**Program Assessment Plan**

**American University**

**Academic Program: CAS: History - PhD**

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### Academic Program: CAS: History - PhD

**Contact Person for Assessment:** Eric Lohr

**Unit's Primary Department:** History

**Are there any changes in your assessment method?:** No

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#### Learning Outcome: Content Knowledge

Students will be able to demonstrate broad knowledge of historical events and periods and their significance.

- **Outcome Year:** 2011-2012
  - 2012-2013
- **Start Date:** 10/04/2011
- **Outcome Status:** Active Learning Outcome

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#### Assessment Plan

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<td>All comprehensive examinations will be evaluated for students’ knowledge of historical eras and historiography.</td>
<td>80% of students will pass.</td>
<td>Every Spring. Beginning Spring 2012. Graduate director will compile results for inclusion in Department's Annual Report.</td>
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**Measure Type:** Quiz/Exam

Placement in faculty positions or jobs requiring the PhD is evidence that the students have qualified themselves by achieving the learning outcome. We will survey students after graduation and keep track of where they go next.

**Measure Type:** Job/Grad School Placement

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#### Related Action Steps

**Supporting Assessment: Colloquia Syllabi Review**

**Description:** Colloquia syllabi will be reviewed to ensure broad chronological and topical coverage and varied scholarly approaches to history.

- 100% of colloquia will demonstrate breadth in chronology, topics, and approaches.
- Year 1 Spring. Begins Spring 2012.
- Graduate Committee.

**Supporting Assessment: Curriculum Review**

**Description:** Curriculum of graduate courses offered over 2 years will be reviewed to ensure that sufficient topical, chronological, and sub-field breadth is available to all students during a typical program of study.

- Chair and Graduate Director will agree that sufficient courses are offered.
- Graduate Director and Department Chair.

**Supporting Assessment: Facebook Tracking**

**Description:** We will seek to enroll every student in a Facebook page to maintain contact after graduation as a way to track placement in faculty positions or jobs.

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#### Learning Outcome: Historical Schools of Thought

Students will be able to explain and critique the historical schools of thought that have shaped scholarly understanding of their fields of study.

- **Outcome Year:** 2011-2012
  - 2012-2013
All comprehensive examinations will be evaluated for students' knowledge of historical eras and historiography. 

**Measure Type:** Quiz/ Exam

80% of students will pass. Every Spring. Beginning Spring 2012. Graduate director will compile results for inclusion in Department's Annual Report.

Placement in faculty positions or jobs requiring the PhD is evidence that the students have qualified themselves by achieving the learning outcome. We will survey students after graduation and keep track of where they go next. 

**Measure Type:** Job/Grad School Placement

Graduate Director, aided by the administrative assistant, will track graduates of the program and keep placement records. We will aim to see X% of our graduates in faculty positions or professional positions commensurate with the PhD. (Percent to be determined after data collection period.) Every Spring. Begins Spring 2013. Graduate Director.

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**Related Action Steps**

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**Learning Outcome: Critical Analysis**

Students will be able to deploy skills of critical analysis:

- Formulating persuasive arguments
- Evaluating evidence and critiquing claims in the literature
- Interpreting a variety of primary sources

**Outcome Year:** 2011-2012

2012-2013

**Start Date:** 10/04/2011

**Outcome Status:** Active Learning Outcome

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**Sample final projects from Research Seminar to ensure these goals are met.**

**Measure Type:** Final Paper/ Final Project

75% of the research papers and dissertation proposals will demonstrate original contribution from primary research, engage literature of the field and meet Year 2 Spring. Begins Spring 2014. Graduate Committee. Yes
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### Related Action Steps

* Supporting Assessment: Facebook Tracking

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### Learning Outcome: Major Research Project

Students will be able to design and conduct major research projects, deploying these essential skills:

a. Reviewing the state of the field to identify a new topic and locate their work within larger scholarly conversations
b. Identifying and accessing a sufficient base of primary sources
c. Producing a high-quality research paper, well-written and meeting professional standards, suitable as the basis for conference presentation or academic publication
d. Designing and writing a dissertation based on extensive research that makes an original contribution to knowledge

**Outcome Year:** 2011-2012  
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Learning Outcome: Teaching Skills
The skills listed above can lead to positions outside academia, such as in museums, archives, and government service. They also apply to students who seek faculty positions. For the latter group, students will additionally develop teaching skills, such as course design, classroom management, lecturing, leading discussions, and crafting assignments and evaluation methods.

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Measure Type: Job/Grad School Placement

Teaching skills are important for those PhD students who seek faculty positions. We will survey PhD students to see whether they have had opportunities to learn these skills by taking the Greenberg Seminar in Effective Teaching, or completing the Department's Graduate Professional Development sequence, and to apply them by teaching their own courses or sections at AU or elsewhere.

| Measure Type: | X% of PhD students should have training and experience in teaching before graduation. (Target to be set after we have tracked this measure for a cycle to get a baseline.) | Every other spring. Begins 2012. Graduate Director will conduct a biannual survey of PhD students. |

Measure Type: Survey

Related Action Steps
* Supporting Assessment: Facebook Tracking

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Learning Outcome: Professional Dissemination
Students will be able to engage in professional dissemination of their work by presenting their research at conferences or submitting manuscripts to academic journals.

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<td>Integration in the professional community of scholars takes place through participation in extramural scholarly conferences, grant-writing, and academic publication. We will survey and record doctoral student activity in this area. <strong>Measure Type:</strong> Survey</td>
<td>70% of doctoral students will have engaged in at least one of these activities before graduation.</td>
<td>Graduate Director, with the help of administrative assistant, will continue to maintain a database of grant, conference, and publication activity by doctoral students and graduates.</td>
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### Related Action Steps

* Supporting Assessment: Facebook Tracking

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