

**CLAS Deans' comments on BA History (non-accredited) report**  
**Reviewer: Christopher J. Mitchell, Ph.D., Associate Dean**

**Last report submitted by department:** Fall 2020 (Initial Assessment Plan)

**Documents submitted for this review:**

- Cover memo with data analysis
- SLO Table for Program
- Rubrics for each SLO (re-attached from 2020 initial plan for reference)

**Comments:**

In the initial assessment plan of 2020, we noted that the SLOs were generally clear and measurable; this plus the rubrics designed to sync with the SLOs gave the impression that there would be some good solid data for the 2-year report, and you did not disappoint— even with the COVID period influencing things, as you note with regard to SLO #5. The results for SLOs #1 and #2 are impressive; you observe that challenges manifest with the quantitative portion of SLO #3 and the analysis portion of #5. While the difficulties with historiography you speak of with regard to SLO #4 do manifest in the lower-division course's dataset, student growth is very evident by the time of the capstone HIS 4375. Overall, for the challenges, you have identified clear tactics for dealing with them in the curriculum and we look forward to seeing some of the results in 2024. The overall precision and comprehensiveness of the assessment program here continues to set a standard for peer departments.

**Academic Affairs –Review & Feedback**

**B.A. History**

The B.A. in History program demonstrates the benefits of having a mature yet flexible assessment protocol. The program ties its learning goals to specific courses and, where appropriate, course assignments that allow for students to gain some level of mastery over the skill taught through the work; students, for instance, demonstrate their knowledge of historical themes (learning goal 1) by completing a book review assignment. The upside of flexibility in the assessment system can be seen in the curriculum committee's decision to address students' struggles with showing proficiency in analyzing, interpreting, and evaluating quantitative material (learning goal 3): the committee moved the target course History 2560: Modern World History to non-writing-intensive with the explicit purpose of focusing more on quantitative learning.



---

VPAA Office    Dr. Suzie Park

2/28/23

---

Date



Department of History  
 600 Lincoln Avenue  
 Charleston, Illinois 61920-3099  
 Office: (217) 581-3310

To: Chris Mitchell, Associate Dean  
 From: Sace Elder, Chair  
 Date: October 13, 2022  
 Re: Assessment Report

Attached you will find our assessment report for Year 2 (2020-2022).

As detailed in the attached report, the HIS-BA has five learning goals that are assessed at multiple times across six required courses with varied instruments. The assessment numbers indicate that most of our students (more than 80%) demonstrate at least minimal competence in the learning goals.

As can be seen from Figure 1, most students demonstrate competence or high competence in **Learning Goal 1** (knowledge of historical themes), which is assessed in HIS 3555 with a book review assignment:

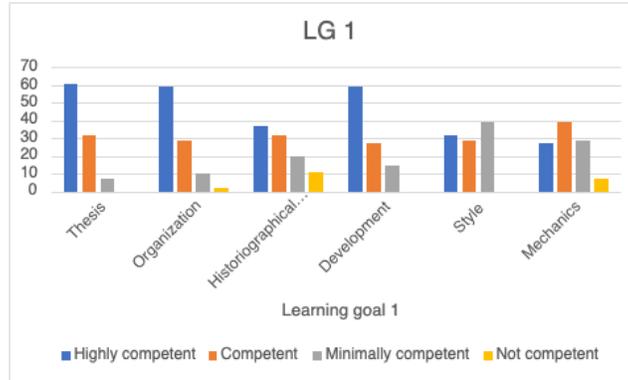


Figure 1

Our goal for **Learning Goal 2** (primary source analysis) is that 80% of students will demonstrate competency. The results suggest that we are meeting that goal. The goal is assessed through a primary source analysis assignment in the US surveys (HIS 2010/2020) and in the US Constitution and the Nation course (HIS 3600). As is appropriate, more students demonstrate high competence in the upper-division course.

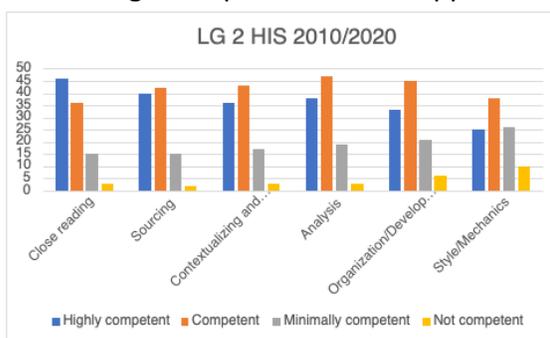


Figure 2

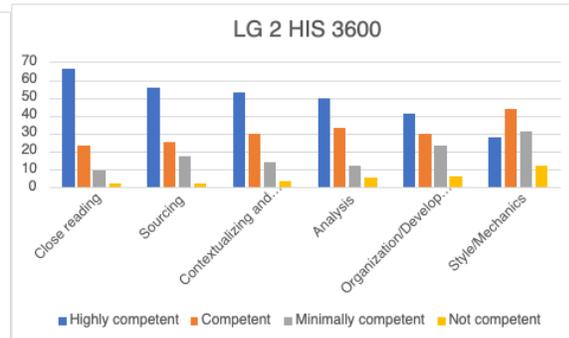


Figure 3

**Learning Goal 3** (analysis, interpretation, and evaluation of quantitative material) is perhaps the most challenging for History majors. HIS 2560: Modern World History is designed to introduce students to the basics of statistical and quantitative analysis, as applied in the discipline, and to help them develop those skills. Assessment data indicate students struggle somewhat with this learning goal, and for that reason, the curriculum committee revised the course to remove the writing intensive designation so that more course time could be devoted to quantitative skills.

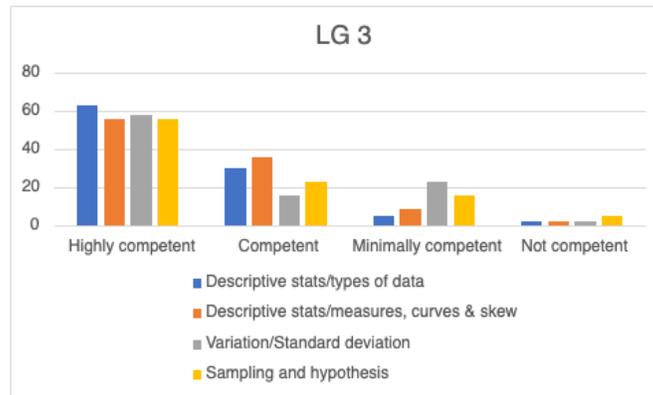


Figure 4

Assessment of our **Learning Goal 4** (development and execution of an independent research project; see Figures 5 and 6) suggests that our students are developing the requisite skills over the course of their studies. In the charts below, students in HIS 2500 (Historical Research and Writing) demonstrate competency, but in HIS 4375 (Capstone in History), far more students demonstrate high competency in the skills associated with developing and executing an independent research project. It is noteworthy that students in HIS 2500 struggle to attain competency (50% are minimally competent) in historiography, perhaps the most challenging aspect of historical study; by the time they reach the capstone, 53% are highly competent and 35% are competent.

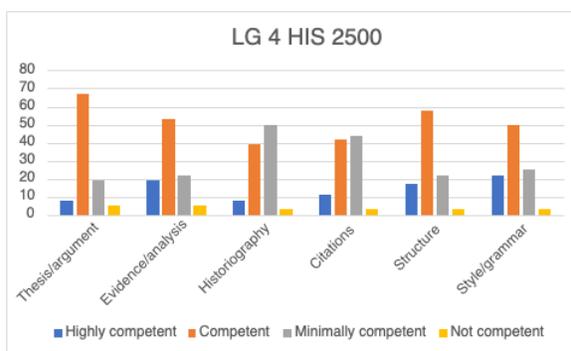


Figure 5

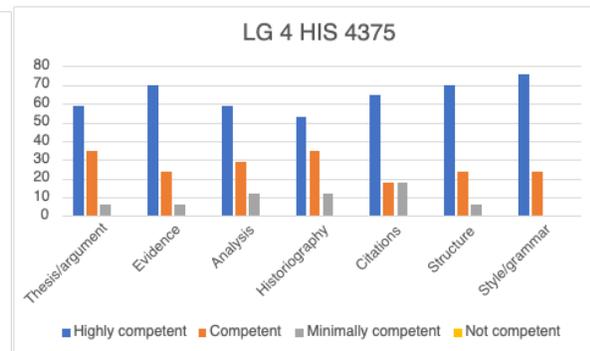


Figure 6

Finally, **Learning Goal 5** assessment (presenting research; see Figures 7 and 8) also suggests students improve over the course of their studies, at least in terms of organization and language. Students are assessed in HIS 1101 and HIS 2500, using the general education public speaking rubric. (HIS 1101 is a prerequisite for HIS 2500. It must also be noted that a majority of students in HIS 2500 are teacher licensure students, and thus take SOS 2400 rather than HIS 1101 as their prerequisite for HIS 2500.)

Students in HIS 2500 seemed to struggle with analysis, which is something to pay attention to in the near future.

The data for Learning Goal 5 is not quite complete. Because of the pandemic, it was not possible to collect public speaking presentations in HIS 1101 and HIS 2500 in Fall 2020. The numbers reflect only Fall 2021 data. Students in HIS 1101 may need support in their verbal and nonverbal delivery, but it is encouraging to see improvement between these two courses.

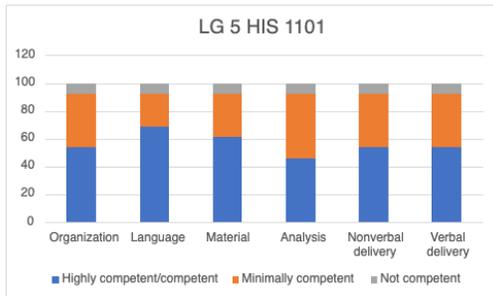


Figure 6

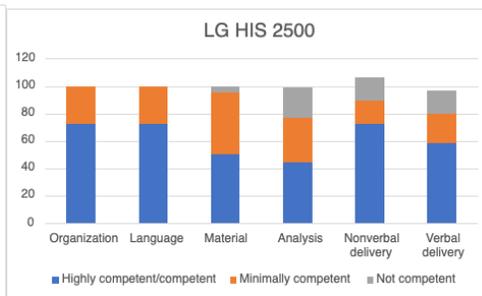


Figure 7

The Curriculum Committee considered developing a department-specific rubric for Learning Goal 5, per the feedback on the assessment plan. After careful deliberation, the assessment curriculum committees decided that the existing rubric suits our needs, especially since HIS 4375 will now serve as a senior seminar for History majors.

The attached report includes more detailed data and a discussion of the curricular changes that have been made in response to the assessment process.

Thank you.

## Year 2

### History, B.A. (Non-Accredited Program)

#### Student Learning Outcomes (SLOs) for Academic Programs

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. History majors will be able to demonstrate knowledge of historical themes of diversity, comparison, and interrelatedness in the global context. This understanding is central to participation in informed discussion in civic life, and responsible global citizenship.
2. History majors will be able to analyze a source document using the historical method. This includes sourcing (questioning author credentials, motivation/bias, and audience), contextualizing, close reading, and comparison in order to analyze what the document tells us about the past and how it may be read alongside other evidence.
3. History majors will be able to produce, analyze, interpret, and evaluate quantitative material as it relates to the study of history.
4. History majors will be able to carry out independent research projects from inception to completion. In doing so they will frame appropriate and useful questions about the past. They will undertake primary research, compiling evidence and integrating sources into a reasoned and well-organized argument based on documented primary and secondary sources.
5. History majors will present research projects to fellow students, highlighting important themes and findings.
6. History majors will develop a sense of historical perspective, intellectual curiosity, and knowledge and transferable skills that will be useful to them after graduation, whether in graduate school or directly in the workplace.

#### Overview of Measures/Instruments

<b>SLO(s)</b>	<b>ULG*</b>	<b>Measures/ Instruments</b>	<b>How is the information Used?</b>
<i>Note: Measures might be used for more than 1 SLO</i>		<i>Please include a clear description of the instrument including when and where it is administered</i>	<i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>

<p>1. History majors will be able to demonstrate knowledge of historical themes of diversity, comparison, and interrelatedness in the global context. This understanding is central to participation in informed discussion in civic life, and responsible global citizenship.</p>	<p>CT 1,3,5 RC 1,4</p>	<p>Professors teaching HIS 3555 will submit rubric data from student book reviews using the four-point Goal 1 rubric. See appendix for rubric.</p> <p>Data was collected from 41 students in two sections of HIS 3555 (Fall 2020 and Fall 2021)</p>	<p>The goal is that 80% of students will be assessed as highly competent or competent, with at least 30% highly competent.</p> <p><b>Thesis:</b> 100% minimally competent-highly competent (61 highly competent, 32% competent, 7% minimally competent.)</p> <p><b>Organization:</b> 40/41 students performed minimally competent-highly competent (59% highly competent, 29% competent, 10% minimally competent; 2% no competency).</p> <p><b>Historiographical Content:</b> 89% minimally competent to highly competent with 5 students scoring no competency. (37% highly competent, 32% competent, 20% minimally competent; 11% no competency).</p> <p><b>Development:</b> 100% of students minimally competent to highly competent (59% highly competent, 27% competent, 15% minimally competent).</p> <p><b>Style:</b> 100% students minimally competent to highly competent (32% highly competent, 29% competent, 39% minimally competent).</p> <p><b>Mechanics:</b> 93% minimally competent to highly competent with 3 students scoring no competency (27% highly competent, 39% competent, 29% minimally competent; 7% no competency).</p>
<p>2 History majors will be able to analyze a source document using the historical method. This includes <u>sourcing</u> (questioning author credentials, motivation/bias, and audience), <u>contextualizing</u>, <u>close reading</u>, and <u>comparison</u> in order to analyze what the document tells us about the past and how it may be read alongside other evidence.</p> <p>5</p>	<p>WCR 1-4 RC 1</p>	<p>Professors of HIS 2010/2020 submit rubric data from students to the assessment committee using a department-created rubric. HIS 3600G papers may also be included. The papers will be scored using a four-point Goal 2 rubric. See appendix for rubric.</p> <p>Data was collected from 150 students in six sections of HIS 2010 and HIS 2020 (Fall 2020, Fall 2021, and Spring 2022)</p> <p>Data was collected from 64 students in three sections of HIS 3600 (Fall 2020, Fall 2021, and Spring 2022)</p>	<p>The goal is that 80% of students will achieve competency, with at least 35% highly competent or competent.</p> <p><b>HIS 2010/2020</b></p> <p><b>Close reading:</b> 46% highly competent, 36% competent, 15% minimally competent, 3% no competency.</p> <p><b>Sourcing:</b> 40% highly competent, 42% competent, 15% minimally competent, 2% no competency.</p> <p><b>Contextualizing &amp; Historical Knowledge:</b> 36% highly competent, 43% competent, 17% minimally competent, 3% no competency.</p> <p><b>Analysis:</b> 38% highly competent, 47% competent, 19% minimally competent, 3% no competency.</p> <p><b>Organization/Development:</b> 33% highly competent, 45% competent, 21% minimally competent, 6% no competency.</p> <p><b>Style/Mechanics:</b> 25% highly competent, 38% competent, 26% minimally competent, 10% no competency.</p> <p><b>HIS 3600 (64 students)</b></p> <p><b>Close reading:</b> 66% highly competent; 23% competent; 9% minimally competent; 2% no competency.</p> <p><b>Sourcing:</b> 56% highly competent; 25% competent; 17% minimally competent; 2% no competency.</p> <p><b>Contextualizing &amp; Historical Knowledge:</b> 53% highly competent; 30% competent; 14% minimally competent; 3% no competency.</p> <p><b>Analysis:</b> 50% highly competent; 33% competent; 12% minimally competent; 5% no competency.</p> <p><b>Organization/Development:</b> 41% highly competent; 30% competent; 23% minimally competent; 6% no competency.</p> <p><b>Style/Mechanics:</b> 28% highly competent; 44% competent; 31% minimally competent; 12% no</p>

			competency.
3. History majors will be able to produce, analyze, interpret, and evaluate quantitative material as it relates to the study of history.	QR 1-6	<p>Students in HIS 2560 perform basic calculations and measurements and apply quantitative methods to problem solving. Students also write brief essays (Word Problems) employing the vocabulary and interpretation of calculation skills gained through the calculation quizzes. Assignments are assessed using the four-point Goal 3 rubric. See appendix for rubric.</p> <p>Data was collected from 43 students in two sections of HIS 2560 (Spring 2021 and Spring 2022)</p>	<p>The goal is that 80% of students will achieve competency in writing Word Problems, with 30% highly competent or competent. Data was collected from 43 students.</p> <p><b>Descriptive Statistics/types of data:</b> 63% highly competent, 30% competent, 5% minimally competent, 2% not competent).</p> <p><b>Descriptive Statistics/measures, curves &amp; skew;</b> 56% highly competent, 36% competent; 9% minimally competent; 2% not competent).</p> <p><b>Measuring Variation/Standard Deviation:</b> 58% highly competent, 16% competent, 23% minimally competent, 2% not competent).</p> <p><b>Sampling and Hypothesis:</b> 56% highly competent, 23% competent, 16% minimally competent, 5% not competent.</p>
4. History majors will be able to carry out independent research projects from inception to completion. In doing so they will frame appropriate and useful questions about the past. They will undertake primary research, compiling evidence and integrating sources into a reasoned and well-organized argument based on documented primary and secondary sources.	CT 1-6 WCR 2-5	<p>Students in HIS 2500 and HIS 4375 complete research papers which are assessed using a department-created rubric. Faculty members will submit assessment data using the four-point Goal 4 rubric. See appendix for rubric.</p> <p>Data was collected from 36 students in two sections of HIS 2500 (Fall 2020 and Fall 2021)</p> <p>Data was collected from 17 students in two sections of HIS 4375 (Spring 2021 and Spring 2022)</p>	<p>The goal is that 70% of students will be assessed as highly competent or competent, with at least 20% highly competent.</p> <p><b>HIS 2500.</b></p> <p><b>Thesis/argument:</b> (8% highly competent, 67% competent; 19% minimally competent; 5% no competency)</p> <p><b>Evidence/Analysis:</b> (19% highly competent, 53% competent; 22% minimally competent; 5% no competency).</p> <p><b>Historiography:</b> 8% highly competent, 39% competent; 50% minimally competent; 3% no competency).</p> <p><b>Citations:</b> 11% highly competent; 42% competent; 44% minimally competent; 3% no competency.</p> <p><b>Structure:</b> 17% highly competent, 58% competent; 22% minimally competent; 3% no competency).</p> <p><b>Style/Grammar:</b> 22% highly competent, 50% competent; 25% minimally competent; 3% no competency)</p> <p><b>HIS 4375</b></p> <p><b>Thesis/argument:</b> 59% highly competent, 35% competent, 6% minimally competent.</p> <p><b>Evidence:</b> 70% highly competent, 24% competent, 6% minimally competent.</p> <p><b>Analysis:</b> 59% highly competent, 29% competent, 12% minimally competent.</p>

			<p><b>Historiography:</b> 53% highly competent, 35% competent, 12% minimally competent.</p> <p><b>Citations:</b> 65% highly competent, 18% competent, 18% minimally competent.</p> <p><b>Structure:</b> 70% highly competent, 24% competent; 6% minimally competent.</p> <p><b>Style/Grammar:</b> 76% highly competent, 24% competent.</p>
<p>5. History majors will present research projects to fellow students, highlighting important themes and findings.</p>	<p>SL 3-4</p>	<p>Students in HIS 2500 and/or a 3000-level course will present their findings to fellow students. They will be assessed using the Senior Seminar rubric on organization, content, knowledge, and delivery. See appendix for rubric.</p> <p>Data was collected from 23 students in two sections of HIS 1101 (Fall 2020 and Fall 2021) Because of the Covid 19 pandemic, Fall 2020 oral reports were not presented in a manner suitable for evaluation. The data breakdown is for only one section (Fall 2021) containing 13 students.</p> <p>Data was collected from 36 students in two sections of HIS 2500 (Fall 2020 and Fall 2021) Because of the Covid 19 pandemic, Fall 2020 oral reports were not presented in a manner suitable for evaluation. The data breakdown is for only one section (Fall 2021) containing 18 students.</p>	<p>Data was collected from 13 students in <b>HIS 1101</b>. All students but one met or surpassed minimal competency.</p> <p><b>HIS 1101</b></p> <p><b>Organization:</b> 54% highly competent or competent. 38% minimally competent; 8% not competent.</p> <p><b>Language:</b> 69% highly competent or competent. 23% minimally competent; 8% not competent.</p> <p><b>Material:</b> 61% highly competent or competent, 31% minimally competent; 8% not competent.</p> <p><b>Analysis:</b> 46% highly competent or competent, 46% minimally competent; 8% not competent.</p> <p><b>Nonverbal Delivery:</b> 54% highly competent or competent; 38% minimally competent; 8% not competent.</p> <p><b>Verbal Delivery:</b> 54% highly competent or competent; 38% minimally competent; 8% not competent.</p> <p><b>HIS 2500:</b> The goal is that 75% of students will be assessed as highly competent or competent, with at least 25% highly competent. Data was collected from 18 students.</p> <p><b>Organization:</b> 72% highly competent or competent; 28% minimally competent.</p> <p><b>Language:</b>72% highly competent or competent; 28% minimally competent.</p> <p><b>Material:</b>50% highly competent or competent; 45% minimally competent; 5% not competent.</p> <p><b>Analysis:</b>44% highly competent or competent; 33% minimally competent; 22% not competent.</p> <p><b>Nonverbal Delivery:</b>72% highly competent or competent; 17% minimally competent; 17% not competent.</p> <p><b>Verbal Delivery:</b>58% highly competent or competent; 22% minimally competent; 17% not competent.</p>

<p>6. History majors will develop a sense of historical perspective, intellectual curiosity, and knowledge and transferable skills that will be useful to them after graduation, whether in graduate school or directly in the workplace.</p>	<p>RC 1,4</p>	<p>Students in HIS 4375 History Capstone course will be surveyed for their impressions about what Learning Goal skills they have learned in the major. See appendix for survey.</p> <p>Data was collected from 14 students in two sections of HIS 4375 (Spring 2021 and Spring 2022)</p>	<p>Survey asks student opinion regarding skills attained in the major the reflect the 6 Learning Goals. 100% of the 14 students agreed that the history major helped them to acquire or improve skills in all areas queried.</p>
---	---------------	--	--

*\*Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

## Improvements and Changes Based on Assessment

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

In Spring 2021, the Assessment Committee presented to the Curriculum Committee the assessment report and feedback from the Associate Dean. The committee discussed the fact that there is no separate assessment of the newly-revised History with International Studies major. Some possibilities were discussed, but, since the department was preparing to launch a review and revision of its undergraduate curriculum in accordance with its anti-racism statement, the committee decided it best to include any adjustments to learning goals and assessment within that process. The curriculum review process continues in the current (2022-23) academic year, with likely changes to our learning goals. The department's curriculum committee has been presented with the assessment report so that it can take the results into account as it deliberates over assessment.

One suggestion offered on the assessment feedback last year was that we develop a different rubric for our public speaking learning objectives. Currently, we use the same rubric used for senior seminars. In Spring 2021, the curriculum committee discussed the matter and heard from faculty who teach senior seminars and who teach HIS 2500 and HIS 1101. After thoughtful discussion, the committee decided that the current rubric serves our goals, especially in light of the transition to HIS 4375 serving as a senior seminar. The committee agreed, however, to revisit the matter after implementation of the "capstone-as-senior-seminar" in Spring 2023.

Last year, when university-wide curricular changes made it possible for us to offer our HIS 4375: Capstone in History as a senior seminar for our majors, assessment data guided us in weighing the pros and cons of extending that option to our majors. We ultimately decided to do so and had only to make minor changes to the course so that it fulfilled the general education senior seminar learning objectives.

2. Please provide a brief description or bulleted list of any improvements (or declines) observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

Assessment data indicates students struggle to achieve the quantitative learning goals measured in HIS 2560. For that reason, we removed the writing intensive designation for that course so that the instructor could devote more time to quantitative methods. Since most of our major courses are writing intensive, we do not believe reducing the amount of writing in this course will negatively impact our students' achievement of writing-centered learning goals. We also notice that some students struggle with style and mechanics of historical writing, even more than they do with structuring arguments. This is likely because of the emphasis placed on interpretation, structure, and documentation of evidence. As we revise our learning goals and curriculum, we will take this into account. One area of consideration for us is how we scaffold our introductory courses (HIS 1101/SOS 2400) with HIS 2500: Introduction to Historical Research and Writing. At the time of this writing, faculty are considering a proposal to combine those two

introductory courses for all HIS students into a single 3-ch course that provides a more holistic introduction to the discipline for all students. A combined course would make space in HIS 2500 to spend more time with students on modes of historical writing and presentation of interpretation.

- Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

<b>History of Annual Review</b>		
<b>Date of Annual Review</b>	<b>Individuals/Groups who Reviewed Plan</b>	<b>Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc...)</b>
March 17, 2021	Dept. assessment committee and curriculum committee	Assessment committee presented assessment plan and response from dean's office. Discussion ensued about the benefits and drawbacks to revising, particularly centered on the fact that this rubric is used in EIU Assessment of senior seminars. Voting 5-0, the committee decided to wait to determine whether to revise or not, seeing what happens with senior seminars. At subsequent meetings, the committee determined that HIS 2560 should be revised to give more space to the quantitative learning goal (see 1 above).
June 14, 2022	Dept. assessment coordinator and chair	Met to review and discuss assessment data, which will be presented to faculty in Fall 2022 during the curriculum review process.
Future plan	Assessment coordinator, chair, faculty, curriculum committee	The Curriculum Committee is revising undergraduate curriculum to reflect our anti-racism statement, changes in state teacher licensure standards, and our commitment to digital humanities. We held a faculty colloquium in September to discuss a proposal, then the committee will report its to the faculty and ask for feedback in October. We hope that by early December the revisions and new courses will be ready for the college Curriculum Committee and CAA approval. Adjustments to the assessment plan will be made then.

**Dean Review & Feedback**

\_\_\_\_\_

Dean or designee

\_\_\_\_\_

Date

Goal 1. Revised Book Review Rubric

Goal 1. History majors will be able to demonstrate knowledge of historical themes of diversity, comparison, and interrelatedness in the global context. This understanding is central to participation in informed discussion in civic life and responsible global citizenship. (CT 1, 3, 5) (RC 1, 4)	All professors teaching HIS 3555 will submit rubric data from student book reviews scored using the four-point Goal 1 rubric.
--	---

Book Review	4-Highly Competent	3-Competent	2-Minimally Competent	1-No Competency
Thesis	Clearly identifies and critically evaluates the author's central argument, purpose, and approach to the subject	Identifies but does not critically evaluate the author's central argument, purpose, and approach to the subject	Identified a few main ideas but not the thesis	No thesis present and no main ideas presented.
Organization	The review is exceptionally well organized with an introduction, body, and conclusion and follows the thesis throughout	The review is reasonably well organized	The review has a semblance of structure but its coherence is minimized by poor organization	No recognizable organization model is present
Historiographical Context	Review clearly states the historiographical context of the book; other appropriate works are mentioned; review attempts to address historiographical debate	Does not clearly state historiographical context for the topic or contains errors in contextualization; other appropriate works are not mentioned	Review is missing historiographical context or errors in contextualization overwhelm discussion	No attempt at historiographic contextualization
Development	A general analysis of the salient features of the book, as opposed to a general summary, and identifies the development of the author's thesis throughout the book	Demonstrates knowledge of the topic and provides supporting evidence and adequate detail	Minimal analysis, is repetitious, or and lacks development of salient features of the book being reviewed	Lacks any idea development and includes irrelevant information
Style	Sophisticated sentence structure and paragraph development	Effective Use of Language	Simplistic sentence structure and imprecise use of language	Imprecise use of language renders the review unreadable
Mechanics	The mechanics of the paper are correct. It is well written with no grammar or punctuation errors, and little or no use of the passive voice	Few errors	Errors are present that interfere with the presentation of ideas and arguments	Excessive errors in grammar and punctuation

Goal 2. Revised Source Analysis Rubric (for use in HIS 2010G, 2020G, 2090G, 2091G)

<p>Goal 2. History majors will be able to analyze a source document using the historical method. This includes <u>sourcing</u> (questioning author credentials, motivation/bias, and audience), <u>contextualizing</u>, <u>close reading</u>, and <u>comparison</u> in order to analyze what the document tells us about the past and how it may be read alongside other evidence. (WCR 1-4) (RC 1)</p>	<p>Each year, professors of HIS 2010/2020G and 2090/2091G will submit a set of source analysis papers to the department Wiki. 3600G papers may also be included. The papers will be scored using a four-point Goal 2 rubric.</p>
---	--

	4-Highly Competent	3-Competent	2-Minimally Competent	1-No Competency
Close Reading (ability to accurately summarize)	Very-well written summary, covering all key points of document(s) and demonstrating excellent understanding	Competent summary of document(s) contents; acknowledgment of most themes and details	Constructs some meaning from text	Demonstrates no understanding of document's contents
Sourcing: Characteristics of the Document & Author's Point of View	Excellent understanding of the source (author, purpose, audience, type of document) and limitations of the source	Shows a basic understanding of the characteristics of the source	Illustrates an inconsistent understanding of the source	Demonstrates no understanding of the source
Contextualizing & Historical Knowledge	Analysis and summary is informed by strong content knowledge; specific dates and facts astutely used as vehicles for analysis and as evidence	Some attempt to include specific historical content; some facts/dates may be wrong and does not substantially affect analysis	Demonstrates some historical knowledge; text contains factual errors that undermine analysis	Little or no attempt to use specifics historical knowledge to assist in analysis; major errors in content knowledge
Analysis	Sophisticated, informed, and thorough analysis of what a historian learns from this document; evidence serves to support analysis	Demonstrates basic understanding of document without errors that undermine analysis	Demonstrates a minimal understanding of the document	No real claims and/ or use of evidence.
Organization/ Development	Paper is very well structured and persuasive in the statement of its thesis, with a compelling introduction and conclusion. Depth of understanding of the topic, presents supporting arguments clearly and analytically, and excellent documentation	Demonstrates knowledge of the topic and provides supporting evidence and adequate detail	Presents undeveloped ideas	Lacks idea development and includes irrelevant information
Style/ Mechanics	Paper is well written and flows nicely; proper and professional format; free from errors; precise and sentence structure varied.	Paper is written in an appropriate and formal, objective tone with few errors	Errors interfere with the presentation of ideas and arguments; simplistic sentence structure	Excessive errors in grammar and punctuation; slang or inappropriate language

**Goal 3. Statistics/Quantitative Reasoning Word Problem (WP) Analyses Rubric (for use in HIS 2560)**

Goal 3. History majors will be able to produce, analyze, interpret, and evaluate quantitative material as it relates to the study of history. (QR 1-6)	Students in HIS 2560 were given quizzes in which they were asked to perform basic calculations and measurements and apply quantitative methods to problem solving. Students were also assigned word problems which were assessed using a rubric.
--	--

	4-Highly Competent	3-Competent	2-Minimally Competent	1-No Competency
Descriptive Statistics Terminology – types of data (WP 1)	Student can fully recognize, differentiate, and apply appropriate descriptive statistics terminology (about types of data, atod)	Student can recognize, often differentiate, and apply appropriate descriptive statistics terminology (atod)	Student occasionally can recognize, differentiate, and apply appropriate descriptive statistics terminology (atod)	Student is not able to differentiate or apply appropriate descriptive statistics terminology (atod)
Descriptive Statistics Terminology – measures of central tendency, normal curves, and skew (WP 2)	Student can recognize, differentiate, and interpret mode, median, and mean, as well as recognize and differentiate between a normal curve and positive and negative skew	Student usually can recognize, differentiate, and interpret measures of central tendency, and distinguish types of curve generated by data	Student occasionally can recognize, differentiate, and interpret measures of central tendency, and sometimes distinguish types of curve generated by data	Student is not able to recognize or differentiate measures of central tendency, nor distinguish types of curve generated by data
Measuring Variation: Standard Deviation and related statistical measures (WP 3)	Student can fully recognize and interpret Standard Deviation statistics as well as related statistical measures such as Z-Score	Student can recognize and usually interpret Standard Deviation statistics as well as related statistical measures	Student occasionally can recognize and interpret Standard Deviation statistics as well as related statistical measures	Student can neither recognize nor interpret Standard Deviation statistics nor basically any measure of variation
Sampling and Hypothesis Testing (WP 4)	Student can recognize and interpret sampling statistics using sample size, confidence intervals, and t-ratios (between two samples), and can construct and interpret null hypotheses	Student can recognize and interpret many sampling statistics such as sample size, confidence intervals, and t-ratios, and usually can construct and occasionally interpret null hypotheses	Student occasionally can recognize and interpret sampling statistics, and occasionally can construct and interpret null hypotheses	Student cannot distinguish sampling from descriptive statistics, can neither describe nor interpret the various tests between samples nor interpret the meaning of null hypotheses

Goal 4 Research Paper Rubric (for use in HIS 2500 and HIS 4375 capstone)

<p>Goal 4. History majors will be able to carry out independent research projects from inception to completion. In doing so they will frame appropriate and useful questions about the past. They will undertake primary research, compiling evidence and integrating sources into a reasoned and well-organized argument based on documented primary and secondary sources. (CT 1-6) (WCR 2-5)</p>			<p>Students in HIS 2500 and HIS 4375 complete research papers which are assessed using a department-created rubric. Faculty members teaching HIS 2500 and HIS 4375 will submit rubric data from student papers scored using the Goal 4 rubric.</p>	
	4-Highly Competent	3-Competent	2-Minimally Competent	1-No Competency
Thesis/ Argument	a strong and well developed thesis provides a clear direction for the paper	a discernible and generally well-developed thesis provides generally clear direction for the paper	thesis is present but may be weak or vague; does not offer a clear direction	there is no discernible thesis or its meaning is indecipherable
Evidence	well-chosen and well-integrated use of secondary and primary evidence supports thesis; evidence is well explained and used to demonstrate argument	some primary source evidence is well chosen and integrated; some evidence may not be clearly explained or related or may be illogically placed in paper; evidence may be presented but not always fully explained	primary source evidence is not well chosen or may contradict thesis on occasion; necessary evidence may be missing; some evidence is not tied to argument	there is not sufficient evidence to satisfactorily defend thesis; much needed evidence is missing; evidence is rarely if ever tied to argument
Analysis	paper is a clear analysis and not a "re-telling" of secondary material; paper has some original insight	some analysis is attempted and some original insight provided	some analysis may be attempted but not enough is offered	paper is almost entirely summary with little if any analysis
Historiography	paper clearly states the historiographical context for the topic; appropriate secondary works are cited; paper attempts to address historiographical debate	paper clearly states the historiographical context for the topic; appropriate secondary works are cited	paper does not clearly state historiographical context for the topic or contains errors in interpretation; not all appropriate secondary works are cited	Paper is missing historiographical context or errors in interpretation overwhelm discussion
Citations	citations for both secondary and primary sources are always present; citations are in proper Chicago format	citations for both secondary and primary sources are almost always present; citations are generally in proper Chicago format	citations are usually present; citations are not always in proper Chicago format; paper may need more cited evidence	citations are done haphazardly/ missing; little if any attempt to format correctly note: Plagiarism earns an F.
Structure	consists of at least several key points all of which support thesis; clear sense of culmination; topic sentences are used well to anchor paragraphs to argument	several key points lend support; may lack a sense of overall culmination or build-up; topic sentences are generally used to the right effect	paper is not fully/evenly developed; lacks sense of build-up to conclusion; may jump around chronologically; topic sentences are not used to the right effect	paper is generally disorganized and overall argument/structure is not clear
Style/ Grammar	paper is well written and flows; few if any errors; proper essay format; clear attention to good writing and to multiple drafts	generally well written; some grammatical errors or lack of flow; it is obvious that multiple drafts were completed	errors are distracting and/or paper is choppy; not enough attention to good writing	errors overwhelm the reader; errors stand uncorrected from the rough draft

Goal 5. Oral Presentation Rubric (for use in HIS 2500 and other courses as decided by Assessment Committee)

Goal 5. History majors will present research projects to an audience, highlighting important themes and findings. (SL 3-4)	Students in HIS 2500 and a 3000-level course will present their findings to fellow students, and they are assessed using variations of the Senior Seminar rubric on organization, content knowledge, and delivery.
--	--

The following scale is used to evaluate all areas below based on the established rubric:

4 highly competent

3 competent

2 minimally competent

1 not competent

<i>Traits</i>	<i>Comments</i>	<i>Score</i>
Organization: Clear arrangement of ideas? Introduction, body, conclusion, transitions? Was there an identifiable structure?		4 3 2 1 n/a
Language: Clear, accurate, varied, vivid? Appropriate standards of usage? Was language appropriate to situation and audience? Were unfamiliar terms defined?		4 3 2 1 n/a
Material: Are supporting materials specific, credible, relevant, sufficient, interesting? Appropriate to the situation? Is relationship between main points and supporting materials clear?		4 3 2 1 n/a
Analysis: Was the presentation adapted to the audience and situation? Was critical thinking employed in examining the issue(s)? Was the approach and structure consistent with the overall purpose?		4 3 2 1 n/a
Nonverbal Delivery: Eye contact? Awareness to audience reaction? Do gestures seem natural? Did presenter use notes and/or audio/visual aids effectively?		4 3 2 1 n/a

Verbal Delivery: Varied in pitch, volume, rate, emphasis? Enthusiastic? Free of fillers (ahs, uhms, ers)? Effective articulation and pronunciation?		4 3 2 1 n/a
---	--	-------------

Overall holistic score: 4 3 2  
1

## History Department Survey

Questions rated on 1-4 scale, 4=high 1=low

1. My history degree helps me better understand the complex issues facing the world today.
2. My history degree helps me be an informed citizen and provides context for cultivating a broader global awareness.
3. The skills I learned while studying history help me to analyze a document (e.g. a news article) and ask appropriate questions about the author's expertise or bias.
4. In HIS 2560 I learned to interpret and evaluate historical data and apply quantitative methods to problem solving.
5. Upon completing the History major I am able to effectively complete a research project, including framing research questions, conducting research in primary and secondary sources, and developing a thesis.
6. My history degree helps me clearly communicate pertinent information to an audience or at a meeting at work.

7. A history degree gives me the skills and confidence to independently research a subject and determine a reasoned and well-organized point-of-view (argument).

8. Being a history major has helped me develop a sense of historical perspective of present-day events.

9. The skills that I honed as a history major have prepared me to be a more knowledgeable and engaged citizen.