**History Archival Studies Certificate Assessment Report, 2013-2014 Academic Year**

**Expected Outcomes: Applied Archival Studies Knowledge**
Recognizing that archival studies is both a scholarly and service-oriented field, students in the certificate program will complete an educational internship experience that requires 140+ hours. Interns will learn how to effectively function in an archival field setting that encourages collaboration and teamwork, apply the theories and skills they have learned to real-world environments, demonstrate an ability to explain the ethical issues and range of knowledge and skills required of archival professionals, and begin building a network with archival professionals.

**Assessment methods**

**Method 1: Internship Sponsor Evaluation**
Beginning in Summer 2014, internship sponsors will submit a nine-question Likert format evaluation of interns, and also provide a qualitative report which outlines student strengths and weaknesses. See Appendix A for an example of this form.

**Findings:**
Archival studies students at Auburn have a long history of completing internships in a variety of archival settings, including academic archives, state archives, and local historical societies. During academic year 2013-1014, one student completed an internship with the Encyclopedia of Alabama (EOA), which is affiliated with Auburn University. Due to the timing of the internship, we do not have detailed feedback from the internship sponsor at this time. Indications from visits with the sponsor reveal that the student did a solid job of applying historical/archival skills to the assigned project, the development of encyclopedia articles for the EOA.

**How did (will) you use findings for improvement?**
The internship helps students apply knowledge in archival settings and prepare for work after graduation. More detailed findings, as will be included in the new assessment measure, will allow us to better evaluate the internship program in the future.

**Additional comments:** None

**Method 2: Student Internship Reflective Report**
Student interns will provide a reflective report to the archival studies program officer detailing the student's work and accomplishments.

**Findings:**
Archival studies students at Auburn have a long history of completing internships in a variety of archival settings, including academic archives, state archives, and local historical societies. During academic year 2013-1014, one student enrolled in an internship with the Encyclopedia of Alabama. Due to the timing of the internship, the students reflective report is not available for this annual assessment.
How did (will) you use findings for improvement?
The internship helps students apply knowledge in archival settings and prepare for work after graduation. Since a student reflective report is not yet available for the one student internship this year, we have no findings to report.

Additional comments: None

Expected Outcomes: Archival Studies Placement
Those awarded a graduate archival studies certificate who are pursuing a career in archives will be competitive in the job market. Under normal circumstances, graduates of the program find employment in the field within three years of graduation.

Assessment method: Archival Studies Placement Survey
Survey the students who earn a graduate certificate in archival studies and are seeking a job in the archival field to determine what percentage are successfully employed within three years of completion of degree.

Findings:
The Archival Studies Certificate Program had 8 awardees between Summer 2012 and Spring 2014, of which 3 were awarded this academic year; all in Fall of 2013. Generally, students seeking an archival position should be successful within 3 years. A survey conducted in Summer 2014 via Survey Monkey and email found that 75% of the graduates from the last three years were either employed at least part-time in the archival field or continuing their graduate historical study. Of this number, 50% (4) found full or part-time employment in the archives field, 25% (2) were still actively enrolled in Auburn History PhD program, and (2) 25% had yet to find employment related to archives. Recent students who completed the certificate are working as archival consultants, with an archival corporation, as an academic archivist, and as a county archivist.

How did (will) you use findings for improvement?
Archival Studies Certificate students are actively pursuing and acquiring employment in their field of study, as evidenced by the success of our recent graduates. Most PhD students receive the certificate at the time they complete course requirements and pass their oral and written exams, and thus are not immediately entering the job market as they continue enrollment as full time students and work toward completion of the dissertation. Based on job descriptions, the formal training provided in the Auburn Archival Studies program was an important factor in job acquisition for recent graduates, and continued evaluation of the curriculum is needed to ensure all students get the skills they need to acquire employment in the field.

Additional comments: None

Expected Outcomes: Archival Studies Knowledge
The Archival Studies Certificate consists of 18 credit hours of courses, aligned to the standards of the Society of American Archivists “Guidelines for a Graduate Program in Archival Studies” (see http://www2.archivists.org/gpas/curriculum). These guidelines suggest student proficiency in three core areas: Knowledge of Archival Material and Functions, Knowledge of the Profession, and
Contextual Knowledge (also referred to as Complementary Knowledge. Students should take at least one course in each of these areas in a well-rounded archival program.

Assessment method: Archival Studies Knowledge Assessment
At the current time, no clear method of assessing student knowledge at the completion of the certificate program exists. The History Department proposes to develop a thirty question multiple choice assessment tool to measure student knowledge in Fall of 2014. Questions on this test will be spread equally among the three core areas, and will test student mastery of student learning outcomes. The questions on the exam will be similar to what students may encounter on the Academy of Certified Archivists exam, should they choose to pursue certification.

Findings:
In the 2013-2014 academic year, three students graduated from the Archival Studies Certificate Program. All three students were MA students and passed a thesis defense, and all three wrote on topics which included some aspect of Archival Studies. While this is not an assessment measure, it does support the fact that our students have an in depth knowledge of the field when they leave our program.

We will institute the assessment exam detailed above in 2015 to better assess student learning outcomes.

How did you use findings for improvement?
Other than Pass rates for the thesis defense, which is 100% percent for the three students awarded the archival studies certificate, no assessment measures were in place this academic year. This will change in the near future as we have an assessment measure in place effective in 2015.

Additional comments: None
Auburn University Archival Studies/Public History Intern Evaluation Form

Name of Intern: ___________________________________________

Name of Supervisor: ___________________________________________

Name of Repository: ___________________________________________

Semester/Year: ___________________________________________

Please rate the student by circling the most appropriate response for each of the following categories.

1. How well did the intern complete the assigned projects on time?

| 1-Inadequate | 2-Adequate | 3-Outstanding | 4-Exemplary | N/A |

2. Did the intern demonstrate an understanding of public history/archival principles as applied in this project?

| 1-Inadequate | 2-Adequate | 3-Outstanding | 4-Exemplary | N/A |

3. Did the intern demonstrate an ability to make public history/archival decisions?

| 1-Inadequate | 2-Adequate | 3-Outstanding | 4-Exemplary | N/A |

4. Did the intern present herself/himself in a professional manner?

| 1-Inadequate | 2-Adequate | 3-Outstanding | 4-Exemplary | N/A |

5. Did the student work effectively with other staff?

| 1-Inadequate | 2-Adequate | 3-Outstanding | 4-Exemplary | N/A |

6. Did the student work effectively with the public (where applicable)?

| 1-Inadequate | 2-Adequate | 3-Outstanding | 4-Exemplary | N/A |

Please evaluate the strengths and weaknesses of the intern, as well as any additional comments and observations, in a separate letter addressed to:

Reagan Grimsley  
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