

Graduate Program in History Ph.D. Degree Learning Goals and Assessment

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The goal of the PhD degree in History trains students at the highest level to assume positions of leadership in research, teaching, and service at all levels of the academy as well as in government, libraries/archives and other public institutions such as museums.

Learning Goal 1 for Students: Attain marked ability, scholarship and research skills in a broad field of learning

Assessment of student achievement of Goal 1:

Grades and written comments in graduate courses

- Qualifying examinations assessing depth and breadth of knowledge in a major and minor field
- Review by faculty of student progress with close advising and mentoring
- Self-reported student learning outcomes as indicated in exit surveys
- Placement in positions and careers that require ability and scholarship in history, public history, archival management, and other institutions presenting history to a range of academic and non-academic publics

Roles of the programs in helping students to achieve Goal 1:

- Evaluate teaching effectiveness of instructors in graduate courses through a. assessment of SIRS on courses taught by graduate students; b. on-going conversations between faculty and their TAs.
- If effectiveness is below expectations, work with instructors to improve effectiveness
- Periodic review of curricular offerings and assessment tools
- By program faculty
 - Through exit surveys completed by students upon graduation
 - Provide benchmarks from comparable disciplines at other institutions
 - Seek funds for the support of students

Learning Goal 2 for Students: Engage in and conduct original research

Assessment of student achievement of Goal 2:

- Research Seminars in Major and Minor fields based on original scholarly research; fields requiring research outside North America have two semester seminars that allow students to travel to collections.
- Mellon Grant funding of \$5000 for each incoming student to defray costs to undertake work in archives and libraries worldwide in support of research seminars.
- Preparation of and defense of Ph.D. dissertation proposal
- Ongoing critique and assessment of drafts of dissertation chapters
- Encouragement and financial support for students to present their research in progress at local, regional and national conferences in their fields

Assessment of quality of Ph.D. dissertation:

- Public defense of dissertation
- Critical reading of dissertation by committee of graduate faculty members and a committee member from outside of the specific
- Submission and acceptance of peer-reviewed articles and conference papers based on the dissertation

Achievement of students as evidenced by professional placement, selection for conference presentations, peer-reviewed publications and individual grant attainment.

Role of the program in helping students to achieve Goal 2:

- Provide early introduction to research methods and opportunities for Research
- Provide opportunities to present research and receive feedback through venues including the annual Susman Conference – organized by graduate students to showcase graduate student research-in-progress
- Maintain adequate funding levels through the research phase
- Provide comprehensive advising and assist in the identification of mentors
- Provide assistance to students seeking external funding via Chaser-The Resource Center for Graduate Student External Support Review, Critique and Support all students applications for internal and external grants and fellowships.

Provide (on a competitive basis) supplemental funding for graduate student travel:

- To develop dissertation proposals
- To participate in special study opportunities, especially language student
- To present research results at conferences.

Learning Goal 3 for Students: Prepare to be professionals in their discipline

Assessment of student achievement of Goal 3:

Review evidence of papers presented, publications and professional networking

- Collection of data on learning outcomes from participation in future faculty programs as part of assessment of all activities associated with the Teaching Assistant Project (TAP) and presented through our participation in the Carnegie
- Aggregate evaluations of teaching effectiveness of graduate student instructors
- Collection of placement data
- Advise students on how to prepare for preliminary interviews and campus visits through practice interview sessions and mock “job talk” presentations.
- Train students in best teaching practices through graduate course, The Teaching of History