Cover Sheet for Academic Program Assessment Plans

Directions: Please complete a separate cover sheet for each academic program of study. 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 Technology

Title and Level of Academic Program (e.g., Chemistry, Ph.D.):

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.  
  Date of Endorsement: 1/28/2016

Department Chair’s Signature  
1.28.16

College/School/Branch Campus Dean’s Signature  
2/2/16

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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.).
A. **College, Department and Date**

1. College:  *University of New Mexico-Gallup*
2. Department: *Applied Technology Department, Construction Program*
3. Date: *January 26, 2016*

B. **Academic Program of Study**

*Construction Technology- Certificate in Green Building*

C. **Contact Person(s) for the Assessment Plan**

*Chris Chavez, Lecturer II, ckchavez@unm.edu*

D. **Broad Program Goals & Measurable Student Learning Outcomes (SLOs)**

[List below:]

1. **Broad Program Learning Goal(s) for this Degree/Certificate Program**
   
   A. Students demonstrate knowledge of entry level skills for sustainable construction trade.
   
   B. Students apply knowledge to solve practical problems on the work site.
   
   C. Meet the standards of approved accrediting entities; i.e., the NCCER (National Center for Construction Education and Research.)

2. **List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program**

   A.1. Students will be able to demonstrate knowledge and practical application of safety Skills.
   
   A.2 Demonstrate knowledge of sustainable building trades; terms, materials, tools and methods.
   
   B.1 Students will be able to apply computer skills; estimating or research to carpentry projects.
   
   B.1 Demonstrate mastery of sustainable building skills or competency levels through simulated laboratory assignments, on the job live work projects or other work assignments.

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*Adapted from Kansas State University Office of Assessment*
C.1 Demonstrate professionalism, ethic and quality work.

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.

E. Assessment of Student Learning Plan

All programs are expected to measure student learning outcomes annually and to measure all program student learning outcomes at least once over one, two, or three assessment cycles. Each unit determines which of its student learning outcomes to assess during an assessment cycle. Describe the program’s one, two, or three year plan for assessing program-level student learning outcomes by addressing 1 thru 4 below.

1. Student Learning Outcomes Matrix

[Insert all student learning outcomes that will be assessed by the unit over the next one, two, or three assessment cycles.]

Relationship to UNM Student Learning Goals (insert the program’s SLOs and check all that apply):

<table>
<thead>
<tr>
<th>Program SLOs</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1 Students will be able to demonstrate knowledge and practical application of safety skills.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>A.2 Demonstrate knowledge of sustainable construction trades; terms, materials, tools, and methods</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>B.1 Students will apply computer skills, computer aid, drafting, research to construction projects.</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>B.2 Demonstrate mastery of sustainable building skills or competency levels through simulated laboratory assignments, on the job live work projects or other work assignments.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Adapted from Kansas State University Office of Assessment
C.1 Demonstrate professionalism, ethics and quality work. | X | X | X | Same

2. How will learning outcomes be assessed? (Address A1 thru Aiii individually or complete the table below)

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?

ii. Indicate whether each measure is direct or indirect. If you are unsure, then write “Unsure of measurement type.” There is an expectation that most of the assessment methods/measures will be direct measures of student learning with at least 1-2 indirect assessment methods/measures.

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.

<table>
<thead>
<tr>
<th>Assessing Student Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program SLOs</strong></td>
</tr>
<tr>
<td>A.1 Students demonstrate cognitive knowledge and practical application of safety skills</td>
</tr>
<tr>
<td>A.2 Demonstrate knowledge of carpentry trades; terms, materials, tools, and methods.</td>
</tr>
<tr>
<td>B.1 Students will apply computer skills, computer aid drafting, estimating or research to construction projects.</td>
</tr>
<tr>
<td>B.2 Students will demonstrate mastery of sustainable building skills or competency levels through simulated laboratory assignments, on the job live work projects or other work assignments.</td>
</tr>
<tr>
<td>C1 Students will demonstrate professionalism, ethics and quality work.</td>
</tr>
<tr>
<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. [**NOTE:** Although one size does not fit all and it does depend on the assessment method, sampling should not be taken lightly. Best practices indicate that sampling approx. 20% of a course’s student population (or student enrollment) is valid and reliable if the number exceeds 99. Otherwise, a valid rationale has to be provided for samples that are less than 20% of the course’s student population.]
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 one, two, or three year plan and/or complete the following table. For example, provide a layout of the semesters or years (e.g., 2014-2015, 2014-2016, and 2014-2017), 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 SLOs</th>
<th>Year/Semester Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate cognitive knowledge and practical application of safety skills</td>
<td>Year 1, fall 2015</td>
</tr>
<tr>
<td></td>
<td>Year 2, spring 2017</td>
</tr>
<tr>
<td></td>
<td>Year 3, fall 2017</td>
</tr>
<tr>
<td>Demonstrate knowledge of building trades; terms, materials, tools, and methods,</td>
<td>Year 1, fall 2016</td>
</tr>
<tr>
<td></td>
<td>Year 2, spring 2017</td>
</tr>
<tr>
<td></td>
<td>Year 3, fall 2017</td>
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<td>Year 2, spring 2017</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>Year 3, fall 2017</td>
</tr>
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</table>

4. What is the unit’s process to analyze/interpret assessment data and use results to improve student learning?
1. The Construction Technology 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 entity as needed.
3. After the Program faculty assessment, results will be routed through the Chair or Dean’s office for final review and approval or edit.
Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: 01/28/2016

Decision (check one):

☐ Revision Needed (see first feedback section below)
☑ Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

Thank you

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 assessment report as specified in your program assessment plan. CAAC will look forward to your Spring 2016 report. Please send report to G.Hassell@unm.edu.
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Date of Decision: 01/28/2016

Decision (check one):

☐ Revision Needed (see first feedback section below)
☑ Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

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