| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. | Assessment Activity/Artifact:  Paper 2 requires students to consider how Italian immigrants and native-born Americans viewed immigration restriction debates in the 1920s. They must consider how immigrant experiences of global migration and acculturation shaped their views. The paper also asks students to evaluate how international events shaped the debate over immigration restriction in the 1920s.  Evaluation Process:  Assignments will be evaluated based on the following:   * Strong thesis that answers the question and addresses the views of both native-born Americans and immigrants. * Paragraphs with topic sentence, evidence, conclusion. * Paragraphs that make an argument and are analytical. * Understanding of the historical context and particularly how international events shaped the debate over immigration restriction in the 1920s. * Intro and conclusion. * Required number of sources (minimum), use of sources related to both native-born Americans and immigrants, and analysis of those sources.   Minimum Criteria for Success:  A minimum grade of a C on the assignment.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Proposed: Students will be able to explain the interrelatedness of local, global, international, and intercultural issues and events within Modern US History.  Current: Students will construct an evidence-based argument demonstrating how local, regional, national, and global events shaped the interactions of two or more groups in the United States. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Perspective:** Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. | Assessment Activity/Artifact:  Paper 1 requires students to consider the viewpoints of opponents and supporters of political rights for African Americans in the 1870s and 1880s, and to construct an argument about what these differing viewpoints reveal about US democracy in the late 19th century.  Evaluation Process:  Assignments will be evaluated based on the following:   * Strong thesis that answers the question and addresses the views of both supporters and opponents of political rights for African Americans. * Paragraphs with topic sentence, evidence, conclusion. * Paragraphs that make an argument. * Understanding of the historical context and particularly different viewpoints on US democracy in the late 19th c. * Intro and conclusion. * Required number of sources (minimum), use of sources that both support and oppose African American political rights.   Minimum Criteria for Success:  A minimum grade of a C on the assignment  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Proposed: Students will conduct an analysis of events and developments in Modern US history from multiple perspectives.  Current: Students will construct an evidence-based argument that integrates multiple perspectives on an issue in Modern US History. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method (for my class only)** | Assessment Results |
| --- | --- | --- |
| **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. | Assessment Activity/Artifact:  For Paper 3, students will conduct oral history interviews on an issue of contemporary relevance. They will interview family members, reflect on their own experience, and summarize their findings in an argument-driven paper. The assignment asks students to consider how people’s experiences and perspectives vary across space and time, and recognize that many contemporary problems can only be resolved by listening carefully to what people say about their own experiences.  Evaluation Process:  Students will be evaluated on their ability to   * Really listen to their subject * engage with different perspectives on a controversy * demonstrate a detailed historical understanding of the controversy of their choice * reach a resolution on that controversy * present their evidence and argument is a clear, coherent way.   Minimum Criteria for Success:  Either a minimum grade of a C on the assignment.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will consider different perspectives on a problem or controversy related to Modern US History and attempt to reach a resolution about it.  (no change proposed) |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |