Graduate Program Assessment Plan
Department of History & Philosophy
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Program Learning Outcomes

For masters' students:

1. Conduct research resulting in an original Professional Paper or Thesis
2. Demonstrate mastery of subject content knowledge and research/critical inquiry methodologies
3. Demonstrate effective written communication of substantive content
4. Demonstrate effective oral communication of substantive content
5. Be able to conduct scholarly or professional activities in an ethical manner

For doctoral students:

1. Produce and defend an original significant contribution to knowledge in the form of a dissertation
2. Demonstrate mastery of subject content knowledge and research/critical inquiry methodology
3. Demonstrate effective written communication of substantive content
4. Demonstrate effective oral communication of substantive content
5. Be able to conduct scholarly and professional activities in an ethical manner
6. Professionalization into the field of history as demonstrated through publications, presentations, funded fellowships, professional association activities, etc.

Student Performance: Data Sources

Masters' Programs with Professional Paper (non-thesis)

Data Source		Outcomes				
		1	2	3	4	5
Culminating Professional Paper[1]		X				
Written Exams			X			
Oral Exams and Defense of Professional Paper				X		
Ethics training in responsible conduct of research[3]						X

Masters' Programs with Thesis

Data Source		Outcomes				
		1	2	3	4	5
Culminating Thesis[1]		X				
Written Exams			X			
Oral Exams and Defense of Thesis				X		
Ethics training in responsible conduct of research[3]						X

Doctoral Programs

		Outcomes					
		1	2	3	4	5	6
Doctoral Dissertation[1]		X					
Dissertation defense[2]			X				
Written Exams				X			
Oral Exams					X		
Ethics training in responsible conduct of research[3]						X	
C.V. and Professionalization[4]							X

[1] Program will track completion rates of professional papers and theses for the MA and dissertations for the PhD.

[2] The data will be aggregated for all students in the program over a two-year period in order to assess the success of the program in meeting its program learning outcomes (see sample rubric attached).
[3] As assessed by the completion of the CITI Ethics Training course.
[4] C.V.s of students will be collected as they complete their degrees. The C.V. will be used to provide evidence of appropriate professional activities to the particular field of study (these may be published papers, research training, teaching development, presentations at conferences, successful grant activity, etc.).

Response Threshold for MA and PhD Programs:

- At least 80 percent of students will be ranked a 4 or 5 level in subject content knowledge, written communication, and oral communication.

- 100 percent of students will successfully complete the CITI Ethics Training course.

- At least 90 percent of students will pass their defense on their first attempt.

For the PhD program:

- At least 80 percent of students will demonstrate professionalization into the field of study as demonstrated by their C.V.s

Schedule of Assessment

- Assessment reports for Masters and graduate certificate programs will be submitted in September of even-numbered years.
- Assessment reports for Doctoral programs will be submitted in September of odd-numbered years.

Process for Assessing the Data

Data will be collected from students as they complete the degree programs. The Graduate Assessment Coordinator (in cooperating with the Director of Graduate Studies) will tabulate the scores from the rubrics and the data on defenses/program completion. They will also prepare lists of students taking comprehensive/qualifying exams and the results (pass or fail) of such exams. For doctoral programs, the graduate assessment coordinator and Director of Graduate Studies will also identify, based on an analysis of C.V.s, the percent of students demonstrating acceptable professionalization into the field of study. The graduate assessment coordinator will write up a brief summary of the assessment results and this will be presented to the faculty members working with graduate students. The

faculty will review the assessment results and make decisions about how to respond.

- If an acceptable performance threshold (as outlined in the plan) has NOT been met, the faculty will develop strategies for addressing improving areas where the threshold has not been met. These strategies might include but not be limited to:
    - Gathering additional data next year to verify or refute the result.
    - Changes in the curriculum or program to try to improve performance.
    - Changes in the acceptable performance threshold (reasons for such a strategy will be provided).
- If faculty members identify new strategies for meeting the learning outcomes, they may respond to assessment results even if the acceptable performance threshold has been met.
- The faculty may also conclude that changes are not needed when students are demonstrating proficiency with each learning outcomes. In this case, it will be reported that the faculty are satisfied, based on the assessment, that the program is achieving its goals.

A summary of the year's assessment activities and faculty decisions will be reported to the CLS Deans office and to the Provost's office in the Department's annual Graduate Program Assessment Activities Report. This report will include the following:

1) A list of students taking comprehensive exams/qualifying exams and defending papers/theses/dissertations or completing program requirements in the past two years.
2) The results of those examinations and defenses summarized into the numbers of passes and failures.
3) Beginning in 2015, the program will report on completion of the ethics component.
4) A statement on the assessment of the program indicating if the program outcomes are being met, and identifying any program changes needed to better prepare students to meet the program learning outcomes.