

# M.A. and Ph.D. in **HISTORY**

THE LEADER

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**Eric Ash**

## **ASSESSMENT**

Theses, essays and dissertations are common milestones in graduate programs that can serve as productive assessment evidence for multiple program learning outcomes. The History faculty has taken full advantage of this opportunity by developing a common scoring rubric to evaluate multiple outcomes per degree program, including locating sources, analyzing them, describing and explaining events, historiography, historical argument, and professional standards. Faculty members complement the evidence from these documents with the review of student projects, papers and exams.

## **IMPACT**

Consistently high scores on the theses, essays and dissertations indicate that students are meeting or exceeding faculty expectations for all outcomes, but also led faculty members to critically consider expectations for students: They asked themselves whether their standards were set high enough. After a collective discussion, they decided their standards were appropriately set and that students had truly done excellent work. However, they would like to see further student development in engaging with historiography, and therefore will review the last two years of syllabi to determine to what degree historiography is addressed in the curriculum, and add an analysis of prospectuses submitted in HIS 7830 to their assessment plan.



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**ENHANCING STUDENT LEARNING**

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