Carnegie Mellon University
Program-level Outcomes Assessment Chart

This form is intended to facilitate documentation of program-level outcomes assessment for accrediting agencies, advisory boards, and other internal or external audiences. For the purpose of following through on 2008 Self-Study recommendations, this information will be collected annually.

Date: June 30, 2011
Name of Person Completing Form: Joe W. Trotter, Head

Dept/Program: Department of History (B.A. in History, B.A. in Global Studies, and B.A./B.S. in Ethics, History, and Public Policy)

<table>
<thead>
<tr>
<th>Program Outcomes¹</th>
<th>Direct Performance Measures²</th>
<th>Indirect Performance Measures³</th>
<th>Major Finding(s)⁴</th>
<th>What Actions Resulted from Finding(s)?⁵</th>
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<td>I. Be able to explain continuity and change over time and place, by gathering, organizing, and interpreting evidence from primary and/or secondary sources that are relevant to particular historical contexts and appropriate to particular disciplines and/or course methodologies</td>
<td>Timeline and diagram assignments Mapping exercises/map quizzes Long essay exams (in-class) Take-home exams Short answer/Identification exams Graded contributions to discussion Oral presentations (group or individual)</td>
<td>In personal exit interviews and/or on questionnaires completed by 17 out of 25 graduating primary and additional majors in May 2011, several students asked for more training in historiographical schools of thought and/or interpretive theories. Sample comment: “I would have liked to have learned more about the major critical and interpretive schools of thought.”</td>
<td>Note for “Action” column: All three majors in the Department of History were newly implemented in fall 2009, less than two years ago. So far, only 5 students have graduated with the new EHPP major, only 5 have graduated with the new Global Studies major, and none have yet completed the new B.A. in History. We will begin the “Actions” process to further refine our new majors during the 2011-2012 academic year.</td>
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II. Be able to read texts (including entire books, routinely) and other media critically, to analyze evidence, arguments, and competing interpretations, and to challenge assumptions and values that underlie claims about the past and its relation to the present.

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¹Program outcomes identify the knowledge, skills, abilities, etc., that students should be able to demonstrate upon completion of the program. The outcomes need to be specific and measurable.

²Direct measures require students to demonstrate their knowledge, etc., for faculty to then assess whether/how well they are achieving/achieved a program outcome. They include artistic work products, case studies, exams, juried performances, oral presentations, papers, and portfolios.

³Indirect measures gather perceptions of whether/how well students are achieving/have achieved a program outcome. They include alumni, employer, and student surveys, exit and focus group interviews, enrollment and retention data, and job placement data. Indirect measures complement the data collected from direct measures and cannot stand alone as sole measures of student performance.

⁴Programs should identify the major findings after analyzing the data collected.

⁵Programs should provide evidence that the findings have been used to further develop and improve student achievement of program outcomes (i.e., actions that were taken as a result of data collection and analysis). It is also important to state when findings provide evidence that students are successfully achieving a program outcome.
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<td>Response papers</td>
<td>Book reviews</td>
<td>History courses I took at Carnegie Mellon included critical reading; I was particularly interested in courses that included readings from multiple points of view.” However, several students asked for more training in historiographical schools of thought and/or interpretive theories. Sample comment: “I would have liked to have learned more about the major critical and interpretive schools of thought.”</td>
<td>During the 2011-2012 year, the department’s Undergraduate Education Committee will explore ways to increase historiographical emphasis in existing courses for majors, as well as the possibility (within staffing constraints) of creating a new course.</td>
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<td>Book reviews</td>
<td>Oral presentations (informational or interpretive)</td>
<td>At the 2011 annual Western Pennsylvania Regional Conference of Phi Alpha Theta (the history honor society), eleven (11) of our students competed by giving historical research papers. Eleven out of eleven ranked highly -- earning two “first place” and nine “second place” awards in different categories.</td>
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<td>Oral presentations</td>
<td>Book/document content analyses</td>
<td>Long (20-30 pp.) research papers Interpretations of visual evidence Writing assignments to integrate primary and secondary sources Oral presentations (persuasive)</td>
<td>Personal exit interviews and/or questionnaires completed by 17 out of 25 graduating primary and additional majors in May 2011 indicated that the department-wide emphasis on writing is effective. Sample comments: “I have also learned a lot about writing history” “The program achieved both objectives [assembling sources and reading critically] well, while also helping me become a much better writer in the process.”</td>
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<td>Film reviews</td>
<td>Student debates</td>
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### III. Be able to write analytical, historical arguments based upon the careful use of evidence, language, reasoning, and organization.

- Short (5-10 pp.) analytical essays
- Long (20-30 pp.) research papers
- Interpretations of visual evidence
- Writing assignments to integrate primary and secondary sources
- Oral presentations (persuasive)

At the 2011 annual Western Pennsylvania Regional Conference of Phi Alpha Theta (the history honor society), eleven (11) of our students competed by giving historical research papers. Eleven out of eleven ranked highly -- earning two “first place” and nine “second place” awards in different categories.

### IV. Be able to conduct historical, archival, or field research, independently and/or collaboratively, to integrate it with earlier scholars’ work, and to present findings in written and/or oral formats that acknowledge sources properly, fully, and fairly

- Long (20-30 pp.) research papers
- Ethnographic field notes
- Ethnographic and/or oral history interviews
- Interpretations of visual evidence
- Oral presentations (group or individual)
- Graded contributions to discussion
- Historical simulations or role playing exercises (based on research into different populations or points of view)

In 2010-2011, six (6) members of the History faculty advised twelve (12) students on research projects presented at the annual “Meeting of the Minds” event.

Personal exit interviews and/or questionnaires completed by 17 out of 25 graduating primary and additional majors in May 2011 indicated that most students felt strongly prepared as researchers. Sample comment: “I feel so much better prepared than many of my peers in terms of in-depth research and analytical thinking”
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V. Be able to employ the knowledge and skills gained by studying the past to understand contemporary issues, to challenge inaccurate or unsupported claims, to make careful comparisons across time, space, and culture, and to take informed positions as students at an international university and as global citizens.

Short and long essay assignments on the historical origins of contemporary issues
Breadth and depth requirements in all three curricula
Graded discussion leadership
Graded contributions to discussion

For 2009-2010, History ranked first among Humanities Departments for the number of primary majors who studied abroad [Source: Emily Half, Study Abroad Overview 2009-2010, 13 September 2010.]

VI. BA in History: Be able to articulate factual and contextual knowledge of specific places and times, to make careful comparisons (across time, space, and culture) and to discern how each generation (including theirs) uses the past for present purposes

[Capstone assignments]
Knowledge of national (beyond U.S.), regional, and global historical development
Knowledge of the world before 1900
Research papers that integrate primary and secondary sources

Two (2) History majors studied abroad in 2009-2010.

The number of students in the “new” majors in the History Department grew from 44 in fall 2009, to 110 in May 2011.
The number of BA in History students grew from 7 in fall 2009, to 16 primary and 12 additional majors in spring 2011.

VI. BA in Global Studies: Be able to articulate complex understandings of the processes of globalization in the long- and short-term, by combining interdisciplinary, theoretical, and historical perspectives with cross-cultural knowledge and advanced language training

Policy-oriented research projects
Written preparation and oral presentation of research proposals and preliminary results
Peer critiques of written and oral work

Seven (7) Global Studies majors studied abroad in 2009-2010.

The number of BA in Global Studies students grew from 11 in fall 2009, to 32 primary and 14 additional majors in spring 2011.

VI. BA/BS in EHPP: Be able to persuade people to agree with their particular arguments and analyses; to conduct research under time and resource constraints; and to craft policies that address real world problems in a way that is sensitive both to history and competing sets of values.

Book/Film Analyses
Topical Essays
Normative Essays
Debates, Mock Trials, and Legislative Hearings
Issue Briefings
Group Projects, particularly crafting recommendations for policy makers.

Seven (7) EHPP majors studied abroad in 2009-2010.

The number of BA/BS in EHPP students grew from 26 in fall 2009, to 33 primary and 3 additional majors in spring 2011.