

Department of History and Political Science

Bachelor of Arts in History

Program Review	Learning Outcomes	Where are learning outcomes published?	Assessment Measurement Tools	Criteria for Success	Data Collected Over Time Period	Findings from Data Collection	Resulting Program Changes
1995-1996 and 2003-2004	1. TEACH: Majors will be able to summarize three key history books.	Catalog, course syllabi	Exit interview (identify and describe three "best" history books, one from American, European and Non-Western)	100% of students will be able to explain why book is "best," the main argument and something specific in the book	2004-2006	2004-2005 100% of students could describe "best" book, main argument and something specific; lively discussion	Students' "best" books will be considered for further use; importance of variety; continue assigning wide variety of books
	2. TEACH: Majors will demonstrate the ability to write an analytical paper.	Catalog, course syllabi	Portfolio of two writing samples from history courses, evaluated by jury of faculty (criteria: clear theme, evidence supports assertions, use of primary sources, variety of secondary sources, ability to make inferences)	100% of students will score "acceptable" on four of five criteria	2004-2006, senior year (April 1)	2004-2005 100% of students submitted papers and scored "acceptable" on all five criteria	Continue emphasis on writing, especially in research methods
	3. SHAPE: Majors have an appreciation for the value of history and a desire for the life-long learning of history.	Catalog, course syllabi	Oral exit interview, evaluated by jury of faculty (importance of learning history, how student will continue their study of history, specific example of serious conversation outside class in which student used their knowledge of history, talk about three books read not assigned by a course)	70% of students will be able to meet all expectations	2004-2006	2004-2005 100% of students participated in a high level manner; students were positive about study of history and convincing with respect to continued study and utilization of history in their lives; 5/6 had study experience abroad; 3/6 had internship experience with a library or museum	Continue using fruitful roundtable discussion style assessment; in future classes, use student ideas about what to tell future father-in-law about why they study history