

**Degree Program
Assessment of Student Learning Plan
Kansas State University**

A. College, Department, and Date

College: College of Arts and Sciences
Department: History
Date: December 2009

B. Contact Person

Professor Louise Breen, Chair, Department of History

C. Degree Program

Ph.D. in History

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes

a. List all of the student learning outcomes for the program

- (1) **Historiographic Skills:** An understanding of the significance of historiography and mastery of the historiographic arguments central to one's individual area(s) of research or teaching.
- (2) **Communications Skills:** The ability to express oneself clearly, accurately, and professionally in both oral and written form.
- (3) **Research Methodology:** The ability to conduct research appropriate to writing Ph.D. dissertation, including the ability to recognize the importance of both primary and secondary sources and the ability to conduct appropriate critical analysis of historical evidence. The dissertation must also include appropriate citation.
- (4) **Original contribution:** Produce research in the form of a Ph.D. dissertation that makes an original contribution to the field of history.
- (5) **Publication:** Submit original historical written work for publication in professional journals or academic presses.

b. Identify outcomes that will be assessed in the first three years of the plan.

- (1) Historiographic Skills
- (2) Communications Skills
- (3) Research Methodology.
- (4) Original Contribution.

Relationship to K-State Student Learning Outcomes

Program SLOs	University-wide SLOs			Program SLO is conceptually different from university SLOs
	Knowledge	Skills	Attitudes and Professional Conduct	
1. Historiographic Skills	X	X	X	X
2. Communication Skills		X	X	
3. Research Methodology	X	X	X	
4. Original Contribution	X	X		
5. Publication				X

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

Preliminary Exams

During the preliminary exams, all members of the student’s committee will evaluate the individual student’s competence in the first two SLOs (historiographic skills and communication skills). The student’s level of competence in the written work and in the oral defense of the written work will be evaluated separately (see attached rubric). In both of the SLO categories, each committee member will determine the student’s ability level to correspond to one of the following four levels:

1. Deficient
2. Acceptable
3. Very Good
4. Outstanding

Individual committee members may evaluate a student's competency at different levels. In such cases, the numbers corresponding to the competency levels will be averaged.

Dissertation Defense

During the dissertation defense, all members of the committee will evaluate the individual student's level of competence in each of the first four SLOs. The student's level of competence in the written work and in the oral defense will be evaluated separately (see attached rubric). In each of the four SLO categories, each committee member will determine the student's ability level to correspond to one of the following four levels:

1. Deficient
2. Acceptable
3. Very Good
4. Outstanding

Individual committee members may evaluate a student's competency at different levels. In such cases, the numbers corresponding to the competency levels will be averaged.

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

The specified outcomes will be assessed during the preliminary examinations (two SLOs) and during the dissertation defense (four SLOs).

The attached documents have been developed as assessment tools.

4. What is the unit's process for using assessment results to improve student learning?

The data collected from the preliminary examinations and the dissertation defense will be reviewed, summarized and compared to set targets set by the Graduate Studies Committee. The summary and data analysis will be presented to the faculty in the spring semester for discussion and development of recommendation and action plans.