and interpreting a variety of sources.

**Rubric Used:** PLO 2\_Critical Thinking Assessment Rubric for International Studies Program (modeled after AAC&U Critical Thinking Assessment Rubric)

## Rubric Used

## IS\_PLO2\_Critical Thinking Assessment Rubric for International Studies

Students who complete the program in international studies will be able to: **Understand and critically assess the processes, theories, and outcomes of global institutions and systems.** This PLO #2 aligns with core competency #4 (Critical Thinking).

*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)
<b>Explanation of issues</b>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	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.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis /hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

**History and Political Science - International Studies  
Program Learning Outcome 3 (Information Literacy)  
2018-2019**

**Learning Outcome:**

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 international studies 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)
<b>Determine the Extent of Information Needed</b>	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.
<b>Access the Needed Information</b>	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.
<b>Evaluate Information and its Sources Critically</b>	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.
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	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.
<b>Access and Use Information Ethically and Legally</b>	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 and Political Science - International Studies**  
**Program Learning Outcome 4 (Written Communication)**  
**2018-2019**

**Learning Outcome:**

PLO 4. Students who complete the program in international studies will be able to develop and express ideas in written communication in an effective and scholarly manner. *IS PLO 4 aligns with written communication core competency.*

**Outcome Measure:**

Papers written in an upper division international studies course taken during the students' final academic year.

**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 spring 2016 data represents assessment of a paper written in POL 370, whereas the other data represent senior portfolio submissions.

**International Studies PLO 4\_ Written Communication Assessment Rubric – Average Student Scores:**

Course	Semester	N	Context and Purpose	Argument Development	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics	Average Score
IS Senior	Spring 2016		3.6	3.4	3.0	3.2	3.8	
IS Senior	Spring 2017	4	3.50	3.50	3.50	3.25	3.75	3.50
IS Senior	Spring 2018	9	3.56	3.11	3.00	3.11	3.00	3.16
IS Senior	Spring 2019	3	2.33	2.33	3.00	3.00	2.00	2.67

**Conclusions Drawn from Data:**

Three areas are both significantly lower and below the 2.75 average: context and purpose, argument development, and grammar.

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

One step is to make good grammar a more crucial part of the grading rubrics of assignments. However, it may be more beneficial to determine which students (in a low N) are struggling in these areas and provide additional resources and attention to assist their improvement.

**Rubric Used:** IS PLO4\_ Written Communication Assessment Rubric for International Studies (based on AAC&U Written Communication Value Rubric)



**Rubric Used****IS\_PLO4\_ Written Communication Assessment Rubric for International Studies**

Students who complete the program in political science will be able to: **Develop and express ideas in written communication in an effective and scholarly manner.** This PLO #4 aligns with core competency #1 (Written 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.*

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 international studies and genre of the writing	Demonstrates consistent use of credible and relevant sources to support ideas that are situated within international studies and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for international studies 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.

**History and Political Science - International Studies  
Program Learning Outcome 5 (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.

**International Studies PLO 5\_ Oral Communication Assessment 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 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.** 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.*

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.

**History and Political Science - International Studies**  
**Program Learning Outcome 6 (Critical Thinking)**  
**2018-2019**

**Learning Outcome:**

PLO 6. Students who complete the program in international studies will be able to construct and evaluate analytical, comprehensive arguments. (Critical Thinking). *IS PLO 6 aligns with critical thinking core competency.*

**Outcome Measure:**

Papers written in an upper division international studies course taken during the students' final academic year.

**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.

**International Studies PLO 6\_ Critical Thinking Assessment Rubric – Average Student Scores:**

Course	Semester	N	Explanation of Issues	Evidence	Influence	Position	Conclusions	Average Score
IS Senior	Spring 2018	6	3.17	3.00	3.00	NA	NA	3.06
IS Senior	Spring 2019	3	3.33	2.67	2.67	3.33	3.00	3.00

**Conclusions Drawn from Data:**

There was a decline in two areas, both involving the ability to read, interpret and use sources. Despite the low N, these numbers definitely need to be improved.

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

Steps must be taken to improve information literacy. One step is to more actively involve the library faculty in courses other than just the Methods course. Assignments should also be added to courses to give students the chance to practice reading and interpreting a variety of sources.

**Rubric Used:** IS PLO6\_ Critical Thinking Assessment Rubric for International Studies (based on AAC&U Critical Thinking Value Rubric)

**Rubric Used****IS\_PLO6\_Critical Thinking Assessment Rubric for International Studies**

Students who complete the program in international studies will be able to: **Construct and evaluate analytical, comprehensive arguments.** This PLO #6 aligns with core competency #4 (Critical Thinking).

*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)
<b>Explanation of issues</b>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	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.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.