Cover Sheet for Academic Program Assessment Plans

Directions: Please complete a separate cover sheet for each academic program of study\(^1\). Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master’s and doctoral program may submit one cover sheet. The department chair and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: **Business and Applied Technology**

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): **A.A.S. Collision Repair Technology**

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

- Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.

<table>
<thead>
<tr>
<th>Date of Endorsement:</th>
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<tbody>
<tr>
<td>11/10/15</td>
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Department Chair’s Signature

<table>
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<th>Date</th>
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<td>11-10-15</td>
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College/School/Branch Campus Dean’s Signature

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<tr>
<th>Date</th>
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<td>11/17/15</td>
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\(^1\) 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.).
Template
Academic Program
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date
1. College: University of New Mexico-Gallup branch
2. Department: Applied Technology Department, Collision Repair Program
3. Date: October 26 2015

B. Academic Program of Study*
AAS-Collision Repair Technology

C. Contact Person(s) for the Assessment Plan
Floyd C. Burnham, Lecturer I, cburnham77@yahoo.com

D. Broad Program Goals & Measurable Student Learning Outcomes

 Attach Cover Sheet for Student Learning Outcomes and associated materials.]
OR

[List below:]

1. Broad Program Learning Goals for this Degree/Certificate Program
A. Entry level training for Collision Repair trades.
B. Career advancement for entry level to Collision Repair Tech/Paint Refinisher.
C. In-Service training for industry innovations such as Collision Repair & Paint Refinisher.
D. NATEF/ASE: Standards update & review.
E. 1. Meet the standards of approval accrediting entities i.e., NATEF, ASE, and I-Car
F. Students should be able to understand or know A-E.

etc.

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program
A. 1. Students demonstrate cognitive knowledge & practical applications of safety skills.
   (etc.)
B. 1. Demonstrate theoretical knowledge of Collision Repair; terms, materials, tools, method
   (etc.)
B. 2. Entry level Computer skills; computer aided drafting, estimating, or research.
C. 1. Demonstrate mastery of Collision Repair skills or competency levels through simulated
   laboratory assignments, on the job live work projects, or work assignments.
   • 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.). Page 2 of 4 University of
   New Mexico – Assessment Rev. 4-30-2008 v2 Page 3 of 4 University of New Mexico – Assessment Rev. 4-30-
   2008 v2
D. Student should be able define all.
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):

<table>
<thead>
<tr>
<th>University of New Mexico Student Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program SLOs</strong></td>
</tr>
<tr>
<td>A. 1 Student demonstrates Cognitive and practical safety Skills</td>
</tr>
<tr>
<td>B. 1. Demonstrates Theoretical Knowledge of Collision Repair, Terms codes, materials, and</td>
</tr>
<tr>
<td>C. 1. Demonstrate master of Collision Repair skills or Competency levels through Simulated laboratory Assignments, on the job live Work projects, or other work assignments</td>
</tr>
<tr>
<td>E. 1. Meet the standard of Accrediting entities; NATEF ASE and I-CAR.</td>
</tr>
</tbody>
</table>

2. How will learning outcomes be assessed?

<table>
<thead>
<tr>
<th>Means of assessment</th>
<th>Direct</th>
<th>Criteria for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 1. Student demonstrate cognitive &amp; practical safety skills</td>
<td>Direct; Written tests and demonstration are a direct measure of mastery and performed skills.</td>
<td>75% or higher on written test Pass/Fail on lab demonstration.</td>
</tr>
<tr>
<td>B. 1. Students demonstrate theoretical knowledge of Collision Repair terms, codes,</td>
<td>Direct</td>
<td>75% on written tests. Pass/Fail on lab assignments</td>
</tr>
</tbody>
</table>
### A. What:

1. **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?**

2. **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.]**

3. **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.**

### B. Evidence:

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Methodology</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Observed lab performance</td>
<td>Pass/Fail grade on assignment sheet</td>
<td></td>
</tr>
<tr>
<td>Direct Tested at levels according to NCCER guidelines</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>Indirect</td>
<td>Observed-for summative data on program</td>
<td></td>
</tr>
</tbody>
</table>
**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.

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., 2012-2013, 2013-2014, and 2014-2015), 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.).]

<table>
<thead>
<tr>
<th>Program SLO’s</th>
<th>Semester Assessed</th>
<th>Resulted Discussed</th>
<th>Discussion Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. 1. Students demonstrate cognitive &amp; practiced safety skills</strong></td>
<td>Fall 2015</td>
<td>Spring 2016</td>
<td>Applied Technology Chair, Faculty</td>
</tr>
<tr>
<td><strong>B. 1. Demonstrate theoretical knowledge of Collision Repair; terms, codes, materials, tools, methods</strong></td>
<td>Every Spring Semester beginning 2015</td>
<td>Every Fall semester beginning 2016</td>
<td>Dean and/or Chair, Faculty</td>
</tr>
<tr>
<td><strong>B. 2. Computer skills in construction Including E-classes</strong></td>
<td>Every Fall beginning 2015</td>
<td>Every Spring beginning 2016</td>
<td>Dean and/or Chair, Faculty</td>
</tr>
<tr>
<td><strong>D. 1. General Education outcomes Assessed in General Education Courses (English etc.)</strong></td>
<td>Every Fall beginning 2015</td>
<td>Every Spring beginning 2016</td>
<td>Dean and/or Chair Faculty</td>
</tr>
</tbody>
</table>
4. What is the unit’s process to analyze/interpret assessment data and use results to improve student learning?

Briefly describe:

1. The Collision Repair Coordinator will start the activity and make Faculty assignments and set who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).

2. The coordinator/faculty will meet and make decisions. The process will coordinate and use guidelines of the accrediting entry as needed.

3. After the Program faculty assessment, results will be routed through the Dean’s office for final review and approval or edit.

4. Coordination with Arts + Letters/General Education Course are needed.
Action Decided by the College Assessment Review Committee (CARC):
Date of Decision: **11/10/15**

Decision (check one):
- [ ] Revision Needed (see first feedback section below)
- [x] Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

Guiding Questions

1. Leads to data of real value?
   - SLOs high value or convenient?
   - SLOs clearly measurable?
2. Make sense?
   - Doable/Sustainable?
   - Do pieces align?
3. Clearly leads to improvement?
   - Process leads to improvement conversations?
   - How useful will data be for improvement?

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

Please ensure you submit your program assessment reports as specified in your program assessment plan. CARC will look forward to your Spring 2016 report. Please send to GA assess@unm.edu.