Program (Major, Minor, Core): Ph.D.
Department: History
College/School: College of Arts and Sciences
Person(s) Responsible for Implementing the Plan: Chair; Director of Graduate Studies (DGS); Assessment Coordinator (TBA); Graduate Committee
Date Submitted: ## June 2016

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>Curriculum Mapping</th>
<th>Assessment Methods</th>
<th>Use of Assessment Data</th>
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<tbody>
<tr>
<td>What do you expect all students who complete the program to know, or be able to do?</td>
<td>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</td>
<td>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</td>
<td>How does the program use assessment results to recognize success and “close the loop” to inform additional program improvement? How/when is this data shared, and with whom?</td>
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</table>
1. **Historical Expertise.** Students will critically restate, in extensive detail, the basic historical, historiographical, and theoretical narratives in their chosen fields.

**Courses on History, Historiography, and Theory**
- HIST 5000, 5200, 5210, 5250, 5300, 5310, 5350, 5400, 5410, 5450, 5500, 5510, 5550, 5600, 5610, 5650, 5700, 5930, 5980, 6950
  (for titles and descriptions see [http://www.slu.edu/department-of-history/graduate-program/graduate-student-resources/graduate-courses](http://www.slu.edu/department-of-history/graduate-program/graduate-student-resources/graduate-courses))

**General Examinations**
- Two four-hour written exams and one two-hour oral exam, evaluated by Department faculty

- Students perform this Outcome… by participating orally and writing term papers in the listed courses in such a way as to demonstrate adequate historical expertise. (D)
- … by completing the general examinations, on which they are expected to perform precisely this Outcome. (D)
- The DGS tabulates and tracks student grades as well as faculty reports on individual student performance (the latter are also reviewed by individual advisers). (I)

- The DGS, Graduate Committee, Graduate Faculty, and individual advisers base decisions about course and curriculum revisions, student advancement, and student recognition on the assessment data listed at left.
- The DGS reports regularly to the faculty, basing his/her report in part on data pertaining to performance of this Outcome. Faculty have the opportunity to make recommendations to the DGS and Graduate Committee on the basis of this reported data, and to reform their own instruction on the same basis.
- The Department **plans to** share these data, including aggregated rubrics, more widely with faculty at a planned meeting in the late summer or fall of each academic year (e.g., 18 August 2016).
2. **Historical Research Skills.**
   Students will design and carry out original and significant historical research projects based upon original-language archival sources.

Courses on Research Skills
HIST 6800, 6810, 6820, 6830, 6840, 6900, 6901, 6970, 6990

**Language Requirements**
Students in the U.S. program demonstrate proficiency in one research language. Students in the Medieval program demonstrate proficiency in two, one of which is Latin. These research languages are acquired and demonstrated in classes outside the department, and in Department reading groups.

**Research Assistantships**
Students assist designated faculty with their research projects, learning research skills in the process.

**Dissertation**
Students write and defend a dissertation that constitutes an original and significant historical research project based upon original-language archival sources.

- Students demonstrate performance of this Outcome… by participating orally and writing term papers in the listed courses in such a way as to demonstrate adequate historical research skills. (D)
- … by providing substantial assistance to faculty research as research assistants. (D)
- … by completing and defending the dissertation. (D)
- … by publishing their research as articles in peer-reviewed journals prior to the completion of the dissertation. (I)
- … by presenting their research at professional meetings and conferences. (I)
- … by competing for research grants on the merits of the projects they design and propose. (I)
- … by obtaining employment in academic and non-academic fields that value demonstrated research skills. (I)

- The DGS, Graduate Committee, Graduate Faculty, and individual advisers base decisions about course-, curriculum-, and program-level revisions, student advancement, and student recognition on the assessment data listed at left.
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3. **Teaching.** Students will design and lead effective undergraduate instruction.

**Courses on Teaching**  
HIST 5900

**Teaching Assistantships**  
Students take part in large undergraduate courses as Teaching Assistants, grading and leading discussion sections.

**Adjuncting**  
In the Department or at local colleges

- Students demonstrate performance of this Outcome… by completing the requirements of HIST 5900 in a satisfactory manner, as judged by the instructor. (D)
- … by acting as effective Teaching Assistants, in the estimations of both their teaching mentors and students completing evaluations. (D)
- … in some cases, by acting as Adjunct Professors in the Department or at local colleges, designing and leading their own courses on an entirely independent basis. (I)
- …by obtaining employment in academic and non-academic fields that value demonstrated teaching skills. (I)

- The DGS, Graduate Committee, Graduate Faculty, and individual advisers base decisions about course-, curriculum-, and program-level revisions, student advancement, and student recognition on the assessment data listed at left.
- The DGS reports regularly to the faculty, basing his/her report in part on data pertaining to performance of this Outcome. Faculty have the opportunity to make recommendations to the DGS and Graduate Committee on the basis of this reported data, and to reform their own instruction on the same basis.
- The Department plans to share these data, including aggregated rubrics, more widely with faculty at a planned meeting in the late summer or fall of each academic year (e.g., 18 August 2016).
4. **Academic Citizenship.** Students will demonstrate the qualities of a successful academic historian in their interpersonal interactions, service commitments, and professional involvement.

<table>
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<td>HIST 6900, 6901</td>
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Informal participation in Department and University forums such as the American History Forum, Byzantine Studies Forum, Crusades History Forum, Premodern History Forum, Departmental and University Graduate Student Association, and conferences hosted through the Department and the Center for Medieval and Renaissance Studies, as well as a range of other activities.

- Students demonstrate performance of this Outcome… by completing the requirements of HIST 6900 and 6901 in a satisfactory manner, as judged by the instructor. (D)
- … by participating actively, as organizers, presenters, discussants, and audience members, in the forums listed at left, in the view of faculty who oversee and attend the same events and, in many cases, write letters of reference for Ph.D. students. (D)
- …by obtaining employment in academic and non-academic fields that value demonstrated academic citizenship. (I)

- The DGS, Graduate Committee, Graduate Faculty, and individual advisers base decisions about course-, curriculum-, and program-level revisions, student advancement, and student recognition on the assessment data listed at left.
- The DGS reports regularly to the faculty, basing his/her report in part on data pertaining to performance of this Outcome. Faculty have the opportunity to make recommendations to the DGS and Graduate Committee on the basis of this reported data, and to reform their own instruction on the same basis.
- The Department **plans to** share these data, including aggregated rubrics, more widely with faculty at a planned meeting in the late summer or fall of each academic year (18 August 2016).
1. It is **not recommended** to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

<table>
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<tr>
<th>Timeline</th>
<th>Responsible</th>
<th>Process</th>
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| Fall 2016    | DGS with Grad. Committee | • Hold trial annual meeting that includes assessment.  
• Appoint Assessment Coordinator (three-year term)  
• Discuss student attainment of Learning Outcome 1 and determine whether changes are necessary.  
• If changes are deemed necessary, plan for implementation of changes in 2017–18. |
| Spring 2017  | DGS with Grad. Committee | • Prepare implementation of changes to program relevant to Learning Outcome 1, if deemed necessary.                                      |
| Fall 2017    | DGS with Grad. Committee | • Implement changes to program relevant to Learning Outcome 1, if deemed necessary.  
• Hold annual meeting that includes assessment.  
• Discuss student attainment of Learning Outcome 2 and determine whether changes are necessary.  
• If changes are deemed necessary, plan for implementation of changes in 2018–19. |
| Spring 2018  | DGS with Grad. Committee | • Prepare implementation of changes to program relevant to Learning Outcome 2, if deemed necessary.                                      |
| Fall 2018    | DGS with Grad. Committee | • Implement changes to program relevant to Learning Outcome 2, if deemed necessary.  
• Hold annual meeting that includes assessment.  
• Discuss current three-year assessment plan and revise if necessary.  
• Discuss student attainment of Learning Outcome 3 and determine whether changes are necessary.  
• If changes are deemed necessary, plan for implementation of changes in 2018–19. |
| Spring 2019  | DGS with Grad. Committee | • Prepare implementation of changes to program relevant to Learning Outcome 3, if deemed necessary.                                      |
| Fall 2019    | DGS with Grad. Committee | • Implement changes to program relevant to Learning Outcome 3, if deemed necessary.  
• Appoint new Assessment Coordinator (three-year term)  
• Hold annual meeting that includes assessment.  
• Discuss current three-year assessment plan and revise if necessary.  
• Discuss student attainment of Learning Outcome 4 and determine whether changes are necessary. |
2. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?

Madrid faculty are not formally involved with the Ph.D. program under normal circumstances. However, students regularly consult with Madrid faculty regarding their projects when appropriate, and this assessment plan will be shared with Madrid faculty.

3. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

   a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

   The plan will be reviewed and revised every four years, as detailed above.

   b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.

   The plan was shared with the graduate-student representative to the Department, Amy Boland, and her feedback was incorporated. Specifically, a greater emphasis was placed on the language requirement and on the involvement of Madrid faculty.

   c. What external sources were consulted in the development of this assessment plan?


   d. Assessment of the manageability of the plan in relation to departmental resources and personnel

   The plan proposed here is in line with procedures already in place in the Department. It is therefore expected that it will be manageable in relation to current resources and personnel.