



GLOBAL HISTORY (BA)

Program Learning Assessment

2011-2014 Assessment Planning Cycle Key Findings and Proposed Actions

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Acknowledgments

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**John Jay College of Criminal Justice
The City University of New York**

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Global History (BA)

Mission

John Jay's Global History major provides students with the knowledge and research skills to better understand their place in the world; to think critically about past, present, and future forces shaping facing their families and communities; and, if they wish, to pursue graduate study in History as well as other fields, including the Law, teaching, and International Affairs.

Learning Outcomes

Historical Reasoning Skills

(m): majors

(nm): non-majors

- A Be able to recognize and apply different historical approaches. (m)
- B Be able to formulate historical questions. (m)
- C Be able to explain the significance of different kinds of historical change. (m)
- D Be able to evaluate the reliability and usefulness of different forms of historical evidence. (m)
- E Be able to construct a historical argument grounded in evidence from primary and/or secondary sources. (nm, m)

Content Skills

C1 Be able to locate an event and sources in historical context (nm, m) C2 Be able to trace historical trajectories (m)

C3 Be able to determine the interrelationship among themes, regions, and periodization. (nm, m)

Reasoning and Content Skills Combined

- A Be able to recognize and apply different historical approaches. (m)
C3 Be able to determine the interrelationship among themes, regions, and periodization. (nm, m)
- B Be able to formulate historical questions. (m)
C1 Be able to locate an event and sources in historical context (nm, m)

- C Be able to explain the significance of different kinds of historical change. (m)
C2 Be able to trace historical trajectories (m)
- D Be able to evaluate the reliability and usefulness of different forms of historical evidence. (m)
- E Be able to construct a historical argument grounded in evidence from primary and/or secondary sources. (nm, m)

Assessment Philosophy

We hope through assessment to consistently examine, reexamine, and when necessary revise our approach to teaching history, our learning outcomes, and our assessment work itself. We intend to involve every member of our department in this exercise so that we can do all that we can to consistently engage in evaluation of our work and in efforts to improve outcomes.

Assessment Cycle Review

During the previous four-year assessment cycle (Fall 2010 - Spring 2014), the Department of History evaluated all of the courses offered in the major and minor at least once. The primary goal of this assessment cycle—which also proved to be our primary challenge—was to successfully translate the core components of historical methodology into learning outcomes, and to test students’ mastery of these skills. While our vision for what a successful undergraduate history student looks like has remained consistent, we have worked diligently—often through trial and error—to write specific learning outcomes and curriculum maps that most accurately reflect our pedagogical goals.¹ This process is evident in the accompanying chart, which highlights the shifting focus of our assessment program over the first years of the cycle.

For our initial attempt at assessment in Spring 2011, we targeted students’ ability to construct a historical argument (Outcome E in Appendix A, later Outcome D). The results of were rather disappointing and led to significant changes in both our pedagogical and assessment philosophies. We implemented a series of faculty workshops in Fall 2011 which focused on (1) the development of in-class exercises helping students to produce evidence-driven arguments; (2) helping students develop strategies to read academic English; and (3) teaching students to analyze and summarize historiographical approaches. We quickly realized that we needed to better scaffold these key skills and accordingly began to revise our curriculum map: the Global History Survey (HIS 203 The Ancient World – HIS 204 The Medieval World – HIS 205 The Modern World) would start the process of teaching students to craft effective historical arguments (point #1), and the subsequent Historiography course (HIS 240) would build on this foundation by examining the role of argumentation in the historical discipline itself (points #2 and #3).

¹ See Appendices A, B and C.

During the 2011-12 and 2012-13 academic years, we reviewed student performance in our advanced courses, including the senior capstone. Our findings paralleled earlier results, especially students' difficulty evaluating primary and secondary sources (originally Outcomes D, E in Appendix A, then outcomes C, D in Appendix B). The findings were especially clear in HIS 240 Historiography, where students' struggle to read and make sense of academic language rendered their attempts to write about Historiography very poor. Their ability to logically construct arguments limited their success in HIS 300 Research and Methods in History, where they proved unequal to the task of amassing evidence to support a clearly articulated argument. Over the course of these two years, the department curriculum committee held several discussions which eventually led to key improvements in our core courses (HIS 240 and HIS 300) and the development of a new introductory skills course (HIS 150 Doing History). HIS 150 is now also required for History minors, which improves the minor by including one elementary skills course. We quickly began to see marked improvement in these areas in response to our amendments to HIS 240 and 300, as our Spring 2013 assessment of Historiography (HIS 240) demonstrated.

Our early assessment efforts also gave us a better understanding of exactly what we wanted our students to be doing at each level of their academic journey through the History major. We determined that our existing learning outcomes and assessment framework did not accurately represent our pedagogical goals, so we began the process of revising our curriculum map during the 2013-14 academic year. We drafted a new set of assessment rubrics for our core courses that will provide the foundation for our next cycle of program assessment (see Appendix C).

Over the past four years, the History Department has been committed to the assessment process and improving our efforts as instructors and mentors. We have consistently drawn upon our findings when designing new courses and revising existing ones, and we are proud of the successes our curriculum and our teaching are producing. Nonetheless, we will continue to evaluate the accuracy and efficacy of our learning outcomes and curriculum map. We will continue to develop new assessment tools that we believe will increase our understanding of student learning and progress through our programs. With this information, we will strive to make the Global History major and the History minor even stronger.

Global History (BA)

Program Learning Assessment. Key findings and proposed actions
(2011-2014)

Program Learning Goals

- A. Identify critical events, intellectual trends, and themes in global history (C1 on original Assessment Plan).
- B. Identify transregional cultural and intellectual exchanges among the major civilizations covered by the course (C3).
- C. Analyze reliability and usefulness of potential primary and secondary sources (D).
- D. Construct a historical argument grounded in primary and/or secondary evidence in response to a prompt (E).

Outcomes Assessment

Program Goal #	% Meet / Exceed ¹	Key Findings	Proposed Actions (Semester Implemented)	Was action effective? ⁴ Follow-up assessment Sem. Year % Meet / Exceed		
Spring 2011						
Assessment Context²: HIS 203, (n=50), HIS 204 (n=50), HIS 205 (n=50), Tool³: Paper						
D- Context	13.7	Papers collected were, for the most part, disappointing. Assignments are most satisfactory on pertinence of their thesis, relevance of thesis in relation to historical context, and the mechanics or the argument.	Develop more-in-class exercises helping students to produce evidence-driven arguments. Help students develop strategies to read academic English. Teach students to analyze and summarize historiographical approaches (F11).	n/a (changes to assessment framework)		
D- Thesis	30.0					
D- Argum	12.0					
D- Organiz	9.3					
D- Mechnc	11.3					
Spring 2012						
Assessment Context: Senior Seminar (n=7), Tool: Oral Communication (presentation on senior thesis)						
D	88.6	Overall quality greatly exceeded faculty expectations.	Discuss methods to improve organization and central message (F12).	Sp 13	84.4	↓
Assessment Context: 300 level elective (n=105), Tool: Written Assessment						
A	66.0	Area in greatest need of improvement is goal C, 'reliability and usefulness of primary / secondary sources,' but many can effectively distinguish between the distinct differences in usefulness of types of historical materials.	Discuss what kinds of assignments we should develop in all of our courses to improve skills related to goal C, 'reliability and usefulness of primary / secondary sources' (F13).	F 13	10.0	↓
B	57.0			F 13	99.0	↑
C	40.0		Discuss also changing our introductory survey courses to emphasize skills in more focused historical topics rather than providing broad historical overviews (n/a- new course, HIS 150).	F 13	68.0	↑
D	84.0			F 13	57.0	↓
Assessment Context: 200 level elective (n=157), Tool: Written Assessment						
A	25.0	Comparison of 200 / 300-level results seems to suggest that students accumulate the skills we hope to teach over time as they advance to higher level courses, increasingly meeting or exceeding our standards. Assessment at 400-level will offer an opportunity to test this theory.	When we conduct assessments, give clear instructions and sufficient time to complete the assignment (n/a- change to assessment process).			
B	24.0		Use an "article map" to improve reading comprehension of historical argument by requiring students identify the thesis, evidence, connection between evidence and argument, and strengths and weaknesses of the argument (F13).			
C	28.0					
D	7.0					

(1) Percent represents ratio of students who met or exceeded expectations. Where scores represent mean performance, the mean score and highest scale value are indicated (e.g., 3.3 out of 4). (2) Assessment context may relate to comprehensive program review, specific academic setting (e.g., course #, capstone, internship), class standing (e.g., seniors, transfers, alumni), post-graduation outcomes (e.g., placement, further education, employers ratings of employee skills), or indicators of learning progress. (3) Examples of tools include exams, portfolios, research projects, lab reports, papers, essays, surveys, licensure tests, performances, presentations. (4) Re-assessment of learning follows the implementation of actions to determine their effectiveness in improving learning outcomes.

Outcomes Assessment

Program Learning Goal #	% Meet / Exceed	Findings	Proposed Actions (Semester Implemented)	Was action effective?		
				Follow-up assessment Sem. Year	% Meet / Exceed	
Spring 2013						
Assessment Context : Senior Seminar (n=9), Tool : Oral Communication (presentation on senior thesis)						
D	84.4	With a change in format from 2012 (formal paper) to 2013 (power point), students were most successful at delivering compelling / polished presentations, but they needed the most work with the presentation of supporting material and making their central message clear.	Clarify criteria for successful presentations when giving instructions for assignment (F13). Consider offering successful model presentations (F13).	F 13	71.7	↓
Assessment Context : Senior Seminar (n=8), Tool : Final Paper						
A	75.0	Students do better as they move towards the capstone, particularly in increasing achievement for goals A & B. C: Seniors not enrolled in 200-level courses revised to improve outcomes in this area. D: Students making concerted, explicit arguments in their work.	Implement revisions of HIS 240, and Research Methods and 300-level electives that feature the kind of assignments students need to work on related to outcomes C and D (F13).	n/a		
B	100.0					
C	50.0					
D	62.5					
Assessment Context : HIS 240 (n=10), Tool : Final Paper						
C	70.0	Revised course produce better results, even at the intro level, than papers written at the capstone level.	Emphasize that a goal of historical investigations is to evaluate the sources of information available (F13).	Sp 14	100.0	↑
D	90.0			Sp 14	67.0	↓
Fall 2013						
Assessment Context : 300 level elective (n=89), Tool : Written Assessment						
A	10.0	Low scores stem from assignments submitted. Scores strong, given low scores in previous assessments. Inconsistent analysis of relative utility of type of source. Challenging constructing an argument to explain change.	Reconsider the assessment framework to better indicate our desired learning goals and develop our assessment rubrics to better illustrate the breadth of knowledge and skills (F14).			
B	99.0					
C	68.0					
D	57.0					
Assessment Context : Senior Seminar (n=12), Tool : Oral Communication (presentation on senior thesis)						
D	71.7	From Sp12 to F13 most presentations met capstone or milestone requirements for every criterion. This is a consistently successful exercise for seniors.	Encourage students to carefully present their central message and demonstrate its relationship to supporting material (Sp14).	Sp 14	76.0	↑
Spring 2014						
Assessment Context : Senior Seminar (n=20), Tool : Oral Communication (presentation on senior thesis)						
D	76.0	Largely successful at delivering compelling presentations; they needed the most work with the presentation of supporting material and the articulation of their central message.	Continue to clarify how important both criteria (message and supporting material) are for successful presentations (F14).			

Outcomes Assessment

Program Learning Goal #	% Meet / Exceed	Findings	Proposed Actions (Semester Implemented)	Was action effective?
				Follow-up assessment Sem. Year % Meet / Exceed
Spring 2014 cont.				
Assessment Context : HIS 240 (n=15) and HIS 300 (n=7), Tool : Final Paper				
HIS 240				
A	27.0	A: Low scores stem from relative absence of transregional exchange in most of our curriculum. B: Identification of critical events is a first level historical reasoning skill and it is satisfying to see that scores are quite strong in our core major courses. C: Greatest weakness in prior assessments. Revision of courses support performance expectations. D: Challenging constructing an argument to explain change.	A: Remove from new standards (Sp 14). C: Make source analysis a critical part of courses (F14). D: Teach our students how to write evidence-driven arguments (F14).	
B	94.0			
C	100.0			
D	67.0			
HIS 300				
A	0.0			
B	100.0			
C	100.0			
D	71.0			
Assessment Context : Revision of Learning Outcomes and Assessment Rubrics				
		Annual assessment process allowed to reflect upon our learning goals for our majors, and the effectiveness of our curriculum. Most important conclusion drawn was that our written outcomes did not accurately express our desired learning goals for our programs.	Adopt revised set of program learning goals (F14). Begin to create new course assessment rubrics (F14).	

Appendix A

Original Learning Outcomes and Assessment Rubric

HISTORICAL REASONING SKILLS

(m): majors

(nm): non-majors

- A. Be able to recognize and apply different historical approaches. (m)
- B. Be able to formulate historical questions. (m)
- C. Be able to explain the significance of different kinds of historical change. (m)
- D. Be able to evaluate the reliability and usefulness of different forms of historical evidence. (m)
- E. Be able to construct a historical argument grounded in evidence from primary and/or secondary sources. (nm, m)

CONTENT SKILLS

- C1. Be able to locate an event and sources in historical context. (nm, m)
- C2. Be able to trace historical trajectories. (m)
- C3. Be able to determine the interrelationship among themes, regions, and periodization. (nm, m)

Requirements for a Grade of 5 “Excellent Mastery” for each Learning Outcome:

1a. Ability to locate an event and sources in historical context

The best papers offered a correct, precise chronological understanding of events, a complex grasp of causation, analyzes a range of factors shaping the sequence and outcome of events, and reflects on larger themes informing specific events.

1b. Pertinence of Central Thesis

All of the material in the essay directly relates to — and fully covers — the central issues posed in the question.

2a. Explanation of the argument

Student responds to historical questions in a thoughtful or insightful manner.

3a. Organization of the Argument

Argument unfolds through a logical sequence of points with statements made in a straightforward, understandable, and persuasive manner.

3b. Mechanics of the Argument

Essay written using complete sentences, well-formed paragraphs, proper grammar, spelling, and punctuation.

Appendix B

Modified Learning Outcomes and Assessment Rubric (adopted Fall 2011)

- A. Identify critical events, intellectual trends, and themes in global history (C1 on original Assessment Plan).
- B. Identify transregional cultural and intellectual exchanges among the major civilizations covered by the course (C3).
- C. Analyze reliability and usefulness of potential primary and secondary sources (D)
- D. Construct a historical argument grounded in primary and/or secondary evidence in response to a prompt (E)

Written Assignments

The degree of success of each assignment at meeting each individual learning outcome was graded on the following scale:

- 5. Greatly exceeds expectations.
- 4. Exceeds expectations.
- 3. Meet expectations.
- 2. Mostly fails to meet expectations.
- 1. Fails to meet expectations.

A. Identify critical events, intellectual trends, and themes in global history.

- 5. Excellent ability to recognize and identify key issues in global history.
- 4. Strong ability to recognize and identify key issues in global history
- 3. Some ability to recognize and identify key issues in global history.
- 2. Limited ability to identify key issues in global history.
- 1. No ability to identify key issues in global history.

B. Identify transregional cultural and intellectual exchanges among the major civilizations covered by the course.

- 5. Excellent sense of transregional differences and exchanges.
- 4. Solid sense of transregional differences and exchanges.
- 3. Some sense of transregional differences and exchanges.
- 2. Limited sense of the transregional.
- 1. No sense of the transregional.

C Analyze reliability and usefulness of potential primary and secondary sources

- 5. Excellent ability to make distinctions among and analyze reliability and usefulness of primary and secondary sources.
- 4. Good recognition of the differences between primary and secondary sources.
- 3. Some recognition of the differences between a primary and secondary source.
- 2. Acknowledges the nature of a source as primary or secondary.
- 1. Demonstrates no ability to recognize and analyze usefulness of primary and secondary sources.

D Construct a historical argument grounded in primary and/or secondary evidence in response to a prompt.

5. Accomplished ability at constructing a strong historical argument.
4. Good ability to construct a historical argument.
3. Fair ability to construct a historical argument.
2. Limited familiarity with what is required to construct a historical argument.
1. No ability to construct a historical argument.

Oral Presentations

Oral Communication VALUE Rubric

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Organization	Organizational pattern is clearly and consistently observable and skillful and makes the content of the presentation cohesive.	Organizational pattern is clearly and consistently observable	Organizational pattern is intermittently observable	Organizational pattern is not observable
Language	Language is imaginative, memorable, and compelling and enhances effectiveness for the audience	Language is thoughtful, supports effectiveness, is appropriate to audience	Language is mundane and partially supports effectiveness; is appropriate to audience	Language minimally supports effectiveness, is not appropriate to audience
Delivery	Delivery is compelling, and speaker appears polished and confident	Delivery adds interest, and speaker appears comfortable	Delivery supports effectiveness, an speaker appears tentative	Delivery detracts from effectiveness and speaker appears uncomfortable
Supporting Material	A variety of supporting materials significantly support the presentation and establish the speaker's credibility/authority on the topic.	Supporting materials generally support the presentation and/or establish the speaker's credibility/authority on the topic.	Appropriate supporting materials partially support the presentation and/or establish the speaker's credibility/authority.	Insufficient supporting materials minimally support presentation or establish speaker's credibility.

Appendix C

Revised Learning Outcomes and Assessment Rubrics (adopted Fall 2014)

Global History Major Learning Outcomes

1. Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern world history.
2. Identify, locate, contextualize, and evaluate the usefulness of different forms of historical evidence (primary sources).
3. Effectively read historical scholarship (secondary sources) by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.
4. Identify different theories and methods used in the historical profession.
5. Construct a historical argument grounded in evidence from primary and secondary sources and be able to provide a coherent defense of this thesis orally and in writing.

History Minor Learning Outcomes

1. Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern world history.
2. Identify, locate, contextualize, and evaluate the usefulness of different forms of historical evidence (primary sources).
3. Effectively read historical scholarship (secondary sources) by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.
4. Construct a historical argument grounded in evidence from primary and secondary sources and be able to provide a coherent defense of this thesis orally and in writing.

Curriculum Map- Global History B.A.

	Program Learning Outcomes				
	1	2	3	4	5
	Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern world history.	Identify, locate, contextualize, and evaluate the usefulness of different forms of historical evidence (primary sources).	Effectively read historical scholarship (secondary sources) by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.	Identify different theories and methods used in the historical profession.	Construct a historical argument grounded in evidence from primary and secondary sources and be able to provide a coherent defense of this thesis orally and in writing.
Courses	Course Learning Outcomes				
HIS 150 Doing History		Identify and analyze primary source documents.	Read works of historical scholarship and identify the thesis, source base, organizational structure, and conclusions.	Identify basic categories of historical theory and methodology.	Write an argumentative essay grounded in evidence.
HIS 203-204-205 Global History Survey	Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.				Write an argumentative essay grounded in evidence.
HIS 2xx 200-level Electives	Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.	Identify and analyze primary source documents.			Write an argumentative essay grounded in evidence.
HIS 240 Historiography			Read and compare diverse works of scholarly literature.	Identify differences among theoretical and methodological processes used in the historical profession.	
HIS 300 Research Methods		Locate a primary source archive and analyze the evidence in order to answer an independent research question.		Apply appropriate historical theories and methods when analyzing primary source evidence.	Use a primary source archive to construct and answer a historical research question in an oral presentation and written paper.
HIS 3xx 300-level Electives	Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.	Identify and analyze primary source documents.	Read and compare diverse works of scholarly literature.		Write an argumentative essay grounded in evidence.
HIS 425 Senior Seminar in History	Explain the historical significance of a critical event, trend, or theme in an independent research project.	Locate a primary source archive and analyze the evidence in order to answer an independent research question.	Read and summarize a body of scholarly literature related to an independent research question.	Write an independent research paper that evaluates existing scholarly approaches to a particular topic and analyzes primary source evidence using appropriate historical theories and methods.	Use primary and secondary sources to answer an independent research question in an oral presentation and written paper.

Curriculum Map- History Minor

	Program Learning Outcomes			
	1	2	3	4
	Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern world history.	Identify, locate, contextualize, and evaluate the usefulness of different forms of historical evidence (primary sources).	Effectively read historical scholarship (secondary sources) by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.	Construct a historical argument grounded in evidence from primary and secondary sources and be able to provide a coherent defense of this thesis orally and in writing.
Courses	Course Learning Outcomes			
HIS 150 Doing History		Identify and analyze primary source documents.	Read works of historical scholarship and identify the thesis, source base, organizational structure, and conclusions.	Write an argumentative essay grounded in evidence.
HIS 2xx 200-level Electives	Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.	Identify and analyze primary source documents.		Write an argumentative essay grounded in evidence.
HIS 3xx 300-level Electives	Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.	Identify and analyze primary source documents.	Read and compare diverse works of scholarly literature.	Write an argumentative essay grounded in evidence.

Assessment Rubric- HIS 150 (Doing History)

		4- Exceeds expectations	3- Meets expectations	2- Approaches expectations	1- Does not meet expectations
Learning Outcome 2 Identify and analyze primary source documents.		Student is able to identify, contextualize, interpret, and explain the historical significance of a primary source document.	Student is able to identify, contextualize, and fully explain the content of a primary source document.	Student is able to identify a primary source document (as distinct from a secondary source document) and has some grasp of the content.	Student cannot identify a primary source document and/or does not recognize the difference between primary and secondary sources.
Learning Outcome 3 Read works of historical scholarship and identify the thesis, source base, organizational structure, and conclusions.		Student is able to read an academic text, and explain the historical significance of the author's arguments.	Student is able to read an academic text, and identify the thesis, source base, and conclusions.	Student has some understanding of the main ideas expressed in an academic text.	Student cannot identify the main points of an academic text.
Learning Outcome 4 Identify basic categories of historical theory and methodology.		Student demonstrates an excellent understanding of the assumptions and goals underlying different modes of historical theory and methodology.	Student is able to classify an academic text according to basic categories of historical methodology; student is able to analyze a primary source document in light of one or more basic categories of historical methodology.	Student demonstrates some understanding of the existence of different modes of historical theory and methodology.	Student demonstrates no awareness of the existence of different modes of historical theory and methodology.
Learning Outcome 5 Write an argumentative essay grounded in evidence.		Student is to write an essay with a nuanced and insightful argument.	Student is able to write an essay that establishes and proves an argument.	Student's writing demonstrates some form of authorial voice.	Student's writing is purely descriptive with no authorial voice.

Assessment Rubric- HIS 203-204-205 (Global History Survey)

		4- Exceeds expectations	3- Meets expectations	2- Approaches expectations	1- Does not meet expectations
Learning Outcome 1 Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.		Student demonstrates outstanding understanding of the event(s) and their historical significance.	Student demonstrates a good understanding of the historical event(s).	Student demonstrates some understanding of the historical event(s).	Student demonstrates no understanding of the historical event(s).
Learning Outcome 5 Write an argumentative essay grounded in evidence.		Student is able to use detailed information to engage with a historical topic with precision and nuance.	Student is able to use information effectively to engage with a historical topic.	Student is able to engage with a historical topic, but evidence is sparse, overly-general, or flawed.	Student fails to use evidence when discussing a historical topic.

Assessment Rubric- HIS 240 (Historiography)

		4- Exceeds expectations	3- Meets expectations	2- Approaches expectations	1- Does not meet expectations
Learning Outcome 3 Read and compare diverse works of scholarly literature.		Student is able to make nuanced comparison of scholarly texts that address the same topic and speak to the existing academic "dialogue."	Student is able to comprehend and compare the arguments of academic texts.	Student is able to comprehend the topic of academic texts and recognizes the existence of differences in content of the texts.	Student is unable to comprehend and/or fully distinguish between academic texts.
Learning Outcome 4 Identify differences among theoretical and methodological processes used in the historical profession.		Student is able to compare theoretical and methodological differences in academic texts, and explain how these differences shape authors' conclusions.	Student is able to identify the existence of theoretical and/or methodological differences in academic texts.	Student is able to identify some distinctions in how different authors approach a particular topic.	Student demonstrates little or no awareness of the author's role in crafting history.

Assessment Rubric- HIS 300 (Research Methods)

		4- Exceeds expectations	3- Meets expectations	2- Approaches expectations	1- Does not meet expectations
Learning Outcome 2 Locate a primary source archive and analyze the evidence in order to answer an independent research question.		Student effectively analyzes an appropriate primary source archive and successfully integrates individual documents into a holistic assessment of a particular topic.	Student is able to locate an appropriate primary source archive and effectively analyze the contents.	Student is able to locate primary sources connected to his/her research question and refers to sources when answering his/her research question.	Student's use of primary source evidence is cursory and/or limited.
Learning Outcome 4 Apply appropriate historical theories and methods when analyzing primary source evidence.		Student is able to use historical theories and methods to produce a deep and nuanced analysis of primary source evidence.	Student is able to apply appropriate historical theories and methods when analyzing primary source evidence.	Student demonstrates some understanding of the existence of different modes of historical theory and methodology when analyzing primary source evidence.	Student demonstrates no awareness of the existence of different modes of historical theory and methodology.
Learning Outcome 5 Use a primary source archive to construct and answer a historical research question in an oral presentation and written paper.	<i>Written Research Paper</i>	Student provides a nuanced and elegant answer to an appropriate research question.	Student is able to use detailed information to answer a historical research question.	Student provides detailed information drawn from primary source evidence, but argumentation is limited and/or flawed.	Student writing is purely description and lacks an appropriate research question.
	<i>Oral Presentation</i>	Research question is precisely stated and appropriately answered. Excellent analysis of extensive primary source evidence to support the argument.	Student provides an answer to a research question that is consistent with the supporting primary source evidence.	Student provides some analysis of primary source evidence connected to a particular topic.	Presentation lacks sufficient analysis of primary source evidence.

Assessment Rubric- HIS 425 (Senior Seminar)

		4- Exceeds expectations	3- Meets expectations	2- Approaches expectations	1- Does not meet expectations
<u>Learning Outcome 1</u> Explain the historical significance of a critical event, trend, or theme in an independent research project.		Student not only provides detailed information about a topic, but also explains the larger significance of his/her research.	Student provides detailed information about a topic that speaks to its historical importance.	Student provides sufficient information about a particular topic.	Student provides insufficient detail in his/her research paper.
<u>Learning Outcome 2</u> Locate a primary source archive and analyze the evidence in order to answer an independent research question.		More than sufficient amount of primary source evidence; analysis of evidence is accurate, thoughtful, and nuanced.	Sufficient amount of primary source evidence; analysis of evidence is accurate and in-depth.	Not enough primary source evidence is used; analysis is superficial and/or inaccurate.	Little to no primary source evidence.
<u>Learning Outcome 3</u> Read and summarize a body of scholarly literature related to an independent research question.		More than sufficient amount of secondary source material; accurately summarizes authors' arguments and conclusions; draws connections between secondary sources.	Sufficient amount of secondary source material; accurately summarizes authors' arguments.	Sufficient amount of secondary source material; demonstrates some understanding of content.	Insufficient amount of secondary source material; limited understanding of content.
<u>Learning Outcome 4</u> Write an independent research paper that evaluates existing scholarly approaches to a particular topic and analyzes primary source evidence using appropriate historical theories and methods.		Student is able to use historical theories and methods to produce a deep and nuanced analysis of academic texts and primary source evidence.	Student is able to apply appropriate historical theories and methods when analyzing primary and secondary sources.	Student demonstrates some understanding of the existence of different modes of historical theory and methodology when analyzing evidence.	Student writing is largely descriptive, with limited awareness of historical theory and methodology.
<u>Learning Outcome 5</u> Use primary and secondary sources to answer an independent research question in an oral presentation and written paper.	<i>Written Research Paper</i>	Research paper includes detailed information and makes a nuanced and sophisticated historical argument.	Research paper includes detailed information and makes a historical argument.	Research paper includes detailed information, but lacks a historical argument.	Research paper lacks sufficient information.
	<i>Oral Research Presentation</i>	Historical argument is precisely stated, appropriately repeated, and memorable. Excellent use of a variety of evidence to support the argument.	Argument is clear and consistent with the supporting evidence.	There is a central message (but not necessarily an argument) and some supporting materials.	Central message cannot be deduced or lacks sufficient supporting materials.