ASSESSMENT WEBSITE INFORMATION

College: Humanities **Degree Program: History BA**
Chair/Director: Gina Hogue

DATA SAY:

History department faculty are collecting data which focuses on the learning outcomes for students in the Practice of History and the Senior Seminar. Many students fail to take Practice of History early in their academic program. As a result, many are underprepared for upper level history courses.

SO WHAT:

Faculty members who teach Practice of History in particular have noted that the Department of History needs to offer enough sections of the course every term so that students can take it before the end of their sophomore year.

HOW WE CHANGED:

Trained and added BA advisors to accommodate the increase in majors. BA advisors strongly encourage students to take Practice of History before the end of their sophomore year.

WHAT WE GOT:

Faculty need to ensure the development of students' historical research skills. Data collection will focus on research skills in upper level history course for academic year 2012-2013. The assessment committee recommends that faculty members include Turabian in required course materials.

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DATA SAY:

BA History majors are performing effectively in the Practice of History and Senior Seminar courses, indicating that students are introduced to program learning outcomes in the Practice of History, students are developing their skills in upper level history courses, and students are meeting the program learning outcomes in the capstone Senior Seminar course.

SO WHAT:

Long-term data demonstrates that BA History majors are meeting the program learning outcomes.

HOW WE CHANGED:

Adding the capstone Senior Seminar course several years ago allowed the Department to complete the program outcomes assessment cycle and has presented the Department with opportunities to further enhance program outcomes.

WHAT WE GOT:

Faculty have begun to pose different questions to further enhance program outcomes:
How effective are faculty in advising students? Are sufficient courses offered to ensure that students have an opportunity to complete the program in four years or fewer? Are faculty providing adequate support for students who are interested in independent research projects? How well are students prepared for careers that utilize the skills obtained in the BA History program?

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