Detailed Assessment Report  
2013-2014 History Ph.D. 
As of: 7/31/2014 09:13 AM CENTRAL

Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

Students in the doctoral program are assessed on their content knowledge, analytical and critical thinking skills, research and writing competency, and their knowledge of relevant historiography. Although students have regularly met our desired targets through the completion of relevant assignments, we felt the need to acquire additional information on whether they understood the importance and role of historiography in historical scholarship. In fall 2013 and spring 2014, students completed a self-assessment survey in which they were asked a variety of questions on their knowledge of historiography and their ability to analyze and critique works of history. Student responses could range from 1 = not competent to 5 = extremely competent. No student recorded feeling “extremely competent.” Based on the results of the fall survey, we instituted a curriculum change. Starting with the incoming class of fall 2014, all graduate students will be required to complete a class devoted to introducing students to historiography and theories of history. We will reissue the survey at the end of the fall 2014 semester and will record the results in the 2014-2015 report.

Mission / Purpose

The Department of History is central to the research, instructional, and outreach missions of The University of Alabama. It is one of the core departments providing the liberal arts foundation necessary to the education of all University of Alabama students.

History’s particular scholarly mission is to preserve, advance, and communicate knowledge of humanity’s past. This mission is carried out through a variety of means, including a combination of research and writing, teaching, and service.

The discovery and sharing of knowledge about the human past is at the heart of our enterprise. The Department of History is committed to being a recognized leader in the advancement of scholarship and embraces its role of preparing and developing future generations of scholars.

The department is also committed to being a leader in the cultivation of historical thinking, both inside the university and through outreach to the broader community. A knowledge of history is central to developing a humanistic approach to contemporary social problems, and in preparing humanity for the future.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Broad Historical/Historiographical Knowledge

Doctoral students will acquire and demonstrate an understanding of the history of the United States and the World. Students must take 600-level historiography courses in two of three broad geographic areas. Grades on relevant assignments measure their understanding. All doctoral students must pass written and oral comprehensive examinations in three of four historical fields.

Connected Document

History PhD Curriculum Maps

Relevant Associations:

REFLECTIVE STATEMENT:

Outcome 1 was achieved. For the 2011-2012 academic year, we measured knowledge of historical facts through papers and the comprehensive examination. Our range of measures is adequate and we met our target. Still we feel that we would benefit from further student feedback regarding their acquisition of broad historical knowledge.

Proposed Changes for 2012-2013 (Also on action plan page): For the 2012-2013 academic year, we will develop an indirect measure – most likely a self-assessment survey – that gauges students’ assessment of their acquisition of broad historical knowledge.

Student Learning Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report):

Continue to encourage doctoral students to take advantage of GTA opportunities and to create study groups of comprehensive examinations.

Update on 2010-2011 action item:

We surveyed doctoral students and found that the majority organized study groups for comprehensive exams and
found them useful. 100% of all doctoral students passed their comprehensive examinations.

**Standard Associations**

**SACS 3.3.1**

3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**

University of Alabama

1.1 Promote and enhance areas of academic, scholarship, and research excellence.

4.3 Produce scholars who will become academic and civic leaders in their disciplines.

**Related Measures**

**M 1: Comprehensive Exams**

Percentage of students passing comprehensive written and oral examinations

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**

90% of all PhD students will pass their comprehensive exams, which require students to demonstrate broad historical knowledge and knowledge of historiography.

**M 2: Survey of Students**

Survey doctoral students studying for comprehensive examinations who organized study groups regarding their effectiveness. Students also asked how often they met with their dissertation director, and whether those meetings were helpful in preparing them for their comprehensive exams.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**

Majority of doctoral students taking comprehensive exams in a given year should find study groups helpful in mastering historical concepts and historiography.

Majority of doctoral students met with their dissertation directors at least twice prior to comprehensive exams.

Majority of doctoral students found these meetings helpful.

**M 4: Historiographical Paper**

Students in graduate proseminar wrote a final historiographical paper on a scholarly subject of their choosing. Papers were evaluated according to the Graduate History Rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Connected Document**

[Graduate History Rubric PhD](#)

**Target:**

90% of students will receive a "B" or better on this writing assignment.

**M 5: Seminar Paper**

Every doctoral student, during the course of their program, must produce two 25- to 40-page papers that are based on original primary research. Each paper must advance an argument and support that argument with evidence and proper analysis. The paper must be situated in the proper historiographical literature and be well written. Papers are evaluated using the Graduate History Rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Connected Document**

[Graduate History Rubric PhD](#)

**Target:**

90% of students will receive a grade of "B" or better on this assignment.

**M 7: Dissertation Proposal Defense**

Percentage of Students passing dissertation proposal defense.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

90% of students passed their dissertation proposal defense.

**M 8: Dissertation Defense**

Percentage of Students passing dissertation defense.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

90% of students will pass their dissertation defense.

**M 9: Book Reviews**

Students write a minimum of six 3-5-page papers on individual works of history in which they analyze and critique the historian's thesis, organization, conceptualization, conclusions, and use of evidence. Papers are graded according to the Graduate History Rubric.

Source of Evidence: Academic direct measure of learning - other

**Connected Document**
Graduate History Rubric PhD

Target:
90% of students will receive a grade of "B" or better on relevant assignments.

M 27: Class Discussions
Students will participate in or lead class discussions each week.

Source of Evidence: Discussions / Coffee Talk

Target:
By the conclusion of the semester, 90% of students will have performed satisfactorily.

SLO 2: Analysis and Critique
We expect our students to be able to analyze and critique the interpretations and arguments of historians. Grades on relevant assignments measure their understanding.

Connected Document
History PhD Curriculum Maps

Relevant Associations:

REFLECTIVE STATEMENT:

Outcome 2 was achieved. For the 2011-2012 academic year, we measured students’ ability to analyze and critique scholarly works through indirect and direct measures. Our range of measures is adequate and we met our target.

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

Related Measures

M 1: Comprehensive Exams
Percentage of students passing comprehensive written and oral examinations

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of all students will pass their comprehensive exams, which require students to demonstrate proficiency in analyzing and critiquing historical arguments and interpretations.

M 4: Historiographical Paper
Students in graduate proseminar wrote a final historiographical paper on a scholarly subject of their choosing. Papers were evaluated according to the Graduate History Rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document
Graduate History Rubric PhD

Target:
90% of students will receive a grade of "B" or better on their historiographical essay.

M 5: Seminar Paper
Every doctoral student, during the course of their program, must produce two 25- to 40-page papers that are based on original primary research. Each paper must advance an argument and support that argument with evidence and proper analysis. The paper must be situated in the proper historiographical literature and be well written. Papers are evaluated using the Graduate History Rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document
Graduate History Rubric PhD

Target:
90% of students will receive a grade of "B" or better on this assignment.

M 8: Dissertation Defense
Percentage of Students passing dissertation defense.

Source of Evidence: Academic indirect indicator of learning - other

Target:
90% of students passed their dissertation defense, which requires that they demonstrate an ability to analyze primary sources and to reach conclusions.

M 9: Book Reviews
Students write a minimum of six 3-5-page papers on individual works of history in which they analyze and critique the historian’s thesis, organization, conceptualization, conclusions, and use of evidence. Papers are graded according to
the Graduate History Rubric.

Source of Evidence: Academic direct measure of learning - other

Connected Document
Graduate History Rubric PhD

Target:
90% of students will receive a grade of "B" or better on relevant assignments.

M 13: Thesis Statement Activity
This is an indirect measure. Students are given five minutes to correctly identify/describe the central argument of the day’s reading. An ungraded activity, this gives the instructor immediate feedback as to the students' general level of comprehension.

Source of Evidence: Academic direct measure of learning - other

Target:
By the conclusion of the semester, the majority of students should be able to correctly identify the central argument of the book under discussion.

M 27: Class Discussions
Students will participate in or lead class discussions each week.

Source of Evidence: Discussions / Coffee Talk

Target:
By the conclusion of the semester, 90% of students will have performed satisfactorily.

SLO 3: Historical Research
Students will demonstrate an ability to craft a historical question, identify the primary and secondary sources necessary to answer it, and develop an original interpretation, using primary sources as evidence. Doctoral students must complete two research seminars in which the final product in each is an article-length paper based on primary research and original analysis. Grades on relevant assignments measure their understanding. Doctoral students must also pass a dissertation proposal and ultimately a dissertation defense.

Connected Document
History PhD Curriculum Maps

Relevant Associations:

REFLECTIVE STATEMENT:

Outcome 3 was achieved. For the 2011-2012 academic year, we measured students’ ability to conduct primary research through indirect and direct measures. Our range of measures is adequate and we met our target.

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

Related Measures

M 5: Seminar Paper
Every doctoral student, during the course of their program, must produce two 25- to 40-page papers that are based on original primary research. Each paper must advance an argument and support that argument with evidence and proper analysis. The paper must be situated in the proper historiographical literature and be well written. Papers are evaluated using the Graduate History Rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document
Graduate History Rubric PhD

Target:
90% of students will receive a grade of "B" or better on this assignment.

M 6: Crafting a Working Hypothesis
In-class exercise. Indirect measure. Students work in class on crafting a working hypothesis from their primary research.

Source of Evidence: Academic direct measure of learning - other

Target:
No Target Established.

M 7: Dissertation Proposal Defense
Percentage of Students passing dissertation proposal defense.

Source of Evidence: Academic indirect indicator of learning - other
Target: 90% of all students will pass their dissertation proposal defense.

M 8: Dissertation Defense
Percentage of Students passing dissertation defense.
Source of Evidence: Academic indirect indicator of learning - other
Target: 90% of students will pass their dissertation defense.

SLO 4: Clear Expression of Ideas in Writing
Students will express their ideas clearly in writing. Grades on relevant assignments measure their understanding.

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History PhD Curriculum Maps

Relevant Associations:

REFLECTIVE STATEMENT:
Outcome 4 was achieved. For the 2011-2012 academic year, we measured students’ ability to clearly express their ideas in writing through indirect and direct measures. Our range of measures is adequate and we met our target.

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

Related Measures

M 4: Historiographical Paper
Students in graduate proseminar wrote a final historiographical paper on a scholarly subject of their choosing. Papers were evaluated according to the Graduate History Rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric
Connected Document
Graduate History Rubric PhD

Target: 90% of students will receive a grade of "B" or better on their final historiographical essay in the graduate proseminar.

M 5: Seminar Paper
Every doctoral student, during the course of their program, must produce two 25- to 40-page papers that are based on original primary research. Each paper must advance an argument and support that argument with evidence and proper analysis. The paper must be situated in the proper historiographical literature and be well written. Papers are evaluated using the Graduate History Rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric
Connected Document
Graduate History Rubric PhD

Target: 90% of students will receive a grade of "B" or better on this assignment.

M 7: Dissertation Proposal Defense
Percentage of Students passing dissertation proposal defense.
Source of Evidence: Academic indirect indicator of learning - other
Target: 90% of students will pass their dissertation proposal defense.

M 8: Dissertation Defense
Percentage of Students passing dissertation defense.
Source of Evidence: Academic indirect indicator of learning - other
Target: 90% of all students will pass their dissertation defense.

M 9: Book Reviews
Students write a minimum of six 3-5-page papers on individual works of history in which they analyze and critique the historian’s thesis, organization, conceptualization, conclusions, and use of evidence. Papers are graded according to the Graduate History Rubric.

Source of Evidence: Academic direct measure of learning - other
Connected Document
**SLO 5: Demonstrate Expertise in Field of Study**
Doctoral students will demonstrate expertise in their chosen fields of study. All Doctoral students must master the relevant literature related to their dissertation topic, and present an acceptable dissertation prospectus outlining their research question and primary sources as part of the comprehensive examination process. All students must write and defend a dissertation.

**Target:**
90% of students will receive a grade of "B" or better on relevant assignments.

**Connected Document**
History PhD Curriculum Maps

**Relevant Associations:**

**REFLECTIVE STATEMENT:**
Outcome 5 was achieved. 100% of all students successfully defended their dissertations, which requires them to demonstrate expertise in their chosen fields of study. We desire more student feedback on this outcome.

Proposed change for 2012-2013: all students who plan to defend their dissertations will be surveyed as to what they feel is their level of expertise in their chosen field of study.

**Standard Associations**

**SACS 3.3.1**
3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

**Related Measures**

**M 8: Dissertation Defense**
Percentage of Students passing dissertation defense.
Source of Evidence: Academic indirect indicator of learning - other
Target: 90% of all students will pass their dissertation defense.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtm 6: Program Outcome: High Level of Recognized Quality**
The program will improve and sustain a high level of recognized quality.

**Related Measures**

**M 16: Number of Tenure-track Faculty**
Assess the number of tenure-track faculty, range of course offerings in light of student enrollment.
Source of Evidence: Administrative measure - other

**M 17: Assess for Range of Content and Methodologies**
Assess the range of content and methodologies taught in graduate courses.
Source of Evidence: Administrative measure - other

**OthOtm 7: Program Outcome: Sustain Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completion.

**Related Measures**

**M 18: Credit Hour Production**
Graduate semester credit-hour production
Source of Evidence: Administrative measure - other

**M 19: Number of Courses Offered**
Number of graduate courses offered.
Source of Evidence: Administrative measure - other

**M 20: Number of PhD Students**
Number of Ph.D. students enrolled in program
Source of Evidence: Administrative measure - other

**M 21: Number of Degrees Awarded**
Number of Ph.D. degrees conferred in History
OthOtm 8: Program Outcome: Highly Valued by Graduates and Constituencies
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 22: Conference Presentations and Publications
Number of conference presentations and article publications of original research by doctoral students and program graduates.

Source of Evidence: Activity volume

M 23: Fellowship Recipients
Number of doctoral students receiving Graduate Council Research and Creative Activity Fellowships from Graduate School.

Source of Evidence: Administrative measure - other

M 24: Suitable Employment
Placement of doctoral graduates in suitable employment.

Source of Evidence: Academic indirect indicator of learning - other

M 25: Monographs Published
Number of monographs published by History doctoral program graduates.

Source of Evidence: Activity volume

M 26: Faculty Discussions with Students
Informal but frequent faculty discussions with students.

Source of Evidence: Discussions / Coffee Talk

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Student Self Assessment
For the 2012-2013 academic year, we will develop an indirect measure -- most likely a self-assessment survey -- that gauges students' assessment of their acquisition of broad historical knowledge.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: This survey will be implemented in the graduate proseminar in fall and spring.
Projected Completion Date: 05/2013
Responsible Person/Group: Kari Frederickson

Student Survey regarding Expertise
This will be an indirect measure that will give us feedback regarding how confident students feel in their knowledge level.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: All students defending their dissertations will be asked to assess their level of expertise in their chosen field of study.
Projected Completion Date: 05/2013
Responsible Person/Group: Kari Frederickson
Mission / Purpose

The Department of History is central to the research, instructional, and outreach missions of The University of Alabama. It is one of the core departments providing the liberal arts foundation necessary to the education of all University of Alabama students.

History's particular scholarly mission is to preserve, advance, and communicate knowledge of humanity's past. This mission is carried out through a variety of means, including a combination of research and writing, teaching, and service.

The discovery and sharing of knowledge about the human past is at the heart of our enterprise. The Department of History is committed to being a recognized leader in the advancement of scholarship and embraces its role of preparing and developing future generations of scholars.

The department is also committed to being a leader in the cultivation of historical thinking, both inside the university and through outreach to the broader community. A knowledge of history is central to developing a humanistic approach to contemporary social problems, and in preparing humanity for the future.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Broad Historical/Historiographical Knowledge
Doctoral students will acquire and demonstrate an understanding of the history of the United States and the World. Students must take 500-level historiography courses in two of three broad geographic areas. Grades on relevant assignments measure their understanding. All doctoral students must pass written and oral comprehensive examinations in three of four historical fields.

Connected Document
History PhD Curriculum Maps

Relevant Associations:

REFLECTIVE STATEMENT:

Outcome 1 was achieved. For the 2011-2012 academic year, we measured knowledge of historical facts through papers and the comprehensive examination. Our range of measures is adequate and we met our target. Still we feel that we would benefit from further student feedback regarding their acquisition of broad historical knowledge.

Proposed Changes for 2012-2013 (Also on action plan page): For the 2012-2013 academic year, we will develop an indirect measure -- most likely a self-assessment survey -- that gauges students' assessment of their acquisition of broad historical knowledge.

Student Learning Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report):

Continue to encourage doctoral students to take advantage of GTA opportunities and to create study groups of comprehensive examinations.

Update on 2010-2011 action item:

We surveyed doctoral students and found that the majority organized study groups for comprehensive exams and found them useful. 100% of all doctoral students passed their comprehensive examinations.

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

Related Measures

M 1: Comprehensive Exams
Percentage of students passing comprehensive written and oral examinations

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of all PhD students will pass their comprehensive exams, which require students to demonstrate broad understanding of their field.
historical knowledge and knowledge of historiography.

**Finding (2012-2013) - Target: Met**

**RESULTS SUMMARY:** 100% of all students passed their comprehensive examinations. **INTERPRETATION AND CONCLUSIONS:** 100% of students demonstrated broad knowledge of history and of relevant historiography. We will continue to use this tool as a way to measure student learning.

**M 2: Survey of Students**

Survey doctoral students studying for comprehensive examinations who organized study groups regarding their effectiveness. Students also asked how often they met with their dissertation director, and whether those meetings were helpful in preparing them for their comprehensive exams.

**Source of Evidence:** Comprehensive/end-of-program subject matter exam

**Target:**

Majority of doctoral students taking comprehensive exams in a given year should find study groups helpful in mastering historical concepts and historiography. Majority of doctoral students met with their dissertation directors at least twice prior to comprehensive exams.

**Finding (2012-2013) - Target: Met**

A majority of students participated in comprehensive examination study groups and met twice with their directors. 100% of all students passed their comprehensive exams.

**M 4: Historiographical Paper**

Students in graduate proseminar wrote a final historiographical paper on a scholarly subject of their choosing. Papers were evaluated according to the Graduate History Rubric.

**Source of Evidence:** Written assignment(s), usually scored by a rubric

**Connected Document**

[Graduate History Rubric PhD]

**Target:**

90% of students will receive a "B" or better on this writing assignment.

**Finding (2012-2013) - Target: Met**

100% of students enrolled in historiographically focused readings courses achieved a "B" or better on their final historiographical paper in the graduate proseminar. **INTERPRETATION AND CONCLUSIONS** Mastering the historiography of a particular subject and being able to express in essay form the salient points of that historiography is a critical skill for historians. The historiographical essay remains a valuable tool for the History instructor in assessing student learning. These essays were evaluated using the Graduate History Rubric. By learning how to distill a book's argument, and by putting that book in conversation with other books, the student eventually comes to understand historiography. We will continue to use this tool to measure student learning.

**M 5: Seminar Paper**

Every doctoral student, during the course of their program, must produce two 25- to 40-page papers that are based on original primary research. Each paper must advance an argument and support that argument with evidence and proper analysis. The paper must be situated in the proper historiographical literature and be well written. Papers are evaluated using the Graduate History Rubric.

**Source of Evidence:** Written assignment(s), usually scored by a rubric

**Connected Document**

[Graduate History Rubric PhD]

**Target:**

90% of students will receive a grade of "B" or better on this assignment.

**Finding (2012-2013) - Target: Met**

100% of students received a grade of "B" or better on their seminar paper. **INTERPRETATION AND CONCLUSIONS** Researching and writing a seminar paper remains a useful exercise for measuring students' knowledge of the relevant historiography. We met our target. We will continue to use this tool to measure student learning.

**M 7: Dissertation Proposal Defense**

Percentage of Students passing dissertation proposal defense.

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**

90% of students passed their dissertation proposal defense.

**Finding (2012-2013) - Target: Met**

100% of students passed their dissertation proposal defense. **INTERPRETATION AND CONCLUSIONS** The dissertation proposal defense remains a useful tool for assessing student mastery of the relevant historiography. We will continue to use this tool.

**M 8: Dissertation Defense**

Percentage of Students passing dissertation defense.

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**

90% of students will pass their dissertation defense.

**Finding (2012-2013) - Target: Met**

RESULTS SUMMARY: 100% of students passed their dissertation defense, which requires that they demonstrate a mastery of the relevant history and historiography of their chosen topic. **INTERPRETATION AND CONCLUSION** The dissertation defense remains an important and useful tool for assessing students' knowledge of history and historiography. We will continue to employ it.
M 9: Book Reviews
Students write a minimum of six 3-5-page papers on individual works of history in which they analyze and critique the historian’s thesis, organization, conceptualization, conclusions, and use of evidence. Papers are graded according to the Graduate History Rubric.

Source of Evidence: Academic direct measure of learning - other
Connected Document
Graduate History Rubric PhD

Target:
90% of students will receive a grade of "B" or better on relevant assignments.

Finding (2012-2013) - Target: Met
100% of students achieved a "B" or better on book critiques in the classes assessed. INTERPRETATION AND CONCLUSIONS Book critiques are a valuable tool for the History instructor in assessing student learning. Critiques were evaluated by using the Graduate History Rubric. By learning how to distill a book’s argument, the student eventually comes to appreciate the ways in which historians talk to each other (historiography). We will continue to use this tool to measure student learning

M 27: Class Discussions
Students will participate in or lead class discussions each week.
Source of Evidence: Discussions / Coffee Talk

Target:
By the conclusion of the semester, 90% of students will have performed satisfactorily.

Finding (2012-2013) - Target: Met
The ability to lead class discussion on the day’s readings is an important skill. Successful discussion leaders will understand how the particular readings discussed contribute to the historiography of the general field. They also will be able to craft questions that engage students in discussions of the book’s argument, as well as the historian’s assumptions and evidence. 100% of PhD students in our readings courses demonstrated basic competence in this skill.

SLO 2: Analysis and Critique
We expect our students to be able to analyze and critique the interpretations and arguments of historians. Grades on relevant assignments measure their understanding.

Connected Document
History PhD Curriculum Maps

Relevant Associations:

REFLECTIVE STATEMENT:
Outcome 2 was achieved. For the 2011-2012 academic year, we measured students’ ability to analyze and critique scholarly works through indirect and direct measures. Our range of measures is adequate and we met our target.

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

Related Measures

M 1: Comprehensive Exams
Percentage of students passing comprehensive written and oral examinations

Source of Evidence: Comprehensive/ end-of-program subject matter exam

Target:
90% of all students will pass their comprehensive exams, which require students to demonstrate proficiency in analyzing and critiquing historical arguments and interpretations.

Finding (2012-2013) - Target: Met
100% of all students passed their comprehensive examinations.

INTERPRETATION AND CONCLUSIONS: 100% of students demonstrated broad knowledge of history and of relevant historiography. We will continue to use this tool as a way to measure student learning.

M 4: Historiographical Paper
Students in graduate seminar wrote a final historiographical paper on a scholarly subject of their choosing. Papers were evaluated according to the Graduate History Rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric
Connected Document
Graduate History Rubric PhD

Target:
90% of students will receive a grade of "B" or better on their historiographical essay.

Finding (2012-2013) - Target: Met
100% of students enrolled in readings courses achieved a "B" or better on their final historiographical paper in the graduate proseminar.

INTERPRETATION AND CONCLUSIONS: The historiographical essay is a valuable tool for the History instructor in assessing student’s ability to analyze and critique. By learning how to identify a historian’s argument, and by evaluating the assumptions of the argument and whether that argument is supported by the evidence, the student improves his/her analytical skills. The historiographical essay requires students analyze a body of work and to put the books in conversation with each other. We will continue to use this tool to measure student learning.

M 5: Seminar Paper
Every doctoral student, during the course of their program, must produce two 25- to 40-page papers that are based on original primary research. Each paper must advance an argument and support that argument with evidence and proper analysis. The paper must be situated in the proper historiographical literature and be well written. Papers are evaluated using the Graduate History Rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document
Graduate History Rubric PhD

Target:
90% of students will receive a grade of "B" or better on this assignment.

Finding (2012-2013) - Target: Met
100% of students received a grade of "B" or better on their seminar paper. INTERPRETATION AND CONCLUSIONS: Researching and writing a seminar paper remains a useful exercise for measuring students’ ability to analyze their evidence. We met our target. We will continue to use this tool to measure student learning.

M 8: Dissertation Defense
Percentage of Students passing dissertation defense.

Source of Evidence: Academic indirect indicator of learning - other

Target:
90% of students passed their dissertation defense, which requires that they demonstrate an ability to analyze primary sources and to reach conclusions.

Finding (2012-2013) - Target: Met
RESULTS SUMMARY: 100% of students passed their dissertation defense, which requires that they demonstrate an ability to analyze primary sources and to reach conclusions. INTERPRETATION AND CONCLUSION: The dissertation defense remains an important and useful tool for assessing students’ ability to analyze primary research and to advance reasonable conclusions. We will continue to employ it.

M 9: Book Reviews
Students write a minimum of six 3-5-page papers on individual works of history in which they analyze and critique the historian’s thesis, organization, conceptualization, conclusions, and use of evidence. Papers are graded according to the Graduate History Rubric.

Source of Evidence: Academic direct measure of learning - other

Connected Document
Graduate History Rubric PhD

Target:
90% of students will receive a grade of "B" or better on relevant assignments.

Finding (2012-2013) - Target: Met
RESULTS SUMMARY: 100% of students achieved a "B" or better on book critiques in the classes assessed. INTERPRETATION AND CONCLUSIONS: Book critiques are a valuable tool for the History instructor in assessing student learning. By learning how to identify a historian’s argument, and by evaluating the assumptions of the argument and whether that argument is supported by the evidence, the student improves his/her analytical skills. We will continue to use this tool to measure student learning.

M 13: Thesis Statement Activity
This is an indirect measure. Students are given five minutes to correctly identify/describe the central argument of the day’s reading. An ungraded activity, this gives the instructor immediate feedback as to the students’ general level of comprehension.

Source of Evidence: Academic direct measure of learning - other

Target:
By the conclusion of the semester, the majority of students should be able to correctly identify the central
argument of the book under discussion.

**Finding (2012-2013) - Target: Met**
This exercise was employed in a graduate prosemester during the 1st, 6th, and final weeks of the semester. Week 1: 73% of doctoral students correctly identified the central argument of the day’s readings. Week 6: 90% of doctoral students correctly identified the central argument of the day’s readings. Week 14: 100% of doctoral students correctly identified the central argument of the day’s readings. INTREPRETATION AND CONCLUSIONS: During the course of the semester, students became progressively proficient at distilling a book’s central argument. Following the first week, the instructor developed a handout on "How to Read a Scholarly Book" and devoted time in class to developing this skill. By the conclusion of the class, all doctoral students had mastered this essential skill.

**M 27: Class Discussions**
Students will participate in or lead class discussions each week.

Source of Evidence: Discussions / Coffee Talk

**Target:**
By the conclusion of the semester, 90% of students will have performed satisfactorily.

**Finding (2012-2013) - Target: Met**
The ability to lead class discussion on the day’s readings is an important skill. Successful discussion leaders will understand how the particular readings discussed contribute to the historiography of the general field. They also will be able to craft questions that engage students in discussions of the book’s argument, as well as the historian’s assumptions and evidence. 100% of PhD students in our readings courses demonstrated basic competence in this skill.

**SLO 3: Historical Research**
Students will demonstrate an ability to craft a historical question, identify the primary and secondary sources necessary to answer it, and develop an original interpretation, using primary sources as evidence. Doctoral students must complete two research seminars in which the final product in each is an article-length paper based on primary research and original analysis. Grades on relevant assignments measure their understanding. Doctoral students must also pass a dissertation proposal and ultimately a dissertation defense.

**Connected Document**
History PhD Curriculum Maps

**Relevant Associations:**

**REFLECTIVE STATEMENT:**
Outcome 3 was achieved. For the 2011-2012 academic year, we measured students’ ability to conduct primary research through indirect and direct measures. Our range of measures is adequate and we met our target.

**Standard Associations**

**SACS 3.3.1**
3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

**Related Measures**

**M 5: Seminar Paper**
Every doctoral student, during the course of their program, must produce two 25- to 40-page papers that are based on original primary research. Each paper must advance an argument and support that argument with evidence and proper analysis. The paper must be situated in the proper historiographical literature and be well written. Papers are evaluated using the Graduate History Rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Connected Document**
Graduate History Rubric PhD

**Target:**
90% of students will receive a grade of "B" or better on this assignment.

**Finding (2012-2013) - Target: Met**
100% of students received a grade of "B" or better on their seminar paper. INTERPRETATION AND CONCLUSIONS: The process of crafting a seminar paper remains a useful tool for measuring students’ ability to conduct primary research. All successful seminar papers will base their arguments and claims on original research. We met our target. We will continue to use this tool to measure student learning.

**M 6: Crafting a Working Hypothesis**
In-class exercise. Indirect measure. Students work in class on crafting a working hypothesis from their primary research.

Source of Evidence: Academic direct measure of learning - other

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Met**
students were given ten minutes to articulate their paper’s main argument and to sketch out the evidence to support their argument. As was the case last year, the majority of students confused their paper’s purpose with its argument. This in-class exercise clarified the difference and aided them in constructing the bulk of their papers. By the conclusion of class, all students had suitable working hypotheses. INTERPRETATION AND CONCLUSIONS: Creating a plausible and defensible argument backed up by solid primary research is essential to crafting a successful research paper. By assisting each other in distilling their central claims,
students came away with a better understanding of the craft of history. This exercise is essential in focusing student research.

**M 7: Dissertation Proposal Defense**
Percentage of Students passing dissertation proposal defense.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
90% of all students will pass their dissertation proposal defense.

**Finding (2012-2013) - Target: Met**
100% of students passed their dissertation proposal defense. INTERPRETATION AND CONCLUSIONS: The dissertation proposal defense remains a useful tool for assessing student competency at historical research. We will continue to use this tool.

**M 8: Dissertation Defense**
Percentage of Students passing dissertation defense.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
90% of students will pass their dissertation defense.

**Finding (2012-2013) - Target: Met**
100% of students passed their dissertation defense, which requires that they demonstrate an ability to craft a historical question, identify the primary and secondary sources necessary to answer it, and develop an original interpretation, using primary sources as evidence. INTERPRETATION AND CONCLUSION: The dissertation defense remains an important and useful tool for assessing students’ ability to conduct historical research. We will continue to employ it.

**Finding (2012-2013) - Target: Met**
100% of students passed their dissertation defense, which requires that they demonstrate an ability to craft a historical question, identify the primary and secondary sources necessary to answer it, and develop an original interpretation, using primary sources as evidence. INTERPRETATION AND CONCLUSION: The dissertation defense remains an important and useful tool for assessing students’ ability to conduct historical research. We will continue to employ it.

**SLO 4: Clear Expression of Ideas in Writing**
Students will express their ideas clearly in writing. Grades on relevant assignments measure their understanding.

**Connected Document**
History PhD Curriculum Maps

**Relevant Associations:**

**REFLECTIVE STATEMENT:**
Outcome 4 was achieved. For the 2011-2012 academic year, we measured students’ ability to clearly express their ideas in writing through indirect and direct measures. Our range of measures is adequate and we met our target.

**Standard Associations**

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

**Related Measures**

**M 4: Historiographical Paper**
Students in graduate seminar wrote a final historiographical paper on a scholarly subject of their choosing. Papers were evaluated according to the Graduate History Rubric.

**Source of Evidence:** Written assignment(s), usually scored by a rubric

**Connected Document**
Graduate History Rubric PhD

**Target:**
90% of students will receive a grade of "B" or better on their final historiographical essay in the graduate seminar.

**Finding (2012-2013) - Target: Met**
100% of students achieved a "B" or better on their final historiographical essay.

**INTERPRETATION AND CONCLUSIONS** The historiographical essay is a valuable tool for the History instructor in assessing student learning. To be successful, these essays need to be well written. The essays were evaluated using the graduate essay rubric.

**M 5: Seminar Paper**
Every doctoral student, during the course of their program, must produce two 25- to 40-page papers that are based on original primary research. Each paper must advance an argument and support that argument with evidence and proper analysis. The paper must be situated in the proper historiographical literature and be well written. Papers are evaluated using the Graduate History Rubric.

**Source of Evidence:** Written assignment(s), usually scored by a rubric
**Connected Document**

Graduate History Rubric PhD

**Target:**
90% of students will receive a grade of "B" or better on this assignment.

**Finding (2012-2013) - Target: Met**

RESULTS SUMMARY:
100% of students received a grade of "B" or better on their seminar paper.

**INTERPRETATION AND CONCLUSIONS:**
The process of crafting a seminar paper remains a useful exercise for measuring students' ability to write well. A competent ("B") paper will have a logical narrative flow and no grammatical errors. We met our target. We will continue to use this tool to measure student learning.

**M 7: Dissertation Proposal Defense**
Percentage of Students passing dissertation proposal defense.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
90% of students will pass their dissertation proposal defense.

**Finding (2012-2013) - Target: Met**

RESULTS SUMMARY: 100% of students passed their proposal defense. INTERPRETATION AND CONCLUSIONS: The dissertation proposal defense remains a useful tool for assessing students' ability to express their ideas clearly in writing. We will continue to use this tool to measure student learning.

**M 8: Dissertation Defense**
Percentage of Students passing dissertation defense.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
90% of all students will pass their dissertation defense.

**Finding (2012-2013) - Target: Met**

RESULTS SUMMARY: 100% of students passed their dissertation defense, which requires that they be able to express their ideas clearly in writing. INTERPRETATION AND CONCLUSIONS: The dissertation defense remains an important tool for assessing the quality of student writing. We will continue to use it.

**M 9: Book Reviews**
Students write a minimum of six 3-5-page papers on individual works of history in which they analyze and critique the historian's thesis, organization, conceptualization, conclusions, and use of evidence. Papers are graded according to the Graduate History Rubric.

Source of Evidence: Academic direct measure of learning - other

**Connected Document**

Graduate History Rubric PhD

**Target:**
90% of students will receive a grade of "B" or better on relevant assignments.

**Finding (2012-2013) - Target: Met**

RESULTS SUMMARY: 100% of students achieved a "B" or better on book critiques in the classes assessed.

**INTERPRETATION AND CONCLUSIONS:** Book critiques are a valuable tool for the History instructor in assessing student learning. To be successful, book critiques need to be well written. The students in the proseminar assessed wrote six critiques over the course of the semester, each evaluated using the attached rubric. Persuasive, clear writing comes only with practice. We will continue to use this tool to measure student learning.

**SLO 5: Demonstrate Expertise in Field of Study**
Doctoral students will demonstrate expertise in their chosen fields of study. All Doctoral students must master the relevant literature related to their dissertation topic, and present an acceptable dissertation prospectus outlining their research question and primary sources as part of the comprehensive examination process. All students must write and defend a dissertation.

**Connected Document**

History PhD Curriculum Maps

**Relevant Associations:**

REFLECTIVE STATEMENT:

Outcome 5 was achieved. 100% of all students successfully defended their dissertations, which requires them to demonstrate expertise in their chosen fields of study. We desire more student feedback on this outcome.

Proposed change for 2012-2013: all students who plan to defend their dissertations will be surveyed as to what they feel is their level of expertise in their chosen field of study.

**Standard Associations**

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

**Related Measures**

**M 8: Dissertation Defense**
Percentage of Students passing dissertation defense.

*Source of Evidence: Academic indirect indicator of learning - other*

**Target:**
90% of all students will pass their dissertation defense.

**Finding (2012-2013) - Target: Met**
100% of all students passed their dissertation defense, which requires that students demonstrate expertise in their chosen field of study. INTERPRETATION AND CONCLUSIONS: The dissertation defense remains a useful tool in assessing students' expertise in their chosen field of study. We will continue to use it.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 6: Program Outcome: High Level of Recognized Quality**
The program will improve and sustain a high level of recognized quality.

**Related Measures**

**M 16: Number of Tenure-track Faculty**
Assess the number of tenure-track faculty, range of course offerings in light of student enrollment.

*Source of Evidence: Administrative measure - other*

**M 17: Assess for Range of Content and Methodologies**
Assess the range of content and methodologies taught in graduate courses.

*Source of Evidence: Administrative measure - other*

**OthOtcm 7: Program Outcome: Sustain Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completion.

**Related Measures**

**M 18: Credit Hour Production**
Graduate semester credit-hour production

*Source of Evidence: Administrative measure - other*

**M 19: Number of Courses Offered**
Number of graduate courses offered.

*Source of Evidence: Administrative measure - other*

**M 20: Number of PhD Students**
Number of Ph.D. students enrolled in program

*Source of Evidence: Administrative measure - other*

**M 21: Number of Degrees Awarded**
Number of Ph.D. degrees conferred in History

*Source of Evidence: Administrative measure - other*

**OthOtcm 8: Program Outcome: Highly Valued by Graduates and Constituencies**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 22: Conference Presentations and Publications**
Number of conference presentations and article publications of original research by doctoral students and program graduates.

*Source of Evidence: Activity volume*

**M 23: Fellowship Recipients**
Number of doctoral students receiving Graduate Council Research and Creative Activity Fellowships from Graduate School.

*Source of Evidence: Administrative measure - other*

**M 24: Suitable Employment**
Placement of doctoral graduates in suitable employment.

*Source of Evidence: Academic indirect indicator of learning - other*
**M 25: Monographs Published**
Number of monographs published by History doctoral program graduates.
Source of Evidence: Activity volume

**M 26: Faculty Discussions with Students**
Informal but frequent faculty discussions with students.
Source of Evidence: Discussions / Coffee Talk

### Details of Action Plans for This Cycle (by Established cycle, then alpha)

#### Student Self Assessment
For the 2012-2013 academic year, we will develop an indirect measure -- most likely a self-assessment survey -- that gauges students' assessment of their acquisition of broad historical knowledge.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High
- **Implementation Description:** This survey will be implemented in the graduate proseminar in fall and spring.
- **Projected Completion Date:** 05/2013
- **Responsible Person/Group:** Kari Frederickson

#### Student Survey regarding Expertise
This will be an indirect measure that will give us feedback regarding how confident students feel in their knowledge level.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High
- **Implementation Description:** All students defending their dissertations will be asked to assess their level of expertise in their chosen field of study.
- **Projected Completion Date:** 05/2013
- **Responsible Person/Group:** Kari Frederickson
Mission / Purpose

The Department of History is central to the research, instructional, and outreach missions of The University of Alabama. It is one of the core departments providing the liberal arts foundation necessary to the education of all University of Alabama students.

History’s particular scholarly mission is to preserve, advance, and communicate knowledge of humanity’s past. This mission is carried out through a variety of means, including a combination of research and writing, teaching, and service.

The discovery and sharing of knowledge about the human past is at the heart of our enterprise. The Department of History is committed to being a recognized leader in the advancement of scholarship and embraces its role of preparing and developing future generations of scholars.

The department is also committed to being a leader in the cultivation of historical thinking, both inside the university and through outreach to the broader community. A knowledge of history is central to developing a humanistic approach to contemporary social problems, and in preparing humanity for the future.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Broad Historical/Historiographical Knowledge

Doctoral students will acquire and demonstrate an understanding of the history of the United States and the World. Students must take 500-level historiography courses in two of three broad geographic areas. Grades on relevant assignments measure their understanding. All doctoral students must pass written and oral comprehensive examinations in three of four historical fields.

Connected Document
History PhD Curriculum Maps

Relevant Associations:
REFLECTIVE STATEMENT:

Outcome 1 was achieved. For the 2011-2012 academic year, we measured knowledge of historical facts through papers and the comprehensive examination. Our range of measures is adequate and we met our target. Still we feel that we would benefit from further student feedback regarding their acquisition of broad historical knowledge.

Proposed Changes for 2012-2013 (Also on action plan page): For the 2012-2013 academic year, we will develop an indirect measure -- most likely a self-assessment survey -- that gauges students' assessment of their acquisition of broad historical knowledge.

Student Learning Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report):

Continue to encourage doctoral students to take advantage of GTA opportunities and to create study groups of comprehensive examinations.

Update on 2010-2011 action item:

We surveyed doctoral students and found that the majority organized study groups for comprehensive exams and found them useful. 100% of all doctoral students passed their comprehensive examinations.

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

Related Measures

M 1: Comprehensive Exams
Percentage of students passing comprehensive written and oral examinations

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of all PhD students will pass their comprehensive exams, which require students to demonstrate broad
historical knowledge and knowledge of historiography.

Finding (2011-2012) - Target: Met
RESULTS SUMMARY:

100% of all students passed their comprehensive examinations.

INTERPRETATION AND CONCLUSIONS:

100% of students demonstrated broad knowledge of history and of relevant historiography. We will continue to use this tool as a way to measure student learning.

M 2: Survey of Students
Survey doctoral students studying for comprehensive examinations who organized study groups regarding their effectiveness. Students also asked how often they met with their dissertation director, and whether those meetings were helpful in preparing them for their comprehensive exams.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
Majority of doctoral students taking comprehensive exams in a given year should find study groups helpful in mastering historical concepts and historiography.

Majority of doctoral students met with their dissertation directors at least twice prior to comprehensive exams.

Finding (2011-2012) - Target: Met
RESULTS SUMMARY:

All students surveyed found study groups helpful in mastering subject matter. All students surveyed believed study groups helped them prepare for comprehensive examinations. 4 students surveyed met with dissertation directors 2 or more times prior to comprehensive exams. 100% found these meetings helpful in preparing for comprehensive examinations. 1 student surveyed met with his dissertation director once prior to comprehensive exams. He found the meeting helpful but would have benefitted from an additional meeting.

INTERPRETATIONS AND CONCLUSIONS:

We will continue to encourage students to form study groups and to meet at least twice with their directors. We will continue this survey as a way of measuring their effectiveness in helping students master material. This correlates directly to success in comprehensive exams. A majority of students participated in study groups and met twice with their directors. 100% of all students passed their comprehensive exams.

M 3: DELETE THIS MEASURE
Delete this measure; repetitious.

Source of Evidence: Academic indirect indicator of learning - other

M 4: Historiographical Paper
Students in graduate prosemaster wrote a final historiographical paper on a scholarly subject of their choosing. Papers were evaluated according to the Graduate History Rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document
Graduate History Rubric PhD

Target:
90% of students will receive a "B" or better on this writing assignment.

Finding (2011-2012) - Target: Met
RESULTS SUMMARY:

100% of students achieved a "B" or better on their final historiographical paper in the graduate proseminar.

INTERPRETATION AND CONCLUSIONS

Mastering the historiography of a particular subject and being able to express in essay form the salient points of that historiography is a critical skill for historians. The historiographical essay remains a valuable tool for the History instructor in assessing student learning. These essays were evaluated by using the Graduate History Rubric. By learning how to distill a book's argument, and by putting that book in conversation with other books, the student eventually comes to understand historiography. We will continue to use this tool to measure student learning.

M 5: Seminar Paper
Every doctoral student, during the course of their program, must produce two 25- to 40-page papers that are based on original primary research. Each paper must advance an argument and support that argument with evidence and proper analysis. The paper must be situated in the proper historiographical literature and be well written. Papers are evaluated using the Graduate History Rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document
Graduate History Rubric PhD

Target:
90% of students will receive a grade of "B" or better on this assignment.

Finding (2011-2012) - Target: Met
RESULTS SUMMARY:
100% of students received a grade of "B" or better on their seminar paper.

**INTERPRETATION AND CONCLUSIONS**

Researching and writing a seminar paper remains a useful exercise for measuring students' knowledge of the relevant historiography. We met our target. We will continue to use this tool to measure student learning.

**M 9: Book Reviews**

Students write a minimum of six 3-5-page papers on individual works of history in which they analyze and critique the historian's thesis, organization, conceptualization, conclusions, and use of evidence. Papers are graded according to the Graduate History Rubric.

Source of Evidence: Academic direct measure of learning - other

**Connected Document**

Graduate History Rubric PhD

**Target:**

90% of students will receive a grade of "B" or better on relevant assignments.

**Finding (2011-2012) - Target: Met**

**RESULTS SUMMARY:**

100% of students achieved a "B" or better on book critiques in the classes assessed.

**INTERPRETATION AND CONCLUSIONS**

Book critiques are a valuable tool for the History instructor in assessing student learning. Critiques were evaluated by using the Graduate History Rubric. By learning how to distill a book's argument, the student eventually comes to appreciate the ways in which historians talk to each other (historiography). We will continue to use this tool to measure student learning.

**M 10: DELETE THIS MEASURE**

DELETE THIS MEASURE -- REPETITIOUS

Source of Evidence: Written assignment(s), usually scored by a rubric

**Connected Document**

Graduate History Rubric PhD

**SLO 2: Analysis and Critique**

We expect our students to be able to analyze and critique the interpretations and arguments of historians. Grades on relevant assignments measure their understanding.

**Connected Document**

History PhD Curriculum Maps

**Relevant Associations:**

**REFLECTIVE STATEMENT:**

Outcome 2 was achieved. For the 2011-2012 academic year, we measured students' ability to analyze and critique scholarly works through indirect and direct measures. Our range of measures is adequate and we met our target.

**Standard Associations**

*SACS 3.3.1*

3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**

University of Alabama

1.1 Promote and enhance areas of academic, scholarship, and research excellence.

4.3 Produce scholars who will become academic and civic leaders in their disciplines.

**Related Measures**

**M 1: Comprehensive Exams**

Percentage of students passing comprehensive written and oral examinations

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**

90% of all students will pass their comprehensive exams, which require students to demonstrate proficiency in analyzing and critiquing historical arguments and interpretations.

**Finding (2011-2012) - Target: Met**

**RESULTS SUMMARY:**

100% of students passed their comprehensive exam.

**INTERPRETATION AND CONCLUSIONS:**
The comprehensive examination requires students to demonstrate proficiency in analyzing and critiquing historical arguments and interpretations. This remains an effective tool for measuring student learning.

**M 4: Historiographical Paper**
Students in graduate proseminar wrote a final historiographical paper on a scholarly subject of their choosing. Papers were evaluated according to the Graduate History Rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Connected Document**
Graduate History Rubric PhD

**Target:**
90% of students will receive a grade of "B" or better on their historiographical essay.

**Finding (2011-2012) - Target: Met**
The historiographical essay is a valuable tool for the History instructor in assessing student’s ability to analyze and critique. By learning how to identify a historian’s argument, and by evaluating the assumptions of the argument and whether that argument is supported by the evidence, the student improves his/her analytical skills. The historiographical essay requires students analyze a body of work and to put the books in conversation with each other. We will continue to use this tool to measure student learning.

**M 5: Seminar Paper**
Every doctoral student, during the course of their program, must produce two 25- to 40-page papers that are based on original primary research. Each paper must advance an argument and support that argument with evidence and proper analysis. The paper must be situated in the proper historiographical literature and be well written. Papers are evaluated using the Graduate History Rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Connected Document**
Graduate History Rubric PhD

**Target:**
90% of students will receive a grade of "B" or better on this assignment.

**Finding (2011-2012) - Target: Met**

**RESULTS SUMMARY:**

100% of students received a grade of "B" or better on their seminar paper.

**INTERPRETATION AND CONCLUSIONS**

Researching and writing a seminar paper remains a useful exercise for measuring students’ ability to analyze their evidence. We met our target. We will continue to use this tool to measure student learning.

**M 9: Book Reviews**
Students write a minimum of six 3-5-page papers on individual works of history in which they analyze and critique the historian’s thesis, organization, conceptualization, conclusions, and use of evidence. Papers are graded according to the Graduate History Rubric.

Source of Evidence: Academic direct measure of learning - other

**Connected Document**
Graduate History Rubric PhD

**Target:**
90% of students will receive a grade of "B" or better on relevant assignments.

**Finding (2011-2012) - Target: Met**

**RESULTS SUMMARY:**

100% of students achieved a "B" or better on book critiques in the classes assessed.

**INTERPRETATION AND CONCLUSIONS**

Book critiques are a valuable tool for the History instructor in assessing student learning. By learning how to identify a historian’s argument, and by evaluating the assumptions of the argument and whether that argument is supported by the evidence, the student improves his/her analytical skills. We will continue to use this tool to measure student learning.

**M 13: Thesis Statement Activity**
This is an indirect measure. Students are given five minutes to correctly identify/describe the central argument of the day's reading. An ungraded activity, this gives the instructor immediate feedback as to the students’ general level of comprehension.

Source of Evidence: Academic direct measure of learning - other

**Target:**
By the conclusion of the semester, the majority of students should be able to correctly identify the central argument of the book under discussion.
Finding (2011-2012) - Target: Met
RESULTS SUMMARY:
This exercise was employed in a graduate proseminar during the 1st, 6th, and final weeks of the semester. Week 1: 60% of doctoral students correctly identified the central argument of the day's readings. Week 6: 80% of doctoral students correctly identified the central argument of the day's readings. Week 14: 100% of doctoral students correctly identified the central argument of the day's readings.

INTERPRETATION AND CONCLUSIONS:
During the course of the semester, students became progressively proficient at distilling a book's central argument. Following the first week, the instructor developed a handout on "How to Read a Scholarly Book" and devoted time in class to developing this skill. By the conclusion of the class, all doctoral students had mastered this essential skill. Target met.

SLO 3: Historical Research
Students will demonstrate an ability to craft a historical question, identify the primary and secondary sources necessary to answer it, and develop an original interpretation, using primary sources as evidence. Doctoral students must complete two research seminars in which the final product in each is an article-length paper based on primary research and original analysis. Grades on relevant assignments measure their understanding. Doctoral students must also pass a dissertation proposal and ultimately attempt a dissertation defense.

Connected Document
History PhD Curriculum Maps

Relevant Associations:

REFLECTIVE STATEMENT:
Outcome 3 was achieved. For the 2011-2012 academic year, we measured students' ability to conduct primary research through indirect and direct measures. Our range of measures is adequate and we met our target.

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

Related Measures

M 5: Seminar Paper
Every doctoral student, during the course of their program, must produce two 25- to 40-page papers that are based on original primary research. Each paper must advance an argument and support that argument with evidence and proper analysis. The paper must be situated in the proper historiographical literature and be well written. Papers are evaluated using the Graduate History Rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document
Graduate History Rubric PhD

Target:
90% of students will receive a grade of "B" or better on this assignment.

Finding (2011-2012) - Target: Met
RESULTS SUMMARY:
100% of students received a grade of "B" or better on their seminar paper.

INTERPRETATION AND CONCLUSIONS

The process of crafting a seminar paper remains a useful tool for measuring students' ability to conduct primary research. All successful seminar papers will base their arguments and claims on original research. We met our target. We will continue to use this tool to measure student learning.

M 6: Crafting a Working Hypothesis
In-class exercise. Indirect measure. Students work in class on crafting a working hypothesis from their primary research.

Source of Evidence: Academic direct measure of learning - other

Target:
No Target Established.

Finding (2011-2012) - Target: Met
RESULTS SUMMARY:
Students were given ten minutes to articulate their paper's main argument and to sketch out the evidence to support their argument. The majority of students confused their paper's purpose with its argument. This in-class exercise clarified the difference and aided them in constructing the bulk of their papers. By the conclusion of class, all students had suitable working hypotheses.

INTERPRETATION AND CONCLUSIONS:
Creating a plausible and defensible argument backed up by solid primary research is essential to crafting a successful research paper. By assisting each other in distilling their central claims, students came away with a better understanding of the craft of history. This exercise is essential in focusing student research.

**M 7: Dissertation Proposal Defense**
Percentage of Students passing dissertation proposal defense.

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**
90% of all students will pass their dissertation proposal defense.

**Finding (2011-2012) - Target: Met**

**RESULTS SUMMARY:**
100% of students passed their dissertation proposal defense.

**INTERPRETATION AND CONCLUSIONS:**
The dissertation proposal defense remains a useful tool for assessing student competency at historical research. We will continue to use this tool.

**M 8: Dissertation Defense**
Percentage of Students passing dissertation defense.

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**
90% of students will pass their dissertation defense.

**Finding (2011-2012) - Target: Met**

**RESULTS SUMMARY:**
100% of students passed their dissertation defense, which requires that they demonstrate an ability to craft a historical question, identify the primary and secondary sources necessary to answer it, and develop an original interpretation, using primary sources as evidence.

**INTERPRETATION AND CONCLUSION:**
The dissertation defense remains an important and useful tool for assessing students’ ability to conduct historical research. We will continue to employ it.

**SLO 4: Clear Expression of Ideas in Writing**
Students will express their ideas clearly in writing. Grades on relevant assignments measure their understanding.

**Connected Document**
History PhD Curriculum Maps

**Relevant Associations:**

**REFLECTIVE STATEMENT:**
Outcome 4 was achieved. For the 2011-2012 academic year, we measured students’ ability to clearly express their ideas in writing through indirect and direct measures. Our range of measures is adequate and we met our target.

**Standard Associations**

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

**Related Measures**

**M 4: Historiographical Paper**
Students in graduate proseminar wrote a final historiographical paper on a scholarly subject of their choosing. Papers were evaluated according to the Graduate History Rubric.

**Source of Evidence:** Written assignment(s), usually scored by a rubric

**Connected Document**
Graduate History Rubric PhD

**Target:**
90% of students will receive a grade of “B” or better on their final historiographical essay in the graduate proseminar.

**Finding (2011-2012) - Target: Met**

**RESULTS SUMMARY:**
100% of students achieved a “B” or better on their final historiographical essay.

**INTERPRETATION AND CONCLUSIONS**
The historiographical essay is a valuable tool for the History instructor in assessing student learning. To be successful, these essays need to be well written. The essays were evaluated using the attached rubric.

**M 5: Seminar Paper**
Every doctoral student, during the course of their program, must produce two 25- to 40-page papers that are based on original primary research. Each paper must advance an argument and support that argument with evidence and proper analysis. The paper must be situated in the proper historiographical literature and be well written. Papers are evaluated using the Graduate History Rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document

**Graduate History Rubric PhD**

**Target:**
90% of students will receive a grade of "B" or better on this assignment.

**Finding (2011-2012) - Target: Met**

**RESULTS SUMMARY:**

100% of students received a grade of "B" or better on their seminar paper.

**INTERPRETATION AND CONCLUSIONS**

The process of crafting a seminar paper remains a useful exercise for measuring students’ ability to write well. A competent "B" paper will have a logical narrative flow and no grammatical errors. We met our target. We will continue to use this tool to measure student learning.

**M 7: Dissertation Proposal Defense**

Percentage of Students passing dissertation proposal defense.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
90% of students will pass their dissertation proposal defense.

**Finding (2011-2012) - Target: Met**

**RESULTS SUMMARY:**

100% of students passed their proposal defense.

**INTERPRETATION AND CONCLUSIONS**

The dissertation proposal defense remains a useful tool for assessing students’ ability to express their ideas clearly in writing. We will continue to use this tool to measure student learning.

**M 8: Dissertation Defense**

Percentage of Students passing dissertation defense.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
90% of all students will pass their dissertation defense.

**Finding (2011-2012) - Target: Met**

**RESULTS SUMMARY:**

100% of students passed their dissertation defense, which requires that they be able to express their ideas clearly in writing.

**INTERPRETATION AND CONCLUSIONS**

The dissertation defense remains an important tool for assessing the quality of student writing. We will continue to use it.

**M 9: Book Reviews**

Students write a minimum of six 3-5-page papers on individual works of history in which they analyze and critique the historian’s thesis, organization, conceptualization, conclusions, and use of evidence. Papers are graded according to the Graduate History Rubric.

Source of Evidence: Academic direct measure of learning - other

Connected Document

**Graduate History Rubric PhD**

**Target:**
90% of students will receive a grade of "B" or better on relevant assignments.

**Finding (2011-2012) - Target: Met**

**RESULTS SUMMARY:**

100% of students achieved a "B" or better on book critiques in the classes assessed.

**INTERPRETATION AND CONCLUSIONS**

Book critiques are a valuable tool for the History instructor in assessing student learning. To be successful, book critiques need to be written. The students in the proseminar assessed wrote six critiques over the course of the semester, each evaluated using the attached rubric. Persuasive, clear writing comes only with practice. We will continue to use this tool to measure student learning.
M 11: DELETE THIS MEASURE
DELETE THIS MEASURE -- REPETITIOUS

Source of Evidence: Written assignment(s), usually scored by a rubric

M 12: DELETE THIS MEASURE
Delete this measure - repetitious.

Source of Evidence: Written assignment(s), usually scored by a rubric

M 14: DELETE THIS MEASURE
Delete this measure -- repetitious
Source of Evidence: Comprehensive/end-of-program subject matter exam

SLO 5: Demonstrate Expertise in Field of Study
Doctoral students will demonstrate expertise in their chosen fields of study. All Doctoral students must master the relevant literature related to their dissertation topic, and present an acceptable dissertation prospectus outlining their research question and primary sources as part of the comprehensive examination process. All students must write and defend a dissertation.

Connected Document
History PhD Curriculum Maps

Relevant Associations:

REFLECTIVE STATEMENT:
Outcome 5 was achieved. 100% of all students successfully defended their dissertations, which requires them to demonstrate expertise in their chosen fields of study. We desire more student feedback on this outcome.

Proposed change for 2012-2013: all students who plan to defend their dissertations will be surveyed as to what they feel is their level of expertise in their chosen field of study.

Standard Associations
SACS 3.3.1

3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

Related Measures

M 8: Dissertation Defense
Percentage of Students passing dissertation defense.
Source of Evidence: Academic indirect indicator of learning - other

Target:
90% of all students will pass their dissertation defense.

Finding (2011-2012) - Target: Met

RESULTS SUMMARY:
100% of all students passed their dissertation defense, which requires that students demonstrate expertise in their chosen field of study.

INTERPRETATION AND CONCLUSIONS:
The dissertation defense remains a useful tool in assessing students' expertise in their chosen field of study.
We will continue to use it.

M 15: DELETE THIS MEASURE
Delete this measure -- repetitious
Source of Evidence: Academic direct measure of learning - other

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcn 6: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 16: Number of Tenure-track Faculty
Assess the number of tenure-track faculty, range of course offerings in light of student enrollment.

Source of Evidence: Administrative measure - other

M 17: Assess for Range of Content and Methodologies
Assess the range of content and methodologies taught in graduate courses.

Source of Evidence: Administrative measure - other
OthOtcm 7: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures

M 18: Credit Hour Production
Graduate semester credit-hour production

Source of Evidence: Administrative measure - other

M 19: Number of Courses Offered
Number of graduate courses offered.

Source of Evidence: Administrative measure - other

M 20: Number of PhD Students
Number of Ph.D. students enrolled in program

Source of Evidence: Administrative measure - other

M 21: Number of Degrees Awarded
Number of Ph.D. degrees conferred in History

Source of Evidence: Administrative measure - other

OthOtcm 8: Program Outcome: Highly Valued by Graduates and Constituencies
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 22: Conference Presentations and Publications
Number of conference presentations and article publications of original research by doctoral students and program graduates.

Source of Evidence: Activity volume

M 23: Fellowship Recipients
Number of doctoral students receiving Graduate Council Research and Creative Activity Fellowships from Graduate School.

Source of Evidence: Administrative measure - other

M 24: Suitable Employment
Placement of doctoral graduates in suitable employment.

Source of Evidence: Academic indirect indicator of learning - other

M 25: Monographs Published
Number of monographs published by History doctoral program graduates.

Source of Evidence: Activity volume

M 26: Faculty Discussions with Students
Informal but frequent faculty discussions with students.

Source of Evidence: Discussions / Coffee Talk

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Student Self Assessment
For the 2012-2013 academic year, we will develop an indirect measure -- most likely a self-assessment survey -- that gauges students' assessment of their acquisition of broad historical knowledge.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: This survey will be implemented in the graduate proseminar in fall and spring.
Projected Completion Date: 05/2013
Responsible Person/Group: Kari Frederickson

Student Survey regarding Expertise
This will be an indirect measure that will give us feedback regarding how confident students feel in their knowledge level.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: All students defending their dissertations will be asked to assess their level of expertise in their chosen field of study.
Projected Completion Date: 05/2013
Responsible Person/Group: Kari Frederickson
## Curriculum Maps #1 (In which courses or in what activities or assignments are Student Learning Outcomes Addressed)

Use “Introduce” when outcome is first addressed; “Reinforce” when outcome is reinforced; and “Master” when outcome is expected to be mastered. Note that you do not need to obtain a measure from every course in which an outcome is addressed (see Map #2)

<table>
<thead>
<tr>
<th></th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doctoral students</strong></td>
<td>Doctoral students will acquire and demonstrate an understanding of the history of the United States and the World. Students must take 600-level historiography courses in two of three broad geographic areas. Grades on relevant assignments measure their understanding. All doctoral students must pass written and oral comprehensive examinations in three of four historical fields.</td>
<td>Doctoral students must demonstrate an ability to analyze and critique the interpretations and arguments of historians. Grades on relevant assignments measure their understanding.</td>
<td>Students will demonstrate an ability to craft a historical question, identify the primary and secondary sources necessary to answer it, and develop an original interpretation, using primary sources as evidence. Doctoral students must complete two research seminars in which the final product in each is an article-length paper based on primary research and original analysis. Grades on relevant assignments measure their understanding. Doctoral students must also pass a dissertation proposal and ultimately a dissertation defense.</td>
<td>Students will express their ideas clearly in writing. Grades on relevant assignments measure their understanding.</td>
<td>Doctoral students will demonstrate expertise in their chosen fields of study. All Doctoral students must master the relevant literature related to their dissertation topic, and present an acceptable dissertation prospectus outlining their research question and primary sources as part of the comprehensive examination process. All students must write and defend a dissertation.</td>
</tr>
<tr>
<td><strong>HY 605</strong></td>
<td>Introduce</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>HY 635</strong></td>
<td>Introduce/Reinforce</td>
<td>Reinforce</td>
<td></td>
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</tr>
<tr>
<td><strong>HY 658</strong></td>
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<tr>
<td><strong>Research Seminar</strong></td>
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<tr>
<td><strong>Comprehensive examination [includes defense of dissertation proposal]</strong></td>
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</tr>
<tr>
<td><strong>Dissertation</strong></td>
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</tr>
</tbody>
</table>

**Required Task**

**Common Assignment**
## Activity 1

<table>
<thead>
<tr>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>HY 605</td>
<td>We expect 100% of Doctoral students to receive a grade of B or better on relevant assignments</td>
<td>Measured Fall/Spring 2010-2011</td>
<td>Measured Fall/Spring 2010-2011</td>
<td>Identify thesis statement in-class activity &amp; Research paper</td>
</tr>
<tr>
<td>HY 635</td>
<td>We expect 100% of Doctoral students to receive a grade of B or better on relevant assignments</td>
<td>Measured Fall/Spring 2010-2011</td>
<td>Measured Fall/Spring 2010-2011</td>
<td>Historiographical paper</td>
</tr>
<tr>
<td>HY 658</td>
<td>Research Seminar</td>
<td>Measured Fall/Spring 2010-2011</td>
<td>Measured Fall/Spring 2010-2011</td>
<td>Book Reviews &amp; Short Essays</td>
</tr>
<tr>
<td></td>
<td>We expect 100% of Doctoral students to receive a grade of B or better on relevant assignments</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Examination</td>
<td>Survey percentage of students passing written and oral portions of exam.</td>
<td>Survey percentage of students passing written and oral portions of exam.</td>
<td>Survey percentage of students passing written and oral portions of exam.</td>
<td>Survey percentage of students passing written and oral portions of exam.</td>
</tr>
</tbody>
</table>

### Curriculum Map II  (What assessment measures will be employed in which courses/activities/assignments for each Student learning Outcome)

Indicate which measure is being obtained in which course by typing “Measure n.n” in the appropriate cell. If you’d rather use a description of the measure, that is fine. Also, indicate the year/semester in which the measure will be obtained (e.g., Fall 2011). Student learning outcomes must be assessed at least once within a 2 ½ year period. Note that a measure does not need to be obtained from every course in which an outcome is covered (see Map #1).
<table>
<thead>
<tr>
<th>Dissertation</th>
<th>Survey percentage of students passing defense of dissertation.</th>
<th>Survey percentage of students passing defense of dissertation</th>
<th>Survey percentage of students passing defense of dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Task</td>
<td></td>
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<tr>
<td>Common Assignment</td>
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<tr>
<td>Activity 1</td>
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<tr>
<td>Activity 2</td>
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<td>Activity 3</td>
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<tr>
<td>Activity 4</td>
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</tbody>
</table>
## Graduate Writing Assignment Sample Rubric

<table>
<thead>
<tr>
<th></th>
<th>Excellent/Very Good (A)</th>
<th>Average/Competent (B)</th>
<th>Developing/Weak (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis/Argument</strong></td>
<td>The essay presents a clear argument and a well-tailored introduction that sets-up the subject and provides a clear plan for presenting evidence.</td>
<td>The essay contains an argument but the thesis is vague and provides no clear plan for presenting evidence.</td>
<td>The essay fails to make an argument or introduce the subject sufficiently.</td>
</tr>
<tr>
<td><strong>Structure/Writing Style</strong></td>
<td>The essay has a clear structure that allows the argument to develop in a cogent fashion with each paragraph/section building off the one before. The essay demonstrates careful attention to clear writing</td>
<td>The essay has some structure but there are also paragraphs/sections where the importance of the material to the overall argument is not clear. The essay is unevenly written.</td>
<td>The essay has no structure and is written sloppily.</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>The essay draws on evidence from appropriate primary and secondary sources and these sources fully and explicitly support the argument.</td>
<td>The essay cites material from appropriate primary and secondary sources but at times without clear linkage to the argument.</td>
<td>The essay fails to link material from appropriate primary and secondary sources to the stated argument.</td>
</tr>
<tr>
<td><strong>Use of Sources</strong></td>
<td>The essay clearly discriminates between reliable and less reliable information. It does not rely on personal opinion or unknown sources. It exhibits a clear understanding of the difference between primary and secondary sources.</td>
<td>The essay presents some reliable information but also some unreliable information (personal opinion etc). It demonstrates some understanding of the difference between primary and secondary sources.</td>
<td>The essay demonstrates no ability to distinguish between primary and secondary sources or between reliable and unreliable information.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>The conclusion wraps up the argument, stays focused on history, does not introduce any new evidence, and demonstrates insight.</td>
<td>The conclusion wraps up the argument but does not stay focused on history or introduces new material not found in the body of the paper.</td>
<td>The conclusion does not wrap up the argument, is vague, and does not stay focused on history or there is no conclusion.</td>
</tr>
</tbody>
</table>

**Comments:**

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