Ph.D., History
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

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   __x_ 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.)

Year/Semester	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
Year 1, Fall	Assess each student taking PH.D. Comprehensive exams and/or submitting thesis. We will assess each of our learning outcomes; compile and write report.
Year 1, Spring	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
Year 2, Fall	Assess each student taking PH.D. Comprehensive exams and/or submitting thesis. We will assess each of our learning outcomes; write report.
Year 2, Spring	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
Year 3, Fall	Assess each student taking PH.D. Comprehensive exams and/or submitting thesis. We will assess each of our learning outcomes.; write report.
Year 3, Spring	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. **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.]

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

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals
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.		x	x	
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.	x	x		
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.	X	X		
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.	X	X		

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.	X	X		

2. How will learning outcomes be assessed?

A. <u>What</u>: ***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**

    a.   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)**

    b.   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).**

    c.   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).**

ii.   *Indicate whether each measure is direct or indirect. If you are unsure, contact assessmentas@unm.edu for clarification. You should have both direct and* **indirect measures** *and at least half of the assessment methods/measures program wide will be direct measures of student learning.*

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

iii.   *Briefly describe the* **criteria for success** *related to each direct or indirect measures of assessment. What is the program's performance target (e.g., is an "acceptable or better" performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, include them as appendices.*

Direct Measure:

    1. Dissertiiton: Performance target 90% of students need to be rated adequate or above.

    2. PhD oral comprehensive exam: Performance target 90% of students need to be rated adequate or above.

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

Summary of Student Performance

	Weak(1)	Adequate(2)	Strong(3)	Exceptional(4)
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.				
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.				

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

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

Summary of Student Performance

	Weak(1)	Adequate(2)	Strong(3)	Exceptional (4)
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.				
B.1. Each Ph.D. student demonstrates in dissertation knowledge and skills taught 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.				
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				

convincing to the wide academy through publication.				
D.1. Each Ph.D. student demonstrates in dissertation knowledge and skills taught in the 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.				
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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.

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.

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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

	Weak(1)	Adequate(2)	Strong(3)	Exceptional (4)
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.				
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.				
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.				

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

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**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?

yes no

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.