

Ph.D. in History Academic Assessment Plan

College of Liberal Arts and Sciences
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Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan for Ph.D. in History

College of Liberal Arts and Sciences

Instructions: Use this template to prepare your Academic Assessment Plan. Some of the information has been pre-loaded into the template for you. Refer to pages 1-5 of the instructions for descriptions of each section.

A. Mission

The History Department provides important skills to its students in analytical reading, critical thinking and writing, and reconstructing the past through the use of primary source evidence and established scholarship. As active scholars themselves, the History Department's faculty shares their intellectual mission with students by constructing a battery of challenging courses that offer a wide variety of geographical, chronological, and methodological approaches. Over time, history students develop the ability to analyze complex problems and provide solutions through a combination of research and writing; this expertise goes far beyond the particular content of their field of study to inform the student's interaction with historical, contemporary, and future problems.

For undergraduates, this training takes several forms: By introducing students to the world of historical scholarship in the History Practicum, requiring writing assignments that help develop and polish persuasive writing in a diverse range of classes, and providing students the opportunity to analyze, synthesize, and reconstruct the past themselves in the capstone Senior Seminar, the History Department allows students from all backgrounds to acquire this critical set of skills in a rigorous, but supportive, academic environment.

For graduate students, this training occupies two dimensions: In course work and then in their thesis and dissertation work, all graduate students in the history department hone their persuasive writing and research skills until they are able to produce works of original scholarship based on the interpretation and analysis of data gathered during extensive research. In addition, students in the history department's doctoral program learn to distill and present historical research to audiences in a variety of settings. Working with their dissertation committees and peers, graduate students learn to present the results of their own research to peers and senior scholars in seminars, workshops, and academic conferences. Working with teaching mentors, doctoral students gain pedagogical training and experience in presenting historical information to undergraduates in the classroom, in preparation for careers in education.

The College of Liberal Arts and Sciences' mission is "to lead the academic quest to understand our place in the universe" and "to ensure equitable access for all of its constituencies present, drawing strength from our rich heritage of racial, ethnic and gender diversity." The University of Florida's mission is to create the "broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in

Comment [FU1]: For the Mission Statement you don't need to go into the "how to".

the world of the 21st century.” The History Department contributes to these goals by doing more than simply providing access to a finite body of knowledge concerning the past; it empowers students at the University of Florida to refine those analytical qualities of critical thinking and expression necessary to succeed in their chosen educational, professional, or vocational field. The Department thus weds the intellectual talent, experience, and energy of its faculty with students’ needs to acquire essential skills that will serve them over a lifetime of personal, educational, and vocational challenges. In doing so, it is solidly in line with the Florida Board of Governors’ strategic plan for the University of Florida that “nurtures young people from diverse backgrounds to address the needs of our societies while creating new knowledge and the pursuit of new ideas.” By analyzing the past, then, UF’s history students hone abilities that can improve their futures as well as those of the citizens of Florida, the nation, and the world.

B. Student Learning Outcomes and Assessment Measures

1. 2011-2012 SLOs

2. SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Students will demonstrate basic knowledge of major issues in the history of their fields of study as well as mastery of the relevant body of historiography.	Evaluated by written and oral examinations composed and assessed by a committee of faculty	Campus
Skills	Students will demonstrate an ability to design and teach courses as teaching assistants or primary instructors.	Measured by faculty supervisors who will observe and review Teaching Assistants' and Teaching Associates' performance in the classroom.	Campus
Professional Behavior	Students will demonstrate an ability to contribute to the international community of historians in their field through the publication of their research.	Students will submit a journal article, a book chapter, a book review, or an encyclopedia article for publication before completing the PhD.	Campus
Skills	Students will demonstrate a mastery of the methods and practices of historical research and writing.	Students will complete and defend a doctoral dissertation based on original research that demonstrates a new and unique interpretation of the material.	Campus

3. 2012-2013 SLOs

Comment [FU2]: See Bloom's Taxonomy Action Verbs.

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	1. Students will demonstrate basic knowledge of identify, define, and describe major issues in the history of their fields of study as well as mastery of the relevant body of historiography.	Evaluated by written and oral examinations composed and assessed by a committee of faculty	Campus
Skills	2. Students will demonstrate an ability to design and teach courses as teaching assistants or primary instructors.	Measured by faculty supervisors who will observe and review Teaching Assistants' and Teaching Associates' performance in the classroom.	Campus
Professional Behavior	3. Students will demonstrate an ability to contribute to the international community of historians in their field through the publication of their research, and through presentations at seminars, workshops and conferences.	Students will submit a journal article, a book chapter, a book review, or an encyclopedia article for publication before completing the PhD. Students will present a paper at a workshop, regional, national or international conference before completing the PhD.	Campus
Professional Behavior	Students will demonstrate to contribute to the community of historians in their field through presentation of work in progress at seminars, workshops and conferences.	Students will present a paper at a workshop, regional, national or international conference before completing the PhD.	Campus

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Skills and content knowledge	4. Students will apply and demonstrate a mastery of the methods and practices of historical research and writing.	Students will complete and defend a doctoral dissertation based on original research that demonstrates a new and unique interpretation of the material.	Campus
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See Appendix A for Revised Annual Report form for Graduate Students, 2012-2013.

C. Research

Doctoral students at the University of Florida achieve their degrees upon the presentation and successful defense of a dissertation. Students in the program are assigned to an advisor when they begin the program; this advisor usually serves as the student's mentor during course work, as the chair of the student's qualifying exam committee, and as the student's dissertation advisor. Students typically begin to write a dissertation prospectus in their second or third year in the program, as they prepare for their qualifying exams. Students present their prospectus inAfter defending his or her dissertation prospectus in an oral examination conducted by their dissertation committee; this defense must occur within six months of the student's qualifying exam. After successfully completing the prospectus hearing, a doctoral student will spend one to two years researching and writing the dissertation under the supervision of the members of their dissertation committee. There is no fixed length for a history dissertation, although it should be book length and will usually contain at least 4-5 chapters. Successful dissertations are based largely on primary sources, and often are based on extensive archival research. A dissertation should make original contributions to the field of history, these contributions may be empirical, interpretive or both. Students often present portions of their dissertation research to peers and scholars at workshops, seminars and professional conferences. Dissertations must be defended at an oral defense involving the entire dissertation committee.

Comment [FU3]: Is there anything done with the student before the dissertation? Is a mentor assigned? Are there expectations prior to the dissertation?

D. Assessment Timeline

Use this Assessment Timeline template for your plan. Add or delete rows and columns to accommodate your SLOs and assessments.

Program Ph.D. in History

College of Liberal Arts and Sciences

Assessment	Assessment 1	Assessment 2
SLOs		
Knowledge		
Basic knowledge of major issues in the student's field	Qualifying exams	Dissertation defense

of history SLO 1		
Mastery of the methods and practices of historical research and writing SLO 45	Dissertation defense	
Skills		
Teaching SLO 2	Grading, leading discussion section, teaching courses	Semester mentoring reports, student evaluations of teaching
Mastery of Historical Research and Writing SLO 45	Prospectus defense	Dissertation defense
Professional Behavior		
Seminar/workshop and conference presentations SLO 34	Annual review	
Professional publication	Annual review	

E. Assessment Cycle

Use this Assessment Cycle template for your plan. Add or delete rows as needed to accommodate your SLOs.

Assessment Cycle for:

Program Ph.D. in History College of Liberal Arts and Sciences

Analysis and Interpretation:

Various times during the academic year, depending on SLO.

- Knowledge: Qualifying examinations occur twice during the year, in mid Fall and mid Spring semesters.
- Skills and Knowledge: Dissertation prospectus hearings and dissertation defenses typically happen in Fall and Spring semesters.
- Skills: Teaching mentoring is ongoing throughout all semesters (including summer sessions).
- Professional behavior:
 - Graduate students work throughout the year with advisors to prepare articles proposed for conference or publication.
 - Graduate students meet with the graduate coordinator to outline their goals for the year at the start of fall semester every year.

Graduate students turn in an annual report explaining what they have done to the graduate coordinator in January of every year. The annual report records conference presentations during the year, and publications. [See Appendix for sample Annual Review Form.](#)

Program Modifications:

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Completed as needed in response to data assessment based on annual review of graduate students (conducted in January). [See Appendix for sample Annual Review Form.](#)

Dissemination:

Completed after proposals for reform are discussed with the department faculty and/or the graduate students.

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
Basic knowledge of major issues in the history of their field		X	X	x	X	X	X
#2		X	X	X	X	X	X
Skills							
Teaching		x	X	X	X	X	X
Mastery of Historical Writing		X	X	X	X	X	X
Professional Behavior							
Presentations			X	X	X	X	X
Publications			X	X	X	X	X

Content and skills indicated in qualifying exams, prospectus defenses, and dissertation defenses have been assessed continuously by the program. Classroom observation reports and student evaluations of teaching have been collected for several years. We began to collect more detailed reports in annual reviews in 2011 and 2012, using a form that captured more specific information from graduate students. The Annual Report Form for 2012 is attached as an [Appendix](#).

F. Measurement Tools

The History Department measures doctoral student progress in several interlocking ways. Qualifying exams measure **content knowledge** by assessing student familiarity with basic issues in the history of their fields and the relevant body of historiography. These examinations, which have an oral and a written component, are conducted by dissertation committees and usually occur in the student's third year.

The historical knowledge gained in preparation for the qualifying exams provides the foundation for the students' two **skill-based outcomes**: Students utilize their knowledge of major issues in historical fields as they learn to design and teach courses. A student continues to build on his or her knowledge of historiographical arguments as he or she prepares and defends the dissertation prospectus, during a hearing that is typically conducted within a semester after the student successfully passed his or her qualifying examinations. The student is once again assessed on this knowledge at the end of his or her graduate career, during the dissertation defense. Both the prospectus hearing and the dissertation defense are oral examinations conducted by the student's dissertation advisor and dissertation committee.

Students learn and demonstrate **professional behavior** as they participate in the process of undergraduate instruction. They are mentored in this process by faculty mentors, who assigned to individual graduate student teachers at the start of every semester. These mentors conduct observations of graduate student teachers. These mentors prepare assessment reports that are given to the student and are put into the student's file. In addition, students demonstrate this **professional behavior** when they publish their own research in journals or present their work at academic conferences or seminars. We help train doctoral students to prepare their work for publication and presentation through brown weekly bag lunches and professionalization workshops offered on a monthly basis in the fall and spring semesters. [The History Department tracks student professionalization efforts in a yearly annual report, which students turn in every January. \(A copy of the form of this report used in January 2013 is attached to this document as an Appendix.\)](#)

Comment [FU4]: Need to attach at least one sample rubric.

Doctoral students also have access to the graduate program's internal wiki (<https://sites.google.com/site/ufhistorynetwork/>), which provides articles and essays on teaching and researching, and is a source of updates on fellowships, jobs, academic and non-academic job searches, and conference calls for papers.

G. Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

Name	Department Affiliation	Email Address	Phone Number
Elizabeth Dale	Graduate Coordinator	edale@ufl.edu	273-3387
Juliana Barr	Undergraduate Coordinator	jbarr@ufl.edu	273-3364
Jessica Harland-Jacobs	Associate Chair	harlandj@ufl.edu	273-3382

Appendix

Graduate Student Annual Progress Report, 2012

Name:

UFID#:

Advisor:

Year started in the program:

Major Field:

If applicable (if you have not yet taken exams or done your MA, tell us when you plan to do so):

Year and semester of MA:

Year and semester of Qualifying Exams:

Dissertation/thesis title:

Dissertation/thesis status (researching/writing/revising):

When do you plan to graduate (semester, year)?

Fellowships/grants/awards received in 2012

Title of Fellowship, etc	Purpose	Received when?

Conference activity in 2012

Paper Title	Conference	When

Publications (book reviews, articles, encyclopedia entries, etc) during grad career

Title	Submitted to what journal/encyclopedia/etc?	Status (accepted, revise and resubmit, etc)	Published (date)?

Any other activities of note?

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:

Year:

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				