

Academic Degree Programs Assessment

MA in History



**Northern Illinois
University**

Accreditation, Assessment and Evaluation (AAE)

Academic Degree Programs Assessment

Assessment Plan

College of Liberal Arts and Sciences

Department of History

History

Master of Arts

September 2019

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1. Introduction

The assessment that the history department uses for its MA program involves two main components: an assessment of the student's MA comprehensive examination and the student's MA research paper. These methods have largely proven to be an effective means of evaluating student achievement in the program. The MA program's Student Learning Outcomes were updated in August 2015 to better express the goals and objectives of the program. One issue that arose in preparing this report is that the assessment form that we use for SLO 1, 2, and 4 (MA Field Essay Assessment Report) does not align precisely with the language stated in SLO 1 and 2. Furthermore, MA Research Paper Assessment Report does not have language that aligns precisely with SLO 2, 3, 4, and 5. The MA Field Essay Assessment Report and the MA Research Paper Assessment Report will be updated this academic year to address these issues. The department also intends to institute an alumni survey as an additional indirect assessment that will allow us to gather data more systematically on SLO 6 and 7. Concerning SLO 8, the department has realized that it has not been collecting systematic data for it. We will develop and implement a method for doing so. SLO 8 is only relevant for those students pursuing a MA concentration in public history.

2. Student Learning Outcomes (SLOs)

The M.A. Program in History is designed to provide its graduates with the following abilities, as outlined in the program's assessment rubric:

1. Demonstrate command of a primary field and the historiography related to it;
2. Read historical works with comprehension and evaluate historical arguments critically;
3. Locate and evaluate historical sources;
4. Communicate effectively;
5. Produce an article-length research paper with unity of thought and logical arrangement of ideas;
6. Be admitted into a Ph.D. program (if the graduate so chooses);
7. Be successful in entering a satisfying career;
8. Be able to present historical information and concepts to the general public in a non-academic setting, using a variety of media (for students in the M.A. concentration in public history)

3. Program-by-Baccalaureate Student Learning Outcomes Matrix

Not a BA program.

4. Curriculum Map

Course/Level	1	2	3	4	5	6	7	8
500-level	B	B	B	B	B	*	*	B
Reading Seminars	D	D			D	*	*	B
Research Seminars			D	D	D	*	*	D
MA research paper			P		P	*	*	P
HIST 592						*	*	D
HIST 600						*	*	P
<i>Note.</i> Course supports the outcome at the B=beginning, D=developing, or P=proficient level.								

*Career related goals are not assessed as such.

Learning history as a subject and a discipline is not a matter of the sequential acquisition of knowledge, skills, and abilities. Students learn various things at various levels at various times. A general chart as above is as close as one can come to a curriculum map in the usual sense of the term.

5. Assessment Methods

Assessment Method	Explanation				
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
MA Comp evaluation	Faculty score MA field essays	Satisfactory	80 percent	ongoing	Director of Graduate Studies
MA research paper evaluation	Faculty score MA research papers	Satisfactory	80 percent	ongoing	Director of Graduate Studies
<i>Note.</i> ^a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. ^b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.					

ASSESSMENT METHODS-BY-OUTCOMES MATRIX

Assessment Method	Program Student Learning Outcome							
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8
MA Comp evaluation	D, S	D, S		D, S	D, S	*	*	Not assessed
MA research paper evaluation		D, S	D, S	D, S	D, S	*	*	Not assessed
<i>Note.</i> F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment								

*Career related goals are not assessed as such.

