

## STUDENT LEARNING ASSESSMENT REPORT, 2018-2019

**PROGRAM:** History (B.A.)  
**SUBMITTED BY:** Dr. Jace Stuckey  
**DATE:** 9/30/2019

### Executive Summary: Description of Assessment Process

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

Learning Outcome	Year of Last Assessment	Assessed This Year (Y=Yes)	Year of Next Planned Assessment
1) Students will demonstrate the ability to analyze and assess critically primary and secondary sources within their historical contexts.	2017/18	N	2019/20
2) Students will demonstrate the ability to interpret history through research and synthesis of evidentiary sources and application of theory and method.	2017/18	Y	2019/20
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.	2017/18	Y	2019/20

Provide a **brief** description of the assessment process used including how results are shared and discussed and strengths, challenges, and planned improvements to the **process**, providing evidence of a culture of continuous improvement based on assessment. If there is something that is impeding your ability to implement improvements, please comment on those issues (generally not more than two paragraphs, may use bullet points):

In the 2018-2019 academic year, the History Faculty assessed student learning by evaluating performance on assignments designed to measure two of three 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.

As the tables below indicate, we assessed Learning Outcome 2 with a direct measure consisting of student performance on the capstone Research Paper in HI 420 Senior Seminar, and with an exit survey serving as an indirect measure. While last year we used a separate, shorter analysis paper for outcome 1, we eliminated that paper from the syllabus this year in order to build in more scaffolding assignments leading up to the final paper. 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 2018-2019 academic year, we acquired data for HI 420 Senior Seminar (offered annually each spring semester) as taught in Spring 2019. We acquired data for HI 400 History Internship for Fall 2018 and Spring and Summer 2019, 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 2019.

**Closing the Loop: Progress on Planned Improvements from Prior Year**

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>
<p><b>Students will demonstrate the ability to analyze and assess critically primary and secondary sources within their historical contexts.</b></p>	<p>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.</p>	<p>The professors who taught HI 250 and HI 420 met to discuss what skills students struggled with in 250 as well as those they seemed to master so as to plan appropriately for the Senior Seminar class. The syllabus was designed taking these issues into account and proved successful in anticipating where skill deficits might still exist allowing the professor in HI 420 to re-emphasize those skill areas. Faculty determined that the additional assignment used to measure outcome 1 in HI 420 detracted from the larger need for scaffolding the thesis project and achieving improvements in outcome 2. The skills for outcome 1 are still very much part of the thesis project used to assess outcome 2. Having achieved largely positive results for outcome 2 from the scaffolding for the thesis, faculty have devised a new, smaller assignment more integrated into the final thesis paper with which to measure outcome 1 next cycle.</p>
<p><b>Students will demonstrate the ability to interpret history through research and synthesis of evidentiary sources and application of theory and method.</b></p>	<p>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’</p>	<p>In HI 420, the thesis project was highly scaffolded. Students turned in a prospectus with their planned topic and thesis; an annotated bibliography; a draft of the historiography/literature review section of their papers; a full draft of the paper; and a final draft. This scaffolding allowed for continuous peer review and faculty feedback which greatly improved all of the papers; many would have failed to meet or barely met expectations in early stages but met or exceeded expectations in the final drafts.</p>

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>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>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.</p> <p>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.</p>	<p>The number of library visits was not increased. However, there was an increase in class sessions devoted to increasing the students' ability to use the library resources.</p>
<p><b>Students will demonstrate the ability to apply historical knowledge effectively through the construction and communication of oral and written arguments in a professional forum.</b></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. 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.</p>	<p>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.</p>

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

Comment:

“Thank you for including the rubrics used in your assessment. Your analysis could be more robust; while we acknowledge that the small number of students poses a challenge, you can craft measures that will provide you with richer information. If you expand on the criteria for the internship evaluation to make it more of a rubric, that might help you provide you with more detailed feedback. However, there are more opportunities for improvement that could be drawn from your results, and you did not expand that section.”

Response:

-The Department is working on a rubric as suggested to be implemented in the next assessment cycle.

Comment:

“Consider splitting outcomes 2 and 3 into two separate outcomes so that the assessment can be more easily completed. You were asked to change Outcome 2 last year and that is not reflected in this year’s report.”

Response:

-The Department is unclear as to how to achieve “splitting outcomes 2 and 3 into two separate outcomes” and would request more clarification and guidance from the Committee on this suggestion.

-For the next Assessment cycle, the Department plans to simplify outcome 2 so that it states: "**Students will demonstrate the ability to interpret history through research and synthesis of evidentiary sources.**" As such we would delete "**and application of theory and method**" as it currently reads because ‘interpreting history’ encompasses those skills.

-Similarly, we plan to change outcome 3 so that it states: **Students will demonstrate the ability to apply historical knowledge effectively in a professional forum.**" This would eliminate "**through the construction and communication of oral and written arguments**" as it currently reads because ‘apply historical knowledge effectively’ covers these skills.

## Outcomes Assessment 2018-2019

### Learning Outcome 1:

<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 the acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i>	<b>Result</b> <i>Did you meet your target? What was the result?</i>
Not assessed this year			

### Interpretation of Results

**Analysis and Implications:** *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

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

### 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 2019, 7 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 7 students assessed, 6 met or exceeded the criteria for Learning Outcome 2.
Indirect measure: An exit survey given to students in Senior Seminar at	<i>85% of students in Senior Seminar respond that their program of study in</i>	In Spring 2019, 7 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>
the end of the semester.	<i>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) Of the 7 students, one did not return the survey. According to the returned exit surveys, 5 of 6 students responded that their program of study in History met or exceeded the objective of providing them with the skills and opportunities to attain the Learning Outcomes.

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

Criteria	Exceeds Criteria					Meets Criteria			Fails to Meet	
	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.	_1_	_1_	_1_	_1_	_	_2_	_1_	_	_	_
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.	_	_4_	_	_	_	_	_	_2_	_1_	_
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.	_1_	_1_	_1_	_	_1_	_1_	_1_	_1_	_1_	_
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.	_2_	_3_	_1_	_	_	_1_	_	_	_	_
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.	_1_	_1_	_	_	_	_2_	_1_	_1_	_	_1_

**Interpretation of Results**

**Analysis and Implications:** *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

Assessment of Learning Outcome 2 for the 2018-2019 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. The students struggled with crafting original arguments and 3/7 (43%) barely met or failed to meet that criteria. The same numbers applied to the criteria of clearly building an argument through the organization of a paper. On the key measure of familiarity with scholarly debates and ability to synthesize primary and secondary sources, the results were fairly widely distributed. Students could improve their ability to work with primary sources.

Overall, the History Faculty were satisfied with student performance for Learning Outcome 2 for the students who responded to the survey consider themselves well trained by the History Program to achieve this outcome, as the indirect measure indicates. Although it technically fell slightly below the performance standard of 85%, 5 of the 6 responses were positive.

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

The improvement suggested for outcome 1 last cycle of adding low stakes opportunities for analysis of primary sources in historical context in the senior seminar should also help with the final area of improvement noted above. To improve students’ ability to make original arguments, history faculty will be meeting to strategize how better to integrate this skill into all of our courses. In the senior seminar, we will reinforce this through additional exercises and readings that task students with identifying arguments in scholarly works and analyzing how the arguments were constructed.

Additionally, we will add an additional scaffolding assignment specifically for analyzing primary sources in HI 420 this spring. We will continue to emphasize the recognition and construction of arguments in other courses, in order to reinforce what students learn in 250 and so they get more practice before getting to 420.

**Learning Outcome 3:**

**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: The direct measure for the outcome is the Supervisor Final Internship	The acceptable level of student performance will be a rating of “Excellent” or	Each intern has a site supervisor who is required as a part of the Center for Career Services internship	2) According to the Supervisor Final Internship Evaluations for our 5 interns in 2018-2019, 4 of the 5 students met or exceeded all three criteria for Learning Outcome three.

<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>
<p>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 knowledge to the workplace.”</p>	<p>“Good” on the criteria of “oral communication,” “written communication,” and “apply academic knowledge to the workplace” achieved by 85% of student interns.</p>	<p>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 2018, 1 student completed the History Internship; 3 students completed in Spring of 2018, and 1 History Major did the internship in Summer 2019. The results for student performance on Learning Outcome 3 derive from the work of those 5 students.</p>	<p>On oral communication 4 scored excellent or good. Four students scored excellent or good on written communication while four scored excellent on applying academic knowledge to the workplace with one response of “poor.”</p> <p>All of the responses that ranked below excellent or good were given for one student who clashed with her supervisors on the job. That same student had previously successfully completed several internships done on her own without college credit. The internship coordinator spoke with both the supervisor and the student. It is his judgment that the supervisor failed to assign the learning opportunities that the student expected. As a result, we strongly suggest that these particular scores be discounted.</p>
<p>Indirect measure: The Summary Reflective Statement, a final short essay in which the student reflects on his or her internship and the</p>	<p>85% of students in Senior Seminar respond that their program of study in History “meets or exceeds” the objective of providing them with</p>	<p>In Fall 2018, 1 student completed the History Internship; 3 students completed in Spring of 2018, and 1 History Majors did the internship in</p>	<p>1) The History Faculty examined the Summary Reflective Statements from 5 interns and quantified their responses. 2) Of the five students, four Strongly Agreed that their coursework prepared them achieve Learning Outcome three. One Agreed. They</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>
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.	the skills and opportunities to attain Learning Outcome 3.	Summer 2019. The results for student performance on Learning Outcome 3 derive from the Summary Reflective Statement submitted by those 5 students.	noted several specific classes as being of use, notably HI 295: Introduction to Public History (mentioned by three of the five that listed specific classes) and HI 307: Museum Studies by one student. One student noted that they were helped by all their history classes as they taught research and writing. Two students did not specify particular history classes.

**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>	<b>3</b>	<b>1</b>	_____	<b>1</b>	_____
<b>Written Communication</b>	<b>3</b>	<b>1</b>	<b>1</b>	_____	_____
Ability to Accept Criticism	_____	_____	_____	_____	_____
<b>Apply Academic Knowledge To the Workplace</b>	<b>4</b>	_____	_____	_____	<b>1</b>
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 2018-2019 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%.

With a positive response from supervisors about our students, and an 100% 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 rating goal of 85% in all outcomes. Because the Public History classes seem to be of particular use to the students, we will continue to develop and grow this program.

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

Assessment of Learning Outcome 3 for the 2018-2019 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 continued this policy in 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.

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**Appendices** *(please only include items that will help reviewers understand your process – for example, test questions, rubrics, survey questions, more detailed description of assessment measures, summary tables of survey results, etc.)*