***STUDENT LEARNING ASSESSMENT PROGRAM***

***SUMMARY FORM AY 2017-2018***

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 15, 2018**. Worksheets should be sent electronically to [kjsanders@eiu.edu](mailto:kjsanders@eiu.edu) and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

M.A. in History

**Degree and**

**Program Name:**

# Submitted By:

Sace Elder, Program Coordinator

**Please use size 10 font or larger.**

**PART ONE**

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| What are the learning objectives? | How, where, and when are they assessed? | What are the expectations? | What are the results? | Committee/ person responsible? How are results shared? |
| 1. Students will demonstrate critical mastery of the established narratives in their chosen area of concentration (i.e., European, Modern World, or US history).  Graduate School Learning Goal 1 (Depth of content knowledge) | 1) In coursework and/or thesis preparation. Non-thesis option candidates submit a revised research paper which becomes part of their permanent file and the examination process; 2) In class participation and writing assignments in coursework; 3) In comprehensive written and oral examinations upon completion of all coursework; comprehensive exams are measured against “Oral and Comprehensive Examination Grading Rubric”; 4) And in an exit interview with the graduate program coordinator, exit interviews allow students to assess their own progress/sense of mastery of historical narrative. | 1) All students maintain strong standing in their coursework/program based on grades and instructor feedback to coordinator and graduate committee; all coursework assignments reflect developing mastery of historical narrative; 2) All students will receive pass, high pass, or pass with distinction on comprehensive written and oral examinations as measured against comprehensive exams rubric; 3) All students satisfied or highly satisfied with own assessment of mastery of established historical narratives. | 1) In the assessment period, 20 of 23 students remained in good academic standing. (One of these returned to good academic standing during the period. 2) In the period August 2017 to May 2018, seven students completed their comprehensive exams. All completed their written exams the first time; all completed with “pass” or higher. 3) All students expressed satisfaction with their mastery of established historical narratives. Some students indicated they would have felt more confident in their mastery with more clarity and direction in the examination process. | 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. Coordinator collects all results of examinations, research papers submitted by examinees, and exit interviews, and shares with the graduate committee, department faculty, and chair. |
| 2. Students will demonstrate mastery of the basic methodological and substantive issues involved in the research, communicating, and writing of history, or what is commonly called historiography.  Graduate School Learning Goal 1 (Depth of content knowledge) | 1) In required course, HIS 5000 (Historiography) in which all students complete a detailed paper analyzing historiography in a field of their choosing, applying tools and methods introduced in historiography seminar; 2) Through a combination of class participation (frequently evaluated as a separate component of class grade) and discussion of assigned readings, and historiographical writing assignments throughout the student’s course work; 3) In comprehensive exams taken by all students upon completion of all coursework, all students must successfully pass comprehensive written and oral examinations that test competency especially in regard to historiography; 4) In an exit interview with the Graduate Coordinator; exit interviews allow students to assess their own progress/sense of mastery of historiography; 5) Through reports/updates from instructor assigned to HIS 5000 to Graduate Committee and graduate coordinator. | 1) Students are expected to successfully complete HIS 5000, including preparation of a substantial historiographical paper reflecting mastery of one sub-field chosen by student and completed in conjunction with faculty member with expertise in that field; 2) All students will receive pass, high pass, or pass with distinction on written and oral examinations as measured against comprehensive grading rubric; 3) All students will be satisfied or highly satisfied with their own assessment of progress/sense of mastery of historiographical issues. | In the examination period, 12 students completed the course; of these, 3 received Cs. 2) 7 students completed their comprehensive exams with “pass” or better; 1 was evaluated with “distinction.” 3) In exit interviews, students indicated HIS 5000 proved “helpful” and “necessary” for further studies. Two students indicated they struggled with postmodernism. One student indicated he thought an additional course in historical writing and research would be helpful. | 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 informal and formal progress reports to coordinator and graduate committee. |
| 3. Students will demonstrate skills of critical thinking and independent analysis of historical problems in area of concentration.  Graduate School Learning Goal 2 (Effective Critical Thinking and Analytical Skills) | 1) Successful completion and defense of thesis; 2) In coursework, students design and execute numerous research projects and seminar papers; 3) Non-thesis option students submit a substantial, revised research paper completed in coursework, which becomes part of their file and is assessed by the student’s examination committee (measured against “Oral and Comprehensive Examination Grading Rubric”) | 1) Seminar paper of substantial quality filed with graduate coordinator prior to written and oral examinations and evaluated by examination committee; paper should reflect excellence and some originality in research and in critical thinking and independent analysis of historical problems; paper should provide clear sense of historiography related to topic explored and should blend secondary and primary sources 2) or thesis successfully defended before thesis committee; thesis should reflect excellence and some originality in critical thinking and independent analysis of historical problems; additionally it should provide clear sense of historiography related to topic explored and should blend secondary and primary sources | 1) For AY 2017-2018, 5 students submitted research papers of substantial quality prior to their final examinations; another 2 submitted theses. All students demonstrated satisfactory mastery of critical thinking skills by posing research questions. 6 of the 7 students critiqued the historiography of their chosen topics and 2 further analyzed the implicit assumptions underlying other scholars' arguments. | 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. |
| 4. Students will demonstrate competency in formulating, conducting, and presenting (communicating) advanced scholarship through original research.  Graduate School Learning Goals 3 and 4 (Effective written and oral communication; evidence of advanced scholarship through research.) | 1) Successful completion and defense of thesis; 2) In coursework, students design and execute numerous research projects and seminar papers; 3) In lieu of thesis, student submits a substantial research paper completed in coursework, which becomes part of their file and is evaluated as part of the examination process; 4) Students encouraged (not required) to present superior work at regional academic conferences | 1) Seminar paper of substantial quality filed with graduate coordinator prior to written and oral examinations and evaluated by examination committee; paper should reflect excellence and some originality in critical thinking and independent analysis of historical problems; paper should provide clear sense of historiography related to topic explored and should blend secondary and primary sources; 2) or thesis successfully defended before thesis committee; thesis should reflect excellence and some originality in critical thinking and independent analysis of historical problems; additionally it should provide clear sense of historiography related to topic explored and should blend secondary and primary sources; 3) 75% of candidates will present original research to at least one academic conference, and/or to the EIU community. 4)  All students expected to employ appropriate citation and research skills associated with the discipline (esp. “Chicago style” citation management. | 1) All 5 of the primary research papers demonstrated the ability to formulate a research question. 3 of the 5 demonstrated the ability to identify, collect, and analyze primary sources. The other 2 papers offered arguments based on secondary source evidence. 4 of the 5 papers positioned the students' interpretation within a historiographical context. 2) The 2 theses offered highly original interpretations, made demonstrated contributions to the existing historiography, and were based on a deep set of primary sources. One student was awarded "distinction" for her thesis defense. 3) 7 graduate students made 12 public presentations during the AY 2017-2018 academic year. 5 students won Williams Travel Awards and 1 was awarded an ICGD Travel Grant. 2 students were awarded Research and Creative Activity Awards for their thesis research. 4) 4 of the 7 students demonstrated excellent mastery of the CMoS citation system; another 2 demonstrated competency, with minor mistakes. 1 student did not demonstrate mastery of the citation system. | 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. |

(Continue objectives as needed. Cells will expand to accommodate your text.)

**PART TWO**

Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

Since the last report was submitted, the Coordinator and the Graduate Committee have revised our assessment plan. That plan is attached, for the CASA Director's review. Suggestions are most welcome and appreciated. First, we revised our learning goals to better reflect the outcomes we hope our students will attain with our revised curriculum (see below.) Second, we revised our system of data collection by updating our comprehensive examination rubric to reflect those learning goals. (The rubric had not been updated in 13 years!) The language of the revised rubric also better reflects the way members of the discipline describe our domain of knowledge, our methodologies, and our professional practices. Third, we revised where and how learning outcomes will be assessed, by adding a rubric for the Historiography course, including the proseminars in the assessment process (as the CASA director had asked), and adding a writing and citation management section to the comprehensive examination rubric. The revised assessment was designed to be administered for both the online and the face-to-face options. We think the new rubric also better specifies the learning goals for writing, a weakness the director had identified in the last report.

In addition to these activities, the Coordinator also conducted unofficial interviews with each of the new online students in November 2018. The aim was to check in with them to see how their first full semester was going and especially to get feedback on the Summer Institute (HIS 5001), now that they were well into their first online course. (The Summer Institute was designed to introduce them to graduate historical study, as well as research methods and resources.) They gave excellent feedback that we will be incorporating into the course this summer.

**PART THREE**

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?

As anticipated in last year's report, we made some significant changes to our curriculum for Fall 2018 by adding promseminar requirements for all incoming students, as well as changing two of our areas of concentration. Where the three fields of study were once US, world, and European, they are now US, premodern world, and modern world. Students must take the corresponding proseminar (HIS 5800, HIS 5810, or HIS 5820) for their major and minor fields of concentration. These proseminars should improve the students' performance on the comprehensive examinations.

In addition to these curricular changes, we developed a system to improve outcomes on the comprehensive exams for our face-to-face students and to address the anxieties students have expressed in exit interviews regarding the comprehensive exam process. Starting in Fall 2018, we will be introducing semesterly workshops to prepare students for the comprehensive examinations. All students will be encouraged to take the workshop, and students admitted in Fall 2018 will be required to take the workshop no later than one semester before they intend to take the exams. To streamline the scheduling of examinations, we will be offering written examination periods four times a year, on the third and thirteenth Friday of Fall and Spring semesters. In the past, scheduling exams has added a considerable amount of stress to students who have to work with a committee to arrange a mutually agreeable time. This open-ended process has also led to students putting off exams. We hope that the workshops and the fixed exam dates will make the process more transparent and manageable for students. (Comprehensive examinations for students in the online option are already scaffolded within the context of a one-credit capstone course.)