



DEPARTMENTAL PLAN FOR ASSESSMENT OF STUDENT LEARNING  
2005-2006 ACADEMIC YEAR

**Department: History**

**Program: Doctoral Graduate Programs (Doctor of Arts and Ph.D.)**

*Mission Statement*

The mission of the Graduate Program of the History Department of the University of North Dakota is to provide quality graduate-level instruction and supervision in the fields of North American, European, and World History. Successful students will be prepared to seek careers as college and university history teachers, as public historians, museum curators and archivists or in a variety of other professions (journalism, business, government service) which require well-developed skills in research, critical thinking, and oral and written expression.

**Student Learning Goals\*:**

Student Learning Goal #1: Students will be able to conduct significant, independent research in their chosen field of concentration.

Objective 1.1: Students will be able to develop a research proposal which conforms to the professional standards of the discipline for originality and intellectual rigor.

Objective 1.2: Students will develop an expertise and specialization within their field of concentration which will position them to become contributors to the scholarly dialog/debate within that specialty.

Objective 1.3: Students will produce one or more significant pieces of written work which make a scholarly contribution to their chosen field of study. At the doctoral level this will include a Ph.D. dissertation which constitutes “an original contribution to human knowledge” or a substantial Doctor of Arts project which will link pedagogical insights to a particular historical subject matter.

Student Learning Goal #2: Students will demonstrate a broad knowledge of disciplinary sub-fields, major interpretive schools of thought, appropriate methodological approaches and a mastery of the major works in their field of concentration.

Objective 2.1: Students will develop a critical appreciation of several historiographic traditions by reading broadly within them.

Objective 2.2: Students will learn how best to approach and utilize primary source materials by examine the leading works on historical methodology.

Objective 2.3: Students will develop an appreciation of where their own work should ultimately fit within the field by reading broadly within their field of concentration.

Student Learning Goal #3: Students will be able to combine the results of their primary research with their knowledge of the pertinent secondary and theoretical literature and present their findings both orally and in writing.

Objective 3.1: Students will produce a substantive piece of written work, based upon primary research, which they will present and defend before a group of practicing professional historians.

\* A note on assessment technique is necessary. The history department will utilize its mandatory courses – the research seminar (Hist. 511 or 515), graduate historiography (Hist. 502), one readings seminar (Hist. 593 or Hist. 594) – plus the final product of each of our graduate degrees (Master’s thesis, Doctor of Arts project and Ph.D. dissertation) for the bulk of its assessment data. Portfolio construction and review is our preferred methodology. For each piece of work placed in the portfolio a very simple assessment tool will be utilized. It will indicate four basic categories: 1) outstanding; 2) meets expectations; 3) falls slightly short of expectations; 4) falls significantly short of expectations. All work product discussed below as well as all evaluation documents will be placed in a graduate student’s portfolio – which will kept by the Director of Graduate Studies. Because of the extremely close linkage between our various learning objectives there is tremendous overlap in our various assessment methods. For this reason, ours is a somewhat messy looking matrix, but it would be impossible to be more precise without being extremely redundant and producing a much lengthier document. Finally, the reason why the seemingly generic “Graduate Faculty” designation is used so often in the “Responsibility” category is simple: in a relatively small department such as ours it is essential that all faculty take part in the assessment process.

<b>Student Learning Goals &amp; Objectives</b>	<b>Educational Experiences</b>	<b>Assessment Methods</b>	<b>Timeline</b>	<b>Responsibilities</b>	<b>Use of Results and Process for Documentation &amp; Decision-Making</b>
<p><b>Student Learning Goals:</b></p> <p>Student Learning Goal #1: Students will be able to conduct significant, independent research in their chosen field of concentration</p> <p>Objective 1.1: Students will be able to develop a research proposal which conforms to the professional standards of the discipline for originality and intellectual rigor</p> <p>Objective 1.2: Students will develop an expertise and specialization within their field of concentration which will position them to become contributors to the scholarly dialog/debate within that specialty</p>	<p>History 511 or History 515 (research seminars – all history graduate students must enroll in one or the other). Research and writing projects in all graduate level classes.</p>	<p>Evaluation of research proposals by supervising faculty member.</p> <p>Portfolio review of work product from 511 or 515.</p> <p>Faculty and student evaluations (a form) of all oral presentations in 511 and 515.</p> <p>Portfolio review of work product from History 593 or 594.</p> <p>Evaluation of D.A. project and dissertation proposals.</p> <p>Evaluation of final D.A. papers</p>	<p>Ongoing, but filed at the end of each semester.</p> <p>Ongoing.</p> <p>Ongoing.</p> <p>Ongoing.</p> <p>Ongoing.</p> <p>Ongoing.</p>	<p>Graduate faculty.</p> <p>Graduate faculty.</p> <p>Graduate faculty.</p> <p>Graduate faculty.</p> <p>Graduate faculty.</p> <p>Graduate faculty.</p>	<p>Course instructors and thesis and dissertation directors will report on the extent to which completed proposals, writing assignments and presentations meet student learning goals. The Director of Grad. Studies and the Chair of the Assessment Committee will collect and review all of this material and compile a summary and analysis of the collected data and present it to the Graduate Faculty.</p> <p>At the end of each semester Graduate Faculty will meet to discuss this data</p>

<p>Objective 1.3: Students will produce one or more significant pieces of written work which make a scholarly contribution to their chosen field of study. At the doctoral level this will include a Ph.D. dissertation which constitutes “an original contribution to human knowledge” or a substantial Doctor of Arts project which will link pedagogical insights to a particular historical subject matter.</p>	<p>D.A. paper and Ph.D dissertation.</p>	<p>and Ph.D. dissertations.</p>			<p>and consider changes to the program which may be indicated by the results of the assessment. Weaknesses will be addressed and strengths of the program will be systematically studied. The Director of Grad. Studies and the Chair of the Assessment Committee will collect and review all of this material and compile a summary and analysis of the collected data and present it to the Graduate Faculty.</p>
<p>Student Learning Goal #2: Students will demonstrate a broad knowledge of disciplinary sub-fields, major interpretive schools of thought, appropriate</p>	<p>History 502, History 511 or 515, History 585, History 593 or History 594</p> <p>For all doctoral students, field</p>	<p>Evaluation of papers from History 502 by supervising faculty member.</p> <p>Portfolio review of work product</p>	<p>Ongoing.</p> <p>Ongoing.</p>	<p>Graduate faculty.</p> <p>Graduate faculty.</p>	

<p>methodological approaches and a mastery of the major works in their field of concentration.</p> <p>Objective 2.1: Students will develop a critical appreciation of several historiographic traditions by reading broadly within them.</p> <p>Objective 2.2: Students will learn how best to approach and utilize primary source materials by examine the leading works on historical methodology.</p> <p>Objective 2.3: Students will develop an appreciation of where their own work should ultimately fit within the field by reading broadly within their field of concentration.</p>	<p>examinations will also be used.</p>	<p>from 511 or 515.</p> <p>Portfolio review of work product from History 585, 593 or 594 in order to demonstrate depth of knowledge within field of concentration.</p> <p>Review of the written examinations of doctoral candidates</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Graduate faculty.</p> <p>Graduate Faculty and Director of Graduate Studies</p>	
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<p>Student Learning Goal #3: Students will be able to combine the results of their primary research with their knowledge of the pertinent secondary and theoretical literature and present their findings both orally and in writing.</p> <p>Objective 3.1: Students will produce a substantive piece of written work, based upon primary research, which they will present and defend before a group of practicing professional historians</p>	<p>M.A. Thesis, D.A. paper, Ph.D. dissertation – plus the oral defense.</p> <p>Professional presentations at conferences and publications.</p>	<p>Review and evaluation of final work product</p> <p>Collection of data on professional activities of graduate students – conference papers, public presentations, and publications.</p>	<p>Ongoing</p> <p>Ongoing.</p>	<p>Dissertation committee members plus the Graduate Committee.</p> <p>Director of Graduate Studies, with assistance from Graduate Faculty.</p>	<p>The Director of Grad. Studies and the Chair of the Assessment Committee will collect and review all of this material and compile a summary and analysis of the collected data and present it to the Graduate Faculty.</p>
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