

History Department Student Learning Outcomes

Graduating students should be able to...

- demonstrate significant depth of knowledge and understanding of human experience in the past
- demonstrate some breadth of knowledge in history, both chronologically and geographically
- construct a clear argument and present it persuasively in writing, public presentation, and discussion
- locate relevant primary sources and secondary literature using a range of research tools and approaches
- formulate historical questions and construct historical arguments based on primary evidence
identify scholarly conversations by reading secondary literature and explain how their projects contribute to those conversations
- acknowledge other people's work ethically and correctly in their written work; demonstrate an ethical approach to their subjects and sources

History Department Assessment Plan

Year 1 (2009-10): revise learning goals, pilot and revise comps rubric; continue collecting data via Information Literacy Questionnaire.

Year 2 (2010-11): further discuss assessment questions with the department (what do we really want to know?); discuss results of comps rubric from previous year to determine whether the tool is getting at information we are interested in and revise if necessary; collect Information Literacy data and comps rubric data from current seniors; analyze the Information Literacy Questionnaires from the last 3 years; choose an issue to investigate further.

Year 3 (2011-12): Collect data using our two instruments; analyze comps rubric data in spring (3 years worth of data) and identify any concerns; work on the issue identified in Year 2.

Year 4 (2012-13): Collect data; work on concerns identified in Year 3.

Year 5 (2013-14): Collect data; analyze results of Information Literacy Questionnaire; identify issues; review learning goals.

Year 6 (2014-15): Collect data; analyze comps rubric data in spring (3 years worth of data) and identify any concerns; work on the issue identified in Year 5; identify assessment method for learning goal #2.

Year 7 (2015-16): Collect data; assess learning goal #2 and identify issues.

Year 8 (2016-17): Collect data; analyze results of Information Literacy Questionnaire; identify issues; work on concerns identified in Year 7.

Year 9 (2017-18): Collect data; analyze comps rubric data in spring (3 years worth of data) and identify any concerns; work on concerns identified in Year 8.

Year 10 (2018-19): Collect data; review assessment plan and tools and revise if necessary; work on concerns identified in Year 9.

Draft Rubric (History goals 1, 3-7) Revised 7/9/10
 Analysis of Comps and Comps Defense

Key

The student...	5 (distinction)	4 (high pass)	3 (pass)	2 (low pass)	1 (not passing)
Formulates a historical question of appropriate significance	Clearly formulated question; question corresponds to norms in history; question is significant	Question is acceptably historical, but may be slightly less clearly formulated or slightly less significant	Question is acceptably historical, but may be weaker in clarity or significance	Question is weak in clarity or significance or somewhat problematic as a historical question	Does not formulate a question. Question is not historical
Proposes a complete and persuasive answer to the question	Fully answers the question in a persuasive way	Answers question but with slightly less completeness or persuasiveness	Answers question adequately	Answer is somewhat convincing but not adequately so	Does not answer the question or provides an unconvincing answer
Bases answer on an analysis of a body of primary sources	Excellent match of argument and evidence. Uses a rich body of sources	Very good match of argument and evidence. Uses a very good body of sources	Adequate match of argument and evidence. Uses an adequate body of sources	Some problems with the match between argument and evidence and/or a small or weak body of sources	Little or no connection between argument and sources. Too few or no sources
Locates him/herself in a scholarly conversation via secondary literature	Wide-ranging knowledge of the relevant secondary literature; subtle appreciation of his/her own contribution	Very good knowledge of the relevant secondary literature; very good appreciation of his/her own contribution	Good knowledge of the relevant secondary literature; good appreciation of his/her own contribution	Insufficient or less relevant secondary literature; weak appreciation of his/her own contribution	Very little or no secondary literature. Little or no awareness of their contribution to a conversation

Documents sources	Documents sources completely, correctly, and consistently	Documents sources well; may be less consistent	Documents adequately, but some lack of completeness or correctness	Significant errors of omission or significant problems with correct and complete citation form	Sparse or no documentation; little or no attention to proper form.
Writes with sound mechanics*	Shows strong control of diction, variety of syntax, and transition. May have a few minor flaws	Shows control of diction, variety of syntax and transition. May have a few flaws	Demonstrates competent writing; may have some flaws	May show patterns of flaws in language, syntax, or mechanics	Work has serious flaws in language, syntax or mechanics that interfere with comprehension
Presents effectively orally	Answers all questions; presents points fully and clearly; thinks on her/his feet. Demonstrates more knowledge of the topic than contained in the paper	Answers all questions; presents points fully and clearly. May not think on his/her feet as readily; demonstrates less knowledge of the topic beyond the paper	Answers most questions with reasonable fullness and clarity. May struggle a bit ; shows good comprehension of work contained in written paper and some knowledge beyond it	Answers some questions. Formulates limited or somewhat unclear answers. Knowledge does not extend much beyond paper	Fails to answer most of the questions or to do so clearly. Shows little knowledge of the topic

*Adaped from E. M. White, *Teaching and Assessing Writing* (Jossey-Bass, 1994), 2nd ed.

Information Literacy Questionnaire

January 2010

The History Department is interested in finding out how majors develop the research skills they need for their comps and how confident they feel about their abilities in this area. Your candid and anonymous answers to the following questions will help us to refine our teaching of this important set of skills. **Thank you!**

1. What is your major field? (e.g. Latin American, Modern Europe, women/gender)

2. In the past year, how many times have you done the following activities? Put a zero next to anything you have never done.

Written a 10 page or longer paper ____

Rewritten a paper ____

Gone to the Write Place ____

Written a primary source interpretation ____

Written a literature review ____

Written a paper informed by theory or method ____

Asked a research question at the reference desk ____

Had an appointment with a librarian ____

3. How do you become familiar with library resources? Rate the following in terms of their importance in familiarizing you with library and research materials. Circle the zero next to anything you have never done. (Rated 0 to 5 from "Never Done" to "Not Important" to "Very Important")

Classroom instruction by professor

Classroom instruction by librarian

Appointment with departmental liaison

Contact with other librarian

Appointment with professor

Independent discovery

Other (please explain) _____

4. In the past year, how many times have you:
(students choose never 1-3, 4-6, 7-10, or 10+)

Found a book at Carleton never

Found a book at St. Olaf never

Found a book using WorldCat never

Found a journal article using a database never

Found a primary source never

Used a subject-specific encyclopedia never

Broadened a research topic never

Narrowed a research topic never

Used EndNote to create citations never

5. Please rate your level of confidence in doing the following on a scale of 1 (not confident at all) to 5 (very confident):

Finding books at Carleton and St. Olaf
Finding books elsewhere
Finding journal articles
Finding primary sources
Broadening a research topic
Narrowing a research topic

6. Identify the major database in your field (as answered on page one):

7. Identify two major periodicals in your field (as answered on page one):

8. Name two strategies for identifying authors writing in your field:

9. What are your preferred methods for finding primary sources? Please rate the following in terms of their importance for finding primary sources. Circle the zero next to anything you have never done. (Rated 0 to 5 from “Never Done” to “Not Important” to “Very Important”)

Library catalog (BRIDGE)
Library catalog (WorldCat)
Browsing in the stacks
Field specific databases
Subject-specific encyclopedias
Footnotes
Bibliographies
Search engine (like Google)
Wikipedia
Asking a professor
Asking a librarian
Asking a friend

10. What are your preferred methods for finding secondary sources? Please rate the following in terms of their importance for finding secondary sources. Circle the zero next to anything you have never done. (Rated 0 to 5 from “Never Done” to “Not Important” to “Very Important”)

Library catalog (BRIDGE)
Library catalog (WorldCat)
Browsing in the stacks
Field specific databases
Subject-specific encyclopedias
Footnotes
Bibliographies
Search engine (like Google)
Wikipedia
Asking a professor
Asking a librarian
Asking a friend

11. Where did you learn about academic honesty standards?

12. What citation style do you use most often? (circle only one)

Chicago

MLA

APA

Turabian

Other (please name: _____)

13. How comfortable do you feel about citing the following correctly? Please rate the items on a scale of 1 (not at all confident) to 5 (very confident):

Book

Article

Full-text electronic article

Web site

Primary source

Microfilmed primary source

Digitized primary source

Examine the following portion of a catalog record:

Author	Meyerowitz, Joanne J. (Joanne Jay)
Title	How sex changed : a history of transsexuality in the United States / Joanne Meyerowitz.
Publication Info.	Cambridge, Mass. : Harvard University Press, 2002.
Permanent link to this item.	
Location	Call No.
StO Rolvaag Books	HQ77.95.E85 M48 2002
Description	363 p., [19] p. of plates : ill. ; 25 cm.
Contents	1. Sex Change -- 2. "Ex-GI Becomes Blonde Beauty" -- 3. From Sex to Gender -- 4. A "Fierce and De Moment -- 7. The Next Generation.
Bibliography	Includes bibliographical references and index.
Subject	Transsexualism -- Europe -- History. Transsexualism -- United States -- History. Sex change -- Europe -- History. Sex change -- United States -- History.
ISBN	0674009258 (alk. paper)

14. Write a bibliographic citation for this work in the style you use most often:

15. Name one strategy for finding similar works on this topic:

Examine the following portion of a database record:

Title:	'CLASSIC' FASCISM AND THE NEW RADICAL RIGHT IN WESTERN EUROPE: COMPARISONS AND CONTRASTS.
Authors:	<i>Prowe</i> , Diethelm.
Source:	Contemporary European History 1994 3(3): 289-313 25p.
Historical Period:	1930's-93
Subjects:	EUROPE, Western FASCISM RADICALS RADICALISM RIGHT-wing extremism
Abstract:	Examines the connections between the classic fascism of the interwar years and contemporary movements of the Western European radical Right. Analyzes recent interpretations of classic fascism and lists the characteristics of an ideal type against which the radical Right can be compared. Although many defining elements fit the main extreme Right parties of Western Europe well, there are six crucial differences in postwar European society that the radical Right have to contend with: multicultural society, decolonization and its violent aftershocks, an extended period of peace, a politically stable and prosperous consumer society, widespread acceptance of democratic norms, and heavy urbanization. Richard Stöss is correct in saying, 'Grandpa's fascism is dead.' [J/S]

16. Write a bibliographic citation for this work in the style you use most often:

17. If there is not full text available in the database, and the "Find It" button isn't working, how would you find the text of this article?