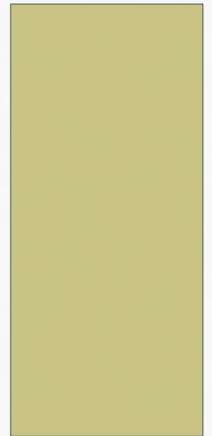


*ASSESSMENT AND THE RETHINKING OF
THE UNDERGRADUATE HISTORY MAJOR
EXPERIENCE*

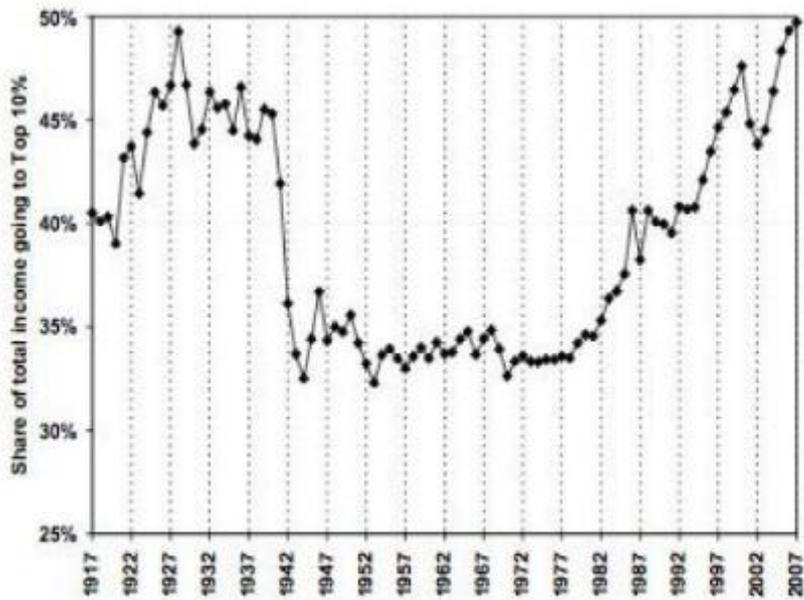
MARK HENDRICKSON
DEPARTMENT OF HISTORY
UCSD



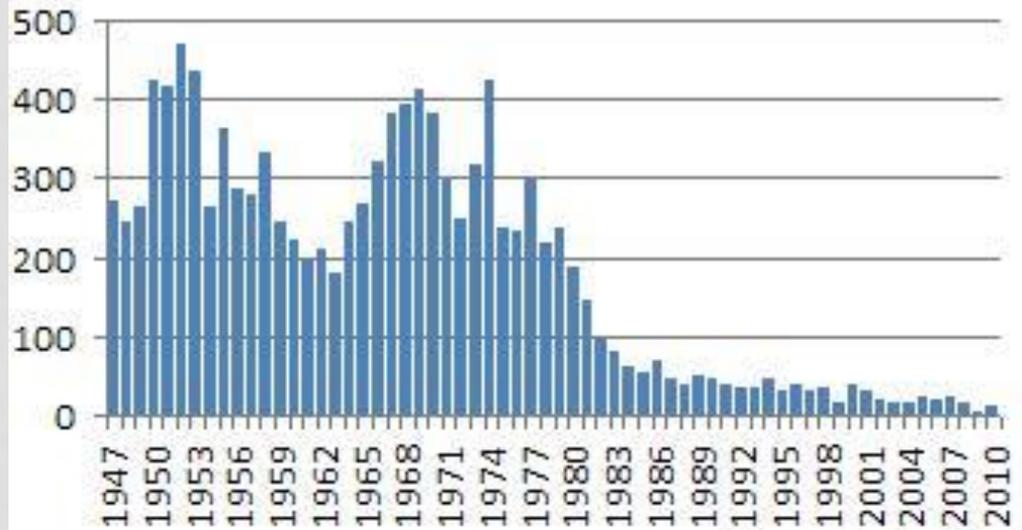
THE PROBLEM

- In the wake of the 2008 economic crisis, the Humanities saw a dramatic decline in the number of majors across all disciplines, but no major was hit harder than History. Between 2008 and 2017, the number of History majors nationwide fell from 34,642 to 24,266—a 30% decline. At UCSD, the numbers were even starker. In 2011, we had 363 history majors, but by 2015 that number had plummeted to 155. Our department's experience with assessment took place against the backdrop of this crisis. My talk will discuss how assessment has fit into a larger effort to rethink the undergraduate history major experience at UCSD

THE PROBLEM



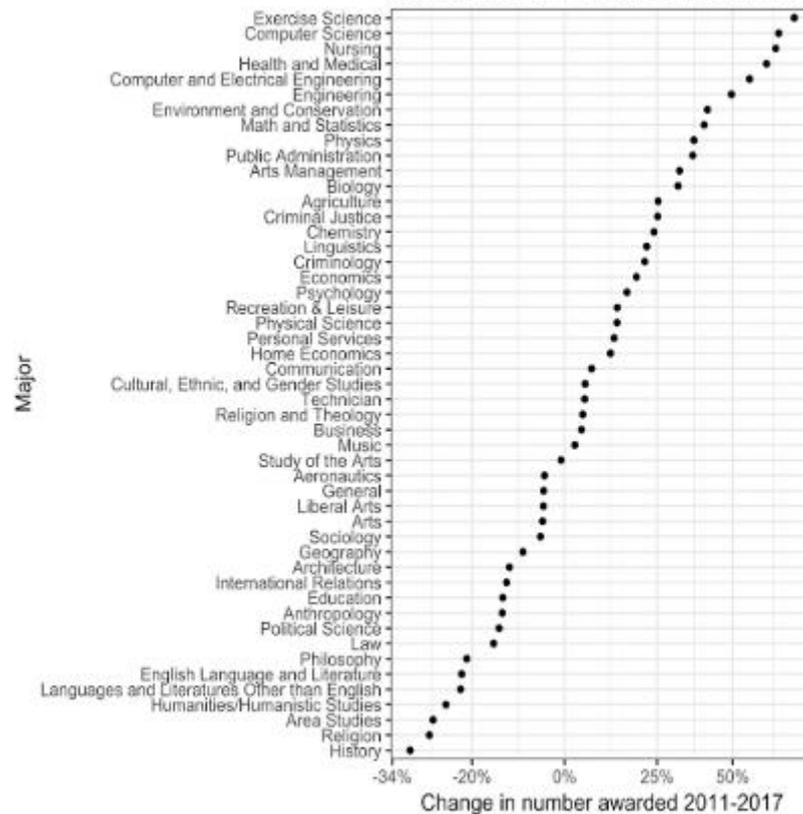
Work Stoppages



Source: Labor Dept

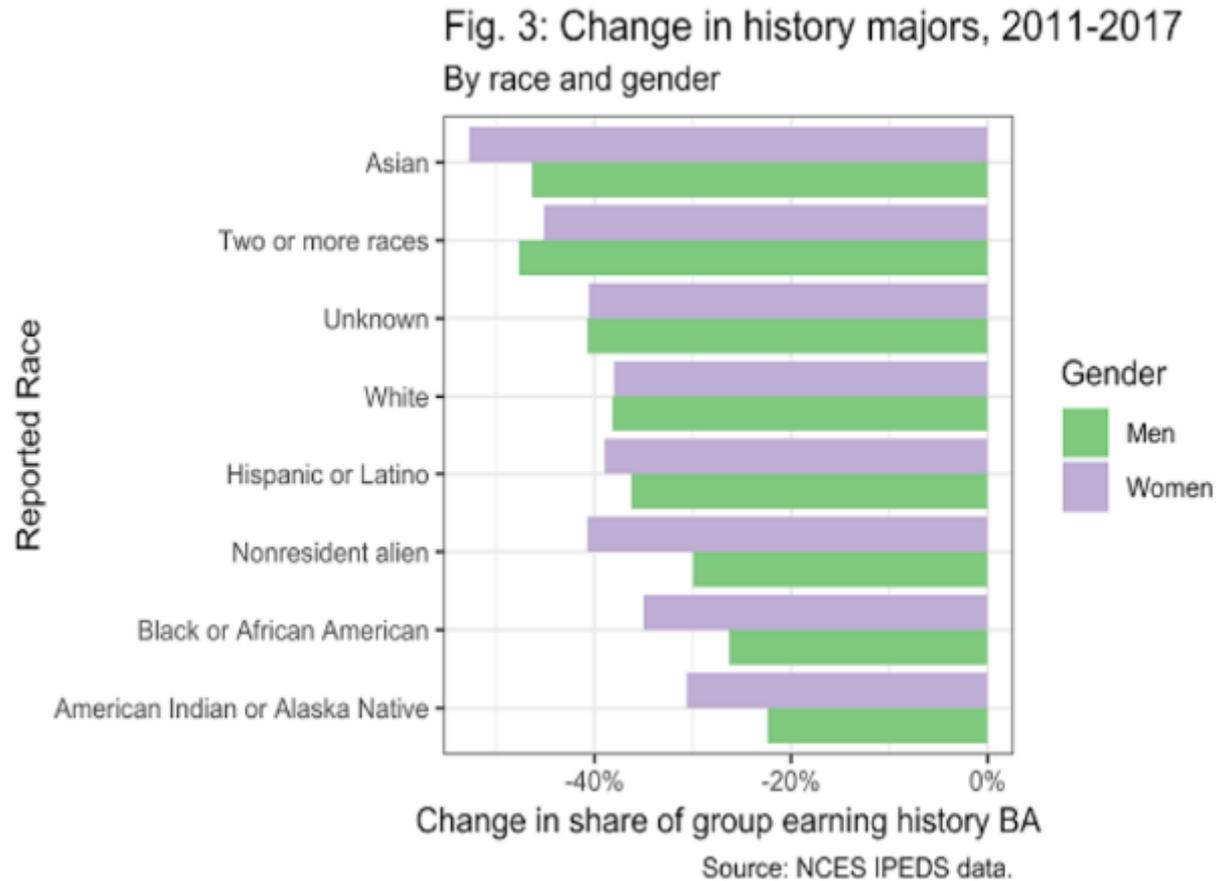
THE PROBLEM

Fig. 1: Change in degrees, 2011-2017



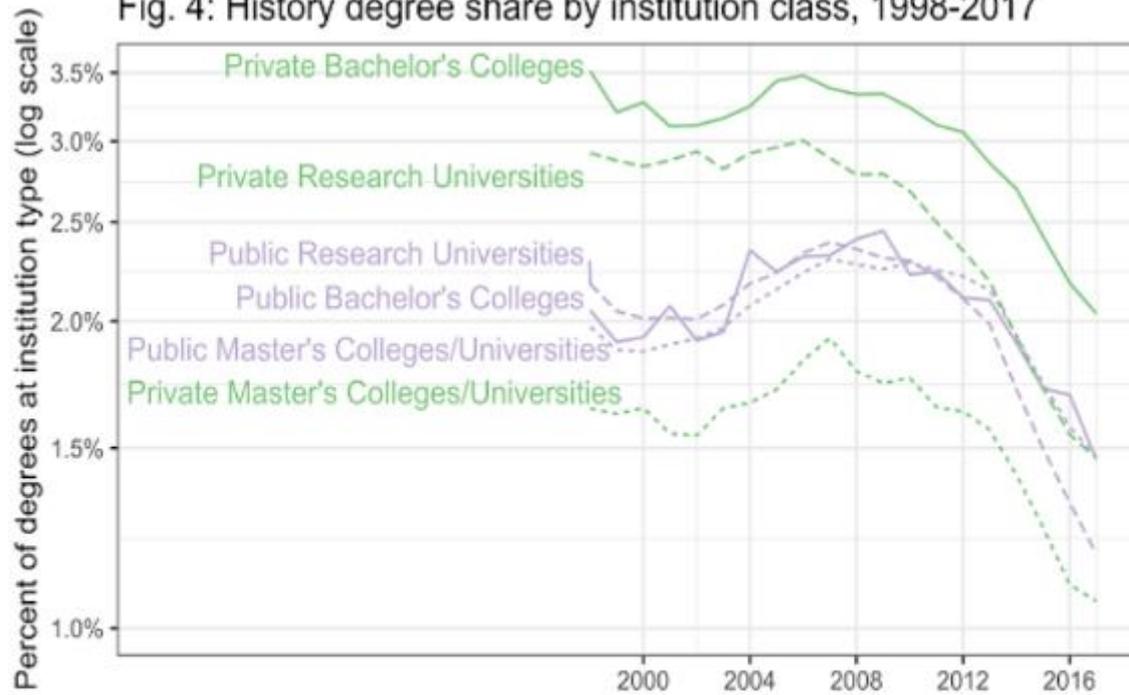
Sources: NCES IPEDS data; taxonomy adapted from American Academy of Arts and Sciences.

THE PROBLEM



THE PROBLEM

Fig. 4: History degree share by institution class, 1998-2017

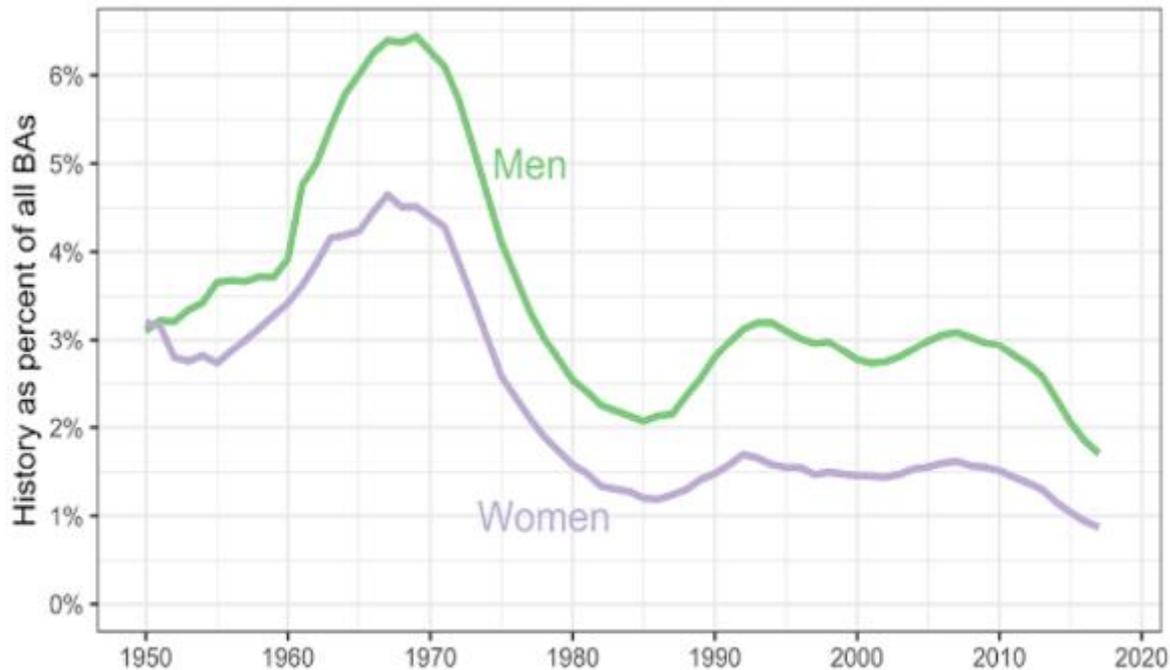


Source: NCES IPEDS data.
Classes adapted from the 2000 Carnegie Classification.

I focus on economic factors because the timing of the decline in

THE PROBLEM

Fig. 2: History's share of all US Bachelor's degrees since 1950



Sources: IPEDS & HEGIS datasets and printed Dept. of Ed. bulletins
Collated by Benjamin M. Schmidt for the American Academy of Arts and Sciences, 2004.

ASSESSMENT PROCESS

- Critical Role of Teaching and Learning Commons
- Determining Program Learning Outcomes
 - Written Communication
 - Critical Thinking
 - Information Literacy (Research Skills)
- Developing of Curriculum Map by way of On-Line Faculty Survey

W11	40	Public Health	Assessment	Research paper	Liberal Arts	Writing and Communication	2	Research paper	Liberal Arts	Research paper
W12	270	Public Health	Assessment	Research paper	Liberal Arts	Writing and Communication	2	Research paper	Liberal Arts	Research paper
W13	270	Public Health	Assessment	Research paper	Liberal Arts	Writing and Communication	2	Research paper	Liberal Arts	Research paper
W14	270	Public Health	Assessment	Research paper	Liberal Arts	Writing and Communication	2	Research paper	Liberal Arts	Research paper
W15	270	Public Health	Assessment	Research paper	Liberal Arts	Writing and Communication	2	Research paper	Liberal Arts	Research paper
W16	270	Public Health	Assessment	Research paper	Liberal Arts	Writing and Communication	2	Research paper	Liberal Arts	Research paper
W17	270	Public Health	Assessment	Research paper	Liberal Arts	Writing and Communication	2	Research paper	Liberal Arts	Research paper
W18	270	Public Health	Assessment	Research paper	Liberal Arts	Writing and Communication	2	Research paper	Liberal Arts	Research paper
W19	270	Public Health	Assessment	Research paper	Liberal Arts	Writing and Communication	2	Research paper	Liberal Arts	Research paper
W20	270	Public Health	Assessment	Research paper	Liberal Arts	Writing and Communication	2	Research paper	Liberal Arts	Research paper
W21	270	Public Health	Assessment	Research paper	Liberal Arts	Writing and Communication	2	Research paper	Liberal Arts	Research paper
W22	270	Public Health	Assessment	Research paper	Liberal Arts	Writing and Communication	2	Research paper	Liberal Arts	Research paper
W23	270	Public Health	Assessment	Research paper	Liberal Arts	Writing and Communication	2	Research paper	Liberal Arts	Research paper
W24	270	Public Health	Assessment	Research paper	Liberal Arts	Writing and Communication	2	Research paper	Liberal Arts	Research paper
W25	270	Public Health	Assessment	Research paper	Liberal Arts	Writing and Communication	2	Research paper	Liberal Arts	Research paper
W26	270	Public Health	Assessment	Research paper	Liberal Arts	Writing and Communication	2	Research paper	Liberal Arts	Research paper
W27	270	Public Health	Assessment	Research paper	Liberal Arts	Writing and Communication	2	Research paper	Liberal Arts	Research paper
W28	270	Public Health	Assessment	Research paper	Liberal Arts	Writing and Communication	2	Research paper	Liberal Arts	Research paper
W29	270	Public Health	Assessment	Research paper	Liberal Arts	Writing and Communication	2	Research paper	Liberal Arts	Research paper
W30	270	Public Health	Assessment	Research paper	Liberal Arts	Writing and Communication	2	Research paper	Liberal Arts	Research paper

ASSESSMENT PROCESS

- Gathering information about the Undergraduate experience
 - Being a history major at a STEM university
 - Lack of cohort experience
 - Concern about messaging from Career Services and beyond
- Assessing the Written Communication PLO
 - Rubric Development
 - Assessment
- Closing the Loop: First Year Fall Quarter Freshman and Transfer Course



“YALE HISTORY MAJOR COMEBACK” *PERSPECTIVES ON HISTORY* (2017)

Says Mikhail, “One important thing that came out from our conversations with students when we were considering changes was that the major lacked coherence or a logical path.” Students were conscious of, and perhaps envious of, the fixed path of requirements that their peers in the STEM fields experience. “Students like this. It builds a cohort,” argues Mikhail. “Students are with each other in classes in all four years, work on the same problem sets, and build camaraderie.” Without losing sight of what rightfully distinguishes historical inquiry from other methods of study, the department was able to strike a balance between a making a clearer path through the major and “maintaining our commitment to broadly training our students in different geographies, time periods, methodologies, and themes.”

KEY PROPOSITIONS OF COURSE

1. What is history?
2. How do historians ask questions?
3. How do historians find reliable sources?
4. How do historians read and evaluate sources?
5. How do historians disagree?
6. How do historians write?

FIRST YEAR FRESHMAN AND TRANSFER COURSE

- Goals
 - Establish base line for incoming students
 - Develop a more deliberate scaffolding of major experience
 - Develop cohort/community experience
 - Help develop clearer articulation of what skills history major's develop
 - Note: this squares nicely with skill set employers want
- “A History degree offers students clear, tangible benefits: writing skills, research skills, critical thinking skills, and an ability to speak intelligently about the past . . .It prepares students to be active informed contributors to our democracy, to speak meaningfully and authoritatively about the past, and to use that knowledge to assess societal challenges and propose solutions. It can also offer students camaraderie, social connection and a path to what's next, be it graduate school, law school or the workforce.”
 - Jason Steinhauer, *Time Magazine*, December 6, 2018

UNIVERSITY OF CALIFORNIA, SAN DIEGO
EDUCATION INITIATIVE
REAL WORLD PREPAREDNESS/TRANSFERRABLE SKILLS/CAREER
COMPETENCIES

- 1. Effective oral and written communication skills** that anticipate and adapt to the needs of diverse audiences and contexts
- 2. Critical thinking and complex problem solving skills:** Skill in analytic reasoning and systems thinking in real-world settings, resulting in innovative solutions within desired constraints
- 3. Effective interdisciplinary teamwork** and interpersonal skills
- 4. Effective cross-cultural collaboration** in diverse settings
- 5. Proactive ability for research:** Ability to identify reliable sources of, and to access and evaluate information, including images and visual media, for life-long supplementation of initial knowledge base

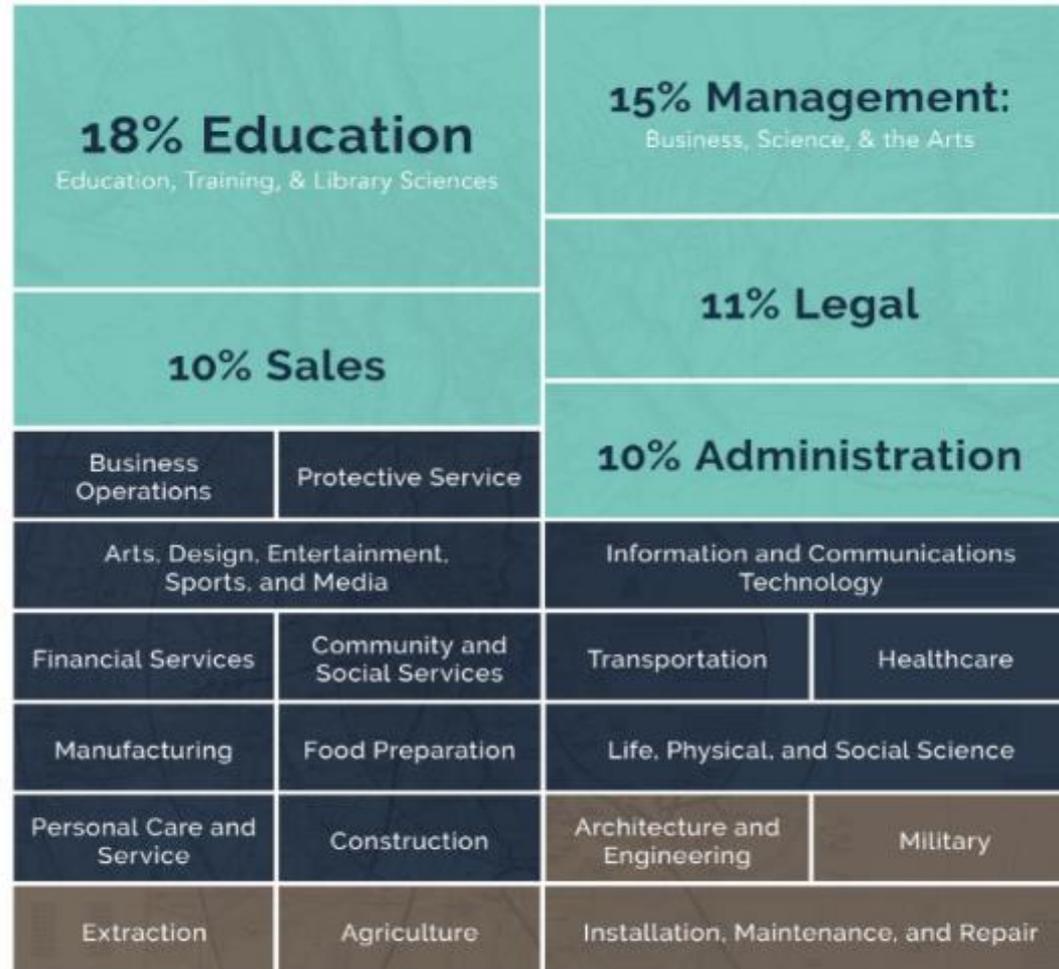
UNIVERSITY OF CALIFORNIA, SAN DIEGO
EDUCATION INITIATIVE

REAL WORLD PREPAREDNESS/TRANSFERRABLE SKILLS/CAREER COMPETENCIES

6. **Demonstrated integrity and ethical responsibility**, and how to apply it in real-world settings
7. **Demonstrated understanding of global context and issues**, and their implications for the future
8. **Demonstrated ability for self-reflection** and self-improvement, ability to seek and use feedback
9. **Demonstrated local and global civic engagement** and social responsibility
10. **Leadership:** Demonstrated initiative, effective decision making, informed risk taking; ability to motivate and inspire others to a shared purpose

CAREER FIELDS OF HISTORY MAJORS

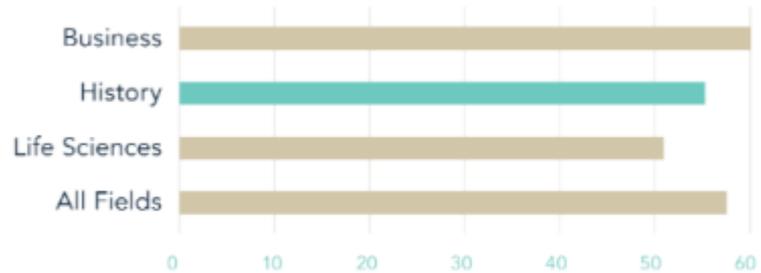
Career Fields of History Majors:



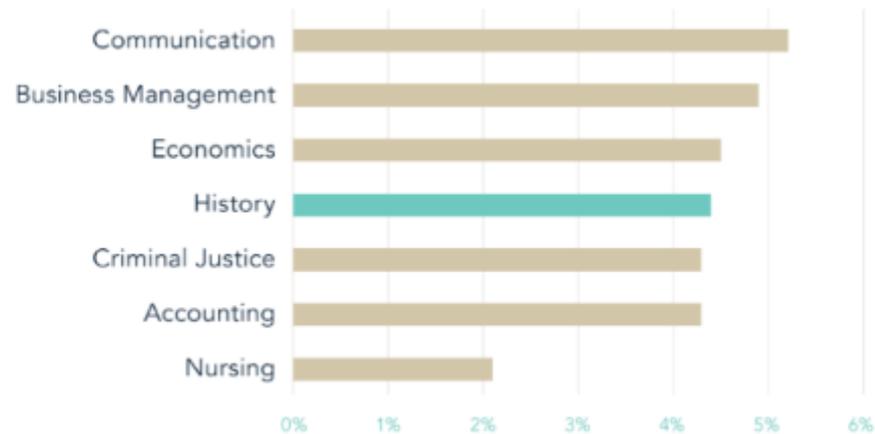
■ Top 5 fields of work ■ Fields with less than 5% ■ Fields with less than 1%

MEDIAN INCOME AND UNEMPLOYMENT STATISTICS (2010-2014)

Median Income (in Thousands of Dollars) by Bachelor's Degree Field



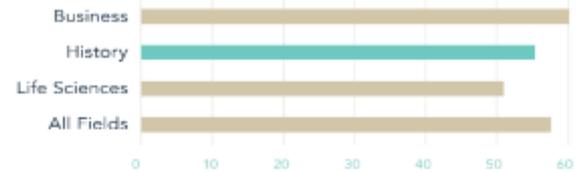
Unemployment Rate by Undergraduate Major



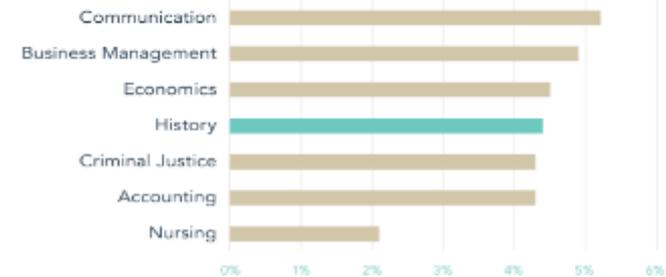
RELATED EFFORTS

- Fall welcome event
- Survey of career interests
- On-site drop in advising with Career Services
- “First-Year Out” Panel
- Graduation and Honors Celebration Dinner
- Establishment of student-led History Network
- Reaching out to Alumni to provide career paths and potential field of mentors

Median Income (in Thousands of Dollars) by Bachelor's Degree Field



Unemployment Rate by Undergraduate Major



RELATED EFFORTS



- Because I tried something new, and because a great professor inspired me to learn something new, I became a history major, I gained confidence in writing. When I applied to UCSD, I never would have thought I would enjoy history and be competent as a writer. With what I learned at UCSD, I would be fortunate enough to write for Presidents, newspapers, CEOs and even a book.
- David M. Marchick, Alumni keynote address at the 2018 UCSD Welcome Convocation



UNDERGRADUATE STUDENT MEASURES

Undergraduate Scheduled Courses	92.03	92.77	90.94	83.23	77.64	-15.63
Undergraduate Course Enrollments	5,360.00	5,795.00	5,740.00	5,594.00	6,133.00	14.42
Undergraduate Majors - 3QAvg	168.67	154.67	158.67	183.67	210.00	24.51
Undergraduate Degrees Awarded	69.00	76.00	65.00	53.00	63.00	-8.70
Summer UG Scheduled Courses	35.00	24.00	27.31	21.48	21.37	-38.95
Summer UG Course Enrollments	620.00	570.00	537.00	504.00	440.00	-29.03
Summer UG Scheduled Courses - Pay Department	43.00	33.00	32.00	22.00	21.50	-50.00
Summer UG Course Enrollments - Pay Department	801.00	827.00	713.00	520.00	442.00	-44.82