

HISTORY & POLITICAL SCIENCE
Political Science Core Competencies
Critical Thinking
2022-2023

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ETS Proficiency Profile Level 2 Critical Thinking	88.9%	80.0%	78.9%	90.9%	57.1%	84.2%	78.9%	95.2%	78.6%

Conclusions Drawn from Data:

Our HPS students have historically performed 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 for “Reading 2.”

HISTORY & POLITICAL SCIENCE
Political Science Core Competencies
Written Communication
2021-2022

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ETS Proficiency Profile Level 2 Writing	100.0%	80.0%	84.2%	81.8%	78.6%	84.2%	57.9%	76.2%	78.6%

Conclusions Drawn from Data:

Our HPS students experienced a significant decline in this outcome two years ago, but it looks like that may have been an anomaly. Their scores are back up to typical levels, though we would like to see that number continue to climb.

Changes to be Made Based on Data:

Spend additional intentional time on writing skills in POL2070 and continue to monitor the data.

Rubric Used

No rubric. We use the ETS Proficiency Profile test results for "Writing 2."

HISTORY & POLITICAL SCIENCE
Political Science Core Competencies
Quantitative Reasoning
2021-2022

Learning Outcome:

Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ETS Proficiency Profile Level 2 Math	66.7%	80.0%	57.9%	90.9%	67.3%	68.4%	63.2%	66.7%	82.1%

Conclusions Drawn from Data:

Our HPS students have not hit the benchmark for six of the last nine years, but our nine year average (71.5%) is satisfactory.

Changes to be Made Based on Data:

We will continue to closely monitor the longitudinal data. We will also encourage our students to utilize more quantitative research methods in their projects.

Rubric Used: No rubric. We use the ETS Proficiency Profile test results for "Math 2."

HISTORY & POLITICAL SCIENCE
Political Science Core Competencies
Oral Communication
2022-23

Learning Outcome:

Oral Communication: 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. Political Science PLO #5 aligns with oral communication core competency.

Outcome Measure:

In 2017, 2018, and 2020 assessment was completed on video résumés submitted by senior political science students. In 2014 and 2019, assessment was completed on presentations by senior political science students. Since 2021, we have been assessing the video résumés submitted by all political science seniors in the spring Senior Seminar 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:

Oral Communication Value Rubric - Average Student Scores:

Semester	N	Organization	Language	Delivery	Complexity	Diverse Viewpoints	Empirical Evidence	Central Message
Fall 2014		2.8	3.3	3.2	NA	NA	3.3	3.0
Spring 2017		4.0	3.0	2.0	3.0	NA	4.0	4.0
Spring 2018		4.0	3.3	3.0	3.0	3.0	3.0	3.3
Spring 2019		4.0	3.0	3.0	4.0	3.0	3.0	4.0
Spring 2020		3.67	3.67	3.39	3.56	3.61	3.78	3.33
Spring 2021	13	3.54	3.38	3.33	3.50	3.58	3.58	3.54
Spring 2022	8	3.19	3.21	2.92	2.83	3.02	3.51	3.00
Spring 2023	8	3.88	3.69	3.25	3.44	3.38	3.31	3.38

Conclusions Drawn from Data:

This was the third year that we assigned this task as part of the Senior Seminar class, which means that there was a larger sample size and students did not “opt in” as in earlier years, so recent scores are more representative of the communication skills of our graduating political science students.

The scores are strong, indicating that our students leave PLNU with strong oral communication skills, which aligns with what we hear from employers and internship providers.

Changes to be Made Based on Data:

Have in-person discussions with our students about the “why” behind a video résumé and the importance of being concise, engaging, and confident. Otherwise, no changes at this time, other than to collect and monitor the longitudinal data.

Rubric Used: PS_PLO5_Oral Communication Assessment Rubric for Political Science (based on AAC&U Oral Communication Value Rubric)

HISTORY & POLITICAL SCIENCE
Political Science Core Competencies
Information Literacy
2022-23

Learning Outcome:

Information literacy: Political science PLO 4. Students who complete the program in political science will be able to demonstrate social scientific information literacy. Political Science PLO 4 aligns with Information Literacy Core Competency.

Outcome Measure:

Research paper written during the student's final two years at PLNU (must be from an upper-division course). This paper is then edited, revised, and reworked in the Senior Seminar course in the student's senior 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:

Semester	N	Determine Extent of Information Needed	Access Needed Information	Evaluate Information & Sources	Use Information for a Purpose	Access/Use Ethically & Legally
Spr 2015		3.2	3.0	3.2	3.0	3.6
Spr 2016		3.2	3.3	2.8	3.2	3.7
Spr 2017		3.3	3.3	2.7	2.3	3.7
Spr 2018		2.8	2.8	3.4	3.4	3.3
Spr 2019		3.0	3.0	2.0	3.0	4.0
Spr 2020		3.33	3.11	3.28	3.44	3.83
Spr 2021	13	3.5	3.53	3.11	3.46	3.73
Spr 2022	8	2.88	2.88	3.17	3.33	3.54
Spr 2023	8	3.44	3.25	3.06	3.06	3.75

Conclusions Drawn from Data:

Our students are performing well but we'll continue to work with them in this area, especially with regard to moving them away from an overreliance on Internet sources to more academic, peer-reviewed sources.

Changes to be Made Based on Data:

We will encourage them to consult with Robin Lang (our library liaison), utilize interlibrary loan, and 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 *Scope and Methods* course). Finally, we would like to work with them more in the area of evaluation, so that they go beyond just obtaining the academic work and really use it to deepen their answering of their research question (e.g. with a really robust and insightful literature review section in their papers).

Rubric Used: AAC&U Information Literacy Value Rubric.