Template

Program __PhD History________

Department __History_________________

Number of students enrolled in the program in Fall, 2011 ___0____________________

Faculty member completing template __Aaron Cohen____________ (Date __1-31-12_______)

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

The PhD History program does not have a formal assessment program, since the department has focused on BA learning outcomes. The History PhD is also a joint program with the University of California, Santa Barbara, and any assessment will have to be joint assessment done in conjunction with UCSB. However, it is worth noting that after ten years of operation, the joint program continues to be well respected and regarded by the UCSB administration and public history faculty.

While ten years ago many faculty members were skeptical about assessment, at present the great majority accept the need for assessment. Our BA History assessment is a model process. The department expects to continue to develop its assessment plan to take into account further changes in assessment strategy and technique as recommended by the university.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

The PhD History program does not have a formal assessment program or learning goals. However, it is reasonable to assume that future learning outcomes will be similar to the MA program goals. These might include:

1. Analyze and interpret primary and secondary historical material (demonstrates specialized and applied knowledge, critical and independent thinking skills, mastery of disciplinary standards of documentation)
2. Identify and explain major problems in historical study (historiography) for their areas of study (demonstrates broad integrative knowledge, critical thinking skills, mastery of subject matter)

3. Be competitive for employment as a tenure-track university professor in history or related field

4. Since this program trains students to both teach and work in applied areas of history (i.e. historic museum administration, historic preservation consulting, archival management, etc.), assessment may also include tracking graduates through their careers.

3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

N/A

4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

   The PhD History program does not yet have a formal assessment program.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

   See 4 above.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.
We have had several graduates from the program and three more are slated to be finished by spring 2012. Graduates work in teaching, research, and consulting positions. One student received a tenure-track position in Public History/US History at Stephen F. Austin University in Texas.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

The PhD History program does not have an accrediting agency but it does adhere to public history standards proscribed by the National Council on Public History (NCPH)

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

The appropriate practices for graduate-level assessment is still under review and development on the national and university level. The history department expects to respond and adapt to any future recommendations that are made regarding PhD assessment in consultation with UCSB.

This joint PhD program in public history was the first joint PhD program on the CSUS campus. It is the source of considerable pride for the university and department. It is a very small program that does not have any financial impact on CSUS and pays larger dividends though maintenance of connections to UCSB that benefit faculty and MA students as well as PhD students. It has also brought national attention to CSUS as it is a unique joint program that is highly regarded in the public history profession.