

## STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM

Program Name: MA in History

Dept: History

College: CLAS

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### Part 1:

<p><b>CGS Learning Goal #1</b> A depth of content knowledge</p>	<p>Program Learning Goal(s): Students will identify and describe the major historical events and significant interpretations and major terms of scholarly debate within their chosen concentrations of study (i.e., Modern World, Premodern World, US).</p>
<p>How are learners assessed?</p>	<p>1) Course grades in introductory proseminars (HIS 5800, HIS 5810, and HIS 5820) 2) Comprehensive examination: comprehensive examination committees will complete a comprehensive examination assessment rubric for each student. (Exam rubric attached.) 3) Instructor assigned to HIS 5999 provides data from assessment rubric of capstone for teacher program (using comprehensive exam rubric, attached).</p>
<p>What are the expectations for the students?</p>	<p>80% of students will demonstrate competency in this area by achieving a B or better in one of the Proseminars (HIS 5800, 5810, or 5820), and 90% will demonstrate competency in Factual Knowledge as defined in the comprehensive examination rubric in their first attempt at completing comprehensive examinations.</p>
<p>What are the expectations for the program?</p>	<p>Same as for students.</p>
<p>What were the results?</p>	<p>1) Among 4 grades issued for the one proseminar of the past year (HIS 5800, Spring 2022) in the traditional program, all but 1 was B or higher. The remaining grade was an Incomplete. In the teacher program, that course yielded the following result: all 21 grades issued were B or higher. 2) From Fall 2021 to Summer 2022, 5 students completed their comp exams. All completed their written exams the first time. All but 1 passed their oral exam or thesis oral defense the first time; one required a second attempt to pass the oral exam. 3) All 7 students in the capstone (HIS 5999) for the teacher program in Spring and Summer 2022 successfully completed the course.</p>
<p>How are the results shared? How will these results be used?</p>	<p>There is 1) an annual review of the curriculum by the Graduate Coordinator, in consultation with the department graduate committee; 2) student and coordinator</p>

	consultation with the student's faculty mentor. Coordinator collects all results of examinations, research papers submitted by examinees, and exit interviews, along with grades from the proseminars, and shares with the graduate committee, department faculty, and chair.
<b>CGS Learning Goal #2:</b> Critical thinking and problem-solving skills	Program Learning Goal(s): Students will describe, compare, and evaluate historical interpretations (historiography) based on an understanding of historical methodologies and disciplinary modes of writing.
How are learners assessed?	1) Student historiography papers in HIS 5000, both traditional and teacher program, will be collected and assessed using a Historiography rubric (attached). 2) Comprehensive examination committees will complete a rubric for each student in traditional program upon completion of exams. (Exam rubric attached.) 3) Instructor assigned to HIS 5999 provides data from assessment rubric of capstone for teacher program (using comprehensive exam rubric, attached).
What are the expectations for the students?	80% of students will demonstrate competency as defined in the Historiography rubric in HIS 5000 and 90% will demonstrate competency in Historiography and Synthesis and Analysis as defined in the comprehensive examination rubric in their first attempt at completing comprehensive examinations.
What are the expectations for the program?	Same as for students.
What were the results?	1) Data from Fall 2021 shows that of 15 students enrolled in two online sections of HIS 5000, in both of disciplinary modes of writing and methodology, 6 achieved an "Exceptional" rating, 4 were "Highly Competent," and 4 were "Competent." One student did not submit a final paper. 2) All 5 students passing written comp exams were judged to be at least "Competent" in historiography and analysis. 3) All 7 students completing the capstone in the teacher program were at least "Competent" in historiography and analysis.
How are the results shared? How will these results be used?	There is 1) an annual review of the curriculum by the Graduate Coordinator, in consultation with the graduate committee; 2) student and coordinator consultation with the student's faculty mentor. Coordinator collects all results and shares with the graduate committee, department faculty and chair; committee headed by student's faculty mentor

	assess comprehensive exams; 3) instructor assigned to HIS 5000 provides data from assessment rubric.
<b>CGS Learning Goal #3:</b> Effective oral and written communication skills	Program Learning Goal(s): Students will present their ideas clearly and effectively using the accepted conventions of historical writing, including accurate use of Chicago/Turabian citation system.
How are learners assessed?	1) Students in traditional program submit a revised primary research paper or MA thesis that are collected by each examination committee. The paper or thesis is part of the students' examination dossiers and is used to complete the final section of the comprehensive examination rubric. 2) Students in teacher program write a reflective essay in HIS 5999: Capstone, which is assessed using the final section of the comprehensive examination rubric.
What are the expectations for the students?	80% will demonstrate competency as defined in the comprehensive examination rubric; another 10% will demonstrate a high level of competency or better.
What are the expectations for the program?	Same as for students.
What were the results?	For AY 2021-2022, 1) 3 students submitted research papers of substantial quality prior to their final examinations; 2 submitted a thesis. All research papers and the two theses were judged at least "Competent" in clarity of expression and citation management. 2) In HIS 5999, 4 students' reflective essays were deemed "Highly Competent" and 3 "Competent."
How are the results shared? How will these results be used?	There is 1) an annual review of the curriculum by the Graduate Coordinator, in consultation with the department graduate committee; 2) student and coordinator consultation with the student's faculty mentor, a process documented in reports submitted to coordinator. The coordinator collects all results and shares with the graduate committee, department faculty, and chair.
<b>CGS Learning Goal #4:</b> Evidence of advanced scholarship through research and/or creative activity.	Program Learning Goal(s): Students will produce an original research project using advanced scholarship based on appropriate methodologies that include analysis of primary sources and that situates the research within significant and relevant historiography.

How are learners assessed?	Students in the traditional program submit a revised primary research paper or MA thesis that is collected by each examination committee. The paper or thesis is part of the students' examination dossiers and is used to complete the final section of the comprehensive examination rubric.
What are the expectations for the students?	80% will demonstrate competency in Originality and Knowledge Creation as defined in the assessment rubric; another 10% will demonstrate a high level of competency or better.
What are the expectations for the program?	Same as for students.
What were the results?	All research papers were judged at least "Competent" in their ability to formulate a research question and analyze evidence. The theses were considered at least "Competent" in factual knowledge/command of historical narratives, historiography, analysis, and originality.
How are the results shared? How will these results be used?	There is 1) an annual review of the curriculum by the Graduate Coordinator, in consultation with the graduate committee; 2) student and coordinator consultation with the student's faculty mentor, a process documented in reports submitted to coordinator. Coordinator collects all results and shares with the department graduate committee, faculty and department chair.

<b>CGS Learning Goal #5:</b> Ethics and Professional Responsibility	Program Learning Goal(s): Students will make responsible use of evidence, avoid plagiarism, maintain respectful and honest engagement with other scholars, demonstrate self-awareness of biases, and show appreciation of the diverse nature of perspectives and experiences in historical accounts.
How are learners assessed?	Aside from anecdotal feedback in exit interviews conducted by the Graduate Coordinator, measured data is also provided through an ethics rubric filled out by the instructor of HIS 5810 and HIS 5820.
What are the expectations for the students?	90% will demonstrate competency as defined in the Ethics Learning Goal Rubric (attached). 10% will rate as Exceptional.
What are the expectations for the program?	Same as for students.
What were the results?	We will begin formal assessment of this goal (using attached rubric) starting in Spring 2023, but this goal has been implemented in our various courses. Our instructors

	routinely incorporate discussion of ethical responsibility of historians in our course curricula (see further below).
How are the results shared? How will these results be used?	There is 1) an annual review of the curriculum by the Graduate Coordinator, in consultation with the graduate committee. 2) Instructor assigned to HIS 5810 and HIS 5820 provides data from assessment rubric. 3) Coordinator collects all results and shares with the department graduate committee, faculty and department chair.

## Part 2

**Describe what your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the Graduate Assessment Summary Response from last year’s report or simply describe what assessment work was initiated, continued, or completed.**

The 2021-2022 AY was the last year of our traditional MA program as a face-to-face program. As of Fall 2022, it is now officially online. Obviously, this will have profound impacts on our assessment henceforth, but already in the past year we have seen changes to our approach in some areas. Changes in our assessment have also been the result of the implementation of the new Ethics and Professional Responsibility CGS Learning Goal, which addresses, in our view, a very important need, so we are enthusiastically embracing this goal and ramping up assessment in the current AY (2022-2023).

Included in our assessments of both the traditional (F2F in 2021-2022) and the teacher program (online in 2021-2022) are the required courses of Historiography and the proseminars. The proseminars, one for each concentration in the program (US, Premodern, Modern), were designed to address the problem of spotty coverage in a student’s foundation when taking the comprehensive exams (in the traditional program) or HIS 5999: Capstone (in the teacher program). In conjunction with Historiography, they introduce students to major problems and themes in the discipline as well as how to “think historically” when tackling these problems. This year’s assessment results reinforce earlier impressions that, for both programs, the proseminars—in AY 2021-2022 the US Proseminar (HIS 5800)—are achieving the goal of improving outcomes in the exams.

Even while still a F2F program, we changed the format of our MA Exams, allowing take-home exams over a 72-hour period with answers emailed back to the Graduate Coordinator. We implemented this initially because of the pandemic, but of course it’s necessary for the new online format. One change we made to the exam requirements was the use of citations and demonstration of better awareness of historiography, which, aside from the necessity of the format, better replicates the historical process. Generally

we've been pleased with the results and think this will be a practical and efficacious evaluative tool for the traditional program. Of course, the teacher program uses the capstone course (HIS 5999) for similar evaluation.

For both programs, in addition to assessment of work in the courses mentioned above, I, as Graduate Coordinator, conducted exit interviews with graduating students by Zoom. Each student conveyed an overwhelmingly positive experience with their program. Regarding the fifth learning goal, I made sure to ask about how it manifested in the courses, and students in both programs felt that their instructors took account of historians' need for ethical and professional responsibility. Since then, the Graduate Committee has developed an Ethics Learning Goal rubric that we will begin to use in Spring 2023 in HIS 5820: Proseminar in Modern History. This rubric will be employed by instructors of both the Modern and Premodern Proseminars, at least one of which will be taken by every student in both programs.

### **Part 3**

**Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?**

The main structural changes we implemented were in response less to assessment needs and more to meeting our enrollment goals and responding to the market. But our detailed attention to assessment keeps us confident that the new online program will maintain the standards to which we have always aspired. Otherwise, our general approach, as described in Part 2 above, will remain the same as we are not making any significant structural changes to the curriculum.

However, the addition of the fifth learning goal may have some impact on course content as we encourage our students to always keep in mind responsible scholarship, including obvious things like avoiding plagiarism but also learning how to maintain professional courtesy toward colleagues and to be respectful of differences of interpretation and perspective among historians. Most importantly, we want our students to recognize various experiences that the historical record reveals, including those of traditionally under-represented groups and regions. This is fundamental to an ethical approach to history, as declared, for example, by the American Historical Association, and also aligns with our department's larger re-evaluation of both our undergraduate and graduate curricula. So, in that regard, the introduction of CGS's new learning goal was very timely indeed and will help us with our own internal assessments.