Program Assessment Report (PAR)

History (HST) Masters Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2020-2021

I. PROGRAM LEARNING OUTCOMES

1. Students will be able to distinguish between primary and secondary sources. They would be able to use them appropriately for constructing an argument or to put forward a persuasive point of view.

2. Students will be able to engage with historical material found in the archives and able to communicate their importance to a wider public.

3. Students will develop professional relationships in the field that would lead to future employment in professional organizations.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

1. Students will be able to distinguish between primary and secondary sources. They would be able to use them appropriately for constructing an argument or to put forward a persuasive point of view.

Data Collected: A substantial thesis is required for one of the tracks for the MA in History. This thesis (usually more than 100 pages) is evaluated by a committee and approved based on oral defense, which is graded. The thesis is organized around identifying a historical problem, sifting through secondary literature, and presenting an argument based on primary sources.

2. Students will be able to engage with historical material found in the archives and able to communicate their importance to a wider public.

Data Collected: Public history students have turned in their Capstone project and Internship Reports. Capstone projects especially have a public element built into them. Typically, these projects are designed to enable the student to

devise a mechanism through which they can engage with the broader public.

3. Students will develop professional relationships in the field that would lead to future employment in professional organizations.

Data Collected: Public history students interact with professional organizations in the region to complete their internship projects. The internship projects completed are a testament to the development of these relationships.

Please note that the evaluation of different kinds of assessments done in the History program cannot be adequately captured by a rubric system. Instructors involved at each level determined whether or not the students met or exceeded the requirements by standards established in the discipline of History.

B. Scoring of Student Work

Scoring:

1. Thesis: Scoring for the Thesis is done by the student's thesis committee. The committee determined that two students successfully completed their theses and have either met and/or exceeded the requirements.

2. Capstone Projects: Students completed capstone projects.

All the project fulfilled and/or exceeded the requirements of working in a professional organization aimed to make historical materials accessible to the general public. All the projects met these requirements.

3. Developing professional relationships:

All the pubic history students who had to fulfill internship and capstone projects had to interact with professionals in different professional organizations. All the students met the requirements.

Please note that the evaluation of different kinds of assessments done in the History program cannot be adequately captured by a rubric system. Instructors involved at each level determined whether or not the students met or exceeded the requirements by standards established in the discipline of History.

C. Indirect Assessment

At this point, History does not use Indirect assessment.

III. ASSESSMENT RESULTS/INFORMATION:

1. Students will be able to distinguish between primary and secondary sources. They would be able to use them appropriately for constructing an argument or to put forward a persuasive point of view.

2. Students will be able to engage with historical material found in the archives and able to communicate their importance to a wider public.

3. Students will develop professional relationships in the field that would lead to future employment in professional organizations.

1. The thesis committee found that the thesis successfully distinguished between primary and secondary sources and that Barry had put forth a persuasive argument based on primary sources.

2. Capstone projects of students indicated that they were able to work first hand with the historical material in the archives and were able to organize them to help the archives/libraries to make them accessible to the public.

3. Internship and capstone projects helped the students to develop professional relationships, which would help them acquire employment, if they wished in these or similar organizations.

The student performed at a high level

IV. ACTIONS TO IMPROVE STUDENT LEARNING

History Department has a committee for Graduate Affairs and that committee periodically reviews the progress of the graduate students.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.