A. **College, Department and Date**
   1. College: Arts and Sciences
   2. Department: History
   3. Date: March 11, 2016

B. **Academic Program of Study**
   Ph.D., History

C. **Contact Person(s) for the Assessment Plan**
   Enrique Sanabria, Associate Professor, sanabria@unm.edu

D. **Broad Program Goals & Measureable Student Learning Outcomes**

   **Broad Learning Goals**

   A. Students should understand academic honesty, a concept presented to them in all history classes.

   B. Students should understand advanced skills that historians use in research.

   C. Students should understand the writing and publication skills that historians use.

   D. Students should understand historiography at a sophisticated level.

   E. Students should understand the value of diversity.

   **Student Learning Outcomes**

   A.1. Each Ph.D. student will demonstrate in all research papers, including the dissertation, ethical use of sources and accurate and properly formatted citations.

   **UNM Goals ( ___ Knowledge  _x_ Skills  __x_ Responsibility)**

   B.1. Each Ph.D. student will demonstrate in each research paper and in the required Research Methodology course (665) the abilities: to select a topic for which primary sources are accessible; to locate all relevant primary sources; and to place accurately his/her own research in the existing secondary body of work on the topic.

   **UNM Goals ( __x_ Knowledge  _x_ Skills  ___ Responsibility)**

   C.1. Each Ph.D. student will demonstrate in the required Research Methodology course (665) and in the dissertation the abilities to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a conclusion that is convincing to the wide academy through publication.

   **UNM Goals ( _x__ Knowledge  ___ Skills  ____ Responsibility)**
D.1. Each Ph.D. student will demonstrate in the required Advanced Historiography course (664) the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline.

UNM Goals ( __x_Knowledge x_Skills ___ Responsibility)

E.1. Each Ph.D. student will demonstrate in research topic choices and resulting written work the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.

UNM Goals ( __x_Knowledge _x_Skills ___ Responsibility)
E. Assessment of Student Learning Three-Year Plan
All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

1. Timeline for Assessment

In the table below, briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. List when outcomes will be assessed and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Assessment Activities: Each semester, we will assess each student taking PH.D. Comprehensive exams and/or submitting thesis. We will assess each of our learning outcomes. Results will be compiled and report prepared for discussion in Spring—Graduate Advisory Committee in January; Departmental meeting in February; Graduate student meeting in March</th>
</tr>
</thead>
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<tr>
<td>Year 1, Fall</td>
<td>Assess each student taking PH.D. Comprehensive exams and/or submitting thesis. We will assess each of our learning outcomes; compile and write report.</td>
</tr>
<tr>
<td>Year 1, Spring</td>
<td>Assess each student taking PH.D. Comprehensive exams and/or submitting thesis. We will assess each of our learning outcomes; discussion in Spring—Graduate Advisory Committee in January; Departmental meeting in February; Graduate student meeting in March</td>
</tr>
<tr>
<td>Year 2, Fall</td>
<td>Assess each student taking PH.D. Comprehensive exams and/or submitting thesis. We will assess each of our learning outcomes; write report.</td>
</tr>
<tr>
<td>Year 2, Spring</td>
<td>Assess each student taking PH.D. Comprehensive exams and/or submitting thesis. We will assess each of our learning outcomes; discussion in Spring—Graduate Advisory Committee in January; Departmental meeting in February; Graduate student meeting in March</td>
</tr>
<tr>
<td>Year 3, Fall</td>
<td>Assess each student taking PH.D. Comprehensive exams and/or submitting thesis. We will assess each of our learning outcomes.; write report.</td>
</tr>
<tr>
<td>Year 3, Spring</td>
<td>Assess each student taking PH.D. Comprehensive exams and/or submitting thesis. We will assess each of our learning outcomes.</td>
</tr>
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outcomes; discussion in Spring—Graduate Advisory Committee in January; Departmental meeting in February; Graduate student meeting in March. At end of year seven, the department will reexamine SLOs and assessment regimen.

2. Student Learning Outcomes

[Insert at least 2-5 priority learning outcomes that will be assessed by the unit over the next three years. Each unit will select which of its learning outcomes to assess.]

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

<table>
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<th>University of New Mexico Student Learning Goals</th>
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<tr>
<td><strong>Program SLOs</strong></td>
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<td>A.1. Each Ph.D. student will demonstrate in all research papers, including the dissertation, ethical use of sources and accurate and properly formatted citations.</td>
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<td>B.1. Each Ph.D. student will demonstrate in each research paper and in the required Research Methodology course (665) the abilities: to select a topic for which primary sources are accessible; to locate all relevant primary sources; and to place accurately his/her own research in the existing secondary body of work on the topic.</td>
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<td>C.1. Each Ph.D. student will demonstrate in the required Research Methodology course (665) and in the dissertation the abilities to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a conclusion that is convincing to the wide academy through publication.</td>
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Program SLO is conceptually different from university goals.
2. How will learning outcomes be assessed?

A. **What**: For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students’ accomplishment of the learning outcomes in the three-year plan?

Students will be assessed on their progress toward the SLOs at five points during their academic career. The table below enumerates which SLOs will be evaluated at each assessment point. Each SLO will be assessed by at least two direct measures at different points in the student's program.

**Direct Measure**: Two types of instruments are used in our assessment of our SLOs. Each measure is Direct

1. **The dissertation** will be typically be completed within three years of completion of PhD comprehensive oral exam. Each student completing the dissertation will be rated by their committee. A writing rubric for all dissertations. (See attached)
2. **The department requires students to take an oral comprehensive exam.** Each student taking this exam will be rated by their examining committee. An evaluative tool for the PhD field exam. (See attached).
3. **Accompanying the oral comprehensive exam is a 50 minute public presentation on a topic determined by the oral examining committee.** Each student will be rated by their examining committee. An evaluative tool for PhD public presentation (under development).

**Indirect Measure**:

1. **Students will be required to fill out a survey based on the SLOs about what they believe they have learned as a result of the program:** self-reported
2. In the same survey, questions will gauge how satisfied they are with their experience--self reported.
3. To gauge success of program, the department will report time to degree and job placement.

**Indirect Measure**:

1. Students will be required to fill out a survey based on the SLOs about what they believe they have learned as a result of the program: self-reported.

**Self-report target of 80% of students for learning to be adequate or above.**
2. In the same survey, questions will gauge how satisfied they are with their experience—self reported. **Self-report target of 80% of students for learning to be adequate or above.**

3. To gauge success of program, the department will report time to degree and job placement/PhD/graduate program placement
   - Time of degree: 5 years or less for 75% of the students
   - Job placement: Undetermined % as of now.

B. **Who:**
   1. We will sample all of the students in the program since we are averaging between 5-8 PhD students taking oral comprehensive exams or completing dissertations.

3. **What is the unit’s process to analyze/interpret assessment data and use results to improve student learning?**
   The data will be analyzed, discussed, and reported to the College annually. Annually, **the graduate director** will summarize these assessment data as part of our review of the graduate program in the spring semester. Minutes of these discussions will be included in the report to the College.

   **The graduate director** will discuss the assessment results with **the graduate committee** with regard to the severity of the weaknesses (is one SLO weak on every measure at each step of the academic path?) and engage in a triage process, coming to collective agreement about what SLO is the program’s weakest overall. The graduate committee will then discuss why this SLO is weak and what might be done to make it stronger. The graduate director will summarize this discussion and make a formal recommendation for improving this SLO in a report to **the faculty**. This recommendation may be with respect to the assessment process itself, the curriculum, or pedagogy. The faculty will then consider the report and recommendation of the graduate committee at a department meeting in the Fall semester for implementation in the Spring semester.

   The department chair, in consultation with the graduate director, will prepare an outcomes assessment report for the College that summarizes the measures of the SLOs, summarizes the department’s discussion regarding the graduate director’s internal reports, and describes what changes (in assessment instruments, curriculum, or pedagogy) were approved by the faculty.
History PHD Comprehensive Exam Assessment Matrix
Department of History
PhD. Program

Semester: Fall/Spring ______
Major Field_____________________________
Thematic Field__________________________

Student Name: _______________________

Instructions: As part of the Department's program of outcomes assessment, we evaluate our students' learning along several dimensions. Using a students’ thesis or major research paper as a writing sample appropriate for this evaluation, please rate each student's performance using the following criteria

<table>
<thead>
<tr>
<th>Summary of Student Performance</th>
<th>Weak(1)</th>
<th>Adequate(2)</th>
<th>Strong(3)</th>
<th>Exceptional(4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.1. Ph.D. student demonstrates the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E.1. Ph.D. student demonstrates in the exam the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above measures are linked to the following student learning objectives:

D.1. Each Ph.D. student will demonstrate in the required Advanced Historiography course (664) the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline. **Modified for comprehensive exam.**

E.1. Each Ph.D. student will demonstrate in research topic choices and resulting written work the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space. **Modified for comprehensive exam.**

RECOMMENDATION: (circle one)

FAIL       PASS       DISTINCTION
**History Ph.D. Dissertation Assessment Matrix**

Department of History  
Ph.D. Program

**Semester:** Fall/Spring ______  
**Dissertation**

**Length of writing sample:** _____ pages  
**Student Name:** ______________________

**Instructions:** As part of the Department's program of outcomes assessment, we evaluate our students' learning along several dimensions. Using a students' thesis or major research paper as a writing sample appropriate for this evaluation, please rate each student's performance using the following criteria.

<table>
<thead>
<tr>
<th>Summary of Student Performance</th>
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<tbody>
<tr>
<td><strong>Weak(1)</strong></td>
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<td>C.1. Each Ph.D. student demonstrates in dissertation knowledge and skills taught in the in the required Research Methodology course (665) and in the dissertation the abilities to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a conclusion that is</td>
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<tr>
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E.1. Each Ph.D. student will demonstrate in research topic choices and resulting written work the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.

RECOMMENDATION: Circle One

FAIL  PASS  PASS WITH DISTINCTION
**INDIRECT MEASURE 1: HISTORY PhD STUDENT SELF-REPORT MATRIX**
Department of History
Ph.D. Program

**Graduation Year:** Fall/Spring ______

**Instructions:** As part of the Department's program of outcomes assessment, we want you to reflect upon the department’s learning outcomes. Reflecting on the program, please rate each your performance using the following criteria

<table>
<thead>
<tr>
<th>A.1. Each Ph.D. student will demonstrate in all research papers, including the dissertation, ethical use of sources and accurate and properly formatted citations.</th>
<th>Weak(1)</th>
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<td>B.1. Each Ph.D. student will demonstrate in each research paper and in the required Research Methodology course (665) the abilities: to select a topic for which primary sources are accessible; to locate all relevant primary sources; and to place accurately his/her own research in the existing secondary body of work on the topic.</td>
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INDIRECT MEASURES: 2 AND 3

2. Questions will gauge how satisfied they are with their experience—self reported.
   Self-report target of 90% of students for learning to be adequate or above.
3. To gauge success of program, the department will report time to degree and jobplacement/PhD/graduate program placement

Department of History
College of Arts and Sciences

EXIT SURVEY FOR HISTORY PH.D./Ph.D. GRADUATES(Satisfaction and Placement)

DEMOGRAPHIC INFORMATION(Optional)

1. Year of matriculation
2. Gender
3. Race/Ethnicity

GRADUATION PLANS

4. After graduating from UNM are you planning to attend graduate or professional school?
   yes no
   If so, in what field?
   If you have been admitted to a program, what is it?

5. Are you planning to work? yes no
   If so, in what occupation?

6. How did studying for the PhD in History influence your choices concerning further education or work?

QUESTIONS ABOUT THE HISTORY GRADUATE PROGRAM(Satisfaction)

7. Which graduate courses did you take?
8. Did the courses you took prepare you for the comprehensive exam?
9. Did the courses you took prepare you to write your thesis?
   yes no

10. Which courses did you find most valuable?
    Why?

11. How did the graduate courses you took change or affect your intellectual life?

12. What were the three most important concepts or ideas that you learned in your history seminars?

13. The learning environments in your seminars were structured as:
    lecture                group projects
    small group           individual projects
    discussion

Which did you find most valuable?

lecture
small group
discussion
group projects
individual projects
14. Did the size of the seminar make a difference?
   yes no
   If so, how?

15. Was there much discussion in your seminars?
   yes no
   Did the students debate with each other? yes no
   Were individual opinions heard and respected? yes no

16. Did you discuss course readings and lectures outside the classroom? yes no
   If so, with whom?

17. Were you encouraged to connect course material with that from other courses?
   yes no

18. Did you participate in activities sponsored by the History Department?
   yes no
   If so, which ones?
   Which ones did you find the most valuable?

19. How do you feel the program prepared you for life beyond UNM?

20. What was the most influential book you read during your graduate career?
   Why?
21. What part of the program helped you prepare for your thesis?

22. Which resources at UNM did you use to conduct your thesis research?

What other sources did you use?

23. Will you publish all or part of your dissertation?

yes no unsure

Why or why not?

24. What was the most valuable part of your graduate career?

MORE TO SAY

25. If you have suggestions for improving the graduate program, use the space below.