

## USE OF RESULTS

The Department plans on discussing the results and generating ideas about how to address the potential problems in its first fall department meeting. However, there have been some informal discussions about how to possibly address the problems listed above. It should be noted that what follows are not steps the Department *will* take since it has not yet fully discussed them.

Potential remedies that have been informally discussed:

1. Create a new introductory course for freshmen and transfer History and Social Science majors. There appears to be adequate room within the requirements of the majors to add this course, with some modifications to the current curriculum. This could accomplish two goals:
  - a. It would provide a course that could introduce PLO #2 and PLO #3 in such a way that they do not get lost amidst the methodology of PLO #1 (in Research Methods).
  - b. It would enable the Department to stay connected to new History and Social Science majors. History majors, in particular, can have very little contact with the Department in their first year. Research Methods is ideally a sophomore-level course. Freshmen History majors are advised to take the two World Civilizations courses, but many entering History majors have taken the AP exams in history and are thus exempt from one or both of these courses. A freshman-level introductory course would not only introduce students to key concepts in History, but also to the History faculty, the Department, and their cohort.
2. Introduce a capstone course for senior History and Social Science majors. This would help, in part, to address the lack of mastery courses mentioned above. It would provide a course in which mastery of one or all of the outcomes is expected and could be more easily assessed.
3. Require all History and Social Science majors to present original research at the annual Clara Colt Student Conference in the spring semester of the student's junior or senior year. It is unclear how to "require" this since it wouldn't technically be connected to a course, but that's a different conversation. These presentations would enable the students to demonstrate (and the faculty to assess) mastery of PLO #1, both orally and in writing.
4. Align History faculty with the curriculum structure. Obviously, this could mean adjusting the faculty, the curriculum, or both. The ideal situation for the Department might be to hire another European History faculty position. Realistically, this is probably a non-starter at the institutional level. Using adjuncts in European History to achieve better alignment is also unlikely due to a lack of persons with the expertise to teach upper-division European History and who would be willing to do so part-time. Given these personnel restrictions, it may be necessary to adjust the requirements of the curriculum to align better with the current faculty positions. For example, the European requirement may be reduced to 4 units or the non-Western and European subdivisions might be combined and students would be required to take 12 units from this broader menu. A more thorough curriculum restructuring may be called for as well.
5. Leave things as they are for a while longer. The problems listed above may not be as potentially problematic as described above and over-reacting to the map may make things worse.