

[Overview](#)

History

Department: _____

Report Preparer: Mark Jones

Program Name and Level: BA/BS History

Program Assessment Question	Response
URL: Provide the URL where the learning outcomes (LO) can be viewed.	www.ccsu.edu/history/
LO Changes: Identify any changes to the LO and briefly describe why they were changed (e.g., make LO more discrete, align LO with findings). If no changes were made, please report not applicable.	The learning outcomes have not changed, but a new assessment tool to measure student success in mastering the learning outcomes was approved by the History department in Fall 2017. That assessment tool was used to assess all 300 level courses in Fall 2017 and all 400 level courses in Spring 2018. The assessment tool can be found on the department website as well as in the appendix.
Strengths: What about your assessment process is working well?	We are now assessing all 300 level courses in the fall semester and 400 level courses in the spring semester. Faculty participation has increased dramatically.
Improvements: List ways in which your assessment process needs to be improved based on student data. (A brief summary of changes to assessment plan can be reported here)	We need to begin to interpret the data that we collected over the last year, determine where our department wide teaching needs to be improved, and create a plan of action.
For Each Learning Outcome (LO) complete questions 1, 2 and 3: Many programs have a large number of LOs, please limit the report to no more than five.	
LO 1. To critically read, think, and write about the past	
1.1) Assessment Instruments: What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	All faculty in 300 and 400 level classes assign a paper. Those papers are the source of our data collected over the 2017-2018 academic year. We used the new rubric (found on the department website). The goal is to test whether or not our students are able to consistently produce papers that meet the standards of historical scholarship
1.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Faculty
1.3) Results: Using this year's Findings, list:	Conclusion: Students appear to struggle to write paragraphs with solid topic sentences and to quote effectively from sources. See attached overview of 300 and 400 level assessments.
a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Changes: None yet. We need to collect more data this year to see if the pattern continues.

General Education Summary:

1. All departments contribute to the general education foundation of CCSU students (i.e., the CCSU General Education Learning Objectives/Outcomes) and must submit the General Education Summary below.
2. If your department participated in the General Education Assessment initiative (Multi-State model), complete only Summary questions 1) and 2) below.
3. If your department assesses GenEd Learning Objectives/Outcomes at the department-level, complete Summary questions 1) – 7). Complete one Summary table for each LO assessed.

URL for the list of CCSU Learning Objectives/Outcomes: <http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program>

Department: History

General Education LO Assessed: To cultivate historical perspective

Report Preparer: Daniel J. Broyld

General Education Questions	Response
<p>1) Courses: List course(s) and the CCSU General Education Learning Objective/Outcome with which the course is aligned. (These include courses across all schools and departments and are not limited only to designated GenEd Study and Skill Area courses.)</p>	<p>Please see for a list of courses: http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program/Study-Area-II-Social-Sciences These courses align with general education learning objective #2: To develop global awareness, historical perspective, and appreciation of social and cultural diversity in the world. Relevant outcomes include the ability to: analyze an issue from the perspective of another cultural tradition or historical period; understand and respect cultural differences; read, write, speak, and understand a foreign language at an enhanced level.</p>
<p>Participation in General Education Assessment Initiative (Multi-State Collaborative model)</p>	<p>Response</p>
<p>2) Our departmental faculty participated in the assessment of the GenEd Learning Objectives/Outcomes by contributing to the GenEd Assessment Initiative (Multi-State Collaborative model). <i>Please list the participating faculty and General Education Learning Objective/Outcome(s) for which faculty have provided student artifacts.</i></p>	
<p>Participation through Department-level GenEd Assessment</p>	<p>Response</p>
<p>3) Assessment Instruments: What data/evidence, other than GPA, are used to</p>	<p>Changes:</p>

<p>assess the stated CCSU General Education Objective/Outcome? (e.g., capstone course, portfolio review, licensure examination, etc.)</p>	<p>We use the same quiz that is appended to the 2017 report. The goal of the quiz is to assess whether or not students have developed the skill of historical awareness (the ability to order events in proper chronological order and, thus, dis understanding of historical cause and effect)</p>
<p>4) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. Assistant, etc.).</p>	<p>Faculty</p>
<p>5) Results: Since the most recent full report, list: a. The conclusion(s) drawn, noting strengths and weaknesses. b. The changes that were or will be made as a result of those conclusion(s).</p>	<p>The students predominately scored from excellent to satisfactory; thereby, meeting our intended objectives.</p>
<p>6) Strengths in your Assessment Process: List ways in which your assessment process is working well.</p>	<p>The faculty participation rate is now much improved— not 100% but getting there.</p>
<p>7) Improvements: List ways in which your GenEd assessment process needs to improve based on student data (A brief summary of changes to assessment plan can be reported here).</p>	<p>The History Department’s Assessment Committee has discussed a new plan of action to streamline the questions for students to better determine the depth of their knowledge and to further challenge students to cultivate historical awareness. Depending on future results, we will consider discussing this plan with the full department.</p>

Interim reports: Append clearly labeled supporting data tables, organized by LO.

[Overview](#)

Department: History

Report Preparer: Harold Vedeler

Program Name and Level: MA in History

Program Assessment Question	Response
URL: Provide the URL where the learning outcomes (LO) can be viewed.	www.ccsu.edu/history/
LO Changes: Identify any changes to the LO and briefly describe why they were changed (e.g., make LO more discrete, align LO with findings). If no changes were made, please report not applicable.	No changes to learning outcomes.
Strengths: What about your assessment process is working well?	We continue to assess Graduate level classes with a focus on identifying strengths in course outcomes.
Improvements: List ways in which your assessment process needs to be improved based on student data. (A brief summary of changes to assessment plan can be reported here)	Certain questions noted areas where no assessment of that type was done. We need to consider whether these questions are relevant to our intended learning outcomes, and whether we need to modify the assessment process to include or exclude them.
For Each Learning Outcome (LO) complete questions 1, 2 and 3: Many programs have a large number of LOs, please limit the report to no more than five.	
LO 1. To write a paper that meets professional historical standards.	
1.1) Assessment Instruments: What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	All graduate classes assign papers and work with primary sources, whether in translation or in the original languages. This ensures that students acquire skill in interpreting documents to do historical reconstruction. It also ensures a stress on analytical thinking which can be applied in post-graduate activities.
1.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Evidence is interpreted by the appropriate faculty member, reflecting their area and chronological period of expertise.
1.3) Results: Using this year's Findings, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Conclusion: None yet Changes: N/A

[Overview](#)

Department: History

Report Preparer: Harold Vedeler

Program Name and Level: MA in Public History

Program Assessment Question	Response
URL: Provide the URL where the learning outcomes (LO) can be viewed.	www.ccsu.edu/history/
LO Changes: Identify any changes to the LO and briefly describe why they were changed (e.g., make LO more discrete, align LO with findings). If no changes were made, please report not applicable.	No changes to learning outcomes.
Strengths: What about your assessment process is working well?	We continue to assess Graduate level classes with a focus on identifying strengths in course outcomes.
Improvements: List ways in which your assessment process needs to be improved based on student data. (A brief summary of changes to assessment plan can be reported here)	Certain questions noted areas where no assessment of that type was done. We need to consider whether these questions are relevant to our intended learning outcomes, and whether we need to modify the assessment process to include or exclude them.
For Each Learning Outcome (LO) complete questions 1, 2 and 3: Many programs have a large number of LOs, please limit the report to no more than five.	
LO 1. To write a paper or undertake a project that meets professional standards in the Public History field.	
1.1) Assessment Instruments: What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	All faculty in 500 level MA (Public History) courses assign a research paper or project. Those papers or projects will be the sources of data. The rubric found in Appendix D will be used as a guide to develop a Public History assessment rubric. The goal is to test whether or not our students are able to consistently produce papers or projects that reach the expectations of professional scholarship in the field of Public History. If they are not reaching that level, we will need to further discuss changes to graduate level pedagogy in Public History.
1.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Evidence is interpreted by the appropriate faculty member, reflecting their area and chronological period of expertise.
1.3) Results: Using this year's Findings, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Conclusion: None yet Changes: N/A

To critically think, read, and write about the past

		Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Fails to Meet Expectations	Not Applicable
Expectations						
Skilfully interprets primary source(s)	1) Summarizes source(s), including discussion of author, date of publication, and main arguments of the source(s)	44% Fully	31% Mostly	21% Periodically	4% Almost never	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	42% Fully	31% Mostly	21% Periodically	6% Almost never	
	3) Places the source(s) within broader historical context	47% Fully	28% Mostly	15% Periodically	10% Almost never	
Displays command of content knowledge	1) Displays knowledge of key processes and actors that define the historical time period under consideration	41% Fully	38% Mostly	19% Partially	2% Rarely	
	2) Identifies scholarly works that aid in understanding the historical time period	45% Fully	30% Mostly	19% Partially	6% Rarely	
Crafts convincing thesis and supporting arguments	1) Poses a thesis statement that is clear, defensible, and imaginative	43% Fully	36% Mostly	19% Partially	2% Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	39% Fully	36% Mostly	19% Periodically	6% Almost never	
Writes with care	1) Writes paragraphs with solid topic sentences	38% Fully	42% Mostly	15% Periodically	5% Almost never	5%
	2) Quotes effectively from source(s)	37% Fully	35% Mostly	23% Periodically	5% Almost never	5%
	3) Cites sources properly	42% Fully	39% Mostly	6% Periodically	13% Almost never	5%

301 Scores diff from other 300 level courses

NOTE: This rubric should be used to evaluate a paper or presentation for a 300-400 level history class.

		Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Fails to Meet Expectations	Not Applicable
Expectations						
Skilfully interprets primary source(s)	1) Summarizes source(s), including discussion of author, date of publication, and main arguments of the source(s)	 Fully 43%	 Mostly 21	 Periodically 29	 Almost never 7	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	 Fully 50	 Mostly 21	 Periodically 21	 Almost never 7	
	3) Places the source(s) within broader historical context	 Fully 43	 Mostly 14	 Periodically 36	 Almost never 7	
		45	19	29	7	
Displays command of content knowledge	1) Displays knowledge of key processes and actors that define the historical time period under consideration	 Fully 57	 Mostly 36	 Partially 7		
	2) Identifies scholarly works that aid in understanding the historical time period	 Fully 50	 Mostly 43	 Partially 7		
		54	39	7	∅	
Crafts convincing thesis and supporting arguments	1) Poses a thesis statement that is clear, defensible, and imaginative	 Fully 57	 Mostly 22	 Partially 21		
	2) Develops supporting arguments that expand upon the thesis statement	 Fully 57	 Mostly 36	 Periodically 7		
		57	29 36	14 50		
Writes with care	1) Writes paragraphs with solid topic sentences	Fully 43	Mostly 36	Periodically 7	Almost never	
	2) Quotes effectively from source(s)	Fully 50	Mostly 36	Periodically 7	Almost never	
	3) Cites sources properly	Fully 79	Mostly 21	Periodically ∅	Almost never	
		57	36	7		

NOTE: This rubric should be used to evaluate a paper or presentation for a 300-400 level history class.

Learning Outcome:
To critically think, read, and write about the past

		Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Fails to Meet Expectations	Not Applicable
Expectations						
Skilfully interprets primary source(s)	1) Summarizes source(s), including discussion of author, date of publication, and main arguments of the source(s)	Fully 54%	Mostly 23%	Periodically 23%	0% Almost never	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	Fully 54%	Mostly 23%	Periodically 15%	1 8% Almost never	
	3) Places the source(s) within broader historical context	Fully 62%	Mostly 15%	Periodically 15%	1 8% Almost never	
		57%	20%	1.8%	5%	
Displays command of content knowledge	1) Displays knowledge of key processes and actors that define the historical time period under consideration	Fully 62%	Mostly 15%	Partially 23%	0% Rarely	
	2) Identifies scholarly works that aid in understanding the historical time period	Fully 62%	Mostly 15%	Partially 23%	0% Rarely	
		62%	15%	23%	0%	
Crafts convincing thesis and supporting arguments	1) Poses a thesis statement that is clear, defensible, and imaginative	Fully 62%	Mostly 15%	Partially 23%	0% Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	Fully 54%	Mostly 23%	Periodically 15%	1 8% Almost never	
		58%	19%	19%	4%	
Writes with care	1) Writes paragraphs with solid topic sentences	Fully 62%	Mostly 15%	Periodically 15%	Almost never 8%	
	2) Quotes effectively from source(s)	Fully 62%	Mostly 15%	Periodically 23%	Almost never 0%	
	3) Cites sources properly	Fully 62%	Mostly 15%	Periodically 0%	Almost never	
		62%	15%	19%	↓ 23% 16%	

NOTE: This rubric should be used to evaluate a paper or presentation for a 300-400 level history class.

Learning Outcome:

To critically think, read, and write about the past

Hist 330

		Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Fails to Meet Expectations	Not Applicable
Expectations						
Skilfully interprets primary source(s)	1) Summarizes source(s), including discussion of author, date of publication, and main arguments of the source(s)	 Fully 53%	 Mostly 29%	Periodically 12%	6% Almost never	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	 Fully 35%	 Mostly 47%	Periodically 12%	6% Almost never	
	3) Places the source(s) within broader historical context	 Fully 35%	 Mostly 47%	Periodically 6%	12% Almost never	
		41%	41%	16%	8%	
Displays command of content knowledge	1) Displays knowledge of key processes and actors that define the historical time period under consideration	 Fully 35%	 Mostly 35%	Partially 24%	6% Rarely	0%
	2) Identifies scholarly works that aid in understanding the historical time period	Fully 6%	Mostly 0%	Partially 0%	Rarely 0%	 94%
		21%	18%	12%	3%	47%
Crafts convincing thesis and supporting arguments	1) Poses a thesis statement that is clear, defensible, and imaginative	 Fully 41%	 Mostly 41%	Periodically 12%	6% Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	 Fully 41%	 Mostly 41%	Periodically 12%	6% Almost never	
		41%	41%	12%	6%	
Writes with care	1) Writes paragraphs with solid topic sentences	Fully 53%	Mostly 24%	Periodically 12%	Almost never 6% ← 11%	0%
	2) Quotes effectively from source(s)	Fully 47%	Mostly 29%	Periodically 18%	Almost never 6% ← 6%	0%
	3) Cites sources properly	Fully 0%	Mostly 0%	Periodically 0%	Almost never	 100%
		50%	18%	10%	6%	33%

NOTE: This rubric should be used to evaluate a paper or presentation for a 300-400 level history class.

Learning Outcome:
To critically think, read, and write about the past

Cyber
Hist 322

		Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Fails to Meet Expectations	Not Applicable
Expectations						
Skilfully interprets primary source(s)	1) Summarizes source(s), including discussion of author, date of publication, and main arguments of the source(s)	38% Fully	33% Mostly	29% Periodically	0% Almost never	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	38% Fully	24% Mostly	33% Periodically	1 5% Almost never	
	3) Places the source(s) within broader historical context	38% Fully	38% Mostly	14% Periodically	10% Almost never	
		38%	32%	25%	5%	
Displays command of content knowlwege	1) Displays knowledge of key processes and actors that define the historical time period under consideration	33% Fully	38% Mostly	24% Partially	1 5% Rarely	
	2) Identifies scholarly works that aid in understanding the historical time period	33% Fully	19% Mostly	29% Partially	19% Rarely	
		33%	29%	27%	12%	
Crafts convincing thesis and supporting arguments	1) Poses a thesis statement that is clear, defensible, and imaginative	38% Fully	43% Mostly	19% Partially	0% Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	33% Fully	38% Mostly	24% Periodically	1 5% Almost never	
		36%	41% 62%	22% 40%	3%	
Writes with care	1) Writes paragraphs with solid topic sentences	Fully 29%	Mostly	Periodically 10%	Almost never 0%	10%
	2) Quotes effectively from source(s)	Fully 30%	Mostly	Periodically 20%	Almost never	14%
	3) Cites sources properly	Fully 10%	Mostly	Periodically 14%	Almost never	
		23%	55%	62% 15%	8%	

NOTE: This rubric should be used to evaluate a paper or presentation for a 300-400 level history class.

Learning Outcome:
To critically think, read, and write about the past

HIST 112N 319
History majors only.

		Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Fails to Meet Expectations	Not Applicable
Skilfully interprets primary source(s)	1) Summarizes source(s), including discussion of author, date of publication, and main arguments of the source(s)	IIII Fully 36%	IIII Mostly 46%	II 18% Periodically	0% Almost never	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	IIII Fully 36%	IIII Mostly 46%	II 18% Periodically	0% Almost never	
	3) Places the source(s) within broader historical context	IIII Fully 64%	III 27% Mostly	I 9% Periodically	0% Almost never	
		45%	40%	15%	0%	
Displays command of content knowledge	1) Displays knowledge of key processes and actors that define the historical time period under consideration	III 27% Fully	IIII 55% Mostly	II 18% Partially	0% Rarely	0%
	2) Identifies scholarly works that aid in understanding the historical time period	0% Fully	0% Mostly	0% Partially	0% Rarely	IIII 100%
		14%	28%	9%	0%	50%
Crafts convincing thesis and supporting arguments	1) Poses a thesis statement that is clear, defensible, and imaginative	II 18% Fully	IIII 64% Mostly	II 18% Partially	0% Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	II 18% Fully	IIII 46% Mostly	IIII 36% Periodically	0% Almost never	
		18%	55%	27%	0%	
Writes with care	1) Writes paragraphs with solid topic sentences	Fully II 18%	Mostly IIII 46%	Periodically IIII 36%	Almost never 0%	0%
	2) Quotes effectively from source(s)	Fully II 18%	Mostly IIII 46%	Periodically IIII 36%	Almost never 0%	0%
	3) Cites sources properly	Fully 0%	Mostly 0%	Periodically 0%	Almost never 0%	IIII 100%
		6%	27%	27%	3%	33%

NOTE: This rubric should be used to evaluate a paper or presentation for a 300-400 level history class.

Learning Outcome:
To critically think, read, and write about the past

mann
395

		Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Fails to Meet Expectations	Not Applicable
Skilfully interprets primary source(s)	1) Summarizes source(s), including discussion of author, date of publication, and main arguments of the source(s)	39% Fully	33% Mostly	17% Periodically	11% Almost never	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	39% Fully	22% Mostly	28% Periodically	11% Almost never	
	3) Places the source(s) within broader historical context	39% Fully	28% Mostly	11% Periodically	22% Almost never	
		39%	28%	19%	15%	
Displays command of content knowledge	1) Displays knowledge of key processes and actors that define the historical time period under consideration	33% Fully	50% Mostly	17% Partially	0% Rarely	
	2) Identifies scholarly works that aid in understanding the historical time period	35% Fully	41% Mostly	18% Partially	6% Rarely	
		34%	46%	18%	3%	
Crafts convincing thesis and supporting arguments	1) Poses a thesis statement that is clear, defensible, and imaginative	39% Fully	33% Mostly	22% Partially	6% Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	33% Fully	33% Mostly	22% Periodically	12% Almost never	
		36%	33% 56%	22% 56%	9%	
Writes with care	1) Writes paragraphs with solid topic sentences	Fully 22%	Mostly 56%	Periodically 11%	Almost never 11%	
	2) Quotes effectively from source(s)	Fully 17%	Mostly 56%	Periodically 17%	Almost never 11%	
	3) Cites sources properly	Fully 17%	Mostly 56%	Periodically 11%	Almost never 11%	
		19%	56%	56%	13%	11%

NOTE: This rubric should be used to evaluate a paper or presentation for a 300-400 level history class.

Learning Outcome:
To critically think, read, and write about the past

Aggregate Tally of
400 Level Classes Spring

2018

		Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Fails to Meet Expectations	Not Applicable
Expectations						
<u>Skilfully interprets primary source(s)</u>	1) Summarizes source(s), including discussion of author, date of publication, and main arguments of the source(s)	32% Fully	33% Mostly	17% Periodically	18% Almost never	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	30% Fully	36% Mostly	18% Periodically	16% Almost never	
	3) Places the source(s) within broader historical context	34% Fully	38% Mostly	15% Periodically	13% Almost never	
<u>Displays command of content knowledge</u>	1) Displays knowledge of key processes and actors that define the historical time period under consideration	32% Fully	57% Mostly	11% Partially	1% Rarely	
	2) Identifies scholarly works that aid in understanding the historical time period	32% Fully	36% Mostly	21% Partially	9% Rarely	
<u>Crafts convincing thesis and supporting arguments</u>	1) Poses a thesis statement that is clear, defensible, and imaginative	31% Fully	47% Mostly	20% Partially	3% Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	29% Fully	54% Mostly	20% Periodically	4% Almost never	
				Problem Area →		
<u>Writes with care</u>	1) Writes paragraphs with solid topic sentences	Fully 30%	Mostly 42%	Periodically 30%	Almost never 11%	
	2) Quotes effectively from source(s)	Fully 38%	Mostly 23%	Periodically 16%	Almost never 23%	
	3) Cites sources properly	Fully 43%	Mostly 31%	Periodically 18%	Almost never 8%	

NOTE: This rubric should be used to evaluate a paper or presentation for a 300-400 level history class.

Learning Outcome:
To critically think, read, and write about the past

History 405 Tally

Expectations		Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Fails to Meet Expectations	Not Applicable
<u>Skilfully interprets primary source(s)</u>	1) Summarizes source(s), including discussion of author, date of publication, and main arguments of the source(s)	0% Fully	II 20% Mostly	II 20% Periodically	III 60% Almost never	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	0% Fully	III 30% Mostly	II 20% Periodically	III 50% Almost never	
	3) Places the source(s) within broader historical context	I 20% Fully	III 40% Mostly	Periodically 0%	III 40% Almost never	
<u>Displays command of content knowledge</u>	1) Displays knowledge of key processes and actors that define the historical time period under consideration	III 30% Fully	III 60% Mostly	I 10% Partially	0% Rarely	
	2) Identifies scholarly works that aid in understanding the historical time period	II 20% Fully	III 60% Mostly	I 10% Partially	0% Rarely	
<u>Crafts convincing thesis and supporting arguments</u>	1) Poses a thesis statement that is clear, defensible, and imaginative	II 20% Fully	III 50% Mostly	III 30% Partially	0% Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	Fully I 10%	III III 80% Mostly	Periodically I 10%	0% Almost never	
<u>Writes with care</u>	1) Writes paragraphs with solid topic sentences	Fully I 10%	Mostly III III	Periodically 0%	Almost never I 10%	
	2) Quotes effectively from source(s)	Fully 0%	Mostly 0%	Periodically II 20%	Almost never III III ← 80%	
	3) Cites sources properly	Fully III 30%	Mostly III 30%	Periodically III 30%	Almost never I 10%	

NOTE: This rubric should be used to evaluate a paper or presentation for a 300-400 level history class.

Learning Outcome:
To critically think, read, and write about the past

History 422
Jones Spring 2018

		Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Fails to Meet Expectations	Not Applicable
<u>Expectations</u>						
<u>Skilfully interprets primary source(s)</u>	1) Summarizes source(s), including discussion of author, date of publication, and main arguments of the source(s)	28	42	25	5	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	32	40	20	8	
	3) Places the source(s) within broader historical context	20	35	40	5	
<u>Displays command of content knowledge</u>	1) Displays knowledge of key processes and actors that define the historical time period under consideration	28	42	25	5	
	2) Identifies scholarly works that aid in understanding the historical time period	20	45	30	5	
<u>Crafts convincing thesis and supporting arguments</u>	1) Poses a thesis statement that is clear, defensible, and imaginative	23	47	20	10	
	2) Develops supporting arguments that expand upon the thesis statement	25	50	15	10	
<u>Writes with care</u>	1) Writes paragraphs with solid topic sentences	20	30	30	20	
	2) Quotes effectively from source(s)	20	30	30	20	
	3) Cites sources properly	35	40	20	5	

NOTE: This rubric should be used to evaluate a paper or presentation for a 300-400 level history class.

Learning Outcome:
To critically think, read, and write about the past

History 490
Williams Tally

Expectations		Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Fails to Meet Expectations	Not Applicable
<u>Skilfully interprets primary source(s)</u>	1) Summarizes source(s), including discussion of author, date of publication, and main arguments of the source(s)	### 38% Fully	30% Mostly	23% Periodically	7% Almost never	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	### 38% Fully	23% Mostly	30% Periodically	7% Almost never	
	3) Places the source(s) within broader historical context	### 46% Fully	### 38% Mostly	7% Periodically	7% Almost never	
<u>Displays command of content knowledge</u>	1) Displays knowledge of key processes and actors that define the historical time period under consideration	30% Fully	### 6% Mostly	7% Partially	0% Rarely	
	2) Identifies scholarly works that aid in understanding the historical time period	23% Fully	15% Mostly	30% Partially	30% Rarely	
<u>Crafts convincing thesis and supporting arguments</u>	1) Poses a thesis statement that is clear, defensible, and imaginative	### 15% Fully	15% Mostly	30% Partially	0% Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	30% Fully	### 46% Mostly	15% Periodically	7% Almost never	
<u>Writes with care</u>	1) Writes paragraphs with solid topic sentences	Fully ### 38%	Mostly 7%	Periodically ### 38%	Almost never 15%	
	2) Quotes effectively from source(s)	Fully ### 38%	Mostly ### 38%	Periodically 15%	Almost never 7%	
	3) Cites sources properly	Fully 30%	Mostly 30%	Periodically 23%	Almost never 15%	

NOTE: This rubric should be used to evaluate a paper or presentation for a 300-400 level history class.

Learning Outcome:
To critically think, read, and write about the past

HIST 450
Wolfe Tally

		Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Fails to Meet Expectations	Not Applicable
Expectations						
Skilfully interprets primary source(s)	1) Summarizes source(s), including discussion of author, date of publication, and main arguments of the source(s)	### 63% Fully	38% Mostly	0% Periodically	6% Almost never	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	50% Fully	50% Mostly	0% Periodically	0% Almost never	
	3) Places the source(s) within broader historical context	50% Fully	38% Mostly	1 13% Periodically	0% Almost never	
Displays command of content knowledge	1) Displays knowledge of key processes and actors that define the historical time period under consideration	38% Fully	### 63% Mostly	0% Partially	0% Rarely	
	2) Identifies scholarly works that aid in understanding the historical time period	### 63% Fully	25% Mostly	1 13% Partially	0% Rarely	
Crafts convincing thesis and supporting arguments	1) Poses a thesis statement that is clear, defensible, and imaginative	25% Fully	### 75% Mostly	0% Partially	0% Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	50% Fully	38% Mostly	1 13% Periodically	0% Almost never	
Writes with care	1) Writes paragraphs with solid topic sentences	Fully 50%	Mostly 50%	Periodically 0%	Almost never 0%	
	2) Quotes effectively from source(s)	Fully ### 75%	Mostly 25%	Periodically 0%	Almost never 0%	
	3) Cites sources properly	Fully ### 75%	Mostly 25%	Periodically 0%	Almost never 0%	

NOTE: This rubric should be used to evaluate a paper or presentation for a 300-400 level history class.

History 502
Spring 2018

Learning Outcome:
To produce a paper that meets the standards of the historical profession

Expectations	Exceeds Expectations	Meets Expectations	Below Expectations but Still Passing	Failing	Not Applicable
<i>Students identifies an historical problem to explore in their paper or project that reflects a solid understanding of the relevant historiography.</i>	The final paper or project defines a clear problem in relation to current scholarship. It analyzes existing work in the field, while demonstrating an awareness of historiographic trends. ### 38%	The final paper or project defines a clear problem in relation to current scholarship. It identifies existing work in the field but does not analyze it thoroughly. ### 54%	The final paper or project defines a clear problem but not in relation to current scholarship. It identifies secondary sources that are either general or tangential. 1 8%	The final paper or project does not define a clear problem. It includes few references to current scholarship. It may rely on outdated or inappropriate scholarship.	
<i>Students develops a final bibliography that demonstrates knowledge of relevant secondary sources.</i>	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat), as well as the careful review necessary to identify the best choices. ### 46%	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat). All sources included in the bibliography are appropriate but some significant sources have been omitted. ### 46%	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat). Some sources included in the bibliography are inappropriate. 1 8%	The selection of secondary sources does not reflect careful research in applicable databases (e.g., Historical Abstracts, WorldCat).	
<i>Students identifies an appropriate body of primary sources to serve as the foundation of their paper or project.**</i>	The final paper or project is based upon a substantial body of primary source material that is especially appropriate for the paper or project. The choice of primary sources reflects a thorough exploration of the topic.	The final paper or project is based upon a substantial body of primary source material that is appropriate for the paper or project. The choice of primary sources reflects an adequate exploration of the topic.	The final paper or project is based upon a body of primary source material that is marginally appropriate for the paper or project. The choice of primary sources does not reflect an adequate exploration of the topic.	The final paper or project is based upon an inadequate body of primary sources.	100% ### ### ###
<i>Student writes clearly.</i>	Thesis is easily identifiable; there are strong topic sentences; all ideas in paper flow logically; sentence structure, spelling, grammar, and punctuation are excellent. ### 46%	Thesis promising but slightly unclear; some paragraphs lack strong topic sentences; argument usually flows logically; sentence structure, spelling, grammar, and punctuation are good. ### 38%	Thesis is vague and poorly stated; many paragraphs are without topic sentences; argument is not logically organized; problems with sentence structure, spelling, grammar, and punctuation. 1 15%	Has no identifiable thesis; very difficult to understand owing to problems with logic and writing.	
<i>Students develops an original interpretation that represents a solid contribution to the field of history.</i>	The final paper or project presents an original interpretation that with revision could be submitted to a professional audience (e.g., in the form of a conference presentation, journal submission, public history exhibit).	The final paper or project presents an original interpretation that demonstrates mastery of historical research and writing.	The final paper or project presents an interpretation that demonstrates a rudimentary command of historical research and writing.	The final paper or project lacks a coherent interpretation, demonstrating little understanding of historical research and writing.	### ### ### 100%

** This expectation does not apply to classes that are assessing an historiographical essay.

NOTE: This rubric can be used to assess 500-level history courses that satisfy the requirements for the MA in History.

History 560
Tally
Spring 2018

Learning Outcome:
To produce a paper that meets the standards of the historical profession

Expectations	Exceeds Expectations	Meets Expectations	Below Expectations but Still Passing	Failing	Not Applicable
<i>Students identifies an historical problem to explore in their paper or project that reflects a solid understanding of the relevant historiography.</i>	The final paper or project defines a clear problem in relation to current scholarship. It analyzes existing work in the field, while demonstrating an awareness of historiographic trends. ### 38%	The final paper or project defines a clear problem in relation to current scholarship. It identifies existing work in the field but does not analyze it thoroughly. ### ### 62%	The final paper or project defines a clear problem but not in relation to current scholarship. It identifies secondary sources that are either general or tangential.	The final paper or project does not define a clear problem. It includes few references to current scholarship. It may rely on outdated or inappropriate scholarship.	
<i>Students develops a final bibliography that demonstrates knowledge of relevant secondary sources.</i>	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat), as well as the careful review necessary to identify the best choices.	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat). All sources included in the bibliography are appropriate but some significant sources have been omitted.	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat). Some sources included in the bibliography are inappropriate.	The selection of secondary sources does not reflect careful research in applicable databases (e.g., Historical Abstracts, WorldCat).	100% ### ### ###
<i>Students identifies an appropriate body of primary sources to serve as the foundation of their paper or project.**</i>	The final paper or project is based upon a substantial body of primary source material that is especially appropriate for the paper or project. The choice of primary sources reflects a thorough exploration of the topic.	The final paper or project is based upon a substantial body of primary source material that is appropriate for the paper or project. The choice of primary sources reflects an adequate exploration of the topic.	The final paper or project is based upon a body of primary source material that is marginally appropriate for the paper or project. The choice of primary sources does not reflect an adequate exploration of the topic.	The final paper or project is based upon an inadequate body of primary sources.	100% ### ### ###
<i>Student writes clearly.</i>	Thesis is easily identifiable; there are strong topic sentences; all ideas in paper flow logically; sentence structure, spelling, grammar, and punctuation are excellent. ### II 54%	Thesis promising but slightly unclear; some paragraphs lack strong topic sentences; argument usually flows logically; sentence structure, spelling, grammar, and punctuation are good. ### I 46%	Thesis is vague and poorly stated; many paragraphs are without topic sentences; argument is not logically organized; problems with sentence structure, spelling, grammar, and punctuation.	Has no identifiable thesis; very difficult to understand owing to problems with logic and writing.	
<i>Students develops an original interpretation that represents a solid contribution to the field of history.</i>	The final paper or project presents an original interpretation that with revision could be submitted to a professional audience (e.g., in the form of a conference presentation, journal submission, public history exhibit). ### I 46%	The final paper or project presents an original interpretation that demonstrates mastery of historical research and writing. ### I 46%	The final paper or project presents an interpretation that demonstrates a rudimentary command of historical research and writing. I 8%	The final paper or project lacks a coherent interpretation, demonstrating little understanding of historical research and writing.	

** This expectation does not apply to classes that are assessing an historiographical essay.
NOTE: This rubric can be used to assess 500-level history courses that satisfy the requirements for the MA in History.

History 54
 Prescott
 Spring 2018

Learning Outcome:

To produce a paper, project, or presentation that meets the professional standards of the public history field

Expectations	Exceeds Expectations	Meets Expectations	Below Expectations but Still Passing	Failing	Not Applicable
<i>Students identifies a public historical problem to explore in their paper or project that reflects a solid understanding of the relevant historiography.</i>	The final paper or project defines a clear problem in relation to current scholarship. It analyzes existing work in the field, while demonstrating an awareness of historiographic trends. III III 67%	The final paper or project defines a clear problem in relation to current scholarship. It identifies existing work in the field but does not analyze it thoroughly. II 17%	The final paper or project defines a clear problem but not in relation to current scholarship. It identifies secondary sources that are either general or tangential. I 17%	The final paper or project does not define a clear problem. It includes few references to current scholarship. It may rely on outdated or inappropriate scholarship.	
<i>Students develops a final bibliography that demonstrates knowledge of relevant secondary sources.</i>	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat), as well as the careful review necessary to identify the best choices. III III 75%	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat). All sources included in the bibliography are appropriate but some significant sources have been omitted. I 8%	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat). Some sources included in the bibliography are inappropriate. II 17%	The selection of secondary sources does not reflect careful research in applicable databases (e.g., Historical Abstracts, WorldCat).	
<i>Student writes clearly.</i>	Thesis is easily identifiable; there are strong topic sentences; all ideas in paper flow logically; sentence structure, spelling, grammar, and punctuation are excellent. III III 75%	Thesis promising but slightly unclear; some paragraphs lack strong topic sentences; argument usually flows logically; sentence structure, spelling, grammar, and punctuation are good. III 25%	Thesis is vague and poorly stated; many paragraphs are without topic sentences; argument is not logically organized; problems with sentence structure, spelling, grammar, and punctuation.	Has no identifiable thesis; very difficult to understand owing to problems with logic and writing.	
<i>Students apply public history skills of shared inquiry and reflective practice to engage with the public or a community partner to address community-defined needs and interests.</i>	Student skillfully and enthusiastically apply public history skills of shared inquiry and reflective practice to engage with the public or a community partner to address community-defined needs and interests. III III 75%	Student ably applies public history skills of shared inquiry and reflective practice to engage with the public or a community partner to address community-defined needs and interests. II 17%	Student reluctantly or minimally applies public history skills of shared inquiry and reflective practice to engage with the public or a community partner to address community-defined needs and interests. I	Student does not apply skills and demonstrates a lack of interest in working with the public.	

NOTE: This rubric can be used to assess 500-level public history courses.