

Academic Degree Programs Assessment

PhD 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

PhD

September 2019

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1. Introduction

The assessment that the history department uses for its PhD program involves two main components: an assessment of the student's comprehensive candidacy examination and the student's dissertation defense. These methods have largely proven to be an effective means of evaluating student achievement in the program. The Student Learning Outcomes that we use 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 and 2 (PhD Oral Candidacy Examination Assessment Report) does not align precisely with the language stated in SLO 1 and 2. Also, it does not include a specific assessment for SLO 3. The PhD Oral Candidacy Examination Assessment Report will be updated to address both of these issues. Furthermore, the department intends to institute an alumni survey as an additional indirect assessment that will allow us to gather data on SLO 5.

2. Student Learning Outcomes (SLOs)

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

1. Demonstrate mastery of a primary field sufficiently to teach it at the graduate level and two secondary fields sufficiently to teach them at the undergraduate level;
2. Demonstrate analytical and critical abilities beyond the competency expected of master's students;
3. Plan and organize a college-level course related to a chosen field and present effective lectures and conduct effective discussions;
4. Be able to do synthetic, creative scholarship, in particular to carry out scholarly research in primary sources sufficient to produce an original, well-written, book-length manuscript or a series of original articles of significance to the historical profession;
5. Be successful in achieving entry into or advancement in a chosen career.

3. Program-by-Baccalaureate Student Learning Outcomes Matrix

Not a BA program

4. Curriculum Map

Course/Level	1	2	3	4	5
500-level	B	B	B	B	*
Reading Seminars	D	D	D	D	*
Research Seminars	D	D	D	D	*
HIST 695			D		*
Field Essays/Teaching Portfolio	P	P	P		*
Prospectus				D	*
Dissertation				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

6. Assessment Methods

Assessment Method	Explanation				
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
PhD Comp evaluation	Faculty score PhD field essays	Satisfactory	80 percent	ongoing	Director of Graduate Studies
Dissertation Defense	Faculty report on dissertations	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
PhD Comp evaluation	D, S	D, S	D, S		*
Dissertation Defense		D, S		D, S	*
<i>Note.</i> F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment					

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