

# **Campus Assessment of Student Learning Outcomes**

## **Unit Name: Department of History and Philosophy Assessment Summary Fall 2007-Spring 2008**

### **What are the student learning outcomes in your unit?**

The History Program has three departmentally specific educational goals:

- The student of history learns the nature of evidence and how to handle and interpret many different kinds of evidence, both in written and verbal forms.
- Students should have the ability to read and understand primary and secondary sources, including archival documents, journal articles, monographs and textbooks.
- Students should have a basic understanding of the workings of historiography.

The Philosophy Program has four departmentally specific educational goals:

- Students of philosophy should be familiar with the milestones in the development of philosophical ideas from classical antiquity to the present; they should be able to read, understand, and evaluate philosophical texts from a broad range of historical periods.
- Students should read and think critically, evaluating philosophical and non-philosophical arguments in respect of their plausibility, validity, and soundness.
- Students should understand the importance of ethical reasoning and its application to contemporary moral problems and dilemmas.
- Students should write cogently and effectively on philosophical topics, displaying a wide range of critical thinking skills and methods.

### **Which outcome did you assess this academic year?**

We kept track of and assessed all of our outcomes, since they are connected to each other.

### **How did you assess their skills before, during and / or at the end of the semester / academic year?**

#### **History:**

We use proseminars, IU Northwest COAS Conference presentations, honors papers, annual review of student portfolios, etc., as measures for student learning outcomes.

#### **Philosophy:**

We use the senior Capstone Project (PHIL P383 or PHIL P490), IU Northwest COAS Conference presentations, an annual review of student portfolios, etc., as measures for student learning outcomes.

**Please summarize the data you have collected this semester / academic year.**

### **History Assessment Yr. 2007-08**

#### **Assessment Activity**

##### **Method**

Written and verbal interpretation of historical evidence

J495 pro-seminars; honors paper; writing assignments from upper level history courses; COAS conference presentations; departmental online history journal

Handling of primary and secondary sources

J495s and other history courses that require primary and archival sources

Historiography

J495 on historiography

### **Philosophy Assessment Yr. 2007-08**

#### **Assessment Activity**

##### **Method**

Philosophical analysis skills (written and verbal)

P383 or P490 capstone project; writing assignments from upper level philosophy courses; COAS conference presentations

Handling of primary and secondary sources

P383 or P490 capstone project and other philosophy courses that require the study of primary sources (the history of philosophy sequence)

Logic and Critical Thinking

P150

**Please describe any programmatic changes you have made or are planning to make based on the data you have collected.**

- We decided to devote periodic faculty meetings to the assessment of our curriculum and of student learning outcomes
- We decided to develop courses that focus on the use of primary and (local) archival sources

- We decided to develop courses that focus on the dialogue between contemporary secondary sources and classic primary sources in philosophy

**\*\*Note:** Please use this template to provide the responses to the prompts above.\*\*