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.
<table>
<thead>
<tr>
<th>Draft Rubric (History goals 1, 3-7) Revised 7/9/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Comps and Comps Defense</td>
</tr>
<tr>
<td><strong>Key</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student...</th>
<th>5 (distinction)</th>
<th>4 (high pass)</th>
<th>3 (pass)</th>
<th>2 (low pass)</th>
<th>1 (not passing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulates a historical question of appropriate significance</td>
<td>Clearly formulated question; question corresponds to norms in history; question is significant</td>
<td>Question is acceptably historical, but may be slightly less clearly formulated or slightly less significant</td>
<td>Question is acceptably historical, but may be weaker in clarity or significance</td>
<td>Question is weak in clarity or significance or somewhat problematic as a historical question</td>
<td>Does not formulate a question. Question is not historical</td>
</tr>
<tr>
<td>Proposes a complete and persuasive answer to the question</td>
<td>Fully answers the question in a persuasive way</td>
<td>Answers question but with slightly less completeness or persuasiveness</td>
<td>Answers question adequately</td>
<td>Answer is somewhat convincing but not adequately so</td>
<td>Does not answer the question or provides an unconvincing answer</td>
</tr>
<tr>
<td>Bases answer on an analysis of a body of primary sources</td>
<td>Excellent match of argument and evidence. Uses a rich body of sources</td>
<td>Very good match of argument and evidence. Uses a very good body of sources</td>
<td>Adequate match of argument and evidence. Uses an adequate body of sources</td>
<td>Some problems with the match between argument and evidence and/or a small or weak body of sources</td>
<td>Little or no connection between argument and sources. Too few or no sources</td>
</tr>
<tr>
<td>Locates him/herself in a scholarly conversation via secondary literature</td>
<td>Wide-ranging knowledge of the relevant secondary literature; subtle appreciation of his/her own contribution</td>
<td>Very good knowledge of the relevant secondary literature; very good appreciation of his/her own contribution</td>
<td>Good knowledge of the relevant secondary literature; good appreciation of his/her own contribution</td>
<td>Insufficient or less relevant secondary literature; weak appreciation of his/her own contribution</td>
<td>Very little or no secondary literature. Little or no awareness of their contribution to a conversation</td>
</tr>
<tr>
<td>Documents sources</td>
<td>Documents sources completely, correctly, and consistently</td>
<td>Documents sources well; may be less consistent</td>
<td>Documents adequately, but some lack of completeness or correctness</td>
<td>Significant errors of omission or significant problems with correct and complete citation form</td>
<td>Sparse or no documentation; little or no attention to proper form</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Writes with sound mechanics*</td>
<td>Shows strong control of diction, variety of syntax, and transition. May have a few minor flaws</td>
<td>Shows control of diction, variety of syntax and transition. May have a few flaws</td>
<td>Demonstrates competent writing; may have some flaws</td>
<td>May show patterns of flaws in language, syntax, or mechanics</td>
<td>Work has serious flaws in language, syntax or mechanics that interfere with comprehension</td>
</tr>
<tr>
<td>Presents effectively orally</td>
<td>Answers all questions; presents points fully and clearly; thinks on her/his feet. Demonstrates more knowledge of the topic than contained in the paper</td>
<td>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</td>
<td>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</td>
<td>Answers some questions. Formulates limited or somewhat unclear answers. Knowledge does not extend much beyond paper</td>
<td>Fails to answer most of the questions or to do so clearly. Shows little knowledge of the topic</td>
</tr>
</tbody>
</table>

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

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: | Prowe, Diethelm. |
| Historical Period: | 1930s-90s |
| 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 tests 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 aftermaths, an extended period of peace, a politically stable and prosperous consumer society, widespread acceptance of democratic norms, and heavy urbanization. Richard Stites 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?