

Student Assessment Plan

History Department
Revised Spring 2020

Learning Goals:

Through the completion of the requirement for the History Major, students will:

1. Develop intellectual depth and broad empirical knowledge of diverse regions, time periods, and cultures.
2. Learn a variety of approaches to the practice of historical analysis.
3. Develop a set of skills that are central to the craft of history, including the ability to:
 - a. Research relevant historical sources.
 - b. Critically analyze primary and secondary sources.
 - c. Express ideas orally in the presence of others.
 - d. Create written arguments based upon the presentation of evidence and analysis.

Curriculum Map (See below)

Plan for Gathering Evidence:

- Direct Assessment
 - Skills Evaluations (in HIST 300 and HIST 480)
 - Historiography Rubric (in HIST 300)
 - Capstone Assignment (in HIST 480)
 - Capstone Rubric (in HIST 480)
- Indirect Assessment
 - Senior Survey
- Cycle (see below)

Curriculum Map

History Major

For each course, indicate whether the Department Learning Goal is Introduced (I), Developed (D), or Mastered (M).

HIST Code	Title	Develop intellectual depth and broad empirical knowledge of diverse regions, time periods, and cultures.	Learn a variety of approaches to the practice of historical analysis.	Develop ability to critically analyze primary and secondary sources.	Develop ability to create written arguments based upon the presentation of evidence and analysis.	Develop ability to express ideas orally in the presence of others.	Develop ability to research relevant historical sources.
110	North America to 1865						
130	Colonial African History	I	N/A	I	I	I	N/A
140	Leisure, Work, & Consumption in U.S.	I	N/A	I	I	I	N/A
150	Great Wars, Depression, & Gatsby	I	N/A	D	D	D	N/A
160	Origins of East Asia	I	N/A	I	I	I	N/A
169	Modern Europe, 1789-1945	I	N/A	I	I	I	N/A
201	Doing History	D	N/A	D	D	D	N/A
214	Poverty & Welfare in America	D	N/A	I	I	D	I
218	The Gilded Age & Progressive Era	I	N/A	D	D	D	N/A
221	England to 1688	I	N/A	I	I	I	N/A
224	German History & the Jewish Question	I	I	D	D	D	I
225	Medieval Europe	I	N/A	I	I	I	I
226	Renaissance & Reformation Europe	I	N/A	I	I	I	I
227	Medicine & Disease in Pre-Modern Eur	I	N/A	I	I	I	I
228	The Medieval Islamic World	I	N/A	I	I	I	I
230	Native North America						
243	The Modern Middle East	I	I	I	D	I	N/A
244	Modern China	D	I	I	D	I	I
246	Modern Japan	D	I	I	D	I	I
250	South Africa: Race, State, Nation	D	N/A	D	D	I	N/A
251	Violence & Memory in Central Africa	D	I	M	D	D	N/A
256	The American Century, 1945-Present	D	N/A	D	D	D	I
281	Aid & Development in Africa	D	N/A	D	D	D	N/A
291	Japan & WWII in Asia	D	D	D	D	I	D
292	The Two Koreas	D	I	I	D	I	I
293	Korea: The Forgotten War	D	D	D	D	I	D
294	Topics in Classical History						
300	Historiography	D	D	D	D	D	D
301	Greek Civilization						
302	Roman Civilization						
306	Crime & Punishment in East Asia	D	D	D	D	I	D
307	Gender & Society in East Asia	D	D	D	D	I	D
308	Ecology and Culture in Native America						
309	Ecology and Culture in East Asia	D	D	D	D	I	D

310	The Iraq War	D	D	M	D	M	I
317	Crusades & Contact	D	D	D	D	D	D
318	Magic & Witchcraft in Europe	D	D	D	D	D	I
325	Africa & the Americas	D	D	D	D	D	D
330	Culture & Colonialism						
334	Comparative Genocides	D	D	D	M	D	M
338	Crime & Punishment in Medieval Europe	D	D	D	D	D	D
339	Epidemics and Society	D	D	D	D	D	D
341	The Arab-Israeli Conflict	D	D	M	D	M	I
342	Revival, Revolt, & Nation-Making						
353	American Civil War & Reconstruction						
360	Vietnam & the 1960s	D	N/A	D	M	D	D
365	Designing History Games	N/A	N/A	D	D	D	D
450	Advanced Research & Writing	N/A	M	M	D	I	M
480	Senior Capstone Seminar	N/A	M	M	M	M	M

Direct Assessment: History Major Skills Evaluation Form

(to be completed for all students in HIST300: Historiography and HIST480: Capstone Seminar)
Learning Goal #3

Student's Name: _____

Academic Year: _____

Course Number: _____

Semester (Fall or Spring): _____

For each skill listed below, please mark the corresponding box that best characterizes your perception of this student's demonstration of that specific skill in this particular course. 10 indicates that you "strongly agree"; 1 indicates that you "strongly disagree."

Specific Skills	10	9	8	7	6	5	4	3	2	1	N/A
This student was able to research relevant historical sources.											
Comments:											
This student was able to critically analyze primary and secondary sources.											
Comments:											
This student was able to Express ideas orally in the presence of others.											
Comments:											
This student was able to create written arguments based upon the presentation of evidence and analysis.											
Comments:											

Direct Assessment: Historiography Rubric

Department Learning Goal #2: Learn a variety of approaches to the practice of historical analysis.

Rubric (to be completed by instructor for all students in HIST 300)

Basic	Competent	Exemplary
<input type="checkbox"/> Able to identify distinct methodological approaches to the practice of historical analysis.	<input type="checkbox"/> Able to identify distinct historiographical approaches and the implications of their differences for the practice and truth claims of historical analysis.	<input type="checkbox"/> Able to identify distinct historiographical approaches and demonstrate the implications of their differences through the analysis of the historiography of a certain topic.

Direct Assessment: HIST 480 Assignment

Department Learning Goal #1: Develop intellectual depth and broad empirical knowledge of diverse regions, time periods, and cultures.

Assignment: This assignment is intended to encourage you to reflect on the history classes you have taken at Hendrix and how they have helped you develop intellectual depth and broad empirical knowledge that might provide you with important insights into your capstone paper. Look at the argument that you have decided to focus on in your paper and think about the major historical themes that it addresses. Create a table with those themes across the top and a list of all the history classes you have taken along the side (see below). In the table, write down any readings, discussions, or general insights you remember from those classes that might be relevant to the themes you are addressing in your paper.

Course	Theme 1	Theme 2	Theme 3
Course 1	Relevant readings, theoretical approaches, examples, insights.	Relevant readings, theoretical approaches, examples, insights.	Relevant readings, theoretical approaches, examples, insights.
Course 2	Relevant readings, theoretical approaches, examples, insights.	Relevant readings, theoretical approaches, examples, insights.	Relevant readings, theoretical approaches, examples, insights.
Course 3	Relevant readings, theoretical approaches, examples, insights.	Relevant readings, theoretical approaches, examples, insights.	Relevant readings, theoretical approaches, examples, insights.

Rubric

Basic	Competent	Exemplary
<input type="checkbox"/> Identifies readings, theoretical approaches, historical examples, and/or insights from previous courses.	<input type="checkbox"/> Identifies theoretical and/or historical concepts and ideas learned in previous courses relevant to capstone paper.	<input type="checkbox"/> Creatively connects theoretical and/or historical concepts and ideas learned in previous courses to capstone paper.

Direct Assessment: Senior Capstone Rubric

Component	Basic	Competent	Exemplary
Capstone Paper	Argument is unclear and/or unoriginal.	Presents an argument, though it may lack sophistication and/or coherence across the body of the paper.	Presents a clear, coherent, and sophisticated argument about significant aspects of the topic.
	Demonstrates little creativity in choice of and approach to topic and sources; historical grounding is not clear.	Demonstrates limited creativity in choice of and approach to topic and sources; historical grounding may be less clear or inconsistent.	Demonstrates creativity in choice of and methodological approach to topic and sources, while maintaining historical grounding.
	Fails to engage the interest of the reader due to a lack of relevant anecdotes, questions, or quotes, lack of clarity, or poor organization.	Presents relevant information through basic means; features some engaging devices, but may lack not hold reader's attention throughout.	Engages reader in the topic through skillful and creative use of relevant anecdotes, questions, quotes, or other devices.
	Does not engage secondary literature or make an effort to explain the significance of own work in the field.	Demonstrates some understanding of/engagement with secondary literature on topic; attempts to explain the relevance and significance of own work in the field.	Demonstrates a thorough understanding of historiographical approaches to the topic and situates own work in the field.
	Evidence is clearly insufficient, of poor quality, and/or not relevant to the topic of the paper.	Evidence is deployed in support of argument, though it may not fully support claims, may be of limited quality, and/or may not clearly relate to the overall argument of the paper.	Demonstrates skillful use of high quality, credible, relevant sources to support the argument of the paper.
	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not clear; paper lacks coherence, logical flow, and integrity.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is evident, though it may not be entirely clear or consistent, and/or may not clearly contribute to the logical development of the argument.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and contributes to the logical development of the argument of the paper.
	Demonstrates poor control of syntax and mechanics, lack of attention to basic spelling and grammar errors, and uninformed use of topic-related vocabulary.	Communicates meaning to readers, but may lack sophisticated diction and/or control of syntax and mechanics; some basic spelling and grammar errors have not been corrected.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency; is virtually error free.

Capstone Presentation	Argument is unclear and lacking cues (signposting phrases, vocal cues, PowerPoint slides, etc.).	Provides a discernable argument that is indicated by some cues (signposting phrases, vocal cues, PowerPoint slides, etc.).	Clearly expresses an argument through the use of signposting phrases, vocal cues, PowerPoint slides, or other means.
	Somewhat difficult to gain and maintain audience attention. Lacks interesting hook, vivid language, eye contact, vocal expressiveness, etc.	An engaging presentation with a good hook; holds audience attention through most of the presentation through limited use of vivid language, eye contact, vocal expressiveness, etc..	Engages the audience in the topic through the use of an interesting hook, vivid language, eye contact, vocal expressiveness, or other means.
	Relationship between argument and larger scholarship is not articulated through the use of signposting phrases, PowerPoint slides, etc.	Argument is placed within larger scholarship, though this relationship could be made clearer through the use of signposting phrases, PowerPoint slides, etc.	Clearly expresses the relationship between own work and secondary historical literature on the topic through the use of signposting phrases, PowerPoint slides, etc.
	Argument is supported by limited, vague, or misunderstood evidence with no clear ties to the overarching claims of the presentation.	Argument is supported by some evidence, but evidence is vague or not clearly tied to the overarching claims of the presentation.	Argument is supported by specific evidence that is directly tied to the overarching claims of the presentation.
	Vaguely connects ideas with a generic use of language for the intended audience. Needs more transitions.	Has a natural progression of ideas with awareness of the audience and clear transitions.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and makes the content of the presentation cohesive and accessible to the audience.
	Some issues with tone, body language, eye contact, and/or vocal presentation. If applicable, PowerPoint could use editing to better communicate ideas.	Tone, body language, eye contact, and vocal presentation are generally appropriate, but may be inconsistent. If applicable, PowerPoint used well to supplement the presentation.	Appropriate tone, body language, eye contact, and varied vocal presentation. If applicable, PowerPoint is used effectively to add value to the presentation.

Peer Review	Does not participate consistently, fails to complete assigned peer reviews on time or in a thorough and thoughtful manner.	Participates in peer review activities consistently; not always prepared or thorough in review work.	Participates in all peer review activities and completes all assigned peer reviews on time and in a thorough and thoughtful manner.
	Does not provide written and oral feedback, or provides feedback that is vague, mean-spirited, or otherwise detrimental to peers' revision process.	Provides written and oral feedback that focuses on minutiae, is imprecise, or otherwise lacks helpful critique.	Provides written and oral feedback to peers that is critical and precise, but also constructive.
	Detrimental to collegial and supportive group climate through use of demeaning or demoralizing communication, lack of thoughtful, careful, and respectful engagement with peers' work.	Participates in group, but uses written or oral communication that does not always express a thoughtful, careful, and respectful attitude toward peers' work.	Contributes to a collegial and supportive group climate through use of polite and constructive communication and demonstration of thoughtful, careful, and respectful engagement with peers' work.
	Rarely or never demonstrates active listening and is not receptive to constructive critique.	Sporadically demonstrates active listening and receptiveness to constructive critique.	Consistently demonstrates active listening and receptiveness to constructive critique.

Indirect Assessment: Senior History Major Survey (Portion)

Learning Goal #3

Part II, Section 6. Skills: My experience in history courses contributed toward the development of the following skills:

Specific Skills	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
My ability to research relevant historical sources.						
My ability to critically analyze primary and secondary sources.						
My ability to express ideas orally in the presence of others.						
My ability to create written arguments based upon the presentation of evidence and analysis.						

HIST Assessment Cycle

Year	Develop intellectual depth and broad empirical knowledge of diverse regions, time periods, and cultures.	Learn a variety of approaches to the practice of historical analysis.	Develop the ability to research relevant historical sources.	Develop the ability to critically analyze primary and secondary sources.	Develop the ability to express ideas orally in the presence of others.	Develop the ability to create written arguments based upon the presentation of evidence and analysis.
18-19			X			
19-20						X
20-21	X					
21-22		X				
22-23				X		
23-24					X	
Direct	Capstone Assignment	Historiography Rubric	Capstone Rubric; Skills Evaluations	Capstone Rubric; Skills Evaluations	Capstone Rubric; Skills Evaluations	Capstone Rubric; Skills Evaluations
Indirect	Senior Survey Question	Senior Survey Question	Senior Survey Question	Senior Survey Question	Senior Survey Question	Senior Survey Question