

Report : Assessment Cycle Details for : History/Political Science

Report Generated by Taskstream

Workspace : Academic Program Assessment and Planning Workspace

Assessment Plan : 2017-2018 Assessment Cycle: Assessment Plan and Assessment Findings

Assessment Plan Template : IU Kokomo Academic Assessment Template

Report Generated : Thursday, May 31, 2018

Measures and Findings

History/Political Science Outcome Set

Outcome

Outcome 1 GenEd

Students will demonstrate an understanding of the methods of inquiry used by social or behavioral scientists.

Mapped to:

- **Strategic Plan:2014-2020:** IV, V, VI, VIII

Measure

HPS assessment Outcome 1

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description :

Faculty examine representative samples of History and Political Science essays and papers, evaluating on a scale of 1 (poor/insufficient mastery) to 5 (excellent mastery). Supplemental information about discussions is tabulated individually.

Acceptable Target :

Ratings of 3, 4, and 5 demonstrate competence at the outcome.

Implementation Plan (timeline) :

Products are collected through the course of each academic term. Faculty meet as a group once a year (at the beginning of the spring term) to review products in order to assure consistency in grading across the unit.

Key/Responsible Personnel :

all

Supporting Attachments :

Findings

for HPS assessment Outcome 1

Summary of Findings :

Faculty members used scores of 1 (indicating poor/failing achievement of the outcome) to 5 (excellent/ superior achievement of the outcome). Faculty in HPSP set a target of 75% achievement of the learning outcomes at a rating of 3, 4, or 5. In the past year, 80% of students achieved this rating both in rote performance (quizzes, fill in the blank, or matching exercises) and in more advanced skills (discussions, papers, essays).

Acceptable Target Achievement:

Met

Reflections/Notes :

There are many reasons for these results. Some students express fear about the heavy reading and writing loads in these courses. Others say that they have not received adequate instruction in their secondary schools in the skills that they need for these courses. We also find that a small proportion of students never attend the courses; in spite of our efforts to request that they engage with the course or withdraw, many never respond. Finally, some students have great difficulty balancing family, work, and other personal commitments with their school work. Faculty members are interested in finding ways to gather data that will help us to improve student performance.

Substantiating Evidence :

 HPSP report 2016-2017 (Word Document (Open XML))

The HPSP report offers more complete data and description of faculty consideration of student products.

Outcome 1 component 1 GenEd

Component 1: Students will demonstrate an understanding of the importance of systematic data collection.

Mapped to:

- **IU Kokomo General Education Outcomes:** Outcome 1: Students will demonstrate an understanding of the methods of inquiry used by social or behavioral scientists

Measure

HPS assessment Outcome 1

COURSE LEVEL; DIRECT - STUDENT ARTIFACT**Details/Description :**

Faculty examine representative samples of History and Political Science essays and papers, evaluating on a scale of 1 (poor/insufficient mastery) to 5 (excellent mastery). Supplemental information about discussions is tabulated individually.

Acceptable Target :

Ratings of 3, 4, and 5 demonstrate competence at the outcome on our scale.

Implementation Plan (timeline) :

Products are collected through the course of each academic term. Faculty meet as a group once a year (at the beginning of the spring term) to review products in order to assure consistency in grading across the unit.

Key/Responsible Personnel :

all

Supporting Attachments :

Findings

for HPS assessment Outcome 1

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Substantiating Evidence :

 HPSP report 2016-2017 (Word Document (Open XML))

The HPSP report offers more complete data and description of faculty consideration of student products.

Outcome 1 component 2 GenEd

Component 2: Students will demonstrate an understanding of the basic features of various research methods.

Mapped to:

- **IU Kokomo General Education Outcomes:** Outcome 1: Students will demonstrate an understanding of the methods of inquiry used by social or behavioral scientists, Outcome 3: Students will demonstrate an understanding of behavior using social or behavioral science concepts

Measure

HPS assessment Outcome 1

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

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Faculty examine representative samples of History and Political Science essays and papers, evaluating on a scale of 1 (poor/insufficient mastery) to 5 (excellent mastery). Supplemental information about discussions is tabulated individually.

Acceptable Target :

Ratings of 3, 4, and 5 on a scale of 1-5 demonstrate competence at the outcome.

Implementation Plan (timeline) :

Products are collected through the course of each academic term. Faculty meet as a group once a year (at the beginning of the spring term) to review products in order to assure consistency in grading across the unit.

Key/Responsible Personnel :

all

Supporting Attachments :

Findings

for HPS assessment Outcome 1

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Substantiating Evidence :

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Outcome 2 Gen Ed

Students will demonstrate an understanding of how political, social, or historical processes shape societies.

Mapped to:

- **IU Kokomo General Education Outcomes:** Outcome 2: Students will demonstrate an understanding of how political, social, or historical processes shape societies, Outcome 3: Students will demonstrate an understanding of behavior using social or behavioral science concepts

Measure

HPS assessment Outcome 2

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description :

Faculty examine representative samples of History and Political Science essays and papers, evaluating on a scale of 1 (poor/insufficient mastery) to 5 (excellent mastery). Supplemental information about discussions is tabulated individually.

Acceptable Target :

Ratings of 3, 4, and 5 on a scale of 1-5 demonstrate competence at the outcome.

Implementation Plan (timeline) :

Products are collected through the course of each academic term. Faculty meet as a group once a year (at the beginning of the spring term) to review products in order to assure consistency in grading across the unit.

Key/Responsible Personnel :

all

Supporting Attachments :

Findings

for HPS assessment Outcome 2

Summary of Findings :

Faculty members used scores of 1 (indicating poor/failing achievement of the outcome) to 5 (excellent/ superior achievement of the outcome). Faculty in HPSP set a target of 75% achievement of the learning outcomes at a rating of 3, 4, or 5. In the past year, 80% of students achieved this rating both in rote performance (quizzes, fill in the blank, or matching exercises) and in more advanced skills (discussions, papers, essays).

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Substantiating Evidence :

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Outcome 2 component 1 GenEd

Component 1: Students will demonstrate an understanding of the functions and impact of societal (e.g., political, economic, and/or cultural) institutions.

Mapped to:

- **IU Kokomo General Education Outcomes:** Outcome 2: Students will demonstrate an understanding of how political, social, or historical processes shape societies, Outcome 3: Students will demonstrate an understanding of behavior using social or behavioral science concepts

Measure

HPS assessment Outcome 2

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description :

Faculty examine representative samples of History and Political Science essays and papers, evaluating on a scale of 1 (poor/insufficient mastery) to 5 (excellent mastery). Supplemental information about discussions is tabulated individually.

Acceptable Target :

Ratings of 3, 4, and 5 on a scale of 1-5 demonstrate competence at the outcome.

Implementation Plan (timeline) :

Products are collected through the course of each academic term. Faculty meet as a group once a year (at the beginning of the spring term) to review products in order to assure consistency in grading across the unit.

Key/Responsible Personnel :

all

Supporting Attachments :

Findings

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Acceptable Target Achievement:

Met

Reflections/Notes :

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Substantiating Evidence :

 HPSP report 2016-2017 (Word Document (Open XML))

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Outcome 2 component 2 GenEd

Component 2: Students will demonstrate an understanding of fundamental societal (e.g., political, economic, and/or cultural) changes and the factors that contribute (or have contributed) to them.

Mapped to:

- **IU Kokomo General Education Outcomes:** Outcome 2: Students will demonstrate an understanding of how political, social, or historical processes shape societies, Outcome 3: Students will demonstrate an understanding of behavior using social or behavioral science concepts

Measure

HPS assessment Outcome 2

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description :

Faculty examine representative samples of History and Political Science essays and papers, evaluating on a scale of 1 (poor/insufficient mastery) to 5 (excellent mastery). Supplemental information about discussions is tabulated individually.

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Ratings of 3, 4, and 5 on a scale of 1-5 demonstrate competence at the outcome.

Implementation Plan (timeline) :

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Key/Responsible Personnel :

all

Supporting Attachments :

Findings

for HPS assessment Outcome 2

Summary of Findings :

Faculty members used scores of 1 (indicating poor/failing achievement of the outcome) to 5 (excellent/ superior achievement of the outcome). Faculty in HPSP set a target of 75% achievement of the learning outcomes at a rating of 3, 4, or 5. In the past year, 80% of students achieved this rating both in rote performance (quizzes, fill in the blank, or matching exercises) and in more advanced skills (discussions, papers, essays).


Acceptable Target Achievement:

Met

Reflections/Notes :

There are many reasons for these results. Some students express fear about the heavy reading and writing loads in these courses. Others say that they have not received adequate instruction in their secondary schools in the skills that they need for these courses. We also find that a small proportion of students never attend the courses; in spite of our efforts to request that they engage with the course or withdraw, many never respond. Finally, some students have great difficulty balancing family, work, and other personal commitments with their school work. Faculty members are interested in finding ways to gather data that will help us to improve student performance.

Substantiating Evidence :

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IU Kokomo General Education Outcomes (Copy 1)

❖ Humanities and Arts

Outcome 1: Students will articulate how intellectual traditions have helped shape present cultures

Component 1: Students will analyze the influence of tradition(s) on a present culture

Component 2: Students will explain the inter-relationship of tradition and culture

Mapped to:

Measure

Commentaries

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description :

We evaluated 20 commentaries, 10 from PHIL P100 and 10 from PHIL P140, the main two lower-level philosophy courses we teach as part of the general education. This commentary 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.

No Mapping

Acceptable Target :

Implementation Plan (timeline) :

Key/Responsible Personnel :

Philosophy faculty

Supporting Attachments :

Findings

for Commentaries

Summary of Findings :

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. We chose assignments from later in the semester, as student will have then had time to master the required skills. This gives us a more accurate depiction of the number of students who are meeting the outcomes. Approximately 75% of the assignments we looked at were in the 4-5 range, 20% were in the 3 range, and 5% were in the 1-2 range.

Acceptable Target Achievement:

Met

Reflections/Notes :

Students in this last category tended to have failed to follow directions, or had incomplete commentaries. We suspect that those in the 1-2 category, at this point in the course, were not fully committed, and we noted that these students had low attendance and (sometimes) missing assignments throughout the course. Those in the 3 range were sometimes partially incomplete, having failed to provide a relevant objection or their interpretation of the text was not well supported.

Substantiating Evidence :

Outcome 2: Students will evaluate various literary, philosophical, or historical works and approaches

Component 1: Students will interpret various meanings of a work

Component 2: Students will identify the approach inherent in a work

Component 3: Students will explain contextual influences

Component 4: Students will evaluate the impact of the work

Mapped to:

No Mapping

Measure

Commentaries

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description :

We evaluated 20 commentaries, 10 from PHIL P100 and 10 from PHIL P140, the main two lower-level philosophy courses we teach as part of the general education. This commentary 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.

Acceptable Target :

Implementation Plan (timeline) :

Key/Responsible Personnel :

Philosophy faculty

Supporting Attachments :

Findings
for Commentaries

Summary of Findings :

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. We chose assignments from later in the semester, as student will have then had time to master the required skills. This gives us a more accurate depiction of the number of students who are meeting the outcomes. Approximately 75% of the assignments we looked at were in the 4-5 range, 20% were in the 3 range, and 5% were in the 1-2 range.

Acceptable Target Achievement:

Met

Reflections/Notes :

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Substantiating Evidence :