Outcome is specific to the department's learning outcomes.

Students will acquire an understanding of the intellectual demands required of historians, gain an appreciation of history as a field of knowledge, and become aware of the career possibilities available to history majors, including law, business, public administration, international relations, theology, secondary school teaching, and higher education. [Preview Formatting]

Student Learning Outcome/Objective: Yes
Connected Document: Graduating Senior Exit Survey
Established in Cycle: 2008-2009
Active Through: Keep Active
Entry Status: Final
Last Updated By: Sara Alpert on 2/18/2010
Measures & Findings

(Numbers inside parentheses show related Outcomes/Objectives.) Toggle triangles to add/edit Target, Findings, or Action Plan.

1: Capstone Assignment: Rubric to evaluate Critical Learning  (O:1)  (Final)  
2: Capstone Assignment: Rubric to evaluate Human Empathy  (O:2)  (Final) 
3: Graduating Senior Exit Surveys: Rubric to Evaluate Student Perception of Program Objectives  (O:3)  (Final) 

In order to obtain STUDENT assessment of whether or not they achieved these student learning outcomes, graduating history majors will be sent a link to a 19 question electronic survey (through Qualtrics) with questions related to the undergraduate program's three stated objectives.  [Preview Formatting]

Target  (Draft / In Progress)  [Preview Formatting]
The exit surveys will demonstrate that 90% of all graduating students completing the capstone course (HIST 481) have acquired not only an intellectual appreciation of history as a field of knowledge but also a practical understanding of the career possibilities open to them.

Established in Cycle: 2009-2010
Active Through: Keep Active
Last Updated by: Sara Alpem on 3/2/2010 Established by Sara Alpem on 3/2/2010

Findings:

2013-2014  Assessment Summary / Findings  (Final)  Target: Partially Met
In 2013-2014, 28 of the 113 graduating history majors (25%) completed the electronic exit survey. In 2012-2013, 68% of respondents indicated a study of history at TAMU helped them define a career/graduate study path after graduation and 68% of respondents indicated that the History WAAG, the electronic newsletter containing information related to career options, was useful to them. In comparison, in 2013-2014, 54% of respondents indicated a study of history at TAMU helped them define a career/graduate study path after graduation and 54% of respondents indicated...
that the History WAAG, the electronic newsletter containing information related to career options, was useful to them. However, 61% of respondents indicated a study of history at Texas A&M University has provided them with the specific qualifications they will need for the career/graduate study they plan to pursue after graduation. Students listed the following as future career paths: teaching (25%); military (14%); government (4%); an advanced degree (MA, PhD, MD, JD) (39%); private sector (18%).

Last Updated by Rebecca Schloss on 7/30/2014 Established by Rebecca Schloss on 7/30/2014

2012-2013 Assessment Summary / Findings
Target: Partially Met
In 2012-2013, 46 of the 151 graduating history majors (31%) completed the electronic exit survey. In 2011-2012, 46% of survey respondents indicated a study of history at TAMU helped them define a career/graduate study path after graduation; in 2012-2013, 68% of respondents indicated a study of history at TAMU helped them define a career/graduate study path after graduation. Likewise, 68% of respondents indicated that the new History WAAG, the electronic newsletter containing information related to career options, was useful to them. Students listed the following as future career paths: teaching (26%); military (7%); government (5%); an advanced degree (MA, PhD, MD, JD) (44%); private sector (18%).

Established by Rebecca Schloss on 6/28/2013

2011-2012 Assessment Summary / Findings
Target: Partially Met
In 2011-2012, 52 of the 95 graduating seniors (55%) completed the exit survey either electronically or in hard copy. 76% indicated that a study of history at Texas A&M increased their ability to think analytically by a factor of more than 50%; 55% indicated a study of history at Texas A&M increased their ability to read critically by a factor of more than 50%; 66% indicated a study of history at Texas A&M increased their ability to speak and/or write incisively by a factor of more than 50%; 79% indicated a study of history at Texas A&M expanded knowledge of diverse cultures and world views by a factor of more than 50%. Only 46% indicated a study of history at TAMU helped them define a career/graduate study path after graduation but 55% indicated a study of history at TAMU provided them with specific qualifications for the career/graduate study path they planned to pursue after graduation. Students listed the following as future career paths: teaching (25%); military (17%); government (8%); an advanced degree (MA, PhD, MD, JD) (21%); private sector (29%).

Established by Rebecca Schloss on 7/17/2012

2010-2011 Assessment Summary / Findings
2009-2010 Assessment Summary / Findings
Related Action Plan(s)
Administer Revised Graduating Senior Exit Survey for direct data on all program objectives 2012-2013
Increase communication with majors about career possibilities 2012-2013
Develop Electronic Communication about Career Options for History Majors 2013-2014
Incorporate data from graduating senior exit survey into findings for program objectives 1 & 2 2013-2014

Connecting the action plans to a specific measure/target makes it clear what data the department is using as a foundation for action.

4: Student Survey of Academic Advisors (O:3) (Draft / In Progress)
Assessment Summary - Action Plan Detail

Develop Electronic Communication about Career Options for History Majors

Description: Based on the feedback we received from the graduating history major electronic exit survey, in 2014-2015, the history department will change how it communicates with history majors about possible career opportunities. First, in addition to listing the URL for the American Historical Association's "Why Study History?" webpage in our weekly electronic newsletter (the History WAAG), once a semester the history department will host a "What Can You Do With A History Major?" event. Second, the Director of Undergraduate Studies will prepare a PowerPoint presentation outlining possible careers for history majors; it will play continuously on a departmental advising office computer. *(Draft / In Progress)* [Preview Formatting]

Implementation Status: Planned
Priority: High

Relationships: **Measure**: Graduating Senior Exit Surveys: Rubric to Evaluate Student Perception of Program Objectives | **Outcome/Objective**: Career Possibilities

Implementation Description: Robyn Konrad, in consultation with the DUGS (currently RHS) will organize and facilitate the semester "What Can You Do With A History Major?" event each semester. The DUGS (currently RHS) will design and implement the PowerPoint presentation.

Projected Completion Date: 8/30/2015
Responsible Party: Robyn Konrad, Rebecca Hartkopf Schloss (DUGS)
Established in Cycle: 2013-2014
Active Through: Keep Active
| Include on Action Plan Tracking page: | Yes |
| Include in Reports: | Yes |
| Entry Status: | Draft |
| Last Update: | 8/29/2014 By: Rebecca Schloss |