### Organizational Area

Indiana University System AMS » Indiana University: Kokomo » Academic Affairs » School of Humanities & Social Sciences

### History/Political Science

#### Overall Statistics

- 9% (3/33) outcomes were included
- 100% (3/3) of outcomes included have at least one measure specified
- 100% (3/3) of outcomes included have measures with findings specified

#### Summary Results

<table>
<thead>
<tr>
<th>Measure Type/Method</th>
<th>3 Total Measures</th>
<th>3 Total Measures with Findings</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td><strong>Student Artifact</strong></td>
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<td></td>
</tr>
<tr>
<td>Exam</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Portfolio</td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>Total Direct</strong></td>
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<td>3 (100%)</td>
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<tr>
<td><strong>Survey</strong></td>
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<tr>
<td>Focus Group</td>
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<tr>
<td>Interview</td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>Total Indirect</strong></td>
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<tr>
<td><strong>Unspecified</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Measure Level</th>
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<tr>
<td>Course</td>
<td>3 (100%)</td>
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<tr>
<td>Program</td>
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</tr>
<tr>
<td>Institution</td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>Unspecified</strong></td>
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<table>
<thead>
<tr>
<th>Acceptable Target Achievement</th>
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<tbody>
<tr>
<td>Not Met</td>
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<tr>
<td>Met</td>
</tr>
<tr>
<td>Exceeded</td>
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<tr>
<td>Unspecified</td>
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</table>
**IU Kokomo General Education Outcomes (Copy 2)**

**Ethics and Civic Engagement**

**Outcome 1: Students will identify the key elements and approaches to ethical situations and issues.**

**Component 1: Students will discuss ethical decision making processes with an emphasis on stakeholders.**

**Component 2: Students will analyze key components/factors of ethical issues in a structured fashion.**

**Measure**

*P140 Argument Reconstruction*

**COURSE LEVEL; DIRECT - STUDENT ARTIFACT**

**Details/Description:**

We evaluated 10 Argument Reconstruction / Objection / Replies, from PHIL P140, Introduction to Ethics. This assignment, used in all philosophy courses at IUK, requires that students 1) reconstruct the author’s main thesis and argument; 2) provide a relevant, non-question-begging objection to that argument/thesis; and 3) provide a possible response to that objection, with a citation from the text supporting their interpretation. Within the context of ethical inquiry, used throughout our P140 courses, this assignment serves as a wonderful way to teach and assess all outcomes in the campus Ethics and Civic Engagement, especially outcomes 1.1, 1.2, 2.1, 2.2

We each graded (or regraded) each assignment on a scale of 1-5, 5 being absolute mastery, 1 being absolute failure to master, the outcome.

**Acceptable Target:**

50%

**Implementation Plan (timeline):**

Fall 2018/Spring 2019

**Key/Responsible Personnel:**

Blackwell and Buckman

**Supporting Attachments:**

**Findings**

*for P140 Argument Reconstruction*

**Summary of Findings:**

Approximately 65% of the assignments we looked at were in the 4-5 range, 20% were in the 3 range, and 15% were in the 1-2 range. Students in this last category tended to
Outcome 2: Students will identify the benefits of making informed judgments with regard to individual and group conduct.

Component 1: Students will articulate personal and group ethical responsibilities.
Component 2: Students will compare/contrast alternative responses to ethical situations.
Component 3: Students will discuss ways in which difficult ethical situations can be prevented or ameliorated.

Measure

P140 Argument Reconstruction

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:
We evaluated 10 Argument Reconstruction / Objection / Replies, from PHIL P140, Introduction to Ethics. This assignment, used in all philosophy courses at IUK, requires that students 1) reconstruct the author’s main thesis and argument; 2) provide a relevant, non-question-begging objection to that argument/thesis; and 3) provide a possible response to that objection, with a citation from the text supporting their interpretation. Within the context of ethical inquiry, used throughout our P140 courses, this assignment serves as a wonderful way to teach and assess all outcomes in the campus Ethics and Civic Engagement, especially outcomes 1.1, 1.2, 2.1, 2.2.

We each graded (or regraded) each assignment on a scale of 1-5, 5 being absolute mastery, 1 being absolute failure to master, the outcome.

Acceptable Target:
50%

Implementation Plan (timeline):
Fall 2018/Spring 2019

Key/Responsible Personnel:
Blackwell and Buckman

Supporting Attachments:

Findings
for P140 Argument Reconstruction

Summary of Findings:
Approximately 65% of the assignments we looked at were in the 4-5 range, 20% were in the 3 range, and 15% were in the 1-2 range. Students in this last category tended to have failed to follow directions, or had completely misinterpreted the philosophical passage, resulting their subsequent analysis of that passage. Those in the 3 range were sometimes incomplete, having failed to provide a relevant objection.

Acceptable Target Achievement:
Exceeded
Outcome 2: Students will compare the perspectives of others to their own.

Component 1: Students will articulate their own perspectives and recognize potential personal bias.
Component 2: Students will question the underlying assumptions of self and others.

Mapped to:
No Mapping

Measure
P105 Logical Fallacies

COURSE LEVEL: DIRECT - STUDENT ARTIFACT

Details/Description:
We evaluated 20 homework assignments from P105, Critical Thinking. We chose Homework 05 in which students are to identify and explain the logical fallacies they find in certain argumentative passages. This assignment serves to assess Outcome 2: “Students will compare the perspective of others to their own.” We each graded (or regraded each homework paper on a scale of 1-5, 5 being absolute mastery, 1 being absolute failure to master the outcome.

Acceptable Target:
50%

Implementation Plan (timeline):
Fall 2018/Spring 2019

Key/Responsible Personnel:
Blackwell and Buckman

Supporting Attachments:

Findings
for P105 Logical Fallacies

Summary of Findings:
Approximately 67% of the assignments we evaluated were in the 4-5 range, 10% were in the 3 range, and 23% were in the 1-2 range. Students in this last category either failed to turn in an assignment or failed to follow directions correctly. Students in the 3 range usually failed to provide a complete explanation for their answer.

Acceptable Target Achievement:
Exceeded

Reflections/Notes:

Substantiating Evidence: