

# STUDENT LEARNING ASSESSMENT REPORT

**PROGRAM:** History (BA)

**SUBMITTED BY:** Dr. Jace Stuckey

**DATE:** 9/30/2018

**BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:**

Paper copies of the short analytical essays, research papers, and exit surveys from HI 420 are stored in a file in Dr. Jace Stuckey's office. Research papers are also held in electronic files on Dr. Stuckey's computer. Paper copies of the Supervisor Final Evaluation Forms and Summary Reflective Statements from HI 400 are stored in electronic files in the Department.

## EXECUTIVE SUMMARY

**Program description from the Course Catalog:** Please copy and paste the current year's catalog description of this program. This is generally a one-two paragraph description immediately following the name of the program. Please be sure to include the listing of program outcomes as printed.

The study of history aims to improve an understanding of the modern world through a perspective that enables evaluation of both its mature and its underdeveloped conditions. The history program at Marymount focuses primarily on the areas of European and American history. Resources for the study of history in the Washington area are extraordinary, and many students find opportunities to witness firsthand history-making events in this capital city.

The history major — traditionally a preparation for careers in law, business, teaching, research, and many other fields — includes courses essential to the study of the European and American traditions. The requirements of the major are deliberately flexible to accommodate a variety of options within the discipline and with other fields of study.

Internship opportunities in the Washington area are outstanding. The study abroad program offers internship and study programs in numerous locations. The most popular destinations include England, Ireland, and Italy.

History majors are encouraged to consider a minor concentration in another discipline.

**List all of the program's learning outcomes:** *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Assessed This Year	Year of Next Planned Assessment
1) <i>Students will demonstrate the ability to analyze and assess critically primary and secondary sources within their historical contexts.</i>	2016/17	2017/18	2018/19

2) Students will demonstrate the ability to interpret history through research and synthesis of evidentiary sources and application of theory and method.	2016/17	2017/18	2018/19
3) Students will demonstrate the ability to apply historical knowledge effectively through the construction and communication of oral and written arguments in a professional forum.	2016/17	2017/18	2018/19

Describe **briefly** how the program’s outcomes support Marymount’s mission, strategic plan, and relevant school plan (generally not more than two paragraphs, may use bullet points):

Through the standards set by its Learning Outcomes, the History Program requires students to seek knowledge through active inquiry and first-hand research into the available evidence, thereby fostering the intellectual growth and intellectual curiosity prioritized by Marymount’s university mission and strategic plan. In accordance with Marymount’s objectives of remaining true to its Catholic identity, developing moral character, and educating the whole person, the History Learning Outcomes challenge students to exercise those habits of independent judgment, critical analysis, and rigorous examination of evidence necessary to participate responsibly in community and public life and make mature, informed life-choices, rather than bowing to momentary impulse, prevailing consensus, time honored dogma, or received authority.

By introducing our students to the theory and methodology of the discipline of history, the History Learning Outcomes enable them to cultivate the wisdom one can derive from knowledge of the fundamental causes of human behavior. Moreover, the Learning Outcomes contribute to diversity and a global perspective by encouraging students to evaluate human behavior in its socio-cultural contexts and take it on its own terms, thereby promoting an understanding of and sensitivity to those people who have different customs and ways of life and see the world from perspectives different from our own.

Finally, by prioritizing the skills of oral and written arguments in a professional forum (through the mechanism of the History Internship), the History Program’s Learning Outcomes advance our students’ career preparation, engage our students in the larger community, and foster collaborative ties between our program of study at Marymount and regional institutions. The History Program is integral to the humanistic education that lies at the heart of Marymount’s Liberal Arts Core Curriculum and the mission of the School of Arts and Sciences. But its Learning Outcomes also hone skills and provide experience that prepare our graduates for a wide range of professional opportunities, including those for which the greater D.C. area is particularly rich, such as academic history, secondary education, public history, archival and library science, and public service.

Provide a **brief** description of the assessment process used including strengths, challenges and planned improvements to the process, and provide evidence of the existence of a culture of continuous improvement based on assessment (generally not more than two paragraphs, may use bullet points):

In the 2017-2018 academic year, the History Faculty assessed student learning by evaluating performance on assignments designed to measure all three of the revised Learning Outcomes. We confined assessment of student performance to those students who

completed HI 420 Senior Seminar and HI 400 History Internship. These are the only two courses at Marymount restricted to History Majors and designed entirely for the benefit of History Majors, and therefore best suited to assess how well our Majors are achieving the desired Learning Outcomes. (All of our other courses are open to non-Majors and designed to support the Liberal Arts Core Curriculum primarily and the program of study in History only secondarily.)

As the tables below indicate, we assessed Learning Outcomes 1 and 2 with a direct measure consisting of student performance on short analytical essays and the capstone Research Paper in HI 420 Senior Seminar, with an exit survey serving as an indirect measure. We assessed Learning Outcome 3 with a direct measure consisting of student performance on three of the criteria on the Supervisor Final Evaluation Form distributed to internship site supervisors by Marymount’s Center for Career Services. We backed up that assessment with each student’s Summary Reflective Statement as an indirect measure.

For the 2017-2018 academic year, we acquired data for HI 420 Senior Seminar (offered annually each spring semester) as taught in Spring 2018. We acquired data for HI 400 History Internship for Fall 2017 and Spring and Summer 2018, as directed by the History Program’s Academic Internship Mentor. The members of the History Faculty examined the direct and indirect measures from these courses in September 2017.

**Describe how the program implemented its planned improvements from last year:**

<b>Outcome</b>	<b>Planned Improvement</b>	<b>Update</b> <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
Students will demonstrate the ability to analyze and assess critically primary and secondary sources within their historical contexts.	Although students generally scored well on this outcome, the History Faculty have strongly suggested that we begin pairing the curricula of HI 250 with that of HI 420 in a more coherent manner so that students are more engaged with the research and writing process required by the history discipline. Right now, these courses are largely independent of one another with instructors rotating and teaching the courses as they see fit. In doing so, the Department should develop standard syllabi for both classes so that students can begin working earlier on mastering the skills on this outcome.	This planned improvement was part of revised report that was submitted after it could be fully implemented for HI 250 for the fall of 2017. Additionally, since HI 250 is typically taken in the fall of the student’s second year and HI 420 is taken in the spring of the fourth year, there were not students who completed HI 420 who would have completed HI 250 with the planned improvement implemented. The spring of 2019 will be the first cycle that will provide data for this planned improvement.
Students will demonstrate the ability to interpret history through research and synthesis of evidentiary sources and application of theory and method.	Faculty have determined that although a high percentage of students completing HI 420 Senior Seminar are meeting the outcome goals, there are some who are clearly not. In order to deal with this,	This planned improvement was implemented in HI 420. We doubled the amount of library sessions for the students. We used class sessions to work exclusively in the library and with the Department’s library liaison. As

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
	<p>faculty propose to increase library staff presence and tutorials during the semester which have proved useful in other courses and since use of the library is critical for the research process it is a necessary component of any history research oriented course. Additionally, faculty have also suggested that in 420, we begin to standardize more focused assignments such as a topic and thesis proposal as well as annotated bibliographies in order to provide students with a clearer 'scaffolding' approach to writing a research paper so as to better equip them to make an original interpretation of the past by conducting research and integrating evidence around a thesis.</p>	<p>such, the library liaison along with the instructor worked very closely with each student in the research process. Although the sample size for this cycle was quite small (3 students), their work showed improvement.</p> <p>Additionally, the focused assignments were implemented for HI 420 in the spring as well. Again, with a limited sample size, it is difficult to draw strong conclusions, but the students who participated in the process from beginning to end produced quality work.</p>
<p>Students will demonstrate the ability to apply historical knowledge effectively through the construction and communication of oral and written arguments in a professional forum.</p>	<p>For AY2017-2018 the School of Arts and Sciences increased the requirement for hours given to assignments and/or student interaction away from the internship site. For the history internship, HI400, this requirement was implemented beginning in summer 2017 with a series of writing assignments including a weekly journal discussing their duties and what they learned, as well as a final 2-3 pages reflective paper on their internship. Interns must also meet with the history internship coordinator regularly to discuss their internship. Finally, the coordinator contacts the intern's on-site supervisor for updates. The writing assignments are designed to measure the skills heretofore only evaluated with the supervisor's final report after the internship had finished.</p>	<p>The changes to the internship requirements have been incorporated into the course syllabus. As a result, those students enrolled in HI 400 have written journal entries and submitted their reflection essays to the intern program supervisor to monitor their progress and to gain a better understanding of the tasks the students have been completing. The on-site supervisors have generally been happy to give updates and have each been pleased with their interns' work.</p>

**Provide a response to last year's University Assessment Committee review of the program's learning assessment report:**

We have continued look for ways to make improvements to the program. These planned changes were part last year's revised assessment report submitted January 23, 2017. The planned improvements are listed above and some were implemented in the spring. We will implement the remainder this year.

Additionally, as per the UAC's Review of recent years, we endeavored to include all full-time members of the History Faculty during the assessment period. However, as in previous years, we did not have a full complement of the History Faculty. In fact, we were in the midst of a faculty search throughout the 2017-18 academic year. We now have all four positions filled and will include all members in future assessment. Nevertheless, we were able to assess the direct and indirect measures of student learning for the 2017-2018 academic year. The assessment analysis and conclusions below are the results of the consensus we reached on this matter.

### Outcomes Assessment 2017-2018

**Learning Outcome 1:**

**Assessment Activity**

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss how the data was collected and describe the student population</i>	<b>Analysis</b> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct measure: Student performance in completion of short analytical papers required in Senior Seminar will provide the data for assessing this outcome. The rubric below indicates how student learning will be measured.	85% of students in Senior Seminar must attain a rating of "meets or exceeds criteria" on all items in the rubric.	In Spring 2018, 4 students completed Senior Seminar. The assessment item was a short analytical essay requiring analysis of primary and secondary sources.	1) The History Faculty assessed student performance on the short analytical essay according to the three criteria stated in the rubric below. 2) Of the 4 students assessed, 3 of 4 met or exceeded the criteria for Learning Outcome 1.
Indirect measure: An exit survey given to students in Senior Seminar at the end of the semester.	85% of students in Senior Seminar respond that their program of study in History "meets or exceeds" the objective of providing them with the skills and opportunities to attain Learning Outcome 1.	In Spring 2018, 4 students completed Senior Seminar. The assessment item was an exit survey	1) The History Faculty examined student responses to the Senior Seminar exit survey and quantified their responses. 2) According to the exit surveys, 2 of 4 students responded that their program of study in History met or exceeded the objective of providing them with the skills and opportunities to attain Learning Outcome 1. The other 2 students did not return the exit survey.

### RUBRIC FOR LEARNING OUTCOME 1 (direct measure)

Criteria	Exceeds Criteria			Meets Criteria			Fails to Meet Criteria		
	5	4.5	4	3.5	3	2.5	2	1.5	1
1) The paper identifies accurately the genre of the source and its intended audience.	<u>1</u>	—	<u>1</u>	—	—	<u>1</u>	—	—	<u>(1 n/a no papers submitted)</u>
2) The paper identifies accurately the goal of the author and the author's thesis and supporting arguments.	<u>1</u>	—	<u>1</u>	—	<u>1</u>	—	—	—	—
3) The paper identifies the author's methods of argument, including uses of evidence and rhetoric.	—	<u>1</u>	—	<u>1</u>	—	<u>1</u>	—	—	—
4) The paper assesses the source in proper historic context and infers the historic circumstances giving rise to its production.	—	—	<u>1</u>	<u>2</u>	—	—	—	—	—
5) The paper adopts only claims supported by evidence and synthesizes evidence from the source to reach appropriate conclusions and offer a logical interpretation of it.	—	<u>1</u>	—	<u>2</u>	—	—	—	—	—

#### Interpretation of Results

Describe the extent to which this learning outcome has been achieved by students (Use both direct and indirect measure results):

Three out of four students met or exceeded all three criteria for the direct measure of Learning Outcome 1. This 75% falls below our target of at least a rating of 85%. The one student who did not meet the criteria stopped attending class half way through the semester and did not complete the short analytical papers used the measure Learning Outcome 1. The History Faculty were satisfied with student performance for Learning Outcome 1 for the three remaining students who completed the appropriate assignments and that the two students who responded to the survey consider themselves well trained by the History Program to achieve this outcome, as the indirect measure indicates.

**Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:**

Assessment of Learning Outcome 1 for the 2017-2018 for the students who completed HI 420 indicates that Marymount's History Program continues to be strong in training students to examine sources in their historic contexts, assess those sources critically, and communicate their conclusions in a short essay format.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

Although students for the last two cycles generally scored well on this outcome, the History Faculty determined last year that we begin pairing the curricula of HI 250 with that of HI 420 in a more coherent manner so that students are more engaged with the research and writing process required by the history discipline. Right now, these courses are largely independent of one another with instructors rotating and teaching the courses as they see fit. In doing so, the Department should develop standard syllabi for both classes so that students can begin working earlier on mastering the skills on this outcome. This is a multi-year effort and we are still in the process of implementing these planned improvements. The first chance to assess students with the improvements will be the Spring semester of 2019.

**Learning Outcome 2:**

**Assessment Activity**

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss how the data was collected and describe the student population</i>	<b>Analysis</b> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct measure: Student performance in completion of the Research Paper required in Senior Seminar will provide the data for assessing this outcome. The rubric below indicates how student learning will be measured.	85% of students in Senior Seminar must attain a rating of "meets or exceeds criteria" on all items in the rubric.	In Spring 2017, 4 students completed Senior Seminar. The assessment item was a Research Paper requiring research of sources, synthesis of findings, and application of theory and method in the formulation of an original interpretation of history.	1) The History Faculty assessed student performance on the Research Paper according to the six criteria stated in the rubric below. 2) Of the 4 students assessed, 3 met or exceeded the criteria for Learning Outcome 2.
Indirect measure: An exit survey given to students	<i>85% of students in Senior Seminar respond that their program of</i>	In Spring 2017, 4 students completed Senior Seminar. The	1) The History Faculty examined student responses to the Senior Seminar exit survey and quantified their responses.

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss how the data was collected and describe the student population</i>	<b>Analysis</b> <i>1) Describe the analysis process.  2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
in Senior Seminar at the end of the semester.	<i>study in History “meets or exceeds” the objective of providing them with the skills and opportunities to attain Learning Outcome 2.</i>	assessment item was an exit survey.	2) According to the exit surveys, 2 of 4 students responded that their program of study in History met or exceeded the objective of providing them with the skills and opportunities to attain Learning Outcome 1. The other 2 students did not return the exit survey.

### RUBRIC FOR LEARNING OUTCOME 2 (direct measure)

Criteria	Exceeds Criteria			Meets Criteria			Fails to Meet Criteria			
	5	4.5	4	3.5	3	2.5	2	1.5	1	
1) The paper’s thesis statement provides an original argument presents concerning the interpretation of the past, and the paper’s introduction and conclusion present the paper’s thesis and main supporting points clearly.	___	<u>1</u>	___	<u>1</u>	___	___	<u>1</u>	___	___	(1 n/a - no research paper submitted)
2) The paper is tightly structured and coherently organized, with arguments unfolding in a clear sequence—each body paragraph builds the case for the thesis and excludes irrelevant material.	___	<u>1</u>	<u>1</u>	___	___	___	<u>1</u>	___	___	
3) The paper demonstrates familiarity with the basic scholarly literature and interpretative debates on its subject—it synthesizes both primary and secondary sources and makes no claims unsupported by evidence from cited sources.	___	<u>1</u>	___	<u>1</u>	___	___	<u>1</u>	___	___	
4) The writing style of the paper is clear and concise, its language flows and engages the reader’s attention, and its word choice and tone are appropriate for the assignment and audience.	___	<u>2</u>	___	___	___	___	<u>1</u>	___	___	

5) The paper is reasonably free of errors in grammar, punctuation, and syntax, and it applies correctly the Chicago/Turabian format for references in the footnotes/endnotes and bibliography.

\_\_\_\_\_ 3 \_\_\_\_\_

### **Interpretation of Results**

**Describe the extent to which this learning outcomes has been achieved by students** (*Use both direct and indirect measure results*):

Two of the four students met or exceeded all six criteria for the direct measure of Learning Outcome 2, while one student failed to meet 3 of the 5 criteria and one student did not complete the assignment. While 75% of the students met 2 of the 5 criteria, there were only 50% who met or exceeded all 5 criteria. This rating falls well below the 85% goal. While the History Faculty is pleased with student performance for Learning Outcome 2 for those who participated throughout the semester and with the students' reflection on their training for this outcome, as per the exit survey, we will continue work toward the target goal of 85%.

**Briefly describe program strengths and opportunities for improvement** relative to assessment of outcome:

Assessment of Learning Outcome 2 for the 2017-2018 cycle indicates that some students are well prepared to make an original interpretation of the past by conducting research and integrating evidence around a thesis. Even though some of the students fell below the target, the faculty feel that the target performance standard of 85% should remain. One student did not complete any of the assessment assignments including the Research Paper described in outcome 2. Additionally, another student had a baby during the semester and attempted to complete the assignments remotely. This student failed to meet 3 of the 5 criteria in outcome 2. Given the small sample size, the History faculty feel there is insufficient data to change our methods of teaching and assessing this outcome.

**Discuss planned curricular or program improvements** for this year based on assessment of outcome:

Faculty have determined that although a number of students completing HI 420 Senior Seminar are meeting the outcome goals, there are some who are clearly not. In order to deal with this, last year faculty proposed to Increase library staff presence and tutorials during the semester which have proved useful in other courses and since use of the library is critical for the research process it is a necessary component of any history research-oriented course. Additionally, faculty have also suggested that in 420, we begin to standardize more focused assignments such as a topic and thesis proposal as well as annotated bibliographies in order to provide students with a clearer 'scaffolding' approach to writing a research paper so as to better equip them to make an original interpretation of the past by conducting research and integrating evidence around a thesis.

The increased library presence and use was successful for the three students who completed the course, but given some of the plan improvements were not put in place until after the Spring Semester began, not all of the focused assignments were implemented.

Additionally, the History Faculty feel it is extremely difficult to draw strong conclusions with such limited data from this past cycle. One student did not even attempt the assignments and one student due to personal circumstances was prevented from fully participating in the course leaving only two other students to assess. However, the faculty plan to make the planned improvements permanent parts of the HI 420 syllabus and/or course requirements for the spring of 2019.

**Learning Outcome 3:**

**Assessment Activity**

<p><b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p><b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i></p>	<p><b>Data Collection</b> <i>Discuss how the data was collected and describe the student population</i></p>	<p><b>Analysis</b> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i></p>
<p>Direct measure: The direct measure for the outcome is the Supervisor Final Internship Evaluation form that every site supervisor completes for each intern. The form provides a rubric measuring student performance in the HI 400 History Internship on a scale from “Excellent” to “Poor.”</p> <p>Three criteria measure student attainment of Learning Outcome 3, namely “oral communication,” “written communication,” and “apply academic</p>	<p>The acceptable level of student performance will be a rating of “Excellent” or “Good” on the criteria of “oral communication,” “written communication,” and “apply academic knowledge to the workplace” achieved by 85% of student interns.</p>	<p>Each intern has a site supervisor who is required as a part of the Center for Career Services internship agreement to submit to the Academic Internship Mentor (AIM) an evaluation form developed by the CCS describing the student’s performance in History Internship. This outcome is analyzed by scoring the ratings received by interns on the three criteria put in boldface on the rubric below.</p> <p>In Fall 2017, 2 students completed the History Internship; 1 student completed in Spring of</p>	<p>2) According to the Supervisor Final Internship Evaluations for our 5 interns in 2017-2018, 4 of the 5 students met or exceeded two of the three criteria for Learning Outcome three, and all 5 students met or exceeded the third criterion. On oral communication 4 scored excellent or good. Four students scored excellent or good on written communication while all 5 scored excellent or good on applying academic knowledge to the workplace with one neutral response.</p>

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss how the data was collected and describe the student population</i>	<b>Analysis</b> <i>1) Describe the analysis process.  2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
knowledge to the workplace.”		2018, and 2 History Majors did the internship in Summer 2017. The results for student performance on Learning Outcome 3 derive from the work of those 5 students.	
Indirect measure: The Summary Reflective Statement, a final short essay in which the student reflects on his or her internship and the ways in which Marymount coursework prepared the student for experiential learning, which is submitted at the conclusion of the internship as a course requirement of HI 400 History Internship.	85% of students in Senior Seminar respond that their program of study in History “meets or exceeds” the objective of providing them with the skills and opportunities to attain Learning Outcome 3.	In Fall 2017, 2 students completed the History Internship; 1 student completed in Spring of 2018, and 2 History Majors did the internship in Summer 2017. The results for student performance on Learning Outcome 3 derive from the Summary Reflective Statement submitted by those 5 students.	1) The History Faculty examined the Summary Reflective Statements from 5 interns and quantified their responses. 2) According to their essays, 3 interns strongly agreed or agreed that the Marymount program in history had prepared them to achieve Learning Outcome three; while 2 students were neutral on the question.

**RUBRIC FOR LEARNING OUTCOME 3 (direct measure)**

**Supervisor Final Internship Evaluation Form:**

Criteria                      Excellent                      Good                      Neutral                      Fair                      Poor

Attendance and Punctuality    \_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_

Follows Directions	_____	_____	_____	_____	_____
Adheres to Deadlines	_____	_____	_____	_____	_____
Takes Initiative without Supervision	_____	_____	_____	_____	_____
<b>Oral Communication</b>	<u>  1  </u>	<u>  3  </u>	_____	<u>  1  </u>	_____
<b>Written Communication</b>	<u>  1  </u>	<u>  3  </u>	_____	<u>  1  </u>	_____
Ability to Accept Criticism	_____	_____	_____	_____	_____
<b>Apply Academic Knowledge To the Workplace</b>	<u>  3  </u>	<u>  2  </u>	_____	_____	_____
Overall Professionalism Rating	_____	_____	_____	_____	_____
Overall Performance Rating	_____	_____	_____	_____	_____

**Interpretation of Results**

**Describe the extent to which this learning outcomes has been achieved by students** *(Use both direct and indirect measure results):*

For the direct measure of Learning Outcome 3, 4 of the 5 students completing the History Internship in 2017-2018 met or exceeded two of the three criteria (written communication and oral communication) from the direct measure, for a rating of 80%. All 5 met or exceeded the third criterion (application of academic knowledge to the workplace) for a rating of 100%.

For the indirect measure, 4 out of 5 students reflected that the History Program had met or exceeded the objective of preparing them for application of their academic knowledge to oral and written communication in a professional forum, with one neutral response.

With a positive response from supervisors about our students, and an 80% positive response from our students about the History Program, the History Faculty is satisfied that our Majors' performance has secured handily our program standard for Learning Outcome 3. However, we will continue to work to meet the new rating goal of 85% in all outcomes.

**Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:**

Assessment of Learning Outcome 3 for the 2016-2017 indicates that the History Program has properly trained and prepared our Majors with the academic skills and knowledge they need for successful oral and written communication in a professional forum.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

For AY2017-2018 the School of Arts and Sciences increased the requirement for hours given to assignments and/or student interaction away from the internship site. The School of Design, Arts, and Humanities will continue this policy for 2018-19. For the history internship, HI400, this requirement was implemented beginning in fall of 2018 with a series of writing assignments including a weekly journal discussing their duties and what they learned, as well as a final 2-3 pages reflective paper on their internship. Interns must also meet with the history internship coordinator regularly to discuss their internship. Finally, the coordinator contacts the intern's on-site supervisor for updates. The writing assignments are designed to measure the skills heretofore only evaluated with the supervisor's final report after the internship had finished. The implementation of these assignments yielded positive results with respect to demonstrating mastery of oral and written communication as well as the application of knowledge to the workplace. As such, they will continue to be part of the internship requirements for History students.

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**Appendices**