

PROGRAM REPORT SUMMARY

Department: History	Report Type: FULL REPORT
Program Name and Level: History	Program Level: BA/BSED
Report Preparer: Mark Jones	Date Completed: 10/2019
Program Structure: Non-Accredited	Academic Year: 2018-19

Program Assessment Question	Response
1) URL: Provide the URL where the Learning Outcomes (LO) can be viewed.	https://www.ccsu.edu/history/index.html
2) Assessment Instruments: Please list the source(s) of the data/evidence, other than GPA, that is/are 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 must now assign a history research paper. Each faculty member teaching a 300 or 400 level class assesses a student research paper using the rubric in the appendix of the 2019 full report. Those faculty evaluations are the source of our data. The goal is to test whether or not our students are able to consistently produce papers that meet the standards of historical scholarship.
3) Interpretation: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).	Faculty
4) 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)	Based on the 2 years of data that we have collected, students appear to be able to put on display their command of content knowledge in a research paper. Based on the 2 years of data that we have collected, students appear to struggle to interpret primary sources skillfully.
5) Strengths: List ways in which your assessment process is working well.	Since Fall 2017, we have put into place a new assessment program and faculty are responding to assessment requests in greater numbers.
6) Improvements: List ways in which your assessment process needs to improve based on student data (A brief summary of changes to assessment plan can be reported here).	We need to get 100% of faculty responding to request for assessment, rather than the 50-60% who respond now.

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 Section 1 below.
3. If your department assesses GenEd Learning Objectives/Outcomes at the department-level, complete Section 2 below.
Complete one Summary table for each LO assessed.
4. URL for the list of CCSU Learning Objectives/Outcomes, click [here](#).

Department: History	Report Type: GenEd Summary
General Education LO Assessed: #2 To develop historical perspective	Academic Year: 2018-19
Report Preparer: Mark Jones	Date Completed: 10/2019

Participation through Department-level GenEd Assessment	Section 2 Responses
<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>See the following link for a list of history courses that are part of the general education curriculum:</p> <p>http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program/Study-Area-II-Social-Sciences</p>
<p>2) Assessment Instruments: What data/evidence, other than GPA, are used to assess the stated CCSU General Education Objective/Outcome? (e.g., capstone course, portfolio review, licensure examination, etc.)</p>	<p>We instituted a new chronological awareness quiz in Fall 2017 for all general education courses. See the assessment instructions in Appendix of 2019 Report for a detailed explanation of the quiz. The quiz does not test memorization. Instead, it assesses whether students understand historical cause and effect, in other words, that certain events caused other events or that certain events were the effect of other events. By employing the skill of discerning historical cause and effect, students complete the quiz by</p>

	<p>putting 10 events in proper chronological order. In the process, they fulfill the general education goal of <u>cultivating historical awareness</u>.</p>
<p>3) <u>Interpretation</u>: Who interprets the evidence?</p>	<p>Faculty</p>
<p>4) <u>Results</u>: Since the most recent full report, list: <i>a.</i> The conclusion(s) drawn, noting strengths and weaknesses. <i>b.</i> The changes that were or will be made as a result of those conclusion(s).</p>	<p>We were not surprised by our 2017-2018 results and 2018-2019 results, when close to 35% of students in 100-level classes performed unsatisfactorily and 15% of students in 200-level classes performed unsatisfactorily. What is noticeable is that some sections performed very well, while other sections did not perform well. Clearly, we need to determine why that is the case.</p>
<p>5) <u>Strengths in your Assessment Process</u>: List ways in which your assessment process is working well.</p>	<p>Since Fall 2017, we have put into place a new assessment program and faculty are responding to assessment requests in greater numbers.</p>
<p>6) <u>Improvements</u>: 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>We need to get 100% of faculty responding to request for assessment, rather than the 50-60% who respond now.</p>

ASSESSMENT REPORT, HISTORY BA/BS AND GENERAL EDUCATION, 2019

PREAMBLE and Highlights

The History Department offers a BA program and a BSED program in both secondary education and elementary education. The BSED program is accredited by an outside organization but the BA program is not. Therefore, we are submitting a full report. In 2016-2017, the History department undertook an assessment of its assessment program and decided that it needed to be overhauled. Since Fall 2017, we have been employing new assessment instruments at all levels—general education, upper level major, and graduate.

For the BA/BS program under consideration here, the department decided upon the following things at October 2017 department meeting:

- 1) To reduce learning outcomes to a single outcome—To write a paper with historical acumen and writerly care
- 2) To assess that learning outcome by evaluating four core expectations:
 - a) Skillfully interprets primary source(s)
 - b) Displays awareness of extant scholarly work
 - c) Crafts convincing thesis and supporting arguments
 - d) Writes with care
- 3) To assess this learning outcome in all 300 and 400 level classes, where a paper is required of all students
- 4) To assess 300-level classes in the fall and 400 level classes in the spring

We made this decision to have only one learning outcome in order to allow us to evaluate these core expectations yearly. If we had made these core expectations into learning outcomes, we would have only been able to evaluate one outcome per year, which would have substantially reduced the data able to be generated.

SECTION 1 – LEARNING OUTCOMES (LO)

1) Provide a numbered list of LOs for program graduates.

1) Learning Outcome—To write a paper with historical acumen and writerly care

We assess that learning outcome by evaluating four core expectations:

- a) Skillfully interprets primary source(s)
- b) Displays awareness of extant scholarly work
- c) Crafts convincing thesis and supporting arguments
- d) Writes with care

See the attached appendix for the rubric developed by the department to assess the learning outcome and other supporting documents.

SECTION 2 – FINDINGS

FINDINGS: Included in the appendix are the summary data derived from the individual assessments done by faculty members teaching 300 and 400 level classes. At this point, since we have only collected 2 years of data, we believe it is premature to initiate any curricular changes based upon the data collected.

METHODOLOGY: All faculty in 300 and 400 level classes must now assign a history research paper. Each faculty member teaching a 300 or 400 level class assesses a student research paper using the rubric in the appendix. Those faculty evaluations are the source of our data. The goal is to test whether or not our students are able to consistently produce papers that meet the standards of historical scholarship.

SUMMARY OF STUDENT PERFORMANCE: Based on the 2 years of data that we have collected, students appear to be able to put on display their command of content knowledge in a research paper. Based on the 2 years of data that we have collected, students appear to struggle to interpret primary sources skillfully.

SECTION 3 – ANALYSIS

STRENGTHS

Based on the 2 years of data that we have collected, students appear to be able to put on display their command of content knowledge in a research paper. This suggests that their research in secondary sources is strong and that they are good at using the historical knowledge and interpretations generated by professional historians within their own papers.

WEAKNESSES

Based on the 2 years of data that we have collected, students appear to struggle to interpret primary sources skillfully. This is the hardest skill that a history major must develop—the ability to generate arguments based on an analysis of the voices of the past. They also appear to struggle with the skill of writing with care. If this trend continues, we may consider implementing a draft system in all 300 and 400 level classes, in order to give students the chance to rewrite their papers and to try to improve their writing skills based on the professor's feedback on the first draft.

CHANGE OVER TIME

No change over time has been discerned, since we have only collected 2 years of data.

SECTION 4 – USE OF RESULTS

Because we have only collected data for two years, we have not made any changes. The department believes that we need 4 years of data to examine before any substantial changes to the curriculum should be made.

SECTION 5 – DEPARTMENTAL PROGRAM ASSESSMENT PLAN

GOALS:

After data has been collected through the 2020-2021 school year, the department's assessment committee plans to engage in a year-long evaluation of the data and to initiate a departmental discussion regarding any curricular changes that are deemed necessary.

IMPLEMENTATION:

Since the current assessment plan was the result of a year long (often contentious) discussion in 2016-2017, we plan to keep our assessment plan in place through the 2020-2021 year. In the 2021-2022 academic year, all data will be analyzed and changes will be proposed, if necessary. Any changes proposed during that year will be put into place in the 2022-2023 academic year.

SECTION 6 GENERAL EDUCATION LEARNING OBJECTIVES/OUTCOMES ASSESSMENT

General Education Reporting Guidelines for Department-level GenEd assessment of CCSU GenEd Learning Objectives/Outcomes

- 1) List course(s) and the CCSU General Education Learning Objective/Outcome(s) with which the course is aligned. *These may include both designated and non-designated Study and Skill Area courses taught in your department.*

See the following link for a list of history courses that are part of the general education curriculum:

<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program/Study-Area-II-Social-Sciences>

- 2) Findings – for *each* General Education LO:

We instituted a new chronological awareness quiz in Fall 2017 for all general education courses. See the attached assessment instructions in Appendix for a detailed explanation of the quiz. The quiz does not test memorization. Instead, it assesses whether students understand historical cause and effect, in other words, that certain events caused other events or that certain events were the effect of other events. By employing the skill of discerning historical cause and effect, students complete the quiz by putting 10 events in proper chronological order. In the process, they fulfill the general education goal of cultivating historical perspective.

We now assess 100 level classes in the fall semester and 200 level classes in the spring semester using this chronological awareness quiz.

We were not surprised by our 2017-2018 results and 2018-2019 results, when close to 35% of students in 100-level classes performed unsatisfactorily and 15% of students in 200-level classes performed unsatisfactorily. What is noticeable is that some sections performed very well, while other sections did not perform well. Clearly, we need to determine why that is the case.

3) Analysis of Findings – for each General Education LO:

We were not surprised by our 2017-2018 results and 2018-2019 results, when close to 35% of students in 100-level classes performed unsatisfactorily and 15% of students in 200-level classes performed unsatisfactorily. What is noticeable is that some sections performed very well, while other sections did not perform well. Clearly, we need to determine why that is the case. Also, we were happy that students in 200-level classes, which usually draw more committed students, performed strongly, in fact, much better than 100-level students.

Since the data has been collected for only 2 years, we have not noticed any patterns of change over time.

4) Use of Results– for each General Education LO:

Since the data has been collected for only 2 years, we have not put the results to use. That will occur in the 2022-2023 academic year, as stated above.

5) Assessment Plan for the Future

GOALS

After data has been collected through the 2020-2021 school year, the department's assessment committee plans to engage in a year-long evaluation of the data and to initiate a departmental discussion regarding any curricular changes that are deemed necessary.

IMPLEMENTATION:

Since the current assessment plan was the result of a year long (often contentious) discussion in 2016-2017, we plan to keep our assessment plan in place through the 2020-2021 year. In the 2021-2022 academic year, all data will be analyzed and changes will be proposed, if necessary. Any changes proposed during that year will be put into place in the 2022-2023 academic year.

Appendix Table of Contents

- 1) Explanation of Chronological Awareness Quiz used in 100 and 200 level classes
- 2) Rubrics for 300-400 level classes, MA History, MA Public History, and Supporting Documents
- 3) Assessment Data for 100 and 200 level classes, 2017-2018 and 2018-2019
- 4) Assessment Data for 300 and 400 level classes, 2017-2018 and 2018-2019
- 5) Assessment Data for 500 level MA History classes, 2017-2018 and 2018-2019
- 6) Assessment Data for 500 level MA Public History classes, 2017-2018 and 2018-2019

Explanation of Chronological Awareness Quiz used in 100 and 200 level classes

Assessment, History Department, Spring 2017

Chronological
Awareness
Quiz,
100+200 level
Classes

Purpose: To assess chronological awareness (the ability to order events in proper chronological order)

EACH FACULTY MEMBER NEEDS TO ASSESS ONLY ONE OF HIS OR HER CLASSES AT THE 100 OR 200 LEVEL.

Assessment: The course instructor will administer at semester's end either a chronological awareness quiz or include a chronological awareness section on the final examination. The quiz/final examination section should include 10 entries. Each instructor creates his or her own quiz, based on what is covered in the class. Results should be tabulated and sent to the chair of the assessment committee.

Sample Quiz for History 122

European settlement of Hispaniola
Mongol takeover of China
Opium War
Dropping of atomic bomb on Hiroshima
European Enlightenment
Beginning of Atlantic Slave Trade
Fall of Berlin Wall
Haitian Revolution
Independence of Algeria
Voyages of Zheng He

Sample Quiz for History 161

Civil War
Missouri Compromise
The Age of Jackson
American Revolutionary War
Louisiana Purchase
Bill of Rights
Pequot War
Dred Scott Decision
Mexican American War
Establishment of Jamestown

Sample Quiz for History 162

Great Depression
Reconstruction Era
Pure Food and Drug Act
Harlem Renaissance
The New Deal
World War I
Civil Rights Movement
Reagan Revolution
Watergate
Korean War

GRADING:

To grade the assessment, we need to adopt a consistent grading methodology. The assessment committee has arrived at the following method:

1) Think of the 10 events/names/processes as divided into pairs— 1-2, 2-3, 3-4, 4-5, 5-6, 6-7, 7-8, 8-9, 9-10

2) Grade each pair. If the pair are not in chronological order, then mark ONE of the pair wrong. It doesn't matter which one you mark wrong.

3) When finished with all 10, count the number of incorrect answers.

Sample Student Response:

1. Mongol takeover of China
2. European settlement of Hispaniola
3. Opium War
4. Dropping of atomic bomb on Hiroshima
5. European Enlightenment
6. Beginning of Atlantic Slave Trade
7. Haitian Revolution
8. Independence of Algeria
9. Fall of Berlin Wall
10. Voyages of Zheng He

Pair 1-2 Correct

Pair 2-3 Correct

Pair 3-4 Correct

Pair 4-5 Incorrect

Pair 5-6 Incorrect

Pair 6-7 Correct

Pair 7-8 Correct

Pair 8-9 Correct

Pair 9-10 Incorrect

4) Once you have graded all the assignments, sort your grades into the following categories:

Excellent – Zero out of order

Good – 1 to 2 out of order

Satisfactory – 3 out of order

Poor – 4 to 5 out of order

Unacceptable – More than 5 out of order

5) Enter the results under your section name in the following Google Spreadsheet

<https://goo.gl/vfwjGm>

Rubrics for 300-400 level classes, MA History, MA Public History, and Supporting Documents

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

300-400 Level
Rubric

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

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

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

MA History
Rubric

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.	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.	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).	
<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.	
<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.	Thesis promising but slightly unclear; some paragraphs lack strong topic sentences; argument usually flows logically; sentence structure, spelling, grammar, and punctuation are good.	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).	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.	

** 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.

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.	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.	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).	
<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.	Thesis promising but slightly unclear; some paragraphs lack strong topic sentences; argument usually flows logically; sentence structure, spelling, grammar, and punctuation are good.	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.	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.	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.	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.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aaac.org

I include this rubric from the Multi-State Collaborative to show how this rubric uses a vocabulary of judgment to distinguish among levels of achievement. We do the same thing



Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (solitude) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Statement of issues	Issue/ problem to be considered critically is stated clearly and described comprehensively delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/ problem to be considered stated without clarification or definition.
Using information to investigate a position or conclusion	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) with any interpretation/ evaluation. Viewpoints of experts are taken without question.
Position and context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of assumptions (sometimes labels a few assumptions). Begins to identify some contexts when presenting a position.
Position (perspective, thesis)	Specific position (perspective, thesis/ hypothesis) is imaginative taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is not obvious.
Conclusion and related outcomes (consequences and implications)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to the information discussed; related outcomes (consequences and implications) are oversimplified.

NEW ONLY

in our rubrics.

Assessment Data for 100 and 200 level classes, 2017-2018 and 2018-2019

Fall 2017
100-Level Assessments

Class	Professor	Day/Time	Excellent Zero out of Order	Good 1 to 2 out of order	Satisfactory 3 out of order	Poor 4 out of order	Unacceptable More than 5 out of order
HIST 100			14	7	9	1	
HIST 100			0	6	7	5	2
HIST 100							
HIST 100							
HIST 100							
HIST 100			4	9	7	3	
HIST 101							
HIST 101							
HIST 121			3	13	7	1	
HIST 121							
HIST 121							
HIST 121			34	6			
HIST 121							
HIST 121							
HIST 122							
HIST 122			28	2	1		
HIST 122							
HIST 122			1	8	11	6	5
HIST 161							
HIST 161			6	8	9	5	
HIST 161							
HIST 161							
HIST 161			3	7	8	9	
HIST 161							
HIST 162							
HIST 162			2	9	14	9	1
HIST 162							
HIST 162			13	9	8	5	3
HIST 162			2	11	12	6	
HIST 162			0	13	7	12	0

HIST 162- [REDACTED]

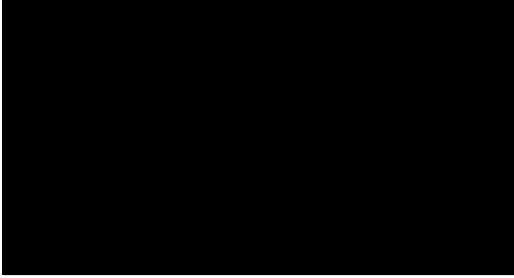
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100-Level Assessment
Fall 2018

		Excellent Zero out of Order	Good 1 to 2 out of order	Satisfactory 3 out of order	Poor 4 out of order	Unacceptable 5 or more out of order	
HIST	100						
HIST	100						
HIST	100						
HIST	100						
HIST	101						
HIST	101						
HIST	121						
HIST	121						
HIST	121						
HIST	121						
HIST	121						
HIST	121						
HIST	122						
HIST	122						
HIST	122						
HIST	122	0	0	4	16	6	
HIST	122	0	1	8	12	7	
HIST	161						
HIST	161						
HIST	161						
HIST	161						
HIST	161	1	2	5	2		
HIST	161	1	2	3		3	
HIST	161	1	8	14	4	4	
HIST	161						
HIST	162						
HIST	162						
HIST	162	8	8	6	9	4	
HIST	162	9	10	13	4	2	
HIST	162						
HIST	162						
HIST	162	0	4	9	9	7	
			22	41	68	61	35
		9.60%	18.00%	29.90%	26.80%	15.40%	

200 Level
Assessment
Spring 2019

HIST 231
HIST 232
HIST 233
HIST 234
HIST 278
HIST 282
HIST 295
HIST 295



Excellent Zero out of Order	Good 1 to 2 out of order	Satisfactory 3 out of order	Poor 4 out of order	Unacceptable 5 or more out of order
	4	16	8	2
	10	14	1	1
	20	5	7	3
	3	8	4	4
	37	43	20	10
31.60%	36.80%	17.10%	8.50%	5.90%

Assessment Data for 300 and 400 level classes, 2017-2018 and 2018-2019

To critically think, read, and write about the past

Fall 2017
300-level
Overview

		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)	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	
<u>Displays command of content knowledge</u>	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	
<u>Crafts convincing thesis and supporting arguments</u>	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	
<u>Writes with care</u>	1) Writes paragraphs with solid topic sentences	38% Fully	42% Mostly	15% Periodically	5% Almost never	
	2) Quotes effectively from source(s)	37% Fully	35% Mostly	23% Periodically	5% Almost never	
	3) Cites sources properly	42% Fully	39% Mostly	6% Periodically	13% Almost never	

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.

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

301

		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)	IIII Fully 43%	III Mostly 21	IIII Periodically 29	I Almost never 7	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	IIII Fully 50	III Mostly 21	III Periodically 21	I Almost never 7	
	3) Places the source(s) within broader historical context	IIII Fully 43	II Mostly 14	III Periodically 30	I 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	IIIIII Fully 57	III Mostly 36	I Partially 7	Rarely 0	
	2) Identifies scholarly works that aid in understanding the historical time period	IIIIII Fully 50	IIII Mostly 43	I Partially 7	Rarely 0	
		54	39	7	0	
Crafts convincing thesis and supporting arguments	1) Poses a thesis statement that is clear, defensible, and imaginative	IIIIII Fully 57	III Mostly 22	III Partially 21	Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	IIIIII Fully 57	III Mostly 36	I Periodically 7	Almost never	
		57	29 36	14 50		
Writes with care	1) Writes paragraphs with solid topic sentences	Fully IIII 43	Mostly IIIII 21	Periodically I	Almost never	
	2) Quotes effectively from source(s)	Fully IIIII 50	Mostly IIII 21	Periodically II	Almost never	
	3) Cites sources properly	Fully IIIII 57	Mostly III 21	Periodically I	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

201

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)	IV III Fully 54%	III Mostly 23%	III Periodically 23%	0% Almost never	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	IV III Fully 54%	III Mostly 23%	II Periodically 15%	I 8% Almost never	
	3) Places the source(s) within broader historical context	IV III Fully 62%	II Mostly 15%	II Periodically 15%	I 8% Almost never	
		57%	20%	1.8%	5%	
<u>Displays command of content knowledge</u>	1) Displays knowledge of key processes and actors that define the historical time period under consideration	IV III Fully 62%	II Mostly 15%	III Partially 23%	0% Rarely	
	2) Identifies scholarly works that aid in understanding the historical time period	IV III Fully 62%	II Mostly 15%	III Partially 23%	0% Rarely	
		62%	15%	23%	0%	
<u>Crafts convincing thesis and supporting arguments</u>	1) Poses a thesis statement that is clear, defensible, and imaginative	IV III Fully 62%	II Mostly 15%	III Partially 23%	0% Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	IV III Fully 54%	III Mostly 23%	II Periodically 15%	I 8% Almost never	
		58%	19%	19%	4%	
<u>Writes with care</u>	1) Writes paragraphs with solid topic sentences	Fully IV III 62%	Mostly II 15%	Periodically II 15%	Almost never I 8%	
	2) Quotes effectively from source(s)	Fully IV III 62%	Mostly II 15%	Periodically III 23%	Almost never 0%	
	3) Cites sources properly	Fully IV III 62%	Mostly III 15%	Periodically 0%	Almost never III	
		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
<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)	IV III Fully 53%	III Mostly 29%	II Periodically 12%	I Almost never 6%	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	IV III Fully 35%	III Mostly 47%	II Periodically 12%	I Almost never 6%	
	3) Places the source(s) within broader historical context	IV III Fully 35%	III Mostly 47%	I Periodically 6%	II Almost never 12%	
		41%	41%	10%	8%	
<u>Displays command of content knowledge</u>	1) Displays knowledge of key processes and actors that define the historical time period under consideration	IV III Fully 35%	III Mostly 35%	II Partially 24%	I Rarely 6%	0%
	2) Identifies scholarly works that aid in understanding the historical time period	I Fully 6%	Mostly 0%	Partially 0%	Rarely 0%	IV III I ← 94%
		21%	18%	12%	3%	47%
<u>Crafts convincing thesis and supporting arguments</u>	1) Poses a thesis statement that is clear, defensible, and imaginative	IV III Fully 41%	III Mostly 41%	II Partially 12%	I Rarely 6%	
	2) Develops supporting arguments that expand upon the thesis statement	IV III Fully 41%	III Mostly 41%	II Periodically 12%	I Almost never 6%	
		41%	41%	12%	6%	
<u>Writes with care</u>	1) Writes paragraphs with solid topic sentences	Fully IV III 53%	Mostly III 24%	Periodically II 12%	Almost never I 6%	0%
	2) Quotes effectively from source(s)	Fully IV III 47%	Mostly III 29%	Periodically II 18%	Almost never I 6%	0%
	3) Cites sources properly	Fully 0%	Mostly 0%	Periodically 0%	Almost never	IV III I ← 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

HIST 1LTN 319
History majors only.

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)	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%	
<u>Displays command of content knowledge</u>	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	100% III III
		14%	28%	9%	0%	50%
<u>Crafts convincing thesis and supporting arguments</u>	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%	
<u>Writes with care</u>	1) Writes paragraphs with solid topic sentences	II 18% Fully	IIII 46% Mostly	IIII 36% Periodically	0% Almost never	0%
	2) Quotes effectively from source(s)	II 18% Fully	IIII 46% Mostly	IIII 36% Periodically	0% Almost never	0%
	3) Cites sources properly	0% Fully	0% Mostly	0% Periodically	0% Almost never	100% III III
		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

Hist 322

		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)	W III 38% Fully	W II 33% Mostly	W I 29% Periodically	0% Almost never	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	W III 38% Fully	W II 24% Mostly	W II 33% Periodically	15% Almost never	
	3) Places the source(s) within broader historical context	W III 38% Fully	W III 38% Mostly	III 14% Periodically	II 10% Almost never	
		38%	32%	25%	5%	
<u>Displays command of content knowledge</u>	1) Displays knowledge of key processes and actors that define the historical time period under consideration	W III 33% Fully	W III 38% Mostly	W I 24% Partially	I 5% Rarely	
	2) Identifies scholarly works that aid in understanding the historical time period	W III 33% Fully	III 19% Mostly	W I 29% Partially	III 19% Rarely	
		33%	29%	27%	12%	
<u>Crafts convincing thesis and supporting arguments</u>	1) Poses a thesis statement that is clear, defensible, and imaginative	W III 38% Fully	W III 43% Mostly	III 19% Partially	0% Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	W III 33% Fully	W III 38% Mostly	W I 24% Periodically	I 5% Almost never	
		36%	41% 62% III	22% 40%	3%	
<u>Writes with care</u>	1) Writes paragraphs with solid topic sentences	Fully W III 29% Mostly W III 29%	Mostly W III 29% Periodically W I 10%	Periodically W I 10% Almost never 0%	Almost never 0% 10%	
	2) Quotes effectively from source(s)	Fully W III 30% Mostly W III 30%	Mostly W III 30% Periodically W I 20%	Periodically W I 20% Almost never W I 20%	Almost never W I 20% 14%	
	3) Cites sources properly	Fully W I 10% Mostly W III 10%	Mostly W III 10% Periodically W I 14%	Periodically W I 14% Almost never W I 14%	Almost never W I 14% 8%	
		23%	55% III	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

395

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)	IV III 39% Fully	IV II 33% Mostly	III 17% Periodically	II 11% Almost never	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	IV III 39% Fully	III 22% Mostly	IV II 28% Periodically	II 11% Almost never	
	3) Places the source(s) within broader historical context	IV II 39% Fully	IV 28% Mostly	II 11% Periodically	III 22% Almost never	
		39%	28%	19%	15%	
<u>Displays command of content knowledge</u>	1) Displays knowledge of key processes and actors that define the historical time period under consideration	IV II 33% Fully	IV III 50% Mostly	III 17% Partially	0% Rarely	
	2) Identifies scholarly works that aid in understanding the historical time period	IV II 35% Fully	IV II 41% Mostly	II 18% Partially	I 6% Rarely	
		34%	46%	18%	3%	
<u>Crafts convincing thesis and supporting arguments</u>	1) Poses a thesis statement that is clear, defensible, and imaginative	IV II 39% Fully	IV II 33% Mostly	III 22% Partially	I 6% Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	IV II 33% Fully	IV II 33% Mostly	III 22% Periodically	II 12% Almost never	
		36%	33%	22%	9%	
<u>Writes with care</u>	1) Writes paragraphs with solid topic sentences	Fully III 22%	Mostly IV III 56%	Periodically II 11%	Almost never I 11%	11%
	2) Quotes effectively from source(s)	Fully III 17%	Mostly IV III 56%	Periodically III 17%	Almost never I 11%	11%
	3) Cites sources properly	Fully III 17%	Mostly IV III 56%	Periodically III 11%	Almost never I 11%	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

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)	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 1%	
	2) Quotes effectively from source(s)	Fully 33%	Mostly 23%	Periodically 16%	Almost never 27%	
	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	II 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 80% Mostly	Periodically I 10%	0% Almost never	
			80% ↓			
<u>Writes with care</u>	1) Writes paragraphs with solid topic sentences	Fully I 10%	Mostly III 80%	Periodically 0%	Almost never I 10%	
	2) Quotes effectively from source(s)	Fully 0%	Mostly 0%	Periodically II 20%	Almost never III 80%	
	3) Cites sources properly	Fully I 30%	Mostly II 50%	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
Spring 2018

		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)	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	
Displays command of content knowledge	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	
Crafts convincing thesis and supporting arguments	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	
Writes with care	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

Tally

Expectations		Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Fails to Meet Expectations	Not Applicable
<u>Skillfully 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	### 60% 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 490
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)	### 63% Fully	III 38% Mostly	0% Periodically	0% Almost never	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	III 50% Fully	III 50% Mostly	0% Periodically	0% Almost never	
	3) Places the source(s) within broader historical context	III 50% Fully	III 38% Mostly	I 13% Periodically	0% 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 38% Fully	### 63% Mostly	0% Partially	0% Rarely	
	2) Identifies scholarly works that aid in understanding the historical time period	### 63% Fully	II 25% Mostly	I 13% Partially	0% Rarely	
<u>Crafts convincing thesis and supporting arguments</u>	1) Poses a thesis statement that is clear, defensible, and imaginative	II 25% Fully	### 63% Mostly	0% Partially	0% Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	III 50% Fully	III 38% Mostly	Periodically I 13%	0% Almost never	
<u>Writes with care</u>	1) Writes paragraphs with solid topic sentences	Fully III 50%	Mostly III 50%	Periodically 0%	Almost never 0%	
	2) Quotes effectively from source(s)	Fully ### 75%	Mostly I 25%	Periodically 0%	Almost never 0%	
	3) Cites sources properly	Fully ### 75%	Mostly I 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.

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

300+400 Overview
2018-2019

		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)	40% Fully	40% Mostly	13% Periodically	5% Almost never	2%
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	36% Fully	34% Mostly	22% Periodically	5% Almost never	2%
	3) Places the source(s) within broader historical context	35% Fully	35% Mostly	7% Periodically	3.5% Almost never	20%
<u>Displays command of content knowledge</u>	1) Displays knowledge of key processes and actors that define the historical time period under consideration	44% Fully	45% Mostly	7% Partially	3.5% Rarely	
	2) Identifies scholarly works that aid in understanding the historical time period	34.5% Fully	30% Mostly	11% Partially	6% Rarely	18.5%
<u>Crafts convincing thesis and supporting arguments</u>	1) Poses a thesis statement that is clear, defensible, and imaginative	46.5% Fully	33% Mostly	13.5% Partially	5% Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	44% Fully	40% Mostly	10% Periodically	6% Almost never	
<u>Writes with care</u>	1) Writes paragraphs with solid topic sentences	49% Fully	54% Mostly	15% Periodically	2% Almost never	
	2) Quotes effectively from source(s)	48% Fully	35% Mostly	15% Periodically	2% Almost never	
	3) Cites sources properly	51% Fully	34% Mostly	10% Periodically	5% Almost never	

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
<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)	Fully 2	Mostly 3	Periodically 2	Almost never 1	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	Fully 2	Mostly 3	Periodically 2	Almost never 1	
	3) Places the source(s) within broader historical context	Fully 2	Mostly 3	Periodically 1	Almost never 2	
<u>Displays command of content knowledge</u>	1) Displays knowledge of key processes and actors that define the historical time period under consideration	Fully 2	Mostly 4	Partially	Rarely 2	
	2) Identifies scholarly works that aid in understanding the historical time period	Fully 2	Mostly 3	Partially 1	Rarely 2	
<u>Crafts convincing thesis and supporting arguments</u>	1) Poses a thesis statement that is clear, defensible, and imaginative	Fully 3	Mostly 3	Partially 2	Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	Fully 3	Mostly 3	Periodically 1	Almost never 1	
<u>Writes with care</u>	1) Writes paragraphs with solid topic sentences	Fully 3	Mostly 3	Periodically 2	Almost never	
	2) Quotes effectively from source(s)	Fully 3	Mostly 3	Periodically 2	Almost never	
	3) Cites sources properly	Fully 3	Mostly 3	Periodically 2	Almost never	

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
<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)	2 Fully	0 Mostly	Periodically	Almost never	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	2 Fully	4 Mostly	2 Periodically	Almost never	
	3) Places the source(s) within broader historical context	2 Fully	6 Mostly	Periodically	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	2 Fully	6 Mostly	Partially	Rarely	
	2) Identifies scholarly works that aid in understanding the historical time period	3 Fully	5 Mostly	Partially	Rarely	
<u>Crafts convincing thesis and supporting arguments</u>	1) Poses a thesis statement that is clear, defensible, and imaginative	4 Fully	2 Mostly	1 Partially	Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	4 Fully	3 Mostly	1 Periodically	Almost never	
<u>Writes with care</u>	1) Writes paragraphs with solid topic sentences	3 Fully	1 Mostly	3 Periodically	Almost never	
	2) Quotes effectively from source(s)	3 Fully	2 Mostly	3 Periodically	Almost never	
	3) Cites sources properly	5 Fully	3 Mostly	Periodically	Almost never	

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
<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)	Fully 4	Mostly 8	Periodically 4	Almost never	2
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	Fully 1	Mostly 6	Periodically 8	Almost never 1	2
	3) Places the source(s) within broader historical context	Fully 6	Mostly 8	Periodically	Almost never 1	2
<u>Displays command of content knowledge</u>	1) Displays knowledge of key processes and actors that define the historical time period under consideration	Fully 6	Mostly 9	Partially 2	Rarely	
	2) Identifies scholarly works that aid in understanding the historical time period	Fully 5	Mostly 7	Partially 4	Rarely 1	1
<u>Crafts convincing thesis and supporting arguments</u>	1) Poses a thesis statement that is clear, defensible, and imaginative	Fully 8	Mostly 5	Partially 3	Rarely 2	
	2) Develops supporting arguments that expand upon the thesis statement	Fully 8	Mostly 9	Periodically	Almost never 2	
<u>Writes with care</u>	1) Writes paragraphs with solid topic sentences	Fully 9	Mostly 6	Periodically 1	Almost never 1	
	2) Quotes effectively from source(s)	Fully 7	Mostly 8	Periodically 1	Almost never 1	
	3) Cites sources properly	Fully 7	Mostly 5	Periodically 1	Almost never 4	

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

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)	Fully 11	Mostly 6	Periodically 2	Almost never 1	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	Fully 11	Mostly 6	Periodically 2	Almost never 1	
	3) Places the source(s) within broader historical context	Fully 4	Mostly	Periodically 1	Almost never	15
<u>Displays command of content knowledge</u>	1) Displays knowledge of key processes and actors that define the historical time period under consideration	Fully 11	Mostly 6	Partially 2	Rarely 1	
	2) Identifies scholarly works that aid in understanding the historical time period	Fully 4	Mostly 3	Partially	Rarely	14
<u>Crafts convincing thesis and supporting arguments</u>	1) Poses a thesis statement that is clear, defensible, and imaginative	Fully 10	Mostly 6	Partially 3	Rarely 1	
	2) Develops supporting arguments that expand upon the thesis statement	Fully 9	Mostly 7	Periodically 3	Almost never 1	
<u>Writes with care</u>	1) Writes paragraphs with solid topic sentences	Fully 11	Mostly 6	Periodically 2	Almost never 1	
	2) Quotes effectively from source(s)	Fully 11	Mostly 5	Periodically 3	Almost never 1	
	3) Cites sources properly	Fully 11	Mostly 5	Periodically 3	Almost never 1	

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

		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)	5 Fully	1 Mostly	2 Periodically	2 Almost never	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	5 Fully	Mostly	4 Periodically	1 Almost never	
	3) Places the source(s) within broader historical context	5 Fully	2 Mostly	3 Periodically	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	6 Fully	3 Mostly	1 Partially	Rarely	
	2) Identifies scholarly works that aid in understanding the historical time period	4 Fully	1 Mostly	3 Partially	2 Rarely	
<u>Crafts convincing thesis and supporting arguments</u>	1) Poses a thesis statement that is clear, defensible, and imaginative	4 Fully	2 Mostly	3 Partially	1 Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	4 Fully	2 Mostly	3 Periodically	1 Almost never	
<u>Writes with care</u>	1) Writes paragraphs with solid topic sentences	4 Fully	2 Mostly	3 Periodically	Almost never	
	2) Quotes effectively from source(s)	6 Fully	1 Mostly	3 Periodically	Almost never	
	3) Cites sources properly	6 Fully	2 Mostly	4 Periodically	Almost never	

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

Hist 490 [redacted] Spring 2019

		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)	 Fully	 Mostly	 Periodically		
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	 Fully	 Mostly	 Periodically		
	3) Places the source(s) within broader historical context	 Fully	 Mostly	 Periodically		
<u>Displays command of content knowledge</u>	1) Displays knowledge of key processes and actors that define the historical time period under consideration	 Fully	 Mostly	 Partially		
	2) Identifies scholarly works that aid in understanding the historical time period	 Fully	 Mostly	 Partially		
<u>Crafts convincing thesis and supporting arguments</u>	1) Poses a thesis statement that is clear, defensible, and imaginative	 Fully	 Mostly	 Partially		
	2) Develops supporting arguments that expand upon the thesis statement	 Fully	 Mostly	 Periodically		
<u>Writes with care</u>	1) Writes paragraphs with solid topic sentences	Fully	Mostly 	Periodically	Almost never	
	2) Quotes effectively from source(s)	Fully	Mostly 	Periodically	Almost never	
	3) Cites sources properly	Fully	Mostly 	Periodically	Almost never	

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						
<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)	Fully 7	Mostly 5	Periodically	Almost never	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	Fully 7	Mostly 5	Periodically	Almost never	
	3) Places the source(s) within broader historical context	Fully 7	Mostly 5	Periodically	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	Fully 7	Mostly 5	Partially	Rarely	
	2) Identifies scholarly works that aid in understanding the historical time period	Fully 7	Mostly 5	Partially	Rarely	
<u>Crafts convincing thesis and supporting arguments</u>	1) Poses a thesis statement that is clear, defensible, and imaginative	Fully 7	Mostly 5	Partially	Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	Fully 7	Mostly 5	Periodically	Almost never	
<u>Writes with care</u>	1) Writes paragraphs with solid topic sentences	Fully 7	Mostly 5	Periodically	Almost never	
	2) Quotes effectively from source(s)	Fully 7	Mostly 5	Periodically	Almost never	
	3) Cites sources properly	Fully 7	Mostly 5	Periodically	Almost never	

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