

Learning Outcomes for the Graduate Curriculum (M.A.):

Methods: Develop familiarity with major approaches to historical interpretation.

Pedagogy: develop the ability to teach courses (usually completed through pedagogy course and teaching assistantships).

History and historiography: Master important works and historical controversies in major teaching field.

Historical breadth: Develop ability to cover chronological scope of teaching field.
Develop ability to teach history of a geographic region outside major focus.

Research: Develop and complete a substantial original research project (M.A. essay).

Professional competencies:

Acquire grant-writing skills, familiarity with the job market, and ability to participate in intellectual and professional activities (e.g. conferences and collaborative projects).

Learning Outcomes for the Graduate Curriculum (Ph.D.):

Methods: Develop familiarity with major approaches to historical interpretation.

Pedagogy: develop the ability to teach courses (usually completed through pedagogy course and teaching assistantships).

History and historiography: Master important works and historical controversies in major teaching field.

Historical breadth: Develop ability to cover chronological scope of teaching field.
Develop ability to teach history of a geographic region outside major focus.

Disciplinary breadth: Become familiar with at least one disciplinary approach beyond that of history.

Research: Develop and complete two substantial original research projects (M.A. essay and Ph.D. dissertation).

Professional competencies:

Acquire grant-writing skills, familiarity with the job market, and ability to participate in intellectual and professional activities (e.g. conferences and collaborative projects).

Learning Outcomes for the History Graduate Curriculum (M.A.)

Course #	Methods	Pedagogy	History and historiography	Historical breadth		Research	Professional competencies
	Develop familiarity with major approaches to historical interpretation.	Develop the ability to teach courses (usually completed through pedagogy course and teaching assistantships)	Master important works and historical controversies in major teaching field.	Develop ability to cover chronological scope of teaching field.	Develop ability to teach history of a geographic region outside major focus.	Develop and complete a substantial original research project (e.g. M.A. essay).	Acquire grant-writing skills, familiarity with the job market, and ability to participate in intellectual and professional activities (e.g. conferences and collaborative projects).
200: Methods and Theories of History	x		x				
201: Directed Research Colloquium						x	
204A: History of Gender Research Seminar	x		x		x	x	
204C: Colonialism, Nationalism, and Race Research Seminar	x		x				
210A: Readings in U.S. History	x		x	x	x		
210B: Readings in U.S. History	x		x	x	x		
211A: Research Seminar in Early American History	x		x	x	x		
211B: Research Seminar in Early American History	x		x	x	x		
215B: Visions of Progress	x		x				

215C: U.S. Immigration and Ethnic History	x		x	x			
216: Readings in the History of American Religions	x		x	x			
230A: Readings in Late Imperial China	x	x	x	x	x		
230B: Engendering China	x		x	x	"As appropriate"		
230C: Readings in 20th-Century China	x		x	x	"As appropriate"		
238A: Research Methods: China						x	
238B: Research Methods: China						x	x
242: Readings in Modern Japan	x		x	x	x		
243: Transnational Japan	x		x				
244: Gender and Japanese History	x		x	x			
280A: History Graduate Proseminar: Teaching Pedagogy		x					
280C: History Graduate Proseminar: Job Market							x

Learning Outcomes for the History Graduate Curriculum (Ph.D.)

Methods	Pedagogy	History and historiography	Historical breadth	Disciplinary breadth	Research	Professional competencies
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230A: Readings in Late Imperial China	x	x	x	x	x	x		
230B: Engendering China	x		x	x	"As appropriate"			
230C: Readings in 20th-Century China	x		x	x	"As appropriate"			
238A: Research Methods: China							x	
238B: Research Methods: China							x	x
242: Readings in Modern Japan	x		x	x	x	x		
243: Transnational Japan	x		x					
244: Gender and Japanese History	x		x			x		
280A: History Graduate Proseminar: Teaching Pedagogy		x						
280B: History Graduate Proseminar: Making Space, Place, and Geography in History								x

Assessment Plan for the History M.A. Graduate Program

Program Learning Outcomes (PLOs) and Postgraduate Job Opportunities	Data source	Is this an existing assignment or it will be created?	From whom evidence will be collected	Assessment tool	When evidence will be collected	Analysis or Report
<p>PLOs 1, 3, & 4</p> <p>1 – Methods</p> <p>3- History and Historiography</p> <p>4 – Historical Breadth</p>	<p>Introductory Methods Course (History 200) and Caucus-Based Seminars (U.S., Europe, E. Asia)</p>	Existing	Students who have completed History 200 and caucus-based graduate seminars (U.S., Europe, and E. Asia)	<p>Comprehensive look at graduate course syllabi by Graduate Committee (GC)</p> <p>Random sampling of research papers, essays, and book reviews</p> <p>Comprehensive analysis of pathways thru the major to assess student exposure to broad chronological time frames, geographies, and thematics</p>	Fall, Winter, Spring 2014-15	Fall 2015
<p>PLO 2 -</p> <p>2- Pedagogy</p>	<p>History's Pedagogy Course (History 280A)</p> <p>Teaching Assistantships (TAs)</p>	Existing	Students who have completed History 280A and two or more TAs	<p>Review of History's pedagogy course based on student surveys</p> <p>Comprehensive look at student evaluations of TAs</p> <p>Comprehensive look at faculty evaluations of TAs</p>	Fall, Winter, Spring 2015-16	Fall 2016
<p>PLO 5</p> <p>Research</p>	<p>M.A. Research and Thesis (History 201)</p>	Existing	All second-year History grads who have completed History 201	<p>Independent reading of M.A. theses by Graduate Committee. Special scrutiny of lower-quality essays to make sure they meet minimum standards; and of highest-quality essays for possible writing awards</p>	Fall, Winter, Spring 2013-14	Fall 2014

Assessment Plan for the History M.A. Graduate Program

Program Learning Outcomes (PLOs) and Postgraduate Job Opportunities	Data source	Is this an existing assignment or it will be created?	From whom evidence will be collected	Assessment tool	When evidence will be collected	Analysis or Report
PLO 6 - Professional Competencies	Professional Competency Course	Existing	All graduate students who have completed History	Mock interviews and job talks as well as participation in campus symposium and seminars to make sure that students are prepared for the job market	Fall, Winter, Spring 2016-17	Fall 2017
Survey of post-MA activities and job opportunities	Graduates	Existing	History Department Exit Survey	History Department Exit Survey	Spring 2018	Fall 2018

Assessment Plan for the History Ph.D. Graduate Program

Program Learning Outcomes (PLOs) and Postgraduate Opportunities	Data source	Is this an existing assignment or it will be created?	From whom evidence will be collected	Assessment tool	When evidence will be collected	Analysis or Report
<p>PLOs 1, 3, & 4</p> <p>1 – Methods</p> <p>3- History and Historiography</p> <p>4 – Historical Breadth</p> <p>5- Disciplinary Breadth</p>	<p>Introductory Methods Course (History 200) and Caucus-Based Seminars (U.S., Europe, E. Asia)</p>	Existing	<p>Students who have completed History 200 and caucus-based graduate seminars (U.S., Europe, and E. Asia)</p>	<p>Comprehensive look at graduate course syllabi by Graduate Committee</p> <p>Random sampling of research papers, essays, and book reviews</p> <p>Comprehensive analysis of pathways thru the major to assess student exposure to broad chronological time frames, geographies, and thematic, including non-History courses</p>	Fall, Winter, Spring 2014-15	Fall 2015
<p>PLO 2 -</p> <p>2- Pedagogy</p>	<p>History's Pedagogy Course (History 280A)</p> <p>Teaching Assistantships (TAships)</p>	Existing	<p>Students who have completed History 280A and two or more TAships</p>	<p>Review of History's pedagogy course based on student surveys</p> <p>Comprehensive look at student evaluations of TAs</p> <p>Comprehensive look at faculty evaluations of TAs</p>	Fall, Winter, Spring 2015-16	Fall 2016
<p>PLO 6</p> <p>Research</p>	<p>M.A. Thesis</p> <p>Ph.D. Dissertation</p>	Existing	<p>All second-year History grads who have completed History 201</p> <p>All students who have completed their dissertation within the past 5 years</p>	<p>Independent reading of M.A. theses and Ph.D. dissertations by the Grad Committee. Special scrutiny of lower-quality essays to make sure they meet minimum standards; and of highest-quality essays for possible awards and recognition</p>	Fall, Winter, Spring 2013-14	Fall 2014

Assessment Plan for the History Ph.D. Graduate Program

Program Learning Outcomes (PLOs) and Postgraduate Opportunities	Data source	Is this an existing assignment or it will be created?	From whom evidence will be collected	Assessment tool	When evidence will be collected	Analysis or Report
PLO 7 - Professional Competencies	Professional Competency Course (History 280B)	Existing	All graduate students who have completed History 280B	Mock interviews and job talks as well as participation in campus symposium and seminars to make sure that students are prepared for the job market	Fall, Winter, Spring 2016-17	Fall 2017
Survey of post-MA activities and job opportunities	Graduates	Existing	History Department Exit Survey	History Department Exit Survey	Spring 2018	Fall 2018