

ASSESSMENT RECORD FOR DEPARTMENT OF

History/Political Science

August 2008-August 2009  
(Assessment Period Covered)

29 October 2009  
(Date Submitted)

Includes Assessment Reports for those Institutional Programs listed below:

<u>Title of Instructional Degree Program:</u> (Associate, Bachelor's, Master's, etc.)	<u>Degree Level</u>
<u>Southwest Studies, Concentration in History &amp; Poli Sci</u>	<u>M.A.</u>
_____	_____
_____	_____
_____	_____
_____	_____



Submitted By: \_\_\_\_\_ (Peter S. Linder)  
(Departmental Chair or Faculty Assessment Representative)

**Assessment Record  
For**

Southwest Studies  
(Instructional Degree Program)

M.A.  
(Degree Level)

August 2008-August 2009  
(Assessment Period Covered)

29 October 2009  
(Date Submitted)

**Expanded Statement of Institutional Purpose Linkage:**

**Institutional Mission Reference:**

University's commitment to programs focusing on a multiethnic student body, especially the rich heritage of Hispanic and Native American cultures.

**Traits being measured:**

**Mastery of content knowledge and skills**  
**Effective communication skills**  
**Critical and reflective thinking skills**  
**Effective use of technology**

**Intended Educational (Student) Outcomes:**

- 1) Students will demonstrate understanding and appreciation of the unique social and cultural makeup of the greater Southwest, and of the complex prehistory and history that produced it.
- 2) Students will develop skills in reading, research, writing, critical thought, and communication. The acquisition of these skills will prepare graduates of the program for teaching in secondary schools and community colleges, for research-oriented employment in non-academic and applied settings, and for the additional education necessary to earn a Ph.D. or other additional advanced degree.
- 3) Students will master the scholarly literature in their chosen field of concentration (History & Political Science).

**Assessment Record  
For**

Southwest Studies  
(Instructional Degree Program)

M.A.  
(Degree Level)

August 2008-August 2009  
(Assessment Period Covered)

29 October 2009  
(Date Submitted)

**Intended Educational (Student) Outcome:**

*NOTE: there should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the space immediately below and the intended outcome number entered in the blank spaces.*

1) Students will demonstrate understanding and appreciation of the unique social and cultural makeup of the greater Southwest, and of the complex prehistory and history that produced it. Linked to Trait N° 1:

**1<sup>st</sup> Means of Assessment for Outcome Identified Above:**

**a. Means of Program Assessment & Criteria for Success:**

**b.**

Students fill out surveys (see attachment 2) while in the program, asking them to comment on the program’s impact on their appreciation of diversity. Criteria for success: majority rating program as excellent or good in that respect. **(Survey rating scale throughout report ranged from 1 (excellent) to 5 (poor)).**

**a. Summary of Assessment Data Collected:**

Only two currently-enrolled students completed and returned survey instrument.

2.2. To what extent has your experience in the program in which you are enrolled assisted you in:

	Student 1:	Student 2:	Avg:
<b>c. Appreciating cultural diversity:</b>	1	1	1

**c. Use of Results to Improve Instructional Program:**

Rating is positive, indicating no need for program change in that area.

**2<sup>nd</sup> Means of Assessment for Outcome Identified Above:**

**a. Means of Program Assessment & Criteria for Success:**

Graduates are asked to fill out surveys (see attachment 4) some months after graduation, asking them to comment on the program’s impact on their appreciation of diversity. Criteria for success: majority rating program as excellent or good in that respect.

**b. Summary of Assessment Data Collected:**

No graduates completed and returned survey instrument. One student who left to go to law school returned instrument:

**c. Appreciating cultural diversity:** 2

**c. Use of Results to Improve Instructional Program:**

Insufficient information to recommend specific program change.

**3<sup>rd</sup> Means of Assessment for Outcome Identified Above:****a. Means of Program Assessment & Criteria for Success:**

Faculty members fill out a portfolio checklist (attachment 1) evaluating a sample of students' written work, including thesis and/or seminar and professional papers. Criteria for success: average rating of good or excellent in understanding of Southwest prehistory, history, and culture.

**a. Summary of Assessment Data Collected: understanding of SW Prehistory & History:**

	Student1	Student2:	Average:
Understanding SW History & Prehistory:	1	3	2

**c. Use of Results to Improve Instructional Program:**

Rating is positive, indicating no need for program change in that area.

**Assessment Report  
For**

Southwest Studies  
(Instructional Degree Program)

M.A.  
(Degree Level)

August 2008-August 2009  
(Assessment Period Covered)

29 October 2009  
(Date Submitted)

**Intended Educational (Student) Outcome:**

*NOTE: there should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the space immediately below and the intended outcome number entered in the blank spaces.*

2) Students will develop skills in reading, research, writing, critical thought, and communication. The acquisition of these skills will prepare graduates of the program for teaching in secondary schools and community colleges, for research-oriented employment in non-academic and applied settings, and for the additional education necessary to earn a PhD or other additional advanced degree. Linked to Traits N° 1, 2, 3.

**1<sup>st</sup> Means of Assessment for Outcome Identified Above:**

**a. Means of Program Assessment & Criteria for Success:**

Student surveys (see attachment 2) include questions about the program’s impact on the skills outlined above. Criteria for success: majority rating program as excellent or good in those respects.

**c. Summary of Assessment Data Collected:**

**Only two currently-enrolled students completed and returned survey instrument.**

Survey of Students	Student1	Student2	Avg:
b. Critical Analysis of Written Arguments:	2	2	2
d. Writing Clearly:	2	1	1.5
e. Developing research skills:	2	2	2

**c. Use of Results to Improve Instructional Program:**

Ratings are positive, indicating no need for program change in that area.

**2<sup>nd</sup> Means of Assessment for Outcome Identified Above:**

**a. Means of Program Assessment & Criteria for Success:**

Graduate surveys (see attachment 4) include questions about the program’s impact on the skills outlined above. Criteria for success: majority rating program as excellent or good in those respects.

**b. Summary of Assessment Data Collected:**

No graduates completed and returned survey instrument. One student who left to go to law school returned instrument:

b. Critical Analysis of Written Arguments:	2
d. Writing Clearly:	2

e. Developing research skills:

3

**c. Use of Results to Improve Instructional Program:**

Insufficient information to recommend specific program change. Some dissatisfaction is indicated with the training in research.

**3<sup>rd</sup> Means of Assessment for Outcome Identified Above:**

**a. Means of Program Assessment & Criteria for Success:**

student surveys (see attachment 2) include questions about the program’s impact on student’s employment and future education plans. Criteria for success: majority rating program as excellent or good in those respects.

**c. Summary of Assessment Data Collected:**

Only two currently enrolled students completed and returned survey instrument:

1.1. In your opinion, how well is the Public Affairs/Southwest Studies Program preparing you for the requirements and demands of:

Student1: Student2: Avg:

<b>a. Current Employment:</b>	2	2	2
<b>b. Planned Employment:</b>	2	2	2
<b>c. Continued Graduate or Professional Educ:</b>	na	2	2

**c. Use of Results to Improve Instructional Program:**

Ratings are positive, indicating no need for program change in that area.

**4<sup>th</sup> Means of Assessment for Outcome Identified Above:**

**a. Means of Program Assessment & Criteria for Success:**

Graduate surveys (see attachment 4) include questions about the program’s impact on former student’s employment and future education plans. Criteria for success, majority rating program as excellent or good in those respects.

**d. Summary of Assessment Data Collected:**

No graduates completed and returned survey instrument. One student who left to go to law school returned instrument:

<b>a. Current Employment:</b>	3
<b>b. Planned Employment:</b>	3
<b>c. Continued Graduate or Professional Educ:</b>	2

**c. Use of Results to Improve Instructional Program:**

Insufficient information to recommend specific program change. Clearly this former student had some concerns about the relevance/utility of the SWS program, but given that he left to go to law school, that is perhaps not a surprise.

**5<sup>th</sup> Means of Assessment for Outcome Identified Above:**

**a. Means of Program Assessment & Criteria for Success:**

Faculty members fill out a portfolio checklist (attachment 1) evaluating a sample of each student’s written work, including thesis and/or seminar papers. Criteria for success, average rating of good or excellent in various criteria.

**b. Summary of Assessment Data Collected:**

	Student1	Student2:	Average:
<b>Subject matter relevance to program mission:</b>	1	1	1
<b>Understanding SW History &amp; Prehistory:</b>	1	3	2
<b>Factual Accuracy:</b>	2	3	2.5
<b>Organization (chronology, logical progression)</b>	2	3	2.5
<b>Clarity of expression and argument</b>	2	4	3
<b>Review of literature</b>	2	4	3
<b>Original Contribution to the field</b>	2	3	2.5

**c. Use of Results to Improve Instructional Program:**

The sample is too small to make conclusive judgments, but there are troubling implications in the assessment of the work of the 2<sup>nd</sup> student, suggesting that particular attention needs to be paid to improving students’ skills in organizing, writing, and editing/revising their written work at all levels.





Faculty portfolio checklists (attachment 1) asks faculty to evaluate student review of literature. Criteria for success: average rating of good or excellent.

**b. Summary of Assessment Data Collected:**

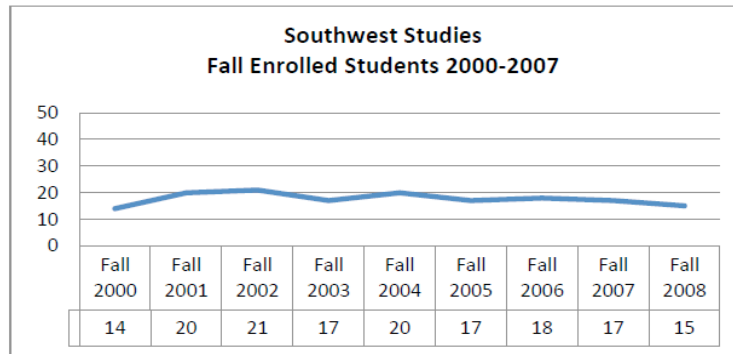
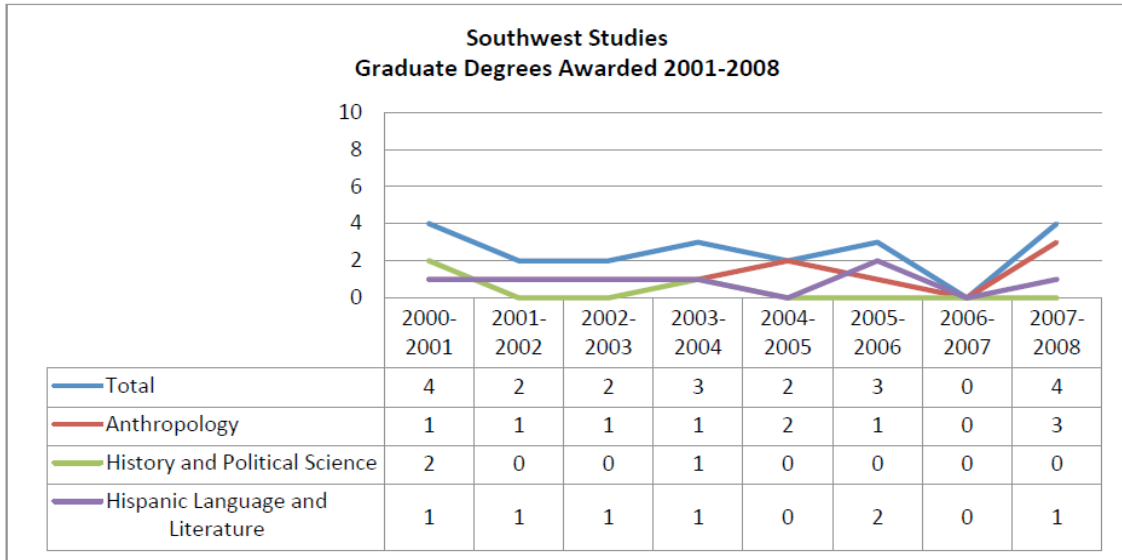
	<b>Student1:</b>	<b>Student2:</b>	<b>Avg:</b>
<b>Review of literature</b>	2	4	3

**c. Use of Results to Improve Instructional Program:**

Department members will meet in the Fall of 2009, seeking means to promote more sophisticated treatment of the scholarly literature in written assignments in order to prepare students for the demands of theses or professional papers. One proposal to be considered is the establishment of a new class or classes providing advanced graduate students with more dedicated mentorship in this aspect of writing. (It should be noted that some efforts along these lines have been made in the new Public Affairs concentration in History, and it may well warrant making similar changes in our concentration in Southwest Studies as well).

Final Observations: The Office of Institutional Effectiveness and Research has provided data on graduation rates and enrollments for the graduate programs at New Mexico Highlands University, and the information provided for Southwest Studies are particularly illuminating:<sup>1</sup>

**Southwest Studies Graduate Program**



Enrollments for the program as a whole have been flat, and the number of degrees awarded per year has remained low overall; the concentration in History & Political Science has been particularly hard-hit. Along with the data presented above, this indicates the need for a systematic examination of the program, in order to identify specific problems and remedies.

<sup>1</sup>“Enrollment and Graduation Rates of Graduate Programs at NMHU,” OIER, February 2009, 11.

**Portfolio Checklist for Outcome Assessment Southwest Studies (attachment 1)**

Student: \_\_\_\_\_

Semester: \_\_\_\_\_

Area of Concentration: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Work Evaluated: \_\_\_\_\_

After reviewing the work being evaluated, assign a number from 1 to 5 for each of the categories below, with 1 signifying “excellent” and 5 signifying “poor.”

	Excellent			Poor	
1. Subject matter relevance to program mission	1	2	3	4	5
2. Understanding of Southwestern prehistory & history	1	2	3	4	5
3. Factual accuracy	1	2	3	4	5
4. Organization (chronology, logical progression)	1	2	3	4	5
5. Clarity of expression and argument	1	2	3	4	5
6. Review of literature (completeness, critical thought)	1	2	3	4	5
7. Original contribution to the field	1	2	3	4	5

Total Points: \_\_\_\_\_

Comments:

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

**Survey of Students**  
**Southwest Studies Program( Attachment 2)**  
**New Mexico Highlands University**

Please help us to evaluate and improve the Southwest Studies Program by responding to the following questions. All responses will remain anonymous. **Note: PLEASE ANSWER QUESTIONS ON BOTH SIDES OF THE SHEET.**

Name (optional): \_\_\_\_\_.

1. Educational/Employment Information

- a. Concentration: \_\_\_\_\_
- b. Degrees from other institutions: \_\_\_\_\_
- c. Current employment status: \_\_\_\_\_
- d. Employment plans: \_\_\_\_\_
- e. Relationship of current employment to Southwest Program degree:  
 Direct \_\_\_\_; Indirect \_\_\_\_; Unrelated \_\_\_\_.

1.1. In your opinion, how well is the Southwest Studies Program preparing you for the requirements and demands of:

	Extremely Well			Poorly	
Your current employment:	1	2	3	4	5
Your planned employment:	1	2	3	4	5
*Continued graduate or professional education	1	2	3	4	5

Please Explain \_\_\_\_\_  
 \_\_\_\_\_.

2. Program Evaluation (please use reverse side if necessary)

2.1. In your opinion, how effective has the Southwest Studies Program been in training you in the following areas:

	Extremely Well			Poorly	
Understanding the literature of the discipline	1	2	3	4	5
Critical analysis of written arguments	1	2	3	4	5
Appreciating cultural diversity	1	2	3	4	5
Writing clearly	1	2	3	4	5
Developing the skills necessary for research	1	2	3	4	5
*Developing a basic grasp of Spanish language	1	2	3	4	5

**(OVER)**

2.2. Are there subjects or competencies you desire from the Southwest Studies Program that are not being taught?

---



---

2.3. How would you rate the Southwest Studies Program in terms of:

	Excellent		Fair		Poor	
Quality of courses offered	1	2	3	4	5	
Variety of courses offered	1	2	3	4	5	
Availability of courses offered	1	2	3	4	5	
Accessibility and approachability of faculty	1	2	3	4	5	
Education and qualification of faculty	1	2	3	4	5	
Quality of academic advising	1	2	3	4	5	

2.4. What recommendations would you make concerning the Southwest Studies Program at Highlands?

---



---

2.5. At this point in your program, are you pleased you chose to pursue a Master's in Southwest Studies? Please explain.

---



---

2.6. In your opinion what is the academic quality of:

	Excellent		Fair		Poor	
The Southwest Studies Program overall:	1	2	3	4	5	
Your specific area of concentration:	1	2	3	4	6	

Comments: \_\_\_\_\_

---

Please return this questionnaire to Dr. Linder in Douglas Hall N° 241. Thank you very much for your assistance.

\* Please answer these questions only if they are relevant to your experience.

**Survey of Graduating Students (Attachment 3)  
Southwest Studies Program**

**New Mexico Highlands University**

Please help us to evaluate and improve the Southwest Studies Program by responding to the following questions. All responses will remain anonymous. **Note: PLEASE ANSWER QUESTIONS ON BOTH SIDES OF THE SHEET.**

Name (optional): \_\_\_\_\_.

1. Educational/Employment Information

- f. Concentration: \_\_\_\_\_
- g. Degrees from other institutions: \_\_\_\_\_
- h. Current employment status: \_\_\_\_\_
- i. Employment plans: \_\_\_\_\_
- j. Relationship of current employment to Southwest Program degree:  
Direct \_\_\_\_; Indirect \_\_\_\_; Unrelated \_\_\_\_.

1.1. How well did the Southwest Studies Program prepare you for the requirements and demands of:

	Extremely Well			Poorly	
Your current employment:	1	2	3	4	5
Your planned employment:	1	2	3	4	5
*Continued graduate or professional education	1	2	3	4	5

Please Explain \_\_\_\_\_  
\_\_\_\_\_.

2. Program Evaluation (please use reverse side if necessary)

2.1. Considering what you learned while in the Southwest Studies program at Highlands, what has been most useful or helpful to you?

---



---



---

2.2. To what extend did your experience in the Southwest Program assist you in:

	Extremely Well			Poorly	
Understanding the literature of the discipline	1	2	3	4	5
Critical analysis of written arguments	1	2	3	4	5
Appreciating cultural diversity	1	2	3	4	5
Writing clearly	1	2	3	4	5
Developing the skills necessary for research	1	2	3	4	5
*Developing a basic grasp of Spanish language	1	2	3	4	5

**(OVER)**

2.3. Is there something you wish you had learned while at Highlands that was not included in your Master's program?

---



---

2.4. How would you rate the Southwest Studies Program in terms of:

	Excellent		Fair		Poor	
Quality of courses offered	1	2	3	4	5	5
Variety of courses offered	1	2	3	4	5	5
Availability of courses offered	1	2	3	4	5	5
Accessibility and approachability of faculty	1	2	3	4	5	5
Education and qualification of faculty	1	2	3	4	5	5
Quality of academic advising	1	2	3	4	5	5

2.5. What recommendations would you make concerning the Southwest Studies Program at Highlands?

---



---

2.6. Looking back, are you pleased you chose to pursue a Master's in Southwest Studies? Please explain.

---



---

2.7. In your opinion what is the academic quality of:

	Excellent		Fair		Poor	
The Southwest Studies Program overall: 1	2	3	4	5	5	5
Your specific area of concentration:	1	2	3	4	5	5

Comments: \_\_\_\_\_

---

Please return this questionnaire to Dr. Linder in Douglas Hall N° 241. Thank you very much for your assistance.

\* Please answer these questions only if they are relevant to your experience.

**Survey of Graduates (Attachment 4)  
Southwest Studies Program  
New Mexico Highlands University**

Please help us to evaluate and improve the Southwest Studies Program by responding to the following questions. All responses will remain anonymous. **Note: PLEASE ANSWER QUESTIONS ON BOTH SIDES OF THE SHEET.**

Name (optional): \_\_\_\_\_.

1. Educational/Employment Information

- a. Year NMHU degree(s) received: \_\_\_\_\_
- b. Concentration: \_\_\_\_\_
- a. Highest Degree Obtained: \_\_\_\_\_
- b. Degrees from other institutions: \_\_\_\_\_
- c. Current employment status: \_\_\_\_\_
- d. Relationship of current employment to Southwest Program degree:  
Direct \_\_\_\_; Indirect \_\_\_\_; Unrelated \_\_\_\_.

1.1. How well did the Southwest Studies Program prepare you for the requirements and demands of:

	Extremely Well			Poorly	
Your current employment:	1	2	3	4	5
*Continued graduate or professional education	1	2	3	4	5

Please Explain \_\_\_\_\_  
\_\_\_\_\_.

2. Program Evaluation (please use reverse side if necessary)

2.1. Considering what you learned while in the Southwest Studies program at Highlands, what has been most useful or helpful to you?

---



---



---

2.2. To what extent did your experience in the Southwest Program assist you in:

	Extremely Well			Poorly	
Understanding the literature of the discipline	1	2	3	4	5
Critical analysis of written arguments	1	2	3	4	5
Appreciating cultural diversity	1	2	3	4	5
Writing clearly	1	2	3	4	5
Developing the skills necessary for research	1	2	3	4	5
*Developing a basic grasp of Spanish language	1	2	3	4	5

**(OVER)**



2.3. Is there something you wish you had learned while at Highlands that was not included in your Master's program?

---



---

2.4. How would you rate the Southwest Studies Program in terms of:

	Excellent		Fair		Poor	
Quality of courses offered	1	2	3	4	5	5
Variety of courses offered	1	2	3	4	5	5
Availability of courses offered	1	2	3	4	5	5
Accessibility and approachability of faculty	1	2	3	4	5	5
Education and qualification of faculty	1	2	3	4	5	5
Quality of academic advising	1	2	3	4	5	5

2.5. What recommendations would you make concerning the Southwest Studies Program at Highlands?

---



---

2.6. Looking back, are you pleased you chose to pursue a Master's in Southwest Studies? Please explain.

---



---

2.7. In your opinion what is the academic quality of:

	Excellent		Fair		Poor	
The Southwest Studies Program overall:	1	2	3	4	5	5
Your specific area of concentration:	1	2	3	4	5	5

Comments: \_\_\_\_\_

---

Please return this questionnaire to Dr. Peter Linder, Department of Humanities: Discipline of History/Political Science, New Mexico Highlands University, P.O. Box 9000, Las Vegas, NM 87701-9000. Thank you very much for your assistance.

\* Please answer these questions only if they are relevant to your experience.