

Assessment Report (August 2014) – discussion and decisions

1. Methods Course decisions

- A. **April Meeting** – approved creation of methods course, HIST 3000 History Research methods, based on assessment data collected through exit surveys, student surveys, faculty discussion, and the library analysis.
- B. Jamie Sanders has volunteered to teach the course in spring 2015
- History majors required to take course (not teaching majors)
 - HIST 3000 will become prerequisite for HIST 4990
 - Need to adjust pre-major to make room for course/proposal to reduce requirement to one US history survey (2700 or 2710)
- C. **TO BE DECIDED**
- Class Size – recommendation – 25
 - Frequency – recommendation one section per semester on campus and one RCDE section every other year (staffing??)
 - Course content – what common expectations will we have? What should students learn in this course?

2. Enrollment Report and Curricular Discussions

A. Five-year enrollments (history major includes pre-majors)

	F'09	F'10	F'11	F'12	F'13
HIST	337	354	298	255	204
RELI	9	16	23	18	18
GRAD	25	22	25	26	27

B. Impact on enrollments by level

	F'09	F'10	F'11	F'12	F'13
1000 level	6216	5526	6051	5725	5639
2000 level	1461	1392	1326	1281	1089
3000 level	1305	1668	1242	1290	1644
4000 level	1052	1330	1549	893	698
6000 level	151	171	190	182	169
TOTAL	10185	10087	10358	9320	9239
% FT	76	75.4	73.2	68.9	70.3

C. Graduates

bachelors	73	71	65	79	78
masters	5	5	9	5	7

D. Discussion of curriculum

- Assessing the pre-major – What is working? What should we revisit?
 - GPA requirement for entry (2.75)
 - Foundations requirements – English and quantitative

- General education requirements – choose two (ANTH/ENGL/ENVS/GEOG/PHIL/POLS/RELS/SOC)
- History surveys – **PROPOSED CHANGE** (from 12 credits to 9 credits)
 - US Survey (EITHER HIST 2700 or HIST 2710)
 - Pre-modern (EITHER HIST 1100 or 1110)
 - Modern (EITHER HIST 1500 or 1510)

CHANGES ADOPTED.

3. Snapshot of what we do

A. Cohort Reports (from spring meetings)

	US History	Euro History	World History
Courses	2700/2710	1100/1110	1500/1510
Shared expectations from courses	<ul style="list-style-type: none"> • <i>Historical skills</i> – historiography as a basic intro • Literacy -- critical understanding of US political discourse and democratic traditions, civil discussion of contentious issues 	<ul style="list-style-type: none"> • <i>Historical skills</i> -- sense of narrative, arc of history and progress and cause/effect • Literacy -- intellectual terminology for articulating ideas 	<ul style="list-style-type: none"> • <i>Historical skills</i> – comparative framework and library/sources assignment • Literacy -- cultural difference, comparability, broad global themes
Contributions to dept and student future	Helps students emerge with civic knowledge and engagement. Practically prepares teaching majors for the PRAXIS exam.	Helps students understand change over time and to question static assumptions about their world	Helps students understand the world in which they live, understanding that the rest of the world has histories

B. Upper-division course expectations – new discussion

- What, if any, shared expectations should we have for 3000-level courses?
- What, if any, shared expectations should we have for 4000-level courses?
- How is a 3000-level course different from a 4000-level course?

C. Other structures of the majors/minors

- Class sizes – what caps should we use for upper division courses?
- Class sizes – what is the ideal size for surveys, and how many GAs/UTFs should be assigned to a course?
- Careers/Jobs – how do we prepare/advise students in this area?
- Co-Curricular – how might we build our numbers and the commitment of students to our programs?