

## **Final Summative Report for the History Capstone Experience**

### **General Overview:**

The Capstone Experience provides the History Department with the capability to directly assess specific student learning outcomes addressed in the Academic Learning Compact and the Quality Enhancement Program. The assessment procedure measures the student's ability to develop a proposal, identify resources, plan and implement a project, and to present the project to a faculty member for assessment. This assessment increases student accountability, provides opportunities for direct and cognitive assessments and supports alternative methods of teaching and learning.

A student takes an active role in two ways. First, the student must fulfill each component of the History Capstone Experience, which is imbedded in, and linked to the requirements of a 3000/4000-level course. To meet expectations the student must create a portfolio, compile all necessary elements, which includes a research/writing component and all other course requirements. Second, the student assesses his/her performance in the course that allows self assessment of specific student learning outcomes within the broader ALC domains: content knowledge, critical-thinking, communication, ethics and integrity, and project management.

The faculty member then assesses the portfolio, measuring specific student learning outcomes within the broader context of ALC domains. Data from the faculty and student rubrics is used in an annual meeting to locate areas needing improvement in the course curriculum and to address deficiencies in lower level or general-education history courses.

### **Relationship to QEP Goals**

The History Capstone Experience addresses all five ALC Student-Learning Outcomes: content knowledge, critical-thinking, communication, ethics and integrity, and project management. The heart of the History Capstone Experience is the successful completion of a research paper, a class project, a documentary, a series of oral histories, an in-class presentation, or a similar project deemed appropriate by the professor. In doing so the student must develop a proposal for the project, identify and utilize resources available, plan and implement the project within appropriate timelines, work with other team members as necessary, and effectively present the results of the project.

At the end of the History Capstone Experience the student should meet several student learning outcomes. He/she will demonstrate: the ability to sort, analyze, evaluate and interpret historical evidence; the ability to communicate effectively in a written format; competency in historical writing; academic integrity and adherence to professional ethical practices; and, most importantly, the ability to

conceptualize, research, document, and present a history paper or project, regulate work to meet appropriate deadlines and exhibit skills relevant to successful completion of a project (i.e., project management skills).

The portfolio is completed with a self-assessment that highlights the student's ability to recognize his/her capacity to think critically, to communicate and to manage a complex project. In addition to meeting ALC student learning outcomes, the self-assessment will highlight how the student understands, or misunderstands, the requirements of the discipline of History. Rather than merely assess the student's ability to manage a project, the self-assessment will reveal the process that the student undergoes in completing the capstone portfolio.

### **Outcomes assessment procedures**

Assessment for the capstone portfolio comprises two steps. Upon completion, the student fills out a self-assessment of his/her portfolio. The student must reflect upon his/her performance and ability to manage the portfolio successfully. The self-assessment will follow a rubric that measures specific student learning outcomes within the broader areas of content knowledge, critical-thinking, communication, ethics and integrity, and project management. In the self-assessment the student has the ability to explain his/her decisions as he/she completes the portfolio. In this way, the History Capstone Experience gives insight into what the student understands, what he/she does not understand, and what instructional strategies and materials might best serve in the interest of student learning

The faculty member then assesses both the portfolio and the student's self-assessment. This faculty assessment will follow a rubric that parallels that of the student self-assessment.

Data from both student and faculty assessments will be used to locate areas needing improvement in the course curriculum to address deficiencies with the lower-level or general education history courses.

### **Instructional/learning strategy enhancements**

In the self-assessment, the student takes an active role in evaluating his/her ability to study, synthesize and analyze historical evidence; and to complete projects successfully. The student can compare his/her analyses with the faculty's assessment and reframe how he/she approaches future projects. The self-assessment relates directly to project management by highlighting where and how a student failed to meet capstone expectations and provides the student with a learning strategy to refine and improve his/her mastery of historical methods.

### **Information dissemination**

The History Department used this grant as a means to supplement the “Gulf South Conference” in Pensacola to create an interdisciplinary format for educators to discuss the use of innovative technology and teaching methods to promote active learning and the creation of a community of learners. Dr. Jay Clune and Dr. Amy Mitchell-Cook presented a paper, “Measuring What Our Students Can Do: The Role of Assessment in a History Program” Gulf South History Conference, Pensacola, FL, 2005. In addition, Dr. Amy Mitchell-Cook presented the department’s findings at several on-campus meetings concerning assessment and the QEP.

### **Conclusions:**

Faculty in the History department created a capstone experience for graduating seniors as part of our Academic Learning Compact. Beginning next year, all graduating seniors will be required to complete the Capstone Experience. Each student, in their graduating year will be given a packet that explains the requirements of a Capstone Experience. The packet includes a copy of the Department’s Academic Learning Compact, a contract for the Capstone Experience, a student self-assessment form, a faculty self-assessment form, and a confidential exit interview form. (see attached files: self assessment of student, capstone letter, exit survey, and history capstone experience)

Throughout 2005, faculty revised several versions of the Capstone Experience to create a useful, yet simple, means of assessing undergraduate performance. In the fall of 2005, Dr. Amy Mitchell-Cook began to implement initial assessments. Two upper-level classes undertook self assessments for short writing projects. These initial assessments helped refine the Capstone Experience and highlighted areas of confusion or ambiguity. Dr. Mitchell-Cook held several discussions with the students to explain assessment and to obtain feedback on how students perceived this experience. Based on her initial findings, Dr. Mitchell-Cook and Dr. Jay Clune refined the self-assessment rubrics for two upper-level class in spring 2006.

Throughout the spring of 2006 students filled out several short self-assessments based on book reviews. These short assessments helped students prepare for their final Capstone Experience. Twenty five students completed the Capstone Experience for Dr. Mitchell-Cook, and 25 students filled out self-assessment forms for Dr. Clune. (see attached 2006 faculty and student assessments) Initial findings suggest that in most domains students meet expectations. However, some students continue to struggle with the creation and implementation of a thesis statement. Other areas of improvement, as identified by faculty, include time management, the ability to place events within a historical context and recognition of cause and effect.

In Spring 2007, Dr. Mitchell-Cook assessed students in the on-line Maritime History Course. Fourteen seniors filled out self-assessment forms. Combined with the previous information, the assessments suggest several possible trends among graduating seniors. (see attached: 2007 faculty and student assessment)

**Trends:**

In the domain of Project Management, most students “met expectations.” Some students, however, did have difficulty in meeting deadlines or used non-acceptable resources, such as Wikipedia, in an effort to meet research criteria.

In Critical thinking, most students “met expectations” but several had a hard time in moving beyond mere descriptions of historical material. They often compiled a lot of information but did little with it. Synthesizing information and placing events in a historical context seemed to be the hardest areas for them.

The Communications and Ethics domains presented few problems to students. Most seem to have a basic command of English and are able to utilize information in a professional manner.

Students have several problems in the Content domain. Creating a strong thesis statement presented the largest obstacle for students. Regarding research, many students seemed to do a quick online search and put little effort in finding acceptable sources. They often turned to the internet to find easily accessible websites in lieu of traditional primary and secondary resources.

In general, the online students experienced greater difficulty in Critical Thinking and Content than students in a traditional classroom setting. One area of concern for online students is sources. Students struggled to find appropriate sources, both secondary and primary, and once they identified sources they often had a difficult time synthesizing and analyzing the material. Most likely, this has to do with project management and students waited until the deadline to research and write their papers, and didn’t apply the intellectual effort needed to make a good paper.

**Recommendations:**

Recommendations include using library tutorials at the beginning of online courses, requiring benchmark assignments to ensuring that students stay on track, assess student’s ability to footnote, creating a proper bibliography, and assessing content knowledge and communication.

**Additional assessments:**

Based on the previous undergraduate assessments the history department began to assess freshman as well as graduate students. In 2006, Dr. Jay Clune, Dr. Steve Belko, Ms. Carolyn Knefely, and Ms. Melissa Gonzalez created two online assessments for a general education course, AMH 2010 U.S. to 1877 . Developed by Ms. Melissa Gonzalez, the two quizzes were the sources of

assessment data on academic integrity and information literacy. After completing two detailed electronic tutorials, one on plagiarism and the other on primary sources, students took two separate quizzes, each consisting of 10 objective questions. The assessment data was collected and is maintained by the John C. Pace Library and the results are attached.

Findings:

Students in AMH 2010 demonstrate a good understanding of what constitutes plagiarism in an academic setting. In AMH 2010 and other survey courses, Turabian, or Chicago, style is not required, even though the requirement of a standard writing and citation style can be an important deterrence to plagiarism.

Graduate Assessment:

In addition to assessing undergraduates, six graduating M.A. students were assessed in Spring 2007. Findings indicate that overall the students “meet expectations.” However, areas of improvement might include the ability to identify relevant elements and theoretical frameworks in understanding a historical event, individual, or era; critically select, evaluate, interpret and synthesize primary and secondary sources; and apply appropriate historical methods to produce an original perspective. (see attached file: graduate assesement)

Findings:

Faculty in the history department should emphasize skills necessary to support the thesis statement with primary and secondary sources, as well as the ability to synthesize the material and create original interpretation.

Dear Graduating Senior,

As part the University's accreditation process, all academic departments at UWF are being asked to assess undergraduate learning. The History Department has chosen to implement a Capstone Experience, which is a student-assembled, student-maintained portfolio compiled through the completion of established course requirements in a regularly scheduled 3000 or 4000-level History course taught by a member of the regular History faculty.

At this time the History Capstone Experience is voluntary but as a graduating senior you are being asked to help us with its implementation. The Capstone Experience is important to the Department as it will provide us with the data we need to assess what you are learning and where we can improve. Data will be used in an annual meeting to identify areas of the curriculum needing improvement.

For your participation, the chair of the Department will provide you with a letter of successful completion/recommendation based on the Capstone Experience. The History Capstone Experience Portfolio can demonstrate for future employers your ability to complete a task in an excellent and timely manner.

Attached you will find:

1. A copy of the History Department's Academic Learning Compact
2. A contract, which contains a detailed description of the History Capstone Experience and an agreement to be signed by you and your professor to complete a Capstone Experience in an upper-level History course this semester
3. A student self assessment of Capstone Experience portfolio
4. A faculty assessment of student's Capstone Experience portfolio
5. A confidential exit interview to be turned in at the end of the semester

Please do not hesitate to call on Ms. Gabi Grosse or either one of us if you have any questions. Thank you for taking time to participate in this valuable exercise.

Sincerely,

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Dr. Amy Mitchell-Cook  
Assessment Coordinator  
Department of History

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Dr. Jay Clune  
Chair  
Department of History

## History Capstone Experience Contract

Student Name \_\_\_\_\_

Local Address \_\_\_\_\_

Phone Number \_\_\_\_\_

Email Address \_\_\_\_\_

Expected Graduation Date \_\_\_\_\_

Course Prefix and Number \_\_\_\_\_

Semester \_\_\_\_\_

Professor Name \_\_\_\_\_

### Description

History Capstone Experience: All graduating seniors are required to complete the History Capstone Experience, which produces a student-assembled, student-maintained portfolio of assignments completed in an upper-level history course. The course must be a regularly-scheduled course taught by a member of the regular line History faculty and fall in the student's final fall or spring semester.

The History Capstone Experience cannot be embedded in a lower-level History course, a summer course, a course from another discipline, or a directed study and cannot be contracted with a faculty member from another discipline or a member of the adjunct History faculty. The History Capstone Experience must be arranged via a contract between the student and professor at the beginning of the student's final semester of coursework and should represent the student's best work.

At the heart of the History Capstone Experience is the research/writing component, which might be a major paper or a series of shorter analytical papers, an individual project or an individual's contribution to a larger group/class project, a documentary, a simulation exercise, a series of oral histories, and/or in-class presentations.

The research/writing component should meet most, if not all, of the expectations of the History Capstone Experience, which are linked to the five domains of the History Academic Learning Compact: content knowledge, critical-thinking, communication, ethics and integrity, and project management.

Also included in the portfolio should be other assignments from the course in that graded exams, quizzes, communication skills demonstrated through discussion exercises, drafts of papers or projects with the professor's feedback, and service-learning hours (completed as part of the course) can be used to demonstrate that the student has met the expectations of the History Capstone Experience and can compensate for deficiencies in the research/writing component.

### Agreement

Student: I agree to do my best work as part of my History Capstone Experience. I will maintain the graded assignments for this course in a History Capstone Experience Portfolio. I will also self assess the contents of that portfolio using the self-assessment form provided by the History Department

Signature of Student \_\_\_\_\_

Professor: I agree to assess the above student's History Capstone Experience portfolio, which will be completed as part of my course.

Signature of Professor \_\_\_\_\_

## Self Assessment of Student's Performance in Capstone Experience and in UWF Student Learning Outcomes

Student \_\_\_\_\_

Course \_\_\_\_\_

Faculty \_\_\_\_\_

Department \_\_\_\_\_

Date \_\_\_\_\_

**Brief Description of project for Capstone Experience:**

**To what degree do you feel you met professional expectations as practiced in the field of history?**

### Project Management:

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Conceptualize a project			
Conduct an appropriate search for information			
Present project			
Document Sources			
Regulate work			
Demonstrate skills for successful completion			

### Critical Thinking:

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Sort, analyze and interpret historical evidence			
Produce plausible explanations about cause and effect			
Identify influence of historical context			
Recognize and explain historical trends			

**Communication**

<b>Student Learning Outcomes</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Fails to Meet Expectations</b>
Communicate effectively in written and oral modes			
Demonstrate competency in the standard historical writing style			
Use information/library literacy and technology effectively and efficiently to conduct and present research			

**Values and Integrity:**

<b>Student Learning Outcomes</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Fails to Meet Expectations</b>
Demonstrate academic integrity			
Adhere to ethical practices			

**Content:**

<b>Student Learning Outcomes</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Fails to Meet Expectations</b>
Recognize and apply concepts and principles			

State historiographical basis:

Conceptualize and implement a thesis statement			
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State thesis statement:

Identify and use primary sources			
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Provide examples:

Identify appropriate secondary sources			
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Provide examples:

Apply original interpretation			
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Provide a brief description:

**If given more time how might you expand your project?**

## Self Assessment of Student's Performance in Capstone Experience and in UWF Student Learning Outcomes

Course: Maritime History Faculty: Amy Mitchell-Cook

Department: History Date: May 15, 2007

To what degree do you feel you met professional expectations as practiced in the field of history?

### Project Management:

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Conceptualize a project	5	9	
Conduct an appropriate search for information	7	7	
Present project	7	7	
Document Sources	8	6	
Regulate work	4	9	1
Demonstrate skills for successful completion	7	7	

### Critical Thinking:

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Sort, analyze and interpret historical evidence	6	8	
Produce plausible explanations about cause and effect	4	9	1
Identify influence of historical context	6	8	
Recognize and explain historical trends	3	10	1

### Communication

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Communicate effectively in written and oral modes	5	8	1
Demonstrate competency in the standard historical writing style	6	7	1
Use information/library literacy and technology effectively and efficiently to conduct and present research	7	6	1

**Values and Integrity:**

<b>Student Learning Outcomes</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Fails to Meet Expectations</b>
Demonstrate academic integrity	9	5	
Adhere to ethical practices	9	5	

**Content:**

<b>Student Learning Outcomes</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Fails to Meet Expectations</b>
Recognize and apply concepts and principles	6	8	
Conceptualize and implement a thesis statement	5	8	1
Identify and use primary sources	7	7	
Identify appropriate secondary sources	6	8	
Apply original interpretation	6	7	1

## Faculty Assessment of Student's Performance in Capstone Experience and in UWF Student Learning Outcomes

Course Maritime History Faculty Dr. Amy Mitchell-Cook

Department History Date Spring 2007

### Brief Description of Basis of Performance of the student:

#### Project Management:

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Conceptualize a project	8	5	1
Conduct an appropriate search for information	4	6	4
Present project	4	8	2
Document Sources	3	6	5
Regulate work	2	10	2
Demonstrate skills for successful completion	3	9	2

#### Critical Thinking:

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Sort, analyze and interpret historical evidence	1	9	4
Produce plausible explanations about cause and effect	1	10	3
Identify influence of historical context	1	9	4
Recognize and explain historical trends		12	2

#### Communication

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Communicate effectively in written and oral modes	4	9	1
Demonstrate competency in the standard historical writing style	4	8	2
Use information/library literacy and technology effectively and efficiently to conduct and present research	4	7	3

**Values and Integrity:**

<b>Student Learning Outcomes</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Fails to Meet Expectations</b>
Demonstrate academic integrity and ethical practices	4	8	2
Adhere to ethical practices	5	7	2

**Content:**

<b>Student Learning Outcomes</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Fails to Meet Expectations</b>
Recognize and apply concepts and principles	1	11	2
Conceptualize and implement a thesis statement	2	9	3
Identify and use primary sources	3	7	4
Identify appropriate secondary sources	3	8	3
Apply original interpretation	1	10	3

**Describe areas where student failed to meet expectations and how he/she might improve:**

## Faculty Assessment of Students' Performance in Capstone Experience and in UWF Student Learning Outcomes

Course \_\_\_\_\_

Faculty \_\_\_\_\_

Department \_\_\_\_\_

Date \_\_\_\_\_

**Total Number of Students: 25**

Each box should not be higher than the total number of students. Some students are borderline between two fields and may be counted as one in each.

### Project Management:

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Conceptualize a project	20	5	
Conduct an appropriate search for information	8	15	2
Present project	7	18	
Document Sources	14	11	
Regulate work	12	11	2
Demonstrate skills for successful completion	9	16	

### Critical Thinking:

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Sort, analyze and interpret historical evidence	12	13	
Produce plausible explanations about cause and effect	4	19	2
Identify influence of historical context	3	19	3
Recognize and explain historical trends	7	18	

## Communication

<b>Student Learning Outcomes</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Fails to Meet Expectations</b>
Communicate effectively in written and oral modes	8	16	1
Demonstrate competency in the standard historical writing style	9	14	2
Use information/library literacy and technology effectively and efficiently to conduct and present research	15	10	

## Values and Integrity:

<b>Student Learning Outcomes</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Fails to Meet Expectations</b>
Demonstrate academic integrity and ethical practices	25		
Adhere to ethical practices	25		

## Content:

<b>Student Learning Outcomes</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Fails to Meet Expectations</b>
Recognize and apply concepts and principles	8	17	
Conceptualize and implement a thesis statement	6	15	4
Identify and use primary sources	9	15	1
Identify appropriate secondary sources	14	10	1
Apply original interpretation	8	15	2

## Overall Student Assessment of Performance in Capstone Experience and in UWF Student Learning Outcomes

Course \_\_\_\_\_

Faculty \_\_\_\_\_

Department \_\_\_\_\_

Date \_\_\_\_\_

**Total Number of Students: 25**

**Each box should not be higher than the total number of students**

### Project Management:

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Conceptualize a project	7	18	
Conduct an appropriate search for information	11	12	2
Present project	7	18	
Document Sources	13	11	1
Regulate work	6	18	1
Demonstrate skills for successful completion	12	10	3

### Critical Thinking:

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Sort, analyze and interpret historical evidence	11	13	1
Produce plausible explanations about cause and effect	9	14	2
Identify influence of historical context	11	13	1
Recognize and explain historical trends	11	12	2

**Communication**

<b>Student Learning Outcomes</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Fails to Meet Expectations</b>
Communicate effectively in written and oral modes	<b>8</b>	<b>16</b>	<b>1</b>
Demonstrate competency in the standard historical writing style	<b>9</b>	<b>13</b>	<b>3</b>
Use information/library literacy and technology effectively and efficiently to conduct and present research	<b>14</b>	<b>11</b>	

**Values and Integrity:**

<b>Student Learning Outcomes</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Fails to Meet Expectations</b>
Demonstrate academic integrity and ethical practices	<b>21</b>	<b>4</b>	
Adhere to ethical practices	<b>21</b>	<b>4</b>	

**Content:**

<b>Student Learning Outcomes</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Fails to Meet Expectations</b>
Recognize and apply concepts and principles	<b>7</b>	<b>18</b>	
Conceptualize and implement a thesis statement	<b>7</b>	<b>15</b>	<b>3</b>
Identify and use primary sources	<b>8</b>	<b>17</b>	
Identify appropriate secondary sources	<b>11</b>	<b>14</b>	
Apply original interpretation	<b>9</b>	<b>14</b>	<b>2</b>

# University of West Florida Department of History Student Exit Survey:

Student Name (optional) \_\_\_\_\_ Date \_\_\_\_\_

**Instructions: Complete this survey and return it to the Department of History office administrator, Ms. Gabi Grosse. Your responses will not in any way impact your grades or graduation status, so please answer all questions candidly. For questions with a scaled response, please use the following formula.**

1=excellent    2=good    3=adequate    4=poor

## History Major

- History Major, no supplemental track.
- History Major with a track in
  - European Studies
  - Gender and Diversity
  - Pre-Law
  - Public History

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## Part I Overall Experience in the History Program at UWF

**A. Rate the following with regard to your experiences in the UWF History B.A. Program.**

1. Overall experience in the program.  
Excellent   1     2     3     4   Poor
2. Overall effectiveness of my history professors.  
Excellent   1     2     3     4   Poor
3. Overall effectiveness of advising in history.  
Excellent   1     2     3     4   Poor
4. Overall effectiveness of my history courses.  
Excellent   1     2     3     4   Poor

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## Part II Lower-Level History Experience

∧ Lower-level history courses completed at the University of West Florida.

† Lower-level history courses completed at another institution:

Institution: \_\_\_\_\_ Number of Courses: \_\_\_\_\_  
Institution: \_\_\_\_\_ Number of Courses: \_\_\_\_\_

*If you completed ALL lower-level history courses at another institution, please skip section A. If you completed SOME lower-level history courses at another institution, please complete section A.*

**A. Rate the following with regard to your experience in lower-level UWF history courses (remember: skip this one if you took ALL your lower-level courses at another institution).**

1. The degree to which your lower-level UWF history courses prepared you to succeed in your upper-level UWF history courses.

Excellent   1  2  3  4   Poor

2. How would you change lower-level UWF history courses?

**B. Rate the following with regard to your experience in upper-level UWF history courses.**

1. The degree to which your upper-level UWF history courses prepared you to:

- a. Conceptualize, research, and present a historical paper or applied history project.

Excellent   1  2  3  4   Poor

- b. Document primary and secondary sources of information.

Excellent   1  2  3  4   Poor

- c. Regulate the pace of work appropriately to meet deadlines.

Excellent   1  2  3  4   Poor

- d. Collaborate effectively with fellow students.

Excellent   1  2  3  4   Poor

- e. Demonstrate skills relevant to chosen career.

Excellent   1  2  3  4   Poor

2. Which upper-level UWF history courses did you feel were the most value to you and why?

3. How would you change upper-level UWF history courses?

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**Part III Indicate Your Plans After Graduation:**

- ↑ Education                      ↑ Research                      ↑ Business
- ↑ Communications              ↑ Government Service              ↑ MA Program
- ↑ Advocacy                      ↑ Information Management              ↑ Military
- ↑ Professional Program, such as Law School (Please Indicate) \_\_\_\_\_
- ↑ Other (Please Indicate) \_\_\_\_\_