# ASSESSMENT RECORD FOR DEPARTMENT OF

History/Politic	cal Science		
		29 October 2009 (Date Submitted)	
	,	,	:
(Associate, Bac	(Assessment Period Covered)  (Date Submitted)  Includes Assessment Reports for those Institutional Programs listed below:  Italia of Instructional Degree Program: Associate, Bachelor's, Master's, etc.)  Outhwest Studies, Concentration in History & Poli Sci  M.A.		
Submitted By:			)
	(Departmental Chair or Faculty Assess	sment Representative)	

#### Assessment Record For

Southwest Studies	M.A.
(Instructional Degree Program)	(Degree Level)
August 2008-August 2009	29 October 2009
(Assessment Period Covered)	(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

	For
Southwest Studies (Instructional Degree Program)	M.A. (Degree Level)
August 2008-August 2009	29 October 2009
(Assessment Period Covered)	(Date Submitted)
	intended outcome listed on form B. Intended outcome elow and the intended outcome number entered in the
	nd appreciation of the unique social and cultural makeup of history and history that produced it. Linked to Trait No 1:
the program's impact on their apprecia	& Criteria for Success:  ent 2) while in the program, asking them to comment on ation of diversity. Criteria for success: majority rating espect. (Survey rating scale throughout report ranged
	completed and returned survey instrument.
2.2. To what extent has your experience	ce in the program in which you are enrolled assisted you in:
	Student 1: Student 2: Avg:
c. Appreciating cultural diversity:	1 1 1
<b>c.</b> Use of Results to Improve Instruction Rating is positive, indicating no need for	
them to comment on the program's im success: majority rating program as ex  b. Summary of Assessment Data C	c Criteria for Success: (see attachment 4) some months after graduation, asking apact on their appreciation of diversity. Criteria for excellent or good in that respect.
school returned instrument:	
c. Appreciating cultural diversity:	2
c. Use of Results to Improve Instruction Insufficient information to recommend	

# 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	<u>M.A.</u>
(Instructional Degree Program)	(Degree Level)
August 2008-August 2009	29 October 2009
(Assessment Period Covered)	(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.

#### 1st 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:

ο.	Critical Analysis of Written Arguments:	2
1.	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:
a. Current Employment:	2	2	2
b. Planned Employment:	2	2	2
c. Continued Graduate or Professional Educ:	na	2	2

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

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

4th 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:

a.	Current Employment:	3
b.	Planned Employment:	3
c.	Continued Graduate or Professional Educ:	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:	
Subject matter relevance to program mission:	1	1	1	
Understanding SW History & Prehistory:	1	3	2	
Factual Accuracy:	2	3	2.5	
Organization (chronology, logical progression)	2	3	2.5	
Clarity of expression and argument	2	4	3	
Review of literature	2	4	3	
Original Contribution to the field	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.

# **Assessment Report**

	For
Southwest Studies	M.A.
(Instructional Degree Program)	(Degree Level)
August 2008-August 2009	29 October 2009
(Assessment Period Covered)	(Date Submitted)
should be restated in the space immediately blank spaces.	th intended outcome listed on form B. Intended outcome below and the intended outcome number entered in the re in their chosen field of concentration (History & Political
the literature of the discipline. Criter good in that respect. Linked to Trait  b. Summary of Assessment Data of Conly two students completed and return the complete of the discipline.	& Criteria for Success: clude a question about the program's impact on mastery of ria for success: majority rating program as excellent or N° 1.  Collected:
a. Understanding literature of discipline:	2 3 2.5
c. Use of Results to Improve Instru This indicates a lack of success, thou approach to promoting student maste	gh the sample size is very small. Faculty will look at their
<b>b. Summary of Assessment Data C</b> No graduates completed and returned school returned instrument:	ollected: I survey instrument. One student who left to go to law
a. Understanding literature of discipline:	2
c. Use of Results to Improve Instru Results are positive, but insufficient in	uctional Program: information to recommend specific program change

# 3<sup>th</sup> Means of Assessment for Outcome Identified Above:

a. Means of Program Assessment & Criteria for Success:

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:

Student1: Student2: Avg:

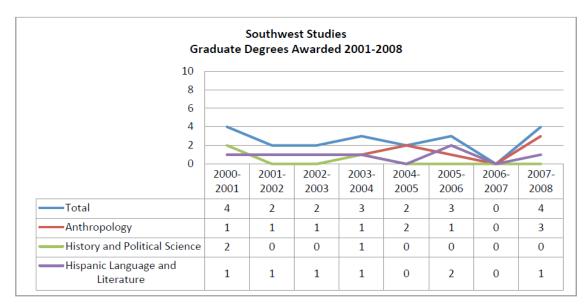
Review of literature 2 4 3

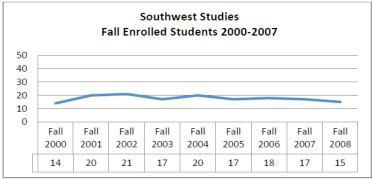
#### c. Use of Results to Improve Instructional Program:

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:

#### 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>&</sup>lt;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 Cond	entrat	ion:_				
	Evaluator:						
	Work Evalua						
After reviewing the work being evaluat below, with 1 signifying "excellent" an		om 1 to	5 fc	r eac	ch of	the cate	egories
below, with a signifying executent and	d 3 signifying poor.	Ex	Excellent		Poor		
1. Subject matter relevance to program	mission	1	2	3	4	5	
2. Understanding of Southwestern preh	nistory & history	1	2	3	4	5	
3. Factual accuracy		1	2	3	4	5	
4. Organization (chronology, logical pr	rogression)	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	
		To	tal Po	oints:			
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.** 

0	Concentration					
a. h	Concentration: Degrees from other institutions:	_				
o.	Current amployment status:					_
c. d	Current employment status:					_
u.	Employment plans: Relationship of current employment to Sou	thwest	Program	n degree	۸۰	_
0		HIWEST	FIOSIAL		-	
e.	Direct : Indirect : Unrelated		. 1 108141	n acgree	•	
	Direct; Indirect; Unrelated	·				
1.1 req	Direct; Indirect; Unrelated  . In your opinion, how well is the Southwes quirements and demands of:	 t Studi	es Progi	ram prep	oaring yo	orly
1.1 req	Direct; Indirect; Unrelated  . In your opinion, how well is the Southwes quirements and demands of:	 t Studi	es Progi	ram prep	oaring yo	orly
1.1 req	Direct; Indirect; Unrelated  . In your opinion, how well is the Southwes quirements and demands of:	 t Studi	es Progi	ram prep	oaring yo	orly

- 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:

E	xtreme	ely 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	e 1	2	3	4	5

(OVER)

2.3. How would you rate the Southwest Studie	s Progr	am in te	rms of:			
Excellent Fair						
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 Program at Highlands?	concer	ning the	Southwe	st Stud	ies	

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

	Exce	ellent	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  $N^{\circ}$  241. Thank you very much for your assistance.

<sup>\*</sup> 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.** 

(optional):			_·		
ucational/Employment Information					
f. Concentration:					
g. Degrees from other institutions:	_				
h. Current employment status:					
i. Employment plans:					
<ul><li>i. Employment plans:</li><li>j. Relationship of current employment to Sou Direct; Indirect; Unrelated</li></ul>	thwest 	Progran	n degree	e:	
1.1. How well did the Southwest Studies Progrademands of:	ram pro	epare yo	u for the	e require	ments
Ex	tremel	y Well		Po	orly
Your current employment: Your planned employment: *Continued graduate or professional education	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					·
Please Explain  ogram Evaluation (please use reverse side if neces  2.1. Considering what you learned while in th Highlands, what has been most useful or	ssary)	hwest St		ogram a	
ogram Evaluation (please use reverse side if necessary)  2.1. Considering what you learned while in the Highlands, what has been most useful or its second control of the second	esary) e Sout helpful	hwest St I to you?	udies pr		
2.1. Considering what you learned while in the Highlands, what has been most useful or 2.2. To what extend did your experience in the	e South	hwest St I to you?	udies pr	ssist you	in:
2.1. Considering what you learned while in the Highlands, what has been most useful or 2.2. To what extend did your experience in the	e South	hwest St I to you? west Pro	udies program as	ssist you Po	in:
2.1. Considering what you learned while in the Highlands, what has been most useful or 2.2. To what extend did your experience in the Understanding the literature of the discipline	e South	hwest St I to you? west Pro	udies program as	ssist you Po	in: porly 5
2.1. Considering what you learned while in the Highlands, what has been most useful or 2.2. To what extend did your experience in the Understanding the literature of the discipline Critical analysis of written arguments	e South	hwest St l to you? west Pro	ogram as	ssist you Po	in: 5 5 5
2.1. Considering what you learned while in the Highlands, what has been most useful or the Extra considering the literature of the discipline Critical analysis of written arguments Appreciating cultural diversity	e South South South South Streme	hwest St l to you? west Pro	ogram as	ssist you Po	in: 5 5 5
2.1. Considering what you learned while in the Highlands, what has been most useful or 2.2. To what extend did your experience in the Understanding the literature of the discipline Critical analysis of written arguments	e South South South Streme 1 1 1	hwest St I to you? west Pro	ogram as	ssist you Po 4 4 4	in: 5 5 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:

	Exce	ellent	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

2.5.	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	
Your specific area of concentration:	1	2	3	4	5

Comments:			

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

<sup>\*</sup> 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.** 

me (optional): _							
Educational/Emp	loyment Information						
a. Yea	r NMHU degree(s) receive	d:					
b. Con	centration:						
a. Hig	hest Degree Obtained:						
U. DUE	ices from other mistitutions	٠					
c. Cur	rent employment status:						
d. Rela Direct _	ntionship of current employ; Indirect; Unrel	ment to ated	Southv ·	vest Pro	gram de	egree:	
1.1. How w	ell did the Southwest Studi	es Progr	am pre	pare you	u for the	e require	ments a
a cirium	~~ ~ <del>- •</del>	Ext	tremely	Well		Po	oorly
Your curren	t employment:	2	1	2	3	4	-
*Continued	graduate or professional ed	ucation	1	2	3	4	
Please Expl	ain						
Program Evaluat	ion (please use reverse side dering what you learned what has been most us	if neces	sary)	west St			 t
Program Evaluat  2.1. Consid  Highla	on (please use reverse side	if necessile in the	sary) e South elpful t	west St to you?	udies pr	ogram a	
Program Evaluat  2.1. Consid  Highla	ion (please use reverse side dering what you learned wh nds, what has been most us	if necessile in the eful or h	sary) e South elpful t	west St to you?	udies pr	ogram a	in:
Program Evaluat  2.1. Consid Highla  2.2. To what	don (please use reverse side dering what you learned wh ands, what has been most us at extent did your experience	if necessile in the eful or h	sary) e South elpful t Southw	west St to you? vest Prog y Well 2	udies pr	ogram a sist you Po	in: oorly
2.1. Consider Highla 2.2. To what Understanding	ion (please use reverse side dering what you learned wh nds, what has been most us	if necessile in the eful or h	sary) e South elpful t Southw	vest Prog	udies pr	ogram a	in: oorly 5
2.1. Consider Highlar 2.2. To what Understanding Critical analysis	don (please use reverse side dering what you learned what has been most us at extent did your experience use the literature of the disc ysis of written arguments	if necessile in the eful or h	sary) e South elpful t  Southw tremel 1 1	vest Prog	udies pr	sist you Po	in:  porly 5 5
2.1. Consider Highla 2.2. To what Understanding Critical analy Appreciating	don (please use reverse side dering what you learned what has been most us at extent did your experience use of the disc ysis of written arguments g cultural diversity	if necessile in the eful or h	sary) e South elpful t Southw	west St to you? vest Prog y Well 2	udies pr	ogram a	in:  porly 5 5
2.1. Consider Highla 2.2. To what Understanding Critical analy Appreciating Writing clean	don (please use reverse side dering what you learned what has been most us at extent did your experience use of the disc ysis of written arguments g cultural diversity	if necessile in the eful or h	sary) e South elpful t  Southwetremel 1 1 1	vest Progress Well 2 2 2	gram as:	sist you Po	in: porly 5 5

(OVER)

2.3. Is there something you wish you had lear included in your Master's program?	ned win		Siliulius u	iai was	not	
2.4. How would you rate the Southwest Studie	es Progr	am in te	rms 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	
2.5. What recommendations would you make Program at Highlands?	concer	ning the	Southwes	st Stud	ies	
	concern	ning the	Southwes	st Stud	ies	
Program at Highlands?						es
<ol> <li>2.6. Looking back, are you pleased you chose</li> </ol>						es
Program at Highlands?  2.6. Looking back, are you pleased you chose	to purs					es
Program at Highlands?  2.6. Looking back, are you pleased you chose Please explain.	to purs	ue a Ma	ster's in S	outhwo	est Studi	es
Program at Highlands?  2.6. Looking back, are you pleased you chose Please explain.	to purs			outhwo		es

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.

Comments:

<sup>\*</sup> Please answer these questions only if they are relevant to your experience.