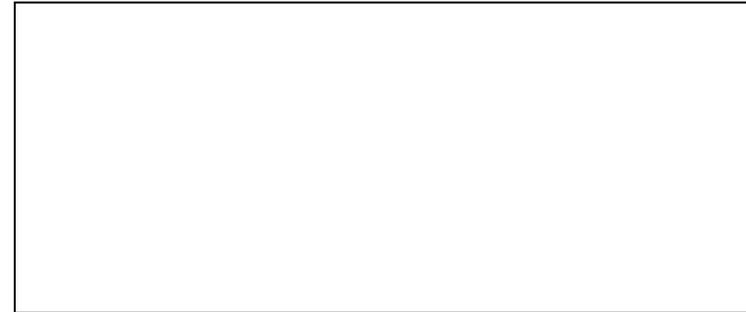


***STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM AY 2020-2021***

Degree and Program Name: M.A. in History

Submitted By: Lee Patterson, Program Coordinator



Please use size 10 font or larger.

PART ONE

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?
<p>1. 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>Graduate School Learning Goal 1 (Depth of content knowledge)</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.)</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>1) Among 14 grades issued for 2 proseminars (online and F2F), there were 11 A's and 1 B among history grad students. One non-history received a C and one student withdrew.</p> <p>2) In Fall 2020 and Spring 2021, 8 students completed their comp exams. All completed their written exams the first time. Three completed a thesis and passed their oral thesis defense. Of the remaining 6, all passed their oral exam the first time. In the online program, 4 completed the capstone and achieved "Competent" (1), "Highly Competent" (1), and "Exceptional" (2).</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 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.</p>

<p>2. Students will describe, compare, and evaluate historical interpretations (historiography) based on an understanding of historical methodologies and disciplinary modes of writing.</p> <p>Graduate School Learning Goal 2 (Effective Critical Thinking and Analytical Skills)</p>	<p>1) Student historiography papers in HIS 5000 will be collected and assessed using a Historiography rubric (attached). 2) Comprehensive examination committees will complete a rubric for each student upon completion of exams. (Exam rubric attached.)</p>	<p>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.</p>	<p>1) Data from Fall 2020 shows that of 14 students enrolled in two sections of HIS 5000 (one in each program), in both of disciplinary modes of writing and methodology, 6 achieved an “Exceptional” rating, 4 were “Highly Competent,” and 4 were “Competent.”</p> <p>2) All 8 students passing written comp exams were judged to be at least “Competent” in historiography and analysis.</p>	<p>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.</p>
<p>3. Students will present their ideas clearly and effectively using the accepted conventions of historical writing, including accurate use of Chicago/Turabian citation system.</p> <p>Graduate School Learning Goal 3 (Effective written and oral communication)</p>	<p>Students 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.</p>	<p>80% will demonstrate competency as defined in the comprehensive examination rubric; another 10% will demonstrate a high level of competency or better.</p>	<p>For AY 2020-2021, 6 students submitted research papers of substantial quality prior to their final examinations; three submitted a thesis. All research papers were judged at least “Competent” in clarity of expression and citation management. Two theses were judged “Highly Competent” in these categories, and one was rated “Exceptional.”</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 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.</p>
<p>4. Students will produce an original research project using advanced scholarship based on appropriate</p>	<p>Students submit a revised primary research paper or MA thesis that is collected by each examination committee. The</p>	<p>80% will demonstrate competency in Originality and Knowledge Creation as defined in the assessment</p>	<p>All research papers were judged at least “Competent” in their ability to formulate a research question and</p>	<p>There is 1) an annual review of the curriculum by the Graduate Coordinator, in</p>

<p>methodologies that include analysis of primary sources and that situates the research within significant and relevant historiography.</p> <p>Graduate School Learning Goal 4 (evidence of advanced scholarship through research.)</p>	<p>paper or thesis is part of the students' examination dossiers and is used to complete the final section of the comprehensive examination rubric.</p>	<p>rubric; another 10% will demonstrate a high level of competency or better.</p>	<p>analyze evidence. Of the 3 theses, in <u>factual knowledge/command of historical narratives</u>, the breakdown was "Competent" (1), "Highly Competent" (1), and "Exceptional" (1). Under <u>historiography</u>, it was "Competent" (2) and "Highly Competent" (1). Under <u>analysis and originality</u>, it was "Competent" (1), "Highly Competent" (1), and "Exceptional" (1).</p>	<p>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.</p>
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(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.

I'll begin by noting that the History Department has opted to delay assessment of the new learning goal on ethics until 2022. In general we feel very good about the quality of the program and of student work and were pleased to get such a positive response from the assessment coordinator last year. Included in our assessments of the traditional program are the required courses of Historiography and the proseminars, the MA Exams, and a sample research paper or the thesis (as applicable). 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 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 the F2F and online programs, the proseminars are achieving the goal of improving outcomes in the exams.

Regarding the online program, which is now in its fifth year, the Coordinator conducted exit interviews with seven graduating students by Zoom. Each student conveyed an overwhelmingly positive experience with the program, from the introductory summer institute, through the various courses, to the final capstone experience. These interviews reinforce suggestions made by graduates of Summer 2020 that the capstone is perhaps a bit too onerous, so the Graduate Committee has adjusted course requirements, removing the hypothetical syllabus for each concentration but retaining the other components: an annotated bibliography and

reflection paper for each concentration and a final oral exam conducted over Zoom. The syllabi proved of limited usefulness to the students' capstone experience, which will still be fully achieved with the other components. This slightly lighter version will be implemented for the first time in Spring 2022.

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?

The biggest change that we will be making to our traditional MA program is to move all our seminars online starting in Fall 2022. This has less to do with assessment than meeting our enrollment goals and responding to the market, but the strength of our assessment data up to this point has provided encouragement that this move will not adversely affect the quality of our program and in fact quite the opposite.

Our general approach, as described in Part One above, will remain the same as we are not making any structural changes to the curriculum, with the exception of allowing a fourth course numbered 4750-4999 in the curriculum of both programs. This aligns with Graduate School policy and will allow needed flexibility in the new online program, where meeting curricular requirements are concerned. Based in part on a now substantial amount of experience with online teaching, including online 4750-4999 courses taught in the summer (all summer undergrad and grad courses in History are taught online), we feel confident that the quality of the program will remain at least as strong as it currently is.

Another change to the operations but not structure of the traditional program as a result of the move online will involve our MA Exams. Our experience with the pandemic showed us that we can allow students to take their MA Exams within a set window on their own time instead of requiring them to come to Coleman Hall and sit for several hours typing out their answers. One of the ways we will assess the fifth learning goal next year is to provide data from this year on the integrity of the exams in this new format. Based on recent experience, with higher standards applied to the exam answers, we feel the integrity of the process will be preserved. Moreover, this new approach will likely improve the quality of answers, giving further indications of how well the student developed critical thinking ability and learned the historian's craft in a way harder to achieve in a sit-down exam in which the focus is regurgitating memorized information. This approach has made us more flexible while dealing with the pandemic and will allow the new online program to work without cutting any requirements or lessening standards.

**Student Learning Assessment Program
Response to Summary Form
Graduate Program 2020
April 26, 2021**

Department: **History**

Degree and Program Name: **M.A. in History**

Reviewer: Dr. Nikki Hillier, Graduate Assessment Coordinator, Graduate School

Category	Comments
Learning Objectives	The objectives for the program clearly align with all the graduate learning goals established by EIU's Council on Graduate Studies.
How, Where, and When Assessed	Students are assessed throughout the program using overall grades in proseminars, and a historiography paper. They are assessed at the end of the program through comprehensive exams, which are evaluated using a rubric completed by a committee and includes a criterion on a primary research paper written by the student.
Expectations	Expectations are included and quite thorough, rubrics were submitted as well. Expectations are clear and realistic.
Results	The program is meeting and exceeding expectations for the proseminars, the comprehensive exams, oral defenses, and theses.
How Results Will be Used	The Graduate Coordinator collects all data and shares with the graduate committee, department faculty, and chair. The Graduate Coordinator also conducts an annual review of the curriculum with the graduate committee. The assessment process was recently revamped using the results of the previous assessment.
Recommendations	Your program offers many opportunities for assessing student learning goals. You have an outstanding assessment plan. Your assessment plan includes standardized rubrics completed by several graduate faculty, as well as overall grades for classes, and the results of large individual assignments. All students are meeting or exceeding expectations. The one student who did not meet expectations was allowed another opportunity to pass. We recommend continuing the great work you are doing. This is a model program with a great assessment plan. One more thing might be helpful is that your report mentioned exit surveys; if you included expectations and results for those, it would strengthen the report, but overall, great work.

The Council on Graduate Studies approved of revised learning goals on December 8, 2020, which included the addition of an Ethical and Professional Responsibility learning goal. Please consult with your graduate faculty members to determine how to incorporate this learning goal into future assessment activities.