Department/Program: History, Philosophy, Political Science and Religious Studies	Chair/Director: Gianluca Di Muzio	Assessment cycle/year: 2013-14
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Mission/Purpose

To help our students develop the intellectual tools that are necessary for excelling in the study of history, philosophy, politics, and religion. The ultimate goal is to assist them in becoming better-informed citizens and decision makers.

Student learning outcomes (Goals):

Goal 1. Form students who can effectively evaluate historical evidence

Goal 2. Form students who read primary and secondary sources critically

Goal 3. Form students who are able to conduct independent research

Goal 4. Acquaint students with philosophical ideas from a wide range of historical eras

Goal 5. Develop each student's critical reasoning and writing skills

Goal 6. Form students who understand the importance of ethical reasoning and ethical practices

Goal 7. Help students understand structures and processes of American government commensurate with citizenship duties and an effective civil society

Goal 8. Help students acquire a high degree of familiarity with a broad range of political systems

Goal 9. Enhance the ability of students to conceptualize problems and apply analytical tools to solve them

Goal 10. Expose political science majors to at least three of the subfields of political science

Which Goals did you assess this year?

We assessed the degree to which our students meet critical thinking learning outcomes in HIST-J 495. This provided information on how well our students meet Goals 1, 2, 3, 5, and 9 in the above list.

Assessment Summary

Outcomes/Objectives	Measure(s)	Findings	Action Plans
Ex. Students will demonstrate proficiency in oral communication.	*Rubric applied to capstone project presentations.*	*60% of students scored a 3 or higher.*	*Provide tutorials and practice sessions for oral presentations once a month through the tutoring center.*
1. Students will find a proper topic for the research paper that has a clear focus, a clearly defined range of content, and ramifications beyond the direct content discussed.	Rubric applied to proseminar research paper.	44% of students scored a 4 or 5 44% scored a 2 or 3 12% scored a 1	Put more emphasis on the discovery and use of sources , especially in the middle portion of the semester before long drafts of the research paper are written. This emphasis could come from the instructor, by way of warnings about poor
2. Students will gather and assess relevant information,	Rubric applied to proseminar research paper.	49% of students scored a 4 or 5 36% scored a 2 or 3	

using abstract ideas to interpret it effectively; think open-mindedly about alternative systems of thought or beliefs, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and communicate effectively with others in figuring out solutions to complex problems.		15% scored a 1	sources and examples of good source usage, and from fellow students, by having students vet each other's growing list of sources. To help students explore more complicated conclusions, the instructor could try to encourage such thinking early in the process through one-on-one meetings on the students' progress. In other words, both additional interaction with the instructor and additional collaborative learning and student peer-reviews would be beneficial.
3. Students will come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards.	Rubric applied to proseminar research paper.	24% of students scored a 4 or 5 56% scored a 2 or 3 20% scored a 1	

Analysis Questions

Ex. Based on your findings and action plans, what primary changes will you make for student learning? Program outcomes? Changes to the assessment process?

1. Even more emphasis on teaching our students how to evaluate the quality of the sources they use for their research.

2. Collaboration with the library. Basic and advanced library subject guides in history, philosophy, and political science could be developed to assist our students in the planning and advanced stages of their research.