Social Science Composite Teaching Secondary Education BA/BS
2013-2014

Department of History and Political Science
School of Humanities
Dixie State University

PLO *Identify the PLO(s) assessed in the current AY (1-2)*	Measure(s) 1. *Direct or indirect* 2. *Description of measure (upload instrument & sample artifacts)* 3. *Scoring strategy (upload rubric)* 4. *Score scale (e.g., 4=exemplary, … 1=unacceptable)*	Baseline / Threshold / Benchmark/ Target	Data Collection Method 1. *Course(s) number* 2. *Semester collected* 3. *Sample size*	Results *For each PLO, consider all the data and summarize the three important findings* ***Highlight whether the targets were met, partially met, or not met*** *Include summary reliability indices*	Action Taken (closing the loop) *State action(s) taken to improve student learning*
None	Direct Measure(s): None proposed		No data collected	**Met** | **Partially Met** | **Not Met** Not Met.	Department will determine which PLO to assess and develop measurement strategy for the upcoming academic year.
	Indirect Measure(s): None proposed		No data collected		

Dixie State University Social Science Composite Program Learning Outcomes Rubric

Learning Outcomes	Level of Development				
25% Each	**Excellent mastery 5**	**Good mastery 4**	**Some mastery 3**	**Minimal mastery 2**	**No mastery 1-0**
PLO 1 Social Science Knowledge: Students will exhibit a descriptive knowledge of key theories, ideas, institutions, and processes related to the study of the social sciences as determined by their faculty mentor.	-Statements are correct, verifiable, and precise -Clear understanding of factors influencing institutions and concepts	-Statements are correct but broadly stated - Omits some key informing factors shaping institutions and concepts	- Some incorrect statements -Narrow range of informing factors	- Limited factual errors - Few informing factors tied to the discussion	- Multiple factual errors - Explores its subject in a intellectual vacuum
PLO 2 Social Science Research: Students will demonstrate an ability to collect and categorize diverse and appropriate forms of social scientific evidence.	-Full explanation of the problem under review - Essay reflects the complexity and depth of the material under review	- Some key parts of issues omitted - At some points, critiques either inappropriate or unsubstantiated	- Vagueness in response - Significance of the material presented remains unclear	-Confusing or contradictory arguments - Little to no discussion of wider context of institutions and concepts	- Omission of key explanations - Fails to analyze issues within their distinctive context
PLO 3 Communication in Social Science: Students will produce forms of written and oral presentation, using accepted professional methodologies, which clearly articulate social scientific interpretations.	- Argument unfolds through a logical sequence of points -Statements made in a straightforward, understandable, and persuasive manner	- Good organizational skills, though some parts of the essay move in unexpected directions - Line of argument generally clear	- Difficult to detect a logical sequence of the points in the essay - Material presented in a scattershot fashion	- Confusing and puzzling sequence of points raised in the argument - Difficult to determine the appropriateness of the material offered	- Organization of argument incomprehensible
PLO 4 Critical Thinking/Analysis: Students will display an interpretive knowledge of key historical, political, economic, social, and psychological debates and issues that concern practicing social scientists, differentiating between causal and correlative factors in scientific explanation.	- Situates issues within distinctive context - Clarifies significance of the issue under review - Complex grasp of causation & correlation	- Some effort at contextualizing the question - Some gaps as essay explores meaning and significance of major issues	- Essay mentions (but does not explain) key issues - Weak contextualization	- Confusing or contradictory arguments answers - Critiques commonly unfair, irrelevant, or misinformed.	- Critiques misplaced and inappropriate