



Student Learning Outcomes (SLOs) Report for Non-Accredited Programs

(updated 9/19/23)

Program Type: **Non-Accredited Program**

Program Name: History BA

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Submission Date: October 14, 2024

Review Cycle:

- XEven Year
- Odd Year

Review Round:

- Round A** (Associate Dean review)
- Round B** (Associate Dean + VPAA review)

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15th** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Program Name:

PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

Student Learning Outcome (SLO)	What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.	How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results , and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an undergraduate learning goal (ULG) : writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
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	Professors teaching HIS 3555 will submit rubric data from student book reviews using the four-point Goal 1 rubric. See appendix for rubric. Data was collected from 51 students in two sections of HIS 3555 (Fall 2022 and Fall 2023)	The goal is that 80% of students will be assessed as highly competent or competent, with at least 30% highly competent. Thesis: 100% minimally competent-highly competent (31 highly competent, 53% competent, 16% minimally competent.) Organization: 50/51 students performed minimally competent-highly competent (47% highly competent, 37% competent, 14% minimally competent; 2% no competency). Historiographical Content: 89% minimally competent to highly competent with 5 students scoring no

			<p>competency. (18% highly competent, 41% competent, 21% minimally competent; 19% no competency).</p> <p>Development: 100% of students minimally competent to highly competent (47% highly competent, 45% competent, 8% minimally competent).</p> <p>Style: 100% students minimally competent to highly competent (25% highly competent, 43% competent, 31% minimally competent).</p> <p>Mechanics: 44/51 minimally competent to highly competent with 7 students scoring no competency (16% highly competent, 35% competent, 35% minimally competent; 14% 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 280 students in 9 sections of HIS 2010 and HIS 2020 (Fall 2022, Fall 2023, and Spring 2024)</p> <p>Data was collected from 118 students in 5 sections of HIS 3600 (Fall 2022, Fall 2023, and Spring 2024)</p>	<p>The goal is that 80% of students will achieve competency, with at least 35% highly competent or competent.</p> <p>HIS 2010/2020</p> <p>Close reading: 24% highly competent, 40% competent, 29% minimally competent, 7% no competency.</p> <p>Sourcing: 25% highly competent, 43% competent, 24% minimally competent, 7.5% no competency.</p> <p>Contextualizing & Historical Knowledge: 25% highly competent, 41% competent, 26.5% minimally competent, 7% no competency.</p> <p>Analysis: 24% highly competent, 43% competent, 25% minimally competent, 8% no competency.</p>

			<p>Organization/Development: 25% highly competent, 40% competent, 28% minimally competent, 7.5% no competency.</p> <p>Style/Mechanics: 25% highly competent, 42% competent, 24% minimally competent, 19% no competency.</p> <p>HIS 3600</p> <p>Close reading: 35.5% highly competent; 50% competent; 14.5% minimally competent; 0% no competency.</p> <p>Sourcing: 31% highly competent; 53% competent; 14.5% minimally competent; .8% no competency.</p> <p>Contextualizing & Historical Knowledge: 29% highly competent; 45% competent; 17% minimally competent; 9% no competency.</p> <p>Analysis: 27% highly competent; 45% competent; 17% minimally competent; 13% no competency.</p> <p>Organization/Development: 25% highly competent; 33% competent; 29% minimally competent; 13% no competency.</p> <p>Style/Mechanics: 16% highly competent; 30.5% competent; 31% minimally competent; 22% no competency.</p>
<p>3. History majors will be able to produce, analyze, interpret, and evaluate quantitative material as it relates to the study of history</p>	<p>QR 1-6</p>	<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.</p>	<p>The goal is that 80% of students will achieve competency in writing Word Problems, with 30% highly competent or competent.</p> <p>Descriptive Statistics/types of data: 67% highly competent, 26%</p>

		<p>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 2023 and Spring 2024)</p>	<p>competent, 4% minimally competent, 2% not competent).</p> <p>Descriptive Statistics/measures, curves & skew; 66% highly competent, 28% competent; 4% minimally competent; 2% not competent).</p> <p>Measuring Variation/Standard Deviation: 51% highly competent, 44% competent, 2% minimally competent, 2% not competent).</p> <p>Sampling and Hypothesis: 65% highly competent, 30% competent, 4% minimally competent, 2% not competent.</p>
<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.</p>	<p>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 will submit assessment data using the four-point Goal 4 rubric. See appendix for rubric.</p> <p>Data was collected from 52 students in two sections of HIS 2500 (Fall 2022, Spring 23, Fall 2023)</p> <p>Data was collected from 17 students in two sections of HIS 4375 (Spring 2023 and Spring 2024)</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>HIS 2500.</p> <p>Thesis/argument: (13.5% highly competent, 52% competent; 25% minimally competent; 9.6% no competency)</p> <p>Evidence/Analysis: (17% highly competent, 50% competent; 25% minimally competent; 7.6% no competency).</p> <p>Historiography: 13% highly competent, 54% competent; 23% minimally competent; 9.6% no competency).</p> <p>Citations: 13.5% highly competent; 38.5% competent; 23% minimally competent; 9.6% no competency.</p> <p>Structure: 11% highly competent, 52% competent; 31% minimally competent; 6% no competency).</p> <p>Style/Grammar: 15% highly competent, 48% competent; 31% minimally competent; 6% no competency)</p> <p>HIS 4375</p>

			<p>Thesis/argument: 64% highly competent, 32% competent, 4% minimally competent.</p> <p>Evidence: 60% highly competent, 32% competent, 8% minimally competent.</p> <p>Analysis: 64% highly competent, 28% competent, 8% minimally competent.</p> <p>Historiography: 60% highly competent, 32% competent, 8% minimally competent.</p> <p>Citations: 64% highly competent, 32% competent, 4% minimally competent.</p> <p>Structure: 64% highly competent, 28% competent; 4% minimally competent.</p> <p>Style/Grammar: 60% highly competent, 36% competent; 4% minimally competent.</p>
5. History majors will present research projects to fellow students, highlighting important themes and findings.	SL 3-4	<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 60 students in three sections of HIS 1101 (Fall 2022, Fall 2024, Spring 2023).</p> <p>Data was collected from 55 students in three sections of HIS 2500 (Fall 2022, Fall 2023, and Spring 2024).</p>	<p>The goal is that 75% of students will be assessed as highly competent or competent, with at least 25% highly competent.</p> <p>HIS 1101</p> <p>Organization: 54% highly competent or competent. 38% minimally competent; 8% not competent.</p> <p>Language: 69% highly competent or competent. 23% minimally competent; 8% not competent.</p> <p>Material: 61% highly competent or competent, 31% minimally competent; 8% not competent.</p> <p>Analysis: 46% highly competent or competent, 46% minimally competent; 8% not competent.</p> <p>Nonverbal Delivery: 54% highly competent or competent; 38% minimally competent; 8% not competent.</p> <p>Verbal Delivery: 54% highly competent or competent; 38%</p>

minimally competent; 8% not competent.

HIS 2500

Organization: 72% highly competent or competent; 28% minimally competent.

Language: 72% highly competent or competent; 28% minimally competent.

Material: 50% highly competent or competent; 45% minimally competent; 5% not competent.

Analysis: 44% highly competent or competent; 33% minimally competent; 22% not competent.

Nonverbal Delivery: 72% highly competent or competent; 17% minimally competent; 17% not competent.

Verbal Delivery: 58% highly competent or competent; 22% minimally competent; 17% not competent.

HIS 4375

Organization: 48% highly competent; 44% competent; 4% minimally competent.

Language: 89% highly competent; 11 competent; 4% minimally competent.

Material: 70% highly competent; 26% competent; 4% minimally competent.

Analysis: 41% highly competent; 48% competent; 11% minimally competent.

Nonverbal Delivery: 26% highly competent; 70% competent; 4% minimally competent.

Verbal Delivery: 41% highly competent; 55% competent; 4% minimally competent.

<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 are surveyed for their impressions about what Learning Goal skills they have learned in the major. See appendix for survey and survey results.</p> <p>Data was collected from 27 students in two sections of HIS 4375 (Spring 2023 and Spring 2024)</p>	<p>At least 63% of students expressed strong agreement that the degree program has prepared them achieve the department's learning goals. Twenty-two to 30% express less strong agreement. The exception are the responses to Question 4, which asks students if they learned "to interpret and evaluate historical data and apply quantitative methods to problem solving" in HIS 2560. Thirty-three percent (9 of 27) responded "N/A."</p>
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PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) 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?

The department revised its curriculum to align with its anti-racism and mission statements as well as the state's revised teaching and learning standards. Those changes were completed in Spring 2023. Included in those revisions was a revised HIS 1101. Based on our review of assessments, we wanted to give students a more thorough introduction to the discipline and the learning goals they will be attaining in the course of their studies. The course also introduces them to the many career fields for historians, including an introduction to social science teaching. The course is now required of all students, including HIS-TL students, who before the revision took an introduction to social science teaching. The revised course was first taught in Fall 2023.

In Spring 2023, the department curriculum committee revised Learning Goal 1 to reflect the revised curriculum (inclusive history) and in Fall 24 revised the assessment plan for this learning goal. (See the new Rubric IB attached.) The revised assessment plan will be reflected in the next report.

B. 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).

We note that there were more students expressing dissatisfaction on the survey regarding quantitative methods. One difficulty with this question is that not all of our majors take HIS 2560, as it is not required of HIS-IS majors. The course can be transferred from other institutions where quantitative reasoning is not emphasized. Three students (11%) responded negatively to the question. We continue to discuss this issue. In the last assessment cycle, we revised HIS 2560 to remove the writing intensive requirement to leave room in the course for more work with statistical data. The instructor also revised some of the units in the course. The assessment data indicates an improvement in student performance over the last two years.

C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS

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).

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)
January, 2023	Dept. Chair, assessment committee, curriculum committee	Reviewed feedback from associate dean. At this time, the department was in the process of revising its curriculum to align with its anti-racism statement and revised state teaching and learning standards. Discussions were started regarding the need to update assessment plan to accommodate the new curriculum. Included in these curricular changes was a revision to HIS 1101: Introduction to Historical Studies into a 3-ch (rather than 1 ch).
February 2024	Curriculum committee and faculty	The curriculum committee revised learning goal 1 to reflect the Inclusive History curriculum. The faculty reviewed the learning goal and voted to approve.
September 2024	Curriculum Committee and faculty	The curriculum committee revised the rubric used for assessing Learning Goal 1. The committee presented the revised rubric to faculty, who approved the document for use in courses that carry the "inclusive history" designation. See Rubric 1B in the attached documents.

Dean Review and Feedback

In this assessment cycle, the BA continues to notch laudable targets-met data, stemming from clear, useful, highly measurable SLOs and an engaging curriculum. The Department reports that further revision of the curriculum was done in harmony with a clarified mission and revised teaching/learning standards at the state level. A notable outgrowth of the process was the expansion of the introductory course HIS 1101 from 1 to 3 credit hours, incorporating teacher licensure students (previously with their own intro course) into the mix and allowing for broader career foci. Another is the prominence of an Inclusive History component of the curriculum, primarily at the 3000- and 4000- levels of courses but whose philosophy is imbued across the board. The assessment process (particularly for the first learning goal) has been revised to reflect the latter, with a well-crafted rubric (1B) at its heart. (It should be noted that all of the rubrics presented here are very strong and useful.) Overall, the level of maturity of the assessment process here is most impressive and we look forward to the next set of data with two+ full years of the curricular revisions in place.


Dean or designee

12/6/24
Date

VPAA Office Review and Feedback (for "Round B" SLO report only)

VPAA 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.
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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 1. Rubric 1B – Historical Narratives and Diversity

<p>Goal 1: History majors will be able to demonstrate knowledge of historical themes of diversity, comparison, and interrelatedness in the global context. They will demonstrate the ability to critique historical narratives and interpretations, including how they have the potential to exclude the experiences of peoples due to their race, gender, class, sexual orientation, age, religion, and/or health conditions or impairments. This understanding is central to participation in informed discussion in civic life and to responsible global citizenship.</p>	<p>Each year, professors who teach courses that hold the Inclusive History designation will gather a milestone assignment such as a reflection piece, book review, PowerPoint presentation, any form of document analysis, or an oral presentation for assessment on Historical Narratives and Diversity. The assignments will be scored using a four-point Goal 1 rubric.</p>
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	4-Highly Competent	3-Competent	2-Minimally Competent	1-No Competency
Awareness of Effects of History in Society	Demonstrates awareness of how historical narratives affect participation in and understanding of civic life within a global context	Shows a basic understanding of the characteristics of the effects of historical narratives on civic life in a global context	Illustrates an inconsistent understanding of the effects of historical narratives on civic life in a global context	Demonstrates no understanding of the effects of historical narratives on civic life in a global context
Knowledge of Diversity, Comparison, and Interrelatedness	Analysis and summary are informed by knowledge of themes of diversity, comparison, and interrelatedness via inclusion of multiple perspectives	Some attempt to include knowledge of themes of diversity, comparison, and interrelatedness	Demonstrates some historical knowledge of themes related to diversity; text contains factual errors that undermine analysis	Little or no attempt to use specifics knowledge on diversity assist in analysis; major errors in content knowledge
Analysis	Sophisticated, informed, and thorough analysis of historical narratives and their potential for exclusion of historical actors, events and phenomena	Demonstrates basic understanding of the potential for inclusion in historical narratives without errors that undermine analysis	Demonstrates a minimal understanding of the potential for inclusion/exclusion in historical narratives	No real claims and/or use of evidence related to dynamics of inclusion/exclusion in historical narratives
Organization/ Development	Assignment is very well structured and persuasive in the statement of its argument. 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	Assignment is well executed and flows nicely; proper and professional format; free from errors; precise and sentence structure varied.	Assignment is executed in an appropriate and formal, objective tone with few errors	Errors interfere with the presentation of ideas and arguments; simplistic structure	Excessive errors in grammar and punctuation; slang or inappropriate language

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>
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	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.
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	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.
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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

	4= high		1=low	
1. My history degree helps me better understand the complex issues facing the world today.	@	®	@	CD
2. My history degree helps me be an informed citizen and provides context for cultivating a broader global awareness.	@	®	@	CD
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.	@	®	@	CD
4. In HIS 2560 I learned to interpret and evaluate historical data and apply quantitative methods to problem solving.	@	®	@	CD (N/A)
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.	@	®	@	CD
6. My history degree helps me clearly communicate pertinent information to an audience or at a meeting at work.	@	®	@	CD
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).	@	®	@	CD
8. Being a history major has helped me develop a sense of historical perspective of present-day events.	@	®	@	CD
9. The skills that I honed as a history major have prepared me to be a more knowledgeable and engaged citizen.	@	®	@	CD