

## Assessment Data Political Science Outcome #1

### Learning Outcome:

Political Science PLO #1: Develop an appreciation of the field of politics.

### Outcome Measure:

Political science faculty reviewed the final student evaluations in POL 460 (*Internship*) submitted by all political science seniors in this fall 2016 and spring 2017 course.

### 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:

- Diversity of Communities and Cultures
- Analysis of Knowledge
- Civic Identity and Commitment
- Civic Communication
- Civic Action and Reflection
- Civic Contexts/Structures

### 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):

	2016-2017	2014-2015
Diversity	3.4	3.2
Analysis	2.9	3.0
Civic Identity and Commitment	3.1	3.0
Civic Communication	3.0	3.2
Civic Action and Reflection	3.5	3.4
Civic Contexts/Structures	3.3	3.4

### Conclusions Drawn from Data:

Our students are performing well in all criteria. However, we have found that students could improve in their ability to connect their classroom experience to their civic engagement activities. Similarly, we would like to see more evidence of their civic communication skills. While they are comfortable and articulate during our classroom discussions, we see less evidence of that in the greater community.

### Changes to be Made Based on Data:

Consider expanding the reflection component for their internship paperwork. We will discuss the possibility of them writing a more academic response to their internship experience so that they will have a chance to reflect upon the nexus between theory and practice.

## Rubric Used

Criterion	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
<b>Diversity of Communities and Cultures</b>	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
<b>Analysis of Knowledge</b>	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
<b>Civic Identity and Commitment</b>	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
<b>Civic Communication</b>	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
<b>Civic Action and Reflection</b>	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple civic engagement activities, accompanied by	Demonstrates independent experience and <i>team leadership</i> of civic action, with reflective insights or analysis about the aims and	Has clearly <i>participated</i> in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has <i>experimented</i> with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.

	reflective insights or analysis about the aims and accomplishments of one's actions.	accomplishments of one's actions.		
<b>Civic Contexts/Structures</b>	Demonstrates ability and commitment to <i>collaboratively work across and within</i> community contexts and structures <i>to achieve a civic aim.</i>	Demonstrates ability and commitment to work actively <i>within</i> community contexts and structures <i>to achieve a civic aim.</i>	Demonstrates experience identifying intentional ways to <i>participate in</i> civic contexts and structures.	Experiments with civic contexts and structures, <i>tries out a few to see what fits.</i>

## Assessment Data Political Science Outcome #2

### Learning Outcome:

Political Science PLO #2: Evaluate, design, and apply social science research with respect to political phenomena (core competency #5).

### 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 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:

- Interpretation
- Representation
- Application/Analysis
- Communication

### 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 2017	Spring 2015
Interpretation	3.5	3.0
Representation	3.0	N/A
Application/Analysis	3.0	3.2
Communication	3.0	2.6

### 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 to draw conclusions from the social scientific data, and to be able to communicate these conclusions in a sophisticated manner.

### Changes to be Made Based on Data:

Continue to emphasize the scientific nature of the social science discipline – in both the qualitative and the quantitative sense. We have also recently started to encourage some of our students to take a statistics course to supplement their research methods coursework.

## Rubric Used

Criterion	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.)

### Assessment Data Political Science Outcome #3

**Learning Outcome:**

Political Science PLO #3: Understand and critically assess the processes, theories, and outcomes of political institutions and political behavior (core competency #4).

**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 341 (*Campaigns and Elections*) 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:

- Explanation of Issues
- Evidence
- Influence of Context and Assumptions
- Student's Position
- Conclusions and Related Outcomes

**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 2017	Fall 2014
Explanation of Issues	3.0	3.0
Evidence	3.0	2.5
Influence of Context and Assumptions	3.0	3.0
Student's Position	3.3	2.5
Conclusions and Related Outcomes	3.0	2.0

**Conclusions Drawn from Data:**

Our students are performing well in all criteria and have improved since our last assessment. In particular, we noticed a big shift in the students' ability to discuss the larger implications of their research, specifically with regard to the evidence presented, and their ability to communicate the nuanced and complex nature of their main argument.

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

Continue to emphasize the importance of analyzing assumptions and evaluating evidence. We will also continue to work with them on their writing and critical thinking skills.

## Rubric Used

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</b>	Conclusions and related	Conclusion is logically tied	Conclusion is logically tied to	Conclusion is inconsistently tied to

<b>outcomes (implications and consequences)</b>	outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	some of the information discussed; related outcomes (consequences and implications) are oversimplified.

## Assessment Data Political Science Outcome #5

### Learning Outcome:

Political Science PLO #5: Develop and express ideas in written communication in an effective and scholarly manner (core competency #1).

### 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 paper written by all enrolled seniors in POL 370 (*Comparative Politics*) in spring 2016 and POL 455 (*Protest and Social Movements in World Politics*) in spring 2015 and spring 2013.

### 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:

- Context of and Purpose for Writing
- Argument Development
- Genre and Disciplinary Conventions
- Sources and Evidence
- Control of Syntax, Grammar, and Mechanics

### 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 2017	Spring 2016	Spring 2015	Spring 2013
Context of and purpose for writing	3.3	3.2	3.2	3.7
Argument development	3.0	2.8	3.0	2.7
Genre and disciplinary conventions	2.7	3.0	3.0	2.8
Sources and evidence	3.3	3.2	3.4	3.0
Control of syntax, grammar, and mechanics	2.7	3.2	3.6	2.7

### Conclusions Drawn from Data:

We have seen some improvement in the criterion of “sources and evidence” since transitioning our students to a standardized – and rigorously enforced – style of citation (author-date Chicago

Manual of Style). Additionally, our students consistently perform well in the first criterion, illustrating their understanding of the purpose and focus of the paper assignment. We would like to see some improvement in their argument development and their writing (grammar, etc.).

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

Continue to emphasize the importance of developing and communicating a sophisticated argument in a paper. We will do this by exposing them to more social science peer-reviewed journal articles that effectively convey the author's deep understanding of the research question, the logical development of an argument, and a sophisticated level of writing.

## Rubric Used

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 political science</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 political science and genre of the writing	Demonstrates consistent use of credible and relevant sources to support ideas that are situated within political science and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for political science and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
<b>Control of Syntax, Grammar, and</b>	Uses graceful language that skillfully communicates meaning to	Uses straightforward language that generally	Uses language that generally conveys	Uses language that sometimes impedes

<b>Mechanics</b>	readers with clarity and fluency, and is virtually error-free.	conveys meaning to readers. The language in the portfolio has few errors.	meaning to readers with clarity, although writing may include some errors.	meaning because of errors in usage.
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## 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 2017	Spring 2016	Spring 2015
Determine the Extent of Information Needed	3.3	3.2	3.2
Access the Information Needed	3.3	3.3	3.0
Evaluate Information and its Sources Critically	2.7	2.8	3.2
Use Information Effectively to Accomplish a Specific Purpose	2.3	3.2	3.0
Access and Use Information Ethically and Legally	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)
<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	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.
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## 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.

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

### Conclusions Drawn from Data:

This was the first year that we asked our students to do a video résumé, thus we were aware that we would need to work out some kinks. Indeed, our numbers are strong, but this is largely driven by a low N – only one student submitted a video. 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)
<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.

## Assessment Data Political Science Outcome #7

### Learning Outcome:

Political Science PLO #7: Construct and evaluate analytical, comprehensive arguments (core competency #4).

### 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 paper written by all enrolled seniors in POL 321 (*Western Political Thought*) 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:

- Explanation of Issues
- Evidence
- Influence of Context and Assumptions
- Student's Position
- Conclusions and Related Outcomes

### 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 2017	Spring 2015
Explanation of Issues	2.7	3.1
Evidence	3.3	3.6
Influence of Context and Assumptions	3.3	3.4
Students' Position	3.3	3.7
Conclusions and Related Outcomes	3.0	2.9

### Conclusions Drawn from Data:

We continue to be pleased with our students' success in this area. Two areas (explanation of issues and conclusions) should be watched in the coming years to see if there could be some improvement here.

### Changes to be Made Based on Data:

Continue to emphasize the importance of developing and communicating a sophisticated argument in a paper. We will do this by exposing them to more social science peer-reviewed journal articles that effectively convey the author's deep understanding of the research question, the logical development of an argument, and a sophisticated level of writing.

**Rubric Used**

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	Conclusion is logically tied to a range of information, including opposing	Conclusion is logically tied to information (because information is chosen to fit	Conclusion is inconsistently tied to some of the information discussed; related outcomes

	reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	viewpoints; related outcomes (consequences and implications) are identified clearly.	the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	(consequences and implications) are oversimplified.
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