Overview

Students enjoy the benefits of our mid-sized graduate program: a varied curriculum combined with personal attention from faculty. Together our MA and PhD programs enroll approximately 40 students of diverse backgrounds and a variety of goals, including secondary teaching, academic positions, public history, and careers in law and business. All our students are trained to work as historians. Our program emphasizes original research based on primary documents, and it features courses in historical methodologies, public history, and pedagogy. A vibrant community of scholars – both students and faculty – creates a lively environment.

Students select a concentration in United States, European, World, or Public History, but everyone receives broad training, taking courses in minor fields, languages, or in other graduate programs. Students also take at least one comparative seminar, usually team taught, in which a theme is explored across national boundaries, such as gender, race, or urban history.

While most of our PhD students desire a career in academia, our new PhD track in Public History equips students for higher positions in institutions such as museums, archives, libraries, as well as environmental and governmental facilities like the park service. With a proficiency in data analysis, critical thinking, lucid writing, and convincing oral presentation, PhD students are also highly qualified for positions in research institutes that pursue data collection and evaluation.
I. **Program Outcomes**

*Please include in this section your program learning outcomes as they are listed in the P-1 form in eCurriculum. If you are already planning to revise those program learning outcomes, indicate in this section which ones might be changed, and what the new program learning outcomes are likely to be. In general, learning outcomes should be measurable, assessable, or observable in some way and aligned with national standards.*

At the conclusion of the program, History doctoral students will be able to:

1) Expand and demonstrate sophistication & mastery regarding important areas of history and historiography

2) Identify, describe, and employ historical methodologies, including comparative approaches

3) Produce a book-length work of original scholarship (dissertation) that is based on primary sources, demonstrates a sound command of the historiography on the topic, and moves the field of historical scholarship in meaningful, new directions

4) Organize and present historical material to audiences of students, peers, and faculty

5) Demonstrate a working knowledge of one or more foreign languages
II. Curriculum/Program Map

*Please include in this section a grid that identifies connections that exist between required courses in this program and the corresponding program-level learning outcomes. In other words: how will program outcomes be met? This grid should further indicate the expected levels of learning at each level (whether emerging, strengthening, or achieved). The CET&L web site includes templates that you might find useful in completed this grid.*

See Curriculum Mapping Matrix
## Curriculum Mapping Matrix: Linking Program Outcomes to Curriculum: History PhD

<table>
<thead>
<tr>
<th>Key</th>
<th>Required Courses and Experiences* Identified in P-1</th>
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<tbody>
<tr>
<td>E: Emerging</td>
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<td>D: Developing</td>
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<td>A: Achieved</td>
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### OUTCOMES

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>Methods Courses (HIST 7060, 7061)</th>
<th>Historiography Seminars: US early/late (HIST 7021, 7022)</th>
<th>Europe early/late (HIST 7031, 7032)</th>
<th>Comparative Seminar (HIST 7070)</th>
<th>Topics Seminars [see note (1)]</th>
<th>Teaching Practicum (HIST 8073), Teaching</th>
<th>Public History Intro, Practicum, &amp; Internship (HIST 7064, HIST 6010, HIST 7066)</th>
<th>Research Seminar I/II (HIST 9040 and 9041)</th>
<th>Language</th>
<th>PhD Defense</th>
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<tbody>
<tr>
<td>1) Expand and demonstrate sophistication &amp; mastery regarding important areas of history and historiography</td>
<td>E, D</td>
<td>E, D</td>
<td>E, D</td>
<td>E, D</td>
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<td>E, D</td>
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<tr>
<td>2) Identify, describe, and employ historical methodologies, including comparative approaches</td>
<td>E, D</td>
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<td>E, D</td>
<td>D, A</td>
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<td>3) Evaluate, assess, and critique the strengths and</td>
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<td>E, D</td>
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<td>weakness of primary evidence and secondary arguments based on primary evidence</td>
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<td>4) Produce a book-length work of original scholarship (dissertation) that is based on primary sources, demonstrates sovereignty in the discussion of the historiography on the topic, and moves the field of historical scholarship in meaningful, new directions</td>
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<td>5) Organize and present historical material to audiences of students, peers, and faculty</td>
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<td>6) Demonstrate a working knowledge of one or more</td>
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* Please note that you are only identifying required courses and experiences that are house with in your academic unit. 

(1) We have many topics courses at the 6000 and 7000 levels; several of the 6000-level courses are cross-listed with a 5000 number to allow advanced undergraduate students to enroll in these seminars as well. Sample topics include “Race in American History and Culture” (HIST 6045), “Refugees and International Crises” (HIST 5122/6022), “War and Peace in Early Modern Europe” (HIST 5140/6040), and “Holocaust History and New Media” (HIST 6070).
I. Methods and Measures

Please include in this section a description of the assessment methods that your program plans to use in assessing each of its program learning outcomes. These methods ideally include both direct and indirect examples of student learning, with authentic, performance-based assessment performed at all levels. You may find it helpful to include the “Assessment Measures Alignment Matrix” from Activity 5.

Assessment Rubric Planned: The Graduate Studies Committee, in consultation with the broader History faculty, will design at least one assessment rubric to help responsible parties measure student progress in each of the areas described in the Methods and Measures section of this program assessment.

Note: PhD students enter the program with a faculty advisor who has agreed to mentor them and monitor their progress. The advisor consults on a periodic basis with both the student and DGS about student progress. As student’s research interests develop, the initial advisor may occasionally be replaced by another advisor, whose interests align more appropriately with those of the student.

Program Outcome #1: Expand and demonstrate sophistication and mastery regarding important areas of history and historiography

Where: Semi-Annual Assessment of Student Progress
Level(s) Assessed: D
By Whom: Director of Graduate Studies (DGS), in consultation with a qualifying committee of three advisors to the student, considering both faculty feedback on student’s course achievement and student’s performance in independent work with the qualifying examination committee
When: Semi-annually for Graduate Studies Committee and perpetually by the qualifying examination committee
Goals & Assessment Criteria: Through a combination of coursework and independent work under the advisement of qualifying examination committee, student will demonstrate sophistication (approaching early-career professional academic historians) with fields of history and historiography related to student’s research and teaching interests.

Where: Qualifying Examination
Level(s) Assessed: A
By Whom: Qualifying examination committee of three advisors to the student, considering student’s performance in qualifying exams with regards to history and historiography.
When: Qualifying Exams are normally completed early in the third year of doctoral study.
Goals & Assessment Criteria: In a two-hour oral qualifying exam and three written exams
(one per field), student demonstrates to qualifying examination committee commanding knowledge (on par with early-career professional academic historians) of three separate fields of history and attendant literature. Upon passing exam (including successful defense of dissertation proposal), student advances to PhD candidacy (ABD).

*Where*: Dissertation Defense  
*Level(s) Assessed*: A  
*By Whom*: Dissertation committee comprised of three or more faculty members specializing in fields relevant to student’s dissertation topic.  
*When*: Dissertations are normally completed at the end of 6-9 years of study  
*Goals & Assessment Criteria*: Based on evaluation of book-length dissertation, student demonstrates a sophisticated mastery (on par with early-career professional academic historians) of historical and scholarly fields relevant to topic of dissertation. Upon successfully defending dissertation, and assuming student is otherwise in good academic standing, student is granted the PhD.

**Program Outcome #2: Identify, describe, and employ historical methodologies, including comparative approaches**

*Where*: Semi-Annual Assessment of Student Progress  
*Level(s) Assessed*: D  
*By Whom*: DGS and Qualifying examination committee of three advisors to the student, considering both faculty feedback on student’s course achievement and student’s performance in independent work with the qualifying examination committee.  
*When*: Semi-annually for DGS and perpetually by the qualifying examination committee  
*Goals & Assessment Criteria*: Through a combination of coursework and independent work under the advisement of qualifying examination committee, student will demonstrate sophistication (approaching early-career professional academic historians) with historical methods related to student’s research interests.

*Where*: Dissertation Proposal and Qualifying Exam  
*Level(s) Assessed*: A  
*By Whom*: Qualifying examination committee of three advisors to the student, considering quality of student’s written dissertation proposal and student’s performance in qualifying exams with regards to dissertation proposal.  
*When*: Qualifying Exams and Dissertation Proposals are normally completed early during the third year of doctoral study.  
*Goals & Assessment Criteria*: Based on both a written dissertation proposal and a two-hour oral qualifying exam, part of which is dedicated to discussing the proposal, student demonstrates to qualifying examination committee a command of a range of historical methodologies necessary to conceive and frame a book-length dissertation that promises to advance an original thesis based on primary-source historical evidence and relevant secondary literature. Upon passing exam (including
successful defense of three fields of history and attendant literature), student advances to PhD candidacy.

Where: Dissertation Defense  
Level(s) Assessed: A  
By Whom: Dissertation committee comprised of three or more faculty members specializing in fields relevant to student’s dissertation topic.  
When: Dissertations are normally completed at the end of 6-9 years of study  
Goals & Assessment Criteria: Based on evaluation of book-length dissertation, student demonstrates a sophisticated mastery (on par with early-career professional academic historians) of historical methodologies necessary to produce a sustained, evidence-driven thesis that is both a significant and original contribution to the historical fields relevant to the dissertation topic.

Program Outcome #3: Evaluate and assess the strengths and weaknesses of primary evidence and secondary arguments based on primary evidence

Where: Topic Seminars  
Level(s) Assessed: D, A  
By Whom: DGS, in consultation with course instructors and a qualifying committee of three advisors to the student, considering both faculty feedback on student’s course achievement and student's performance in independent work with the qualifying examination committee  
When: Semesters 1-4  
Goals & Assessment Criteria: Student demonstrates solid expertise in reading and assessing historical evidence and evaluating secondary literature.

Where: Research Seminars  
Level(s) Assessed: D, A  
By Whom: Three faculty members, two of whom specialize in fields relevant to student’s paper topic, with the other leading the year-long research seminar.  
When: First and/or second year, during year-long research seminar  
Goals & Assessment Criteria: Student has mastered the expertise of reading and assessing historical evidence and evaluating secondary literature.

Where: Dissertation  
Level(s) Assessed: A  
By Whom: Dissertation committee comprised of three or more faculty members specializing in fields relevant to student’s dissertation topic.  
When: Dissertations are normally completed at the end of 6-9 years of study  
Goals & Assessment Criteria: Based on evaluation of book-length dissertation, student demonstrates a sophisticated mastery (on par with early-career professional academic historians) of evaluating historical evidence and assessing pertinent scholarship.
Program Outcome #4: Produce a book-length work of original scholarship (dissertation) that is based on primary sources, demonstrates sovereignty in the discussion of the historiography on this topic, and moves the field of historical scholarship in meaningful, new directions

*Where:* Research seminar paper  
*Level(s) Assessed:* D  
*By Whom:* Three faculty members, two of whom specialize in fields relevant to student’s paper topic, with the other leading the year-long research seminar.  
*When:* First and/or second year, during year-long research seminar  
*Goals & Assessment Criteria:* Through the production of an article-length essay, student:  
--conceives of viable research topic and related question to be answered;  
--identifies and compellingly interprets primary source-base of historical evidence and attendant scholarship;  
--articulates original and significant thesis;  
--cogently develops and defends thesis based on evidence marshalled.

*Where:* Dissertation Proposal and Qualifying Exam  
*Level(s) Assessed:* A  
*By Whom:* Qualifying examination committee of three advisors to the student, considering quality of student’s written dissertation proposal and student’s performance in qualifying exams with regards to dissertation proposal.  
*When:* Qualifying Exams and Dissertation Proposals are normally completed early during the third year of doctoral study.  
*Goals & Assessment Criteria:* Based on both a written dissertation proposal and a two-hour oral qualifying exam, part of which is dedicated to discussing the proposal, student demonstrates to qualifying examination committee a command of a range of published scholarship, historical knowledge, and historical methodologies necessary to conceive and frame a book-length dissertation that promises to advance an original thesis based on primary-source historical evidence and relevant literature. Upon passing exam (including successful defense of three fields of history and attendant secondary literature), student advances to PhD candidacy.

*Where:* Dissertation Defense  
*Level(s) Assessed:* A  
*By Whom:* Dissertation committee comprised of three or more faculty members specializing in fields relevant to student’s dissertation topic.  
*When:* Dissertations are normally completed at the end of 6-9 years of study  
*Goals & Assessment Criteria:* Based on evaluation of book-length dissertation, student demonstrates a sophisticated mastery (on par with early-career professional academic historians) of a range of scholarship, historical knowledge, and historical methodologies necessary to produce a sustained, evidence-driven thesis that is both a significant and original contribution to the historical fields relevant to the
dissertation topic. I think there needs to be a statement that this oral dissertation defense fulfills the intended skill of presenting material in a public setting.

Program Outcome #5: Organize and clearly present historical material to audiences of students and/or peers

Where: Pedagogy seminar, undergraduate discussion section, and Queen City Colloquium (QCC – research symposium for History graduate students at UC and other invited graduate students, with faculty and keynote speaker in attendance)
Level(s) Assessed: D
By Whom: DGS, in consultation with faculty overseeing student in pedagogy seminar, discussion section and/or QCC
When: First year (sometimes also second year). Pedagogy seminar is taken Fall semester by PhD students assigned to lead discussion sections connected to undergraduate courses. At end of Spring semester, PhD students present research from their research seminars paper at the QCC symposium.
Goals & Assessment Criteria: Through three exercises and attendant environments (production and presentation of an original course syllabus in the pedagogy seminar, leading of undergraduate students in discussion sections, and the drafting and presentation of a research talk at the QCC symposium), students demonstrate ability to share in a compelling way their knowledge of historical material with audiences of students and/or peers.

Where: Dissertation Defense
Level(s) Assessed: A
By Whom: Dissertation committee comprised of three or more faculty members specializing in fields relevant to student’s dissertation topic.
When: Dissertations are normally completed at the end of 6-9 years of study
Goals & Assessment Criteria: During the dissertation defense, student successfully presents his/her work to the public.

Program Outcome #6: Demonstrate a working knowledge of one or more foreign languages

Where: Language course or translation exam
Level(s) Assessed: D, A
By Whom: Course instructor or faculty evaluator
When: Prior to taking qualifying exams.
Goals & Assessment Criteria: Students must demonstrate strong reading proficiency in chosen language, as represented by earning at least a B in qualified language course or receiving a passing grade on a translation examination proctored by a qualified History faculty member.
### Assessment Measures Aligned with Program Outcomes

<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Assessment Tools</th>
<th>Course/Experience</th>
<th>Time Line</th>
<th>Responsible Person</th>
</tr>
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<tbody>
<tr>
<td>Expand and demonstrate sophistication and mastery regarding important areas of history and historiography</td>
<td>Student demonstrates increasing levels of mastery and sophistication (D, A - eventually on par with early-career professional academic historians) of history and historiography related to student's research and teaching interests. 6-9 years (avg)</td>
<td>Courses (Methods, Literature, Comparative seminars), independent work, qualifying exams, dissertation proposal, dissertation defense</td>
<td>Courses: Methods and Literature Year 1, Comparative Year 1 or 2</td>
<td>Director of Graduate Studies (DGS), course instructors, qualifying exam committee, dissertation committee</td>
</tr>
<tr>
<td>Identify, describe, and employ historical methodologies, including comparative approaches</td>
<td>Student demonstrates increasing levels of mastery and sophistication (D, A - eventually on par with early-career professional academic historians) of historical methodologies related to student's research</td>
<td>Courses (Methods, Literature, Comparative seminars), independent work, dissertation proposal (including defense of it in qualifying examination exam), dissertation defense</td>
<td>Courses: Methods and Literature Year 1, Comparative Year 1 or 2</td>
<td>DGS, course instructors, qualifying exam committee, dissertation committee</td>
</tr>
<tr>
<td><strong>Evaluate, assess, and critique the strengths and weaknesses of primary evidence and secondary arguments based on primary evidence</strong></td>
<td><strong>Student demonstrates a sophisticated mastery (on par with early-career professional academic historians) of evaluating historical evidence and assessing pertinent scholarship (D, A) 6-9 years</strong></td>
<td><strong>Topics Seminars, Research Seminars, Dissertation</strong></td>
<td><strong>Dissertation Defense typically by years 6-9</strong></td>
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<td><strong>Produce a book-length work of original scholarship (dissertation) that is based on primary sources, demonstrates sovereignty in the discussion of the historiography on this topic, and moves the field of historical scholarship in meaningful, new directions</strong></td>
<td><strong>Student demonstrates ability to produce cogent, original and significant thesis-driven research projects based on both primary sources and relevant scholarship (D, A) 6-9 years (avg)</strong></td>
<td><strong>Research seminar and attendant article-length essay, dissertation proposal (including defense of proposal in qualifying examination exam), dissertation defense</strong></td>
<td><strong>Courses: Research seminar Year 1,2</strong> Semi-annual reviews by DGS until qualifying exam Qualifying exam and Dissertation Proposal by Year 3 Dissertation Defense typically by years 6-9 <strong>Research seminar committee, qualifying exam (qualifying examination) committee, doctoral committee</strong></td>
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<tr>
<td><strong>Organize and clearly present historical material to audiences of students and/or peers</strong></td>
<td><strong>Student demonstrates ability to share in a compelling way student’s knowledge of historical</strong></td>
<td><strong>Pedagogy Seminar, teaching assistantship, Queen City Colloquium (QCC) graduate</strong></td>
<td><strong>Pedagogy seminar Fall of year 1 or 2; teaching assistantship at least one semester; QCC</strong> DGS and faculty members overseeing student in pedagogy seminar, TA discussion section and research seminar connected to QCC symposium</td>
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<td>Material with audiences of students and/or peers in both teaching and research-centric environments.</td>
<td>Research symposium</td>
<td>End of spring semester year one (with option for student to present in subsequent years)</td>
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**Demonstrate a working knowledge of one or more foreign languages**

- **Student** demonstrates strong reading proficiency in chosen language, as represented by earning at least a B in qualified language course or receiving a passing grade on a translation examination proctored by a qualified History faculty member. (A) 1-3 years
- **Graduate language course or translation exam**  
  Before taking qualifying exams (typically by end of year 3, and often before)
  Course instructor or qualified faculty evaluator

### IV. Assessment Infrastructure

*Please include in this section a description of the process by which your program intends to assess its learning outcomes.*

- **Describe which program faculty will be charged with overseeing the execution of the assessment plan as well as the ways in which they will carry out that charge, including a description of the planned timeline for assessment.**
- **Identify what kinds of administrative support will be available for those faculty**
Please note that assessment plans should be capable of producing reports annually based on their review of the relevant data from their programs. The work of your faculty might also be coordinated and aligned with similar assessment efforts at the college and institutional levels.

The department will use a committee structure to ensure continued oversight of the assessment process. The Assessment Committee for PhD program outcomes will be comprised of the Graduate Studies Committee, which is chaired by the Graduate Program Director. The Graduate Studies Committee is a standing committee in the department.

The Assessment Committee will interpret and analyze the data and artifacts from instructors’ courses, progress reports, and qualifying exams and doctoral defenses annually in the Fall for the previous year, and will produce a report to be disseminated to the faculty. Information about doctoral students progress will be reviewed on a semi-annual basis, with individual results being summarized in a written letter to each student, copies of which to be kept in the student’s departmental file. Collective data will be maintained by the Director of Graduate Studies and Department Administrator.

After multiple years of data collection, the Assessment Committee’s report to the department on trends in achievement as well as outcomes from individual years. The Committee’s report to the department will include recommendations regarding strategies for measuring and assessing learning outcomes in the future.
II. Findings

Here you will describe and explain in this section any multi-year patterns and trends that your assessment efforts have identified, including a description of any relevant relationships to national standards.

In the first two-three years the Department will be collecting baseline information.
III. Use of Findings

In this final section, you will describe how your program intends to make use of the program-level assessment data it has gathered.

- How will this information be presented to and discussed among the faculty?
- How might this data or these discussions result in review and possible revision of course or program learning outcomes and pedagogical strategies?

See above