

**Template
Academic Program
Assessment of Student Learning Plan
University of New Mexico**

Instructions:

This template is a suggested guideline for creating three-year plans to assess academic program-level student learning outcomes. The order and format of the information does *not* need to follow the template exactly. Alternative formats (e.g., those used by specialized accreditors) may be acceptable; please check first with the Office of the Provost.* Regardless of whether you complete the template or use an approved alternate format, the six key sets of questions (D1-D2 and E1-E4) do need to be addressed in the three-year assessment plan.

Please transmit Degree Program Assessment Plans electronically when possible.

*If you have any questions, please contact the Assessment Office at assess@unm.edu or 277-4130.

Template
Academic Program
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

1. College: Arts & Sciences
2. Department: History
3. Date: 07 May 2008; slightly revised 5 August 2008

B. Academic Program of Study*

BA History

C. Contact Person(s) for the Assessment Plan

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D. Broad Program Goals & Measurable Student Learning Outcomes



DEPARTMENT OF HISTORY

UNDERGRADUATE PROGRAM

FIVE BROAD GOALS AND STUDENT LEARNING OBJECTIVES

broad goal 1. Students should understand academic honesty, a concept presented to them in all History classes.

SLO 1: By the senior year, each major will demonstrate ethical use of sources and provide accurate and properly formatted citations in all formal papers for either capstone course (491 or 492).

broad goal 2. Students should understand the basic skills that historians use in research.

SLO 2: Each major will demonstrate in their research project(s) for either capstone course (491 or 492) or the Honors research semester (493) the abilities: to distinguish between primary and secondary sources; to identify and evaluate evidence.

broad goal 3. Students should understand the basic skills that historians use in writing.

SLO 3: Each major will demonstrate, in either capstone course and/or in writing the Honors thesis (494), the ability to formulate a clear argument, support the argument with appropriate and thorough evidence, and reach a convincing conclusion.

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

broad goal 4. Students should understand basic tools of historical analysis.

SLO 4: Each major will demonstrate the ability to compare and contrast different processes, modes of thought, and modes of expression from different historical time periods and in different geographic areas.

broad goal 5. Students should understand the value of diversity.

SLO 5: Each major will demonstrate in research topic choices and resulting papers 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.

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. 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):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
SLO 1. By the senior year, each major will demonstrate ethical use of sources and provide accurate and properly formatted citations in all formal papers for either capstone course (491 or 492).		x	x	
SLO 2. Each major will demonstrate in their research project(s) for either capstone course (491 or 492) or the Honors research semester (493) the abilities: to distinguish between primary and secondary sources; to identify and evaluate evidence.	x	x		

2. How will learning outcomes be assessed?

A. What:

- i. *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?*
- SLO 1. By the senior year, each major will provide accurate and properly formatted citations in all formal papers for either capstone course (491 or 492). MEANS OF ASSESSMENT: All professors teaching 491 (undergrad Historiography) or 492 (undergrad seminar) will include this SLO in their syllabus and/or rubric for the course, and will submit to the chair a form provided by the department that will allow the instructor to assess collectively the skills in proper and ethical citation.

SAMPLE FORM FOR ASSESSING SLO 1

Instructor's name:

Course number and title:

Number of students enrolled:

Number of History majors enrolled:

Among the History majors, what percentage consistently demonstrated ethical use of sources and provided accurate and properly formatted citations?

Among the History majors, were there any instances of suspected or confirmed academic dishonesty? If yes, please explain without identifying the student.

SLO 2. Each major will demonstrate in their research project(s) for either capstone course (491 or 492) or the Honors research semester (493) the abilities: to distinguish between primary and secondary sources; to identify and evaluate evidence. MEANS OF ASSESSMENT: All professors teaching 491 (undergrad Historiography), 492 (undergrad seminar), and 493 (Honors research) will submit to the chair a form provided by the department that will allow the instructor to assess, collectively for their student(s), knowledge of and skills for the related abilities required in this SLO.

SAMPLE FORM is on next page

SAMPLE FORM FOR ASSESSING SLO (b)

Instructor's name:

Course number and short title:

Number of students enrolled:

Number of History majors enrolled:

If 493, please give student name(s): 1. _____

2. _____

How much classroom time or mentoring time was spent on the characteristics of primary and secondary sources?

What percentage of History majors demonstrated in their written work (including bibliographies) knowledge of and skills in using both primary and secondary sources? (If 493, just indicate if you think your student(s) acquired the skills.) _____

How much classroom time or mentoring time was spent on identifying and evaluating evidence?

What percentage of History majors demonstrated in their written or oral work the ability to identify and evaluate evidence? (If 493, just indicate if you think your student(s) acquired the skills.)

- ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, then write “Unsure of measurement type.” There is an expectation that at least **half of the assessment methods/measures will be direct** measures of student learning. [See attached examples of direct and indirect measures.]*

Both means of assessment are direct, based on each student’s written work.

- iii. *Briefly describe the **criteria for success** related to each direct or indirect means 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, attach them to the plan as they are available.*

SLO (a) criteria for success

90% of majors demonstrate proper and ethical citation

SLO (b) criteria for success

80% of majors demonstrate the ability to distinguish between primary and secondary sources and also to identify and evaluate evidence

- B. Who: State explicitly whether the program's assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students.

ALL students will be included in the assessments above.

3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?

[Briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. For example, provide a layout of the semesters or years (e.g., 2008-2009, 2009-2010, and 2010-2011), list which 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.)]

Both SLOs will be assessed each semester of the three academic years for the relevant courses, and will be discussed at a faculty meeting in Spring semester of each of the three academic years.

4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

Briefly describe:

1. *who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).*

The faculty instructors of 491, 492, and 493 will gather the evidence, the faculty as a whole will analyze/interpret the evidence, and the faculty as a whole will make recommendations in accordance with the above measures to improve results.

2. *the process for consideration of the implications of assessment for change:*
 - a. *to assessment mechanisms themselves,*
informal feedback from instructors
 - b. *to curriculum design,*

If we get to the points of restructuring courses or the design of a new tutorial, the Undergraduate Committee and the Curriculum Committee will participate in making specific proposals to the department.

- c. *to pedagogy in the interest of improving student learning.*

If the percentages indicating success are not achieved in AY 2008-2009, professors teaching 491, 492, and 493 will be asked to devote one class or, in the case of 493, one tutorial meeting to the knowledge and skills involved.

If the percentages indicating success are not met in AY 2009-2010, will be asked to devote one class or, in the case of 493, one tutorial meeting to the knowledge and skills involved.

If the percentages indicating success are not met in AY 2010-2011, the department will consider restructuring 491 and/or 492 and/or 493.

3. How, when, and to whom will recommendations be communicated?

Recommendations will be made and discussed at a departmental faculty meeting in the Spring semesters of each of the three AYs. This is appropriate because all of us teach 493, and many of us teach 491 or 492.

Source: Kansas State University Office of Assessment