Note: In fall 2021 we revised the PLOs for the political science program. The revisions were not major but we did eliminate two PLOs, bringing our total to five (5) PLOs.

History and Political Science
Political Science - Program Learning Outcome 1
Aligns with Quantitative Reasoning Core Competency
2022-23

Learning Outcome:
Political Science PLO #1: Evaluate, design, and apply social science research with respect to political phenomena. *PS PLO 1 aligns with quantitative reasoning 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. These papers use some form of statistical analysis, whether as part of the hypothesis testing or as part of the supporting evidence.

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	Interpretation	Representation	Application/Analysis	Communication
Spring 2015		3.0	NA	3.2	2.6
Spring 2017		3.5	3.0	3.0	3.0
Spring 2018		3.0	3.0	3.0	3.0
Spring 2019		3.0	3.0	3.0	3.0
Spring 2020		3.11	2.94	3.11	3.17
Spring 2021	13	3.38	2.77	3.19	3.42
Spring 2022	8	2.63	2.67	2.96	3.04
Spring 2023	8	3.31	3.25	3.25	3.19

Conclusions Drawn from Data:
This was the third year that students completed this assessment as part of the Senior Seminar course, which means that all graduating seniors are now assessed (as compared to a smaller sample pre-2021). We do note that students are still meeting and exceeding the benchmarks in all categories. The students are particularly adept at linking quantitative data to their argument ("communication").

Changes to be Made Based on Data:
First, we will 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. Second, we should discuss as an assessment team if this assignment is an adequate means of testing this PLO.

Rubric Used:
PS_PLO1_ Quantitative Reasoning Assessment Rubric for Political Science (based on AAC&U Quantitative Literacy Value Rubric)

Rubric Used   **PS_PLO1_Quantitative Reasoning Assessment Rubric for Political Science**

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Interpretation *Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)*	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. *For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.*	Provides accurate explanations of information presented in mathematical forms. *For instance, accurately explains the trend data shown in a graph.*	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. *For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.*	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. *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.*
Representation *Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)*	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.
Application / Analysis *Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis*	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.
Communication *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)***)**	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
Political Science - Program Learning Outcome 2
Aligns with Critical Thinking Core Competency
2022-23

Learning Outcome:
Political Science PLO #2: Understand and critically assess the processes, theories, and outcomes of political institutions and political behavior. *PS PLO 2 aligns with critical thinking 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	Explanation of Issues	Evidence	Influence of Context and Assumptions	Student's Position	Conclusions and Related Outcomes
Fall 2014		3.0	2.5	3.0	2.5	2.0
Spring 2017		3.0	3.0	3.0	3.3	3.0
Spring 2018		3.2	2.8	3.2	3.3	3.3
Spring 2019		4.0	2.5	4.0	4.0	3.0
Spring 2020		3.50	3.28	3.22	3.39	3.17
Spring 2021	13	3.58	3.31	3.04	3.04	3.50
Spring 2022	8	3.21	3.04	2.96	3.54	3.33
Spring 2023	8	3.63	3.19	3.25	3.38	2.88

Conclusions Drawn from Data:
This was the third year that students completed this assessment as part of the Senior Seminar course, which means that all graduating seniors are now assessed (as compared to a smaller sample pre-2021). Students are still meeting and exceeding the benchmarks in all categories.

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: PS_PLO2_ Critical Thinking Assessment Rubric for Political Science (based on AAC&U Critical Thinking Value Rubric)

HPS: PLO Data, Political Science, 2022-23

Rubric Used   **PS_PLO2_ Critical Thinking Assessment Rubric for Political Science**

	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
Explanation of Issues	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.
Evidence *Selecting and using information to investigate a point of view or conclusion*	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.
Influence of Context and Assumptions	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.
Student's Position (perspective, thesis/hypothesis)	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.
Conclusions and Related outcomes (implications and consequences)	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
Political Science – Program Learning Outcome #3
Aligns with Information Literacy Core Competency
2022-23

Learning Outcome:
Political Science PLO #3: Demonstrate Social Scientific Information Literacy. *PS PLO 3 aligns with the 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
Spring 2015		3.2	3.0	3.2	3.0	3.6
Spring 2016		3.2	3.3	2.8	3.2	3.7
Spring 2017		3.3	3.3	2.7	2.3	3.7
Spring 2018		2.8	2.8	3.4	3.4	3.3
Spring 2019		3.0	3.0	2.0	3.0	4.0
Spring 2020		3.33	3.11	3.28	3.44	3.83
Spring 2021	13	3.50	3.54	3.12	3.46	3.73
Spring 2022	8	2.88	2.88	3.17	3.33	3.54
Spring 2023	8	3.44	3.25	3.06	3.06	3.75

Conclusions Drawn from Data:
This was the third year that students completed this assessment as part of the Senior Seminar course, which means that all graduating seniors are now assessed (as compared to a smaller sample pre-2021). Students are still meeting and exceeding the benchmarks in all categories.

Our recent emphasis on accessing information and connecting students better with sources (e.g. engaging in a session with Robin Lang in the Ryan Library during their time in POL 2070 (*Scope and Research Methods*)) appears to be paying off, particularly with regard to evaluating sources and information in a critical manner.

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 – we have already started doing so in POL 4041 (*Issues in Public Policy*).

Rubric Used: PS_PLO3_ Information Literacy Assessment Rubric for Political Science (based on AAC&U Information Literacy Value Rubric)

Rubric Used **Political Science Program Learning Outcome #3 Assessment Rubric: Information Literacy**

	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	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	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	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.	published, confidential, and/or proprietary information.	published, confidential, and/or proprietary information.	published, confidential, and/or proprietary information.

History and Political Science
Political Science – Program Learning Outcome #4
Aligns with Written Communication Core Competency
2022-23

Learning Outcome:
Political Science PLO #4: Develop and express ideas in written communication in an effective and scholarly manner. *PS PLO 4 aligns with the written communication 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	Context and Purpose	Argument	Genre and Disciplinary Conventions	Sources and Evidence	Control of syntax / grammar/ mechanics
Spring 2013		3.7	2.7	2.8	3.0	2.7
Spring 2015		3.2	3.0	3.0	3.4	3.6
Spring 2016		3.2	2.8	3.0	3.2	3.2
Spring 2017		3.3	3.0	2.7	3.3	2.7
Spring 2018		3.3	3.3	3.2	3.2	3.2
Spring 2019		4.0	3.0	4.0	3.5	4.0
Spring 2020		3.44	3.33	3.50	3.56	3.44
Spring 2021	13	3.81	3.46	3.54	3.69	3.46
Spring 2022	8	3.58	3.38	3.29	3.29	3.21
Spring 2023	8	3.19	2.88	2.94	2.88	3.31

Conclusions Drawn from Data:
We continue to see improvement in the criterion of "sources and evidence" since transitioning our students to a standardized – and rigorously enforced – style of citation in 2014 (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. The improvement in their

argument development is noted as well. Overall, our students are consistently far exceeding the minimum standard, indicating to us that our program helps to produce strong writers.

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: PS_PLO4_Written Communication Assessment Rubric for Political Science (based on AAC&U Written Communication Value Rubric)

Rubric Used   **PS_PLO 4_ Written Communication Assessment Rubric for Political Science**

	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
Context of and Purpose for Writing *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).*	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).
Argument Development	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
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in political science*	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.
Sources and Evidence	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.
Control of Syntax, Grammar, and Mechanics	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
Political Science – Program Learning Outcome #5
Aligns with Oral Communication Core Competency
2022-23

Learning Outcome:
Political Science PLO #5: Demonstrate oral communication abilities, particularly to convey complex ideas, recognize diverse viewpoints, and offer empirical evidence of an argument. *PS PLO 5 aligns with written communication core competency.*

Outcome Measure:
Assessment was completed on video résumés submitted by seniors in the 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:

Semester	N	Organiz-ation	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 students completed this assessment as part of the Senior Seminar course, which means that all graduating seniors are now assessed (as compared to a smaller sample pre-2021). Students are still meeting and exceeding the benchmarks in all categories, illustrating that our students graduate with strong oral communication skills, ranging from research presentation to personal storytelling.

Changes to be Made Based on Data:
Continue to have in-person discussions with our students about the "why" behind a video résumé and the importance of developing strong presentation skills, including communicating a message in a concise but robust and engaging way.

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

Rubric Used   **PS_PLO5_ Oral Communication Assessment Rubric for Political Science**

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Complexity	Argument is insightful and deeply analytical; the presentation is very clear in conveying this complexity.	Argument is insightful and analytical; the presentation is clear in conveying this complexity.	Argument is insightful; the presentation is generally clear in conveying this complexity.	Argument is lacking in insight and analysis.
Diverse Viewpoints	Presenter effectively and objectively analyzes at least two competing points of view on the subject matter.	Presenter effectively and objectively offers at least two competing points of view on the subject matter, with only some analysis of the two viewpoints offered.	Presenter effectively and objectively briefly offers at least two competing points of view on the subject matter.	Presenter does not effectively or objectively offer at least two competing points of view on the subject matter.
Empirical Evidence	A variety of types of supporting materials/empirical evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials/empirical evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials/empirical evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials or normative/biased evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.