THE UNIVERSITY of NEW MEXICO
University of New Mexico-Gallup
Business & Applied Technology Division
Calvin Hall Room 167C
750 Gurley Avenue
Gallup, NM 87301

To: UNM-Gallup Curriculum Committee

Re: Drafting Certificate Program Review

The current Drafting Certificate program has had different division assignments. The Drafting Budget has been split to cover courses in Drafting, Architecture and Math. The one full time faculty in this program contributes with teaching in each of these subjects. Since January 2012 the drafting program has gone to Math and Science and then back to Applied Technology. Recently, the new Division Chair of Math and Science asked Business & Applied Technology to take the Architecture portion as well. This was a very beneficial move for the program. Now, focus can be given to the entire spectrum of training in this field rather than from two different divisions.

The skill of Drafting, either mechanically of with computer aid as in AutoCAD is a prerequisite skill to Engineering and Architecture. While Engineering and Architecture educational and training programs typically will not offer drafting in their programs, students are expected to have these skills upon admittance. Drafting is required in the building industry from design, architecture, engineering, to construction. The letter in document 8 from industry attests to this skill requirement as well.

While drafting is a valued and needed training need for future development in education and career readiness, the current courses in drafting continue to attract low enrollment. Students will rather enroll in Architecture courses taught out of this program that articulate to the main campus Architecture programs. Serious students will return to obtain the fundamental skills but the issue is constant low enrollment in the fundamental courses. Additionally, when we look at the outlook for drafters the projection is level yet for Engineers and Architects the projection is much higher, yet one cannot be an engineer or architect without drafting skills.

My recommendation is to modify this certificate where Architecture and Engineering courses are at the end of the program and fundamental drafting courses are up from with pre-requisites in place. We should have a sequence something as follows: Mechanical Drafting, then AutoCAD, then Architectural Drafting, then Intro to Architecture, then Intro to Civil Engineering all with prerequisites in order. Course enrollments should be more equalized with such a format. This program has a potential to become our largest STEM program.

The drafting program coordinator is Samir Wahid. Samir has established a great rapport with the University of New Mexico Architecture and Planning department and Engineering department. We currently have course articulation agreements with them. Samir Wahid plans to work on updating this agreement this year. We have added Mark Toledo this semester to offer Engineering courses. Mark Toledo is a graduate of our program.

Samir Wahid, Loretta Notah, Linda Begayne, and I contributed putting this review together.

Thank you,

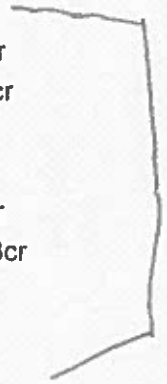
Frank Loera
Assistant Professor
Division Chair Business & Applied Technology
University of New Mexico-Gallup
505-928-7705
floera@unm.edu

Certificate - Drafting Technology (33 credits)

GENERAL EDUCATION REQUIREMENTS (6):

Communications (6):
ENGL 110 Accelerated Composition OR
ENGL 119 Technical Communications 3cr
MATH 115 Technical Mathematics 3cr

DRAFTING CORE (21):
DRFT 101 Mechanical Drafting I 3cr
DRFT 102 Mechanical Drafting II 3cr
DRFT 115 AutoCAD Level I 3cr
DRFT 125 AutoCAD Level II 3cr
DRFT 141 Architectural Drafting 3cr
DRFT 241 Architectural Drafting II 3cr
CNST 175 Blueprint Reading 3cr



ELECTIVES (6):

Any course relating to a planned course of study with approval of Program Coordinator.

To: Curriculum committee

FR: Samir Wahid

DATE: 09/25/2015

Since I started at UNMG in 1992 as Drafting Instructor I was able to establish my mission to how to help the students be well prepared for the real world in fields of Architectural, Mechanical, Civil Engineering and Computer Aided Drafting and how to meet the needs the industry within 200 miles radius. I walked in every engineering, architectural office in Gallup, Navajo Nation, Navajo Housing Authority, Indian Health Services, and BIA to find out their needs for me to prepper the students.

Many of graduates from this program are employed in above areas, and some finished their Engineering and architectural degrees and some started teaching at UNMG.

Meanwhile, I try to keep up with the industry, Building code, and new products by attending conferences, workshops, seminars and taking small projects, to keep-up with industry, so I can pass it on to the students.

Always, this program need to keep up with the industry and new technology, such as software's, computers. And we are current with that.

We are in process in setting the 3D printer and acquiring training to master the system.

I am very proud to be able to serve our students in this region and I am always appreciated by the students, to enable me serve them.

Students must complete at least one 3 credit hour School of Architecture & Planning course other than architecture.

Service learning practicum: Students must complete 3 credits in a service learning course, approved by the faculty, in which students work directly with a not-for-profit, community group, or public agency on architectural research, design, and/or application of design skills. This may be fulfilled by ARCH 402: Community studio section, or other courses, including independent study, APPROVED BY THE DIRECTOR PRIOR TO ENROLLING.

CREDIT HOUR SUMMARY FOR BACHELORS OF ARTS IN ARCHITECTURE

Entry Courses (1st year)	24
Additional UNM Core Courses (1st and 2nd year)	21
Additional required Architecture courses (2nd, 3rd, 4th year)	75
Directed electives (3rd and 4th year)	6
Free electives (3rd and 4th year)	2
BA Architecture TOTAL	**128**

We recommend the electives in art studio at the Gallup campus because the students will produce graphic material that may be beneficial in the portfolio. Because art studios are very time consuming they are usually difficult to take at the Main Campus while the student is taking architectural design studios.

SA+P will accept up to six credits of Drafting Technology (DRFT 293 Topic in CAD, Engineering, or related courses) and up to six credits of Drafting Technology (Draft 125 AutoCAD and Draft 241 Arch. Drafting preferred). The total technology credits accepted cannot exceed nine. We will apply these credits to the "Additional electives" category shown above.

This articulation agreement will remain in force until either party notifies the other, in writing, of any changes to or desire to end the agreement. All students who have started the UNM-G course of study will be "grandfathered" if the agreement is changed or canceled.

Agree to:

University of New Mexico at Albuquerque
School of Architecture and Planning

10/20/11
Geoffrey Adams, Director Date

University of New Mexico at Gallup
Math and Science Department

Sep. 20th, 2011
Samir A. Wahid Date

ARTICULATION AGREEMENT
Between
University Of New Mexico at Gallup
And
Architecture Program,
The School of Architecture and Planning
University of New Mexico at Albuquerque

We establish this articulation agreement to assist students who have begun their studies at the University of New Mexico at Gallup (UNM-G) and transfer to the School of Architecture and Planning at the University of New Mexico at Albuquerque (UNM-A). This agreement establishes a course of study recognized as equivalent to a course sequence required by the School of Architecture and Planning offered by UNM-A. The School of Architecture and Planning will recognize students who complete this specified course of study as having met the same requirements for the degree as UNM-A students who have completed UNM-A courses. Entry to the Bachelor of Arts in (BA) Architecture program at UNM-A is **competitive**. Completion of the following course of study does not guarantee admission, but does guarantee eligibility if the student's cumulative GPA is a 2.5 or better. Students should save and photograph, or copy, all graphic work for inclusion in the portfolio needed for the admission process. Students must see their instructor for complete requirements. The following curriculum is recommended for full time students. The part time student, who takes fewer hours each semester, will extend the period of study for a BA in Architecture accordingly. This agreement is based on the requirements of the 2010-2011 UNM Catalog. Curriculum requirements may change. Students should contact the Undergraduate Advisor at the School of Architecture and Planning for current curriculum requirements.

BACHELOR OF ARTS IN ARCHITECTURE

Year One – Gallup Campus

FALL		**SPRING**	
Math 121 College Algebra	3	Math 123 Trigonometry –or- passing Trigonometry Compass Exam & 3 cr. elective	3
Arch 121 Intro to Architecture *	3	Engl 102 Analysis and Argument *	3
Engl 101 Composition I: Exposition *	3	Drft 241 Architectural Drafting II	3
UNM Core Curriculum *	3	UNM Core Curriculum *	3
Total	**12**	**Total**	**12**

Year Two – Gallup Campus

Math 180 Elements of Calculus * -or- Math 162 Calculus I	3	Phyc 102/102L Intro to Physics/Lab * -or- Phyc 151/151L General Physics/Lab	4
Arch 109 Design Fundamentals	3	Arch 111 Intro to Arch. Graphics**	3
UNM Core Curriculum *	6	Drft 125 Autocad Level II	3
		UNM Core Curriculum *	3
Total	**12**	**Total**	**13**

* Must earn a grade of "C" or better.
** Must earn a grade of "B" or better.
During spring semester, students should prepare a portfolio for admission application to the School of Architecture and Planning. The application deadline is 4:00 p.m. on May 15th. Should May 15 fall on a weekend, the application package is due by 4:00 p.m. on the first following Monday.

FALL		SPRING	
Year Three – Albuquerque Campus			
Arch 211 Architectural Comm. I	2	Arch 211 Architectural Comm. I	2
Arch 201 Architectural Design I	4	Arch 202 Architectural Design II	4
Arch 241 Sustainability I	3	Arch 221 Architecture and Context	3
Elective	3	UNM Core Curriculum *	6
Total	**12**	**Total**	**15**

Year Four – Albuquerque Campus			
Arch 301 Architectural Design III	4	Arch 302 Architectural Design IV	4
Arch 311 Architectural Comm. II	2	Arch 311 Architectural Comm. II	2
Arch 321 World Architecture I	3	Arch 322 World Architecture II	3
Arch 331 Construction I	3	Arch 332 Structures I	3
Elective	3	Arch 342 Human Factors/Programming	3
Total	**15**	**Total**	**15**

Year Five – Albuquerque Campus			
Arch 401 Architectural Design V	6	Arch 402 Architectural Design VI	6
Arch 431 Structures II	3	Arch 432 Building Systems	3
Arch 441 Sustainability II	3	Arch 442 Politics/Culture/Arch	3
Arch 451 Research & Design	3	Arch 452 Practice and Theory	3
Total	**15**	**Total**	**15**

UNM CORE CURRICULUM REQUIREMENTS

University of New Mexico Core Curriculum Requirements – these are in addition to specific entry and other requirements. Several areas are more restrictive than the University of New Mexico Core. Students must earn a "C" or better in the University of New Mexico Core.

Writing and Speaking:
One course from Engl 219, 220 CJ 130, PHIL 156. 3 credits

Physical and Natural Science: (More restrictive than UNM Core Curriculum)
One course from ANTH 121L, 150, 160 ASTR 101, BIOL 110, 123, CHEM 111L, 121 & 123L, 122 & 124L, 131L, 132L, EPS 101, 201L, ENVS 101, GEOG 101 & GEOG 105L. 3 credits

Social and Behavioral Sciences: (More restrictive than UNM Core Curriculum):
Either ECON 105, or 106, and either PSY 105 or SOC 101. 6 credits

Humanities:
Two courses from AMST 186; CLST 107, 204, 205; COMP 222, 224; ENGL 150, 292, 293; HIST 101L, 102L, 161L, 162L; MLNG 101, PHIL 101, 201, 202; RELG 107, 263, 264. 6 credits

Foreign Languages:
One lower-division non-English course. 3 credits

TOTAL **21 credits**

DIRECTED ELECTIVES

Drafting Certificate - Program Review Data

Indicate departmental (program courses) enrollment for the past 5 years for fall and spring semesters [DRFT101, DRFT102, DRFT115, DRFT125, DRFT141, DRFT241, DRFT293, DRFT295]

	2010-11			2011-12			2012-13			2013-14			2014-15			
	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Total
Total Student Credit Hours		156	213		120	168		117	108		120	105		78	54	1239
Total Course Enrollment		52	71		40	56		39	36		40	35		26	21	416
Program graduates by academic year	1	2	1	0	1	3	0	1	1	1	1	5	0	2	0	19

UNM Gallup Office of Institutional Research
Drafted: 27JULY2015
Data File Sources: HED-EOS Official Enrollment Reporting files; ODSMGR.Academic_outcome
SAS Program: V:_mariejulienne\GALLUP\SAS Data\ADHOCDATAREQS\SPRING2015\ENROLLTREND2010-2015.SAS
Analyst: Marie Julienne

Economic News Release

Table 7. Job openings levels and rates by industry and region, not seasonally adjusted

Table 7. Job openings levels and rates by industry and region, not seasonally adjusted(1)

Industry and region	Levels (in thousands)			Rates(2)		
	May 2014	Apr. 2015	May 2015(p)	May 2014	Apr. 2015	May 2015(p)
Total	4,639	5,800	5,430	3.2	3.9	3.7
INDUSTRY						
Total private	4,188	5,304	4,900	3.5	4.3	3.9
Mining and logging	32	14	16	3.5	1.6	1.9
Construction	137	160	155	2.2	2.5	2.3
Manufacturing	305	358	361	2.5	2.8	2.8
Durable goods	177	236	212	2.3	2.9	2.6
Nondurable goods	128	122	149	2.8	2.6	3.2
Trade, transportation, and utilities	761	995	1,009	2.8	3.6	3.6
Wholesale trade	150	189	173	2.5	3.1	2.8
Retail trade	442	545	566	2.8	3.4	3.5
Transportation, warehousing, and utilities	169	261	269	3.2	4.7	4.8
Information	92	124	97	3.3	4.3	3.4
Financial activities	292	410	304	3.5	4.8	3.6
Finance and insurance	227	302	229	3.7	4.8	3.7
Real estate and rental and leasing	64	108	75	3.0	5.0	3.5
Professional and business services	859	1,163	1,099	4.3	5.6	5.3
Education and health services	798	1,072	963	3.6	4.6	4.2
Educational services	78	103	98	2.2	2.8	2.7

Industry and region	Levels (in thousands)			Rates(2)		
	May 2014	Apr. 2015	May 2015(p)	May 2014	Apr. 2015	May 2015(p)
Health care and social assistance	720	969	865	3.8	5.0	4.5
Leisure and hospitality	791	824	769	5.0	5.2	4.8
Arts, entertainment, and recreation	106	86	82	4.6	4.0	3.5
Accommodation and food services	685	737	687	5.1	5.4	5.0
Other services	122	184	127	2.1	3.2	2.2
Government	451	496	530	2.0	2.2	2.3
Federal	62	79	66	2.2	2.8	2.4
State and local	388	417	464	2.0	2.1	2.3
REGION(3)						
Northeast	804	916	843	3.0	3.4	3.1
South	1,703	2,223	2,053	3.3	4.2	3.8
Midwest	1,101	1,275	1,268	3.4	3.9	3.8
West	1,030	1,387	1,266	3.2	4.2	3.8

Footnotes

(1) Job openings are the number of job openings on the last business day of the month.

(2) The job openings rate is the number of job openings on the last business day of the month as a percent of total employment plus job openings.

(3) The states (including the District of Columbia) that comprise the regions are: Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont; South: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia; Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin; West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

(p) Preliminary

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Last Modified Date: July 07, 2015

U.S. Bureau of Labor Statistics

Economic News Release

Table 1. Job openings levels and rates by industry and region, seasonally adjusted

Table 1. Job openings levels and rates by industry and region, seasonally adjusted[1]

Industry and region	Levels (in thousands)[2]						Rates[3]					
	May 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015[p]	May 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015[p]
Total	4,608	4,965	5,144	5,109	5,334	5,363	3.2	3.4	3.5	3.5	3.6	3.6
INDUSTRY												
Total private[4]	4,179	4,459	4,656	4,626	4,849	4,852	3.5	3.6	3.8	3.7	3.9	3.9
Construction	127	137	160	168	137	149	2.0	2.1	2.5	2.6	2.1	2.3
Manufacturing	292	324	323	333	335	347	2.3	2.6	2.6	2.6	2.6	2.7
Durable goods	174	199	206	211	215	209	2.2	2.5	2.6	2.6	2.7	2.6
Nondurable goods	118	125	117	122	120	139	2.6	2.7	2.5	2.6	2.6	3.0
Trade, transportation, and utilities[5]	762	844	903	880	951	983	2.8	3.1	3.3	3.2	3.4	3.5
Retail trade	437	494	543	515	530	550	2.8	3.1	3.4	3.2	3.3	3.4
Professional and business services	881	929	940	1,014	1,070	1,097	4.4	4.6	4.6	4.9	5.2	5.3
Education and health services[6]	806	907	925	903	992	967	3.6	4.0	4.1	4.0	4.3	4.2
Health care and social assistance	729	812	818	810	893	870	3.9	4.2	4.3	4.2	4.6	4.5
Leisure and hospitality	762	727	734	740	716	737	4.9	4.6	4.7	4.7	4.5	4.6
Arts, entertainment, and recreation	85	64	73	92	67	68	3.9	2.9	3.3	4.1	3.0	3.0
Accommodation and food services	676	663	661	649	649	669	5.1	4.9	4.9	4.8	4.8	4.9
Government[7]	430	506	488	483	485	511	1.9	2.3	2.2	2.2	2.2	2.3
State and local	370	432	420	416	414	446	1.9	2.2	2.1	2.1	2.1	2.3
REGION[8]												
Northeast	781	817	856	827	833	821	2.9	3.0	3.1	3.0	3.1	3.0
South	1,704	1,867	1,862	1,881	1,994	2,034	3.3	3.5	3.5	3.5	3.7	3.8

Industry and region	Levels (in thousands)(2)						Rates(3)					
	May 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015(p)	May 2014	Jan. 2015	Feb. 2015	Mar. 2015	Apr. 2015	May 2015(p)
Midwest	1,090	1,140	1,229	1,203	1,199	1,242	3.4	3.5	3.7	3.7	3.6	3.8
West	1,034	1,141	1,197	1,198	1,308	1,267	3.2	3.5	3.6	3.6	3.9	3.8

Footnotes

(1) Job openings are the number of job openings on the last business day of the month.
(2) Detail will not necessarily add to totals because of the independent seasonal adjustment of the various series and because not all series are shown.
(3) The job openings rate is the number of job openings on the last business day of the month as a percent of total employment plus job openings.
(4) Includes mining and logging, information, financial activities, and other services, not shown separately.
(5) Includes wholesale trade and transportation, warehousing, and utilities, not shown separately.
(6) Includes educational services, not shown separately.
(7) Includes federal government, not shown separately.
(8) The states (including the District of Columbia) that comprise the regions are: Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont; South: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia; Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin; West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.
(p) Preliminary

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Last Modified Date: July 07, 2015

U.S. Bureau of Labor Statistics | OEUS/JOLTS, PSB Suite 4840, 2 Massachusetts Avenue, NE Washington, DC 20212-0001

www.bls.gov/JLT | Telephone: 1-202-691-5870 | Contact JOLTS

Drafters

Summary

Quick Facts: Drafters	
2012 Median Pay	$49,630 per year $23.86 per hour
Entry-Level Education	Associate's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2012	199,800
Job Outlook, 2012-22	1% (Little or no change)
Employment Change, 2012-22	2,200

Drafters take designs from engineers and architects and convert them into plans needed for construction.

What Drafters Do

Drafters use software to convert the designs of engineers and architects into technical drawings and plans. Workers specialize in architectural, civil, electrical, or mechanical drafting and use technical drawings to help design everything from microchips to skyscrapers.

Work Environment

Although drafters spend much of their time working on computers in an office, some must visit job sites in order to collaborate with architects and engineers. Most drafters work full time.

How to Become a Drafter

Drafters typically need specialized training, which can be accomplished through a technical program that leads to a certificate or an associate's degree in drafting.

Pay

The median annual wage for drafters was $49,630 in May 2012.

Job Outlook

Employment of drafters is projected to show little or no change from 2012 to 2022. Although drafters will continue to work on technical drawings and documents related to the design of buildings, machines, and tools, new software programs are making the work more efficient, thus requiring fewer workers. Competition for jobs is expected to be strong.

Similar Occupations

Compare the job duties, education, job growth, and pay of drafters with similar occupations.

More Information, Including Links to O*NET

Learn more about drafters by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

What They Do ->

Publish Date: Wednesday, January 8, 2014

Architecture and Engineering >

Architects

EN ESPAÑOL PRINTER-FRIENDLY

Summary | What They Do | Work Environment | How to Become One | Pay | Job Outlook | Similar Occupations | More Info

Summary

Quick Facts: Architects	
2012 Median Pay	$73,090 per year $35.14 per hour
Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	Internship/residency
Number of Jobs, 2012	107,400
Job Outlook, 2012-22	17% (Faster than average)
Employment Change, 2012-22	18,600

Architects plan and design houses, office buildings, and other structures.

What Architects Do

Architects plan and design houses, office buildings, and other structures.

Work Environment

Architects spend much of their time in offices, where they meet with clients, and consult with engineers and other architects. They also visit construction sites to review the progress of projects. About 1 in 5 were self-employed in 2012.

How to Become an Architect

There are typically three main steps to becoming a licensed architect: completing a professional degree in architecture, gaining relevant experience through a paid internship, and passing the Architect Registration Exam.

Pay

The median annual wage for architects was $73,090 in May 2012.

Job Outlook

Employment of architects is projected to grow 17 percent from 2012 to 2022, faster than the average for all occupations. Competition for jobs will be strong as the number of applicants continues to outnumber available positions.

Similar Occupations

Compare the job duties, education, job growth, and pay of architects with similar occupations.

More Information, Including Links to O*NET

Learn more about architects by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

What They Do ->

SUGGESTED CITATION:

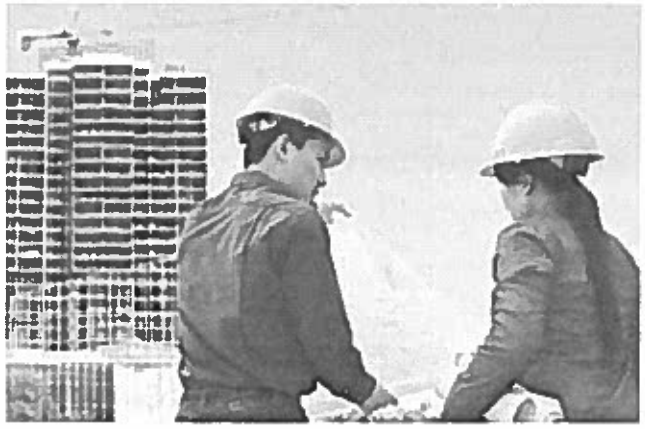
Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Architects, on the Internet at http://www.bls.gov/ooh/architecture-and-engineering/architects.htm (visited *May 22, 2015*).

Publish Date: Wednesday, January 8, 2014

Civil Engineers

Summary

Quick Facts: Civil Engineers	
2012 Median Pay	$79,340 per year $38.14 per hour
Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2012	272,900
Job Outlook, 2012-22	20% (Faster than average)
Employment Change, 2012-22	53,700



Civil engineers design and supervise large construction projects.

What Civil Engineers Do

Civil engineers design, construct, supervise, operate, and maintain large construction projects and systems, including roads, buildings, airports, tunnels, dams, bridges, and systems for water supply and sewage treatment.

Work Environment

Civil engineers generally work indoors in offices. However, many spend time outdoors at construction sites so they can monitor operations or solve problems onsite. Most work full time.

How to Become a Civil Engineer

Civil engineers need a bachelor's degree, either in civil engineering or civil engineering technology. They typically need a graduate degree and licensure for promotion to senior positions. Though licensure requirements vary within the U.S., civil engineers must usually be licensed in the locations where they provide services publicly.

Pay

The median annual wage for civil engineers was $79,340 in May 2012.

Job Outlook

Employment of civil engineers is projected to grow 20 percent from 2012 to 2022, faster than the average for all occupations. As infrastructure continues to age, civil engineers will be needed to manage projects to rebuild bridges, repair roads, and upgrade levees and dams.

Similar Occupations

Compare the job duties, education, job growth, and pay of civil engineers with similar occupations.

More Information, Including Links to O*NET

Learn more about civil engineers by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

What They Do ->

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Civil Engineers, on the Internet at http://www.bls.gov/ooh/architecture-and-engineering/civil-engineers.htm (visited *May 22, 2015*).

Publish Date: Wednesday, January 8, 2014

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UNIVERSITY OF MEXICO
BUDGET WORKING REPORT for FY 2015-2016

Executive Level: AG Provost Branch Campuses
Organization: AGA Gallup Branch
Fund Type Level 2:

Fund: / Program:		Appt Percent	Hiring Orgn	FY 2015-2016 Budget	Budgeted FTE
717F	**Gallup Drafting**				
Index:	**717008 Drafting**				
Allocations					
1640	**Allocations Pooled Allocation Gen**			69,005	
			Revenue Total:	**69,005**	
Labor Expense					
2000	**Faculty Salary Detail Gen**			63,753	1.00
Wahid, Samir	F9G046	100 %	AGA	63,753	1.00
Other Expense					
31B0	**Food F&A Unallowable Gen**			50	
31P1	**Instructional Materials & Supplies**			3,300	
3800	**In State Travel Gen**			150	
70D0	**Equipment Repairs Maintenance Gen**			1,700	
80K0	**Banner Tax**			52	
			Expenditure Total:	**69,005**	
			717008 Net:	**0**	

717F LEVEL 6 SUMMARY		
Revenue	69,005	
Labor Expense	63,753	1.00
Fringe Expense	0	
Other Expense	5,252	
NET:	**0**	

University of New Mexico
Gallup Campus
FY 2015 Budget Requests

Department	Index	FY13 Actuals	FY14 Budget	FY14 Actuals 12/31/13	FTE Current	FTE Requested	FYE 15 Department Request	FYE 15 Committee Request	Increase/ (Decrease) $	Increase/ (Decrease) %
Business & Technology Division										
Business Technology	152000	363,267	329,900	326,792	4.8	0.0	301,581	0	(28,319)	-8.6%
DDM	156005	72,836	71,621	64,968	1.0	0.0	73,705	0	2,084	2.9%
Criminal Justice	157015	0	25,905	0	0.0	0.0	41,034	0	15,129	58.4%
Drafting	717008	64,529	75,549	66,195	1.0	0.0	77,406	0	1,857	2.5%
Collision Repair	722001	25,327	25,391	18,817	0.4	0.0	34,312	0	8,921	35.1%
Applied Technology	722002	121,281	47,623	73,216	1.0	0.0	48,430	0	807	1.7%
Auto Non-Collision	722004	11,288	47,083	38,764	0.4	0.0	47,639	0	556	1.2%
Construction Tech	722005	97,552	106,372	107,348	1.4	0.0	113,494	0	7,122	6.7%
Welding	722006	16,508	47,482	9,597	1.4	0.0	71,680	0	24,198	51.0%
Zuni Construction Tech	722007	15,870	23,316	19,961	1.0	0.0	23,901	0	585	2.5%
Cosmetology	722008	97,131	95,071	91,272	2.0	0.0	100,547	0	5,476	5.8%
Totals		885,589	895,313	816,930	14.4	0.0	933,729	0	38,416	4.3%

Index: 717008 - Drafting

Transaction Date	Initiator	Transaction Description	Document ID	Document Type	Rule Class	Budget	Actuals	Encumbrances / Reservations
Index: 717008 - Drafting								
Revenue								
Account: 1640 - Allocations Pooled Allocation Gen								
07/01/2015	FSMLOAD14	Pooled allocaiton entry FY16	J0487191	JV	JE16	.00	69,005.00	.00
07/01/2015	NKOUP	FY16 Original Budget	L0000043	JV	BOX	69,005.00	.00	.00
				Account 1640	**Total:**	**69,005.00**	**69,005.00**	**.00**
Account: 1900 - Reserves								
07/01/2015	FSMLOAD14	Ending Reserves FY15 to FY16	J0492857	JV	JE16	.00	3,695.06	.00
				Account 1900	**Total:**	**.00**	**3,695.06**	**.00**
Account: 1903 - Change in Reserves								
07/24/2015	JWENDLE2	Move FYE 15 Bal Fwd to Reserve	J0493711	JV	JE2	.00	(3,695.06)	.00
				Account 1903	**Total:**	**.00**	**(3,695.06)**	**.00**
				Revenue	**Total:**	**69,005.00**	**69,005.00**	**.00**
Salary Expense								
Account: 2000 - Faculty Salary Detail Gen								
07/01/2015	HRAPPWORX	Encumbrance Salaries (Orig)	F0200720	JV	HENC	.00	.00	63,752.70
07/01/2015	NKOUP	FY16 Original Budget	L0000043	JV	BOX	63,753.00	.00	.00
08/25/2015	HRAPPWORX	Encumbrance Salaries (Adj)	F0202755	JV	HENA	.00	.00	(6,375.27)
08/31/2015	HRAPPWORX	HR Payroll 2015 5R 8 0	F0202799	JV	HGNL	.00	6,375.27	.00
				Account 2000	**Total:**	**63,753.00**	**6,375.27**	**57,377.43**
				Salary Expense	**Total:**	**63,753.00**	**6,375.27**	**57,377.43**
Other Expense								

Index: 717008 - Drafting

Transaction Date	Initiator	Transaction Description	Document ID	Document Type	Rule Class	Budget	Actuals	Encumbrances / Reservations
Account: 3131 - Video Tapes								
09/02/2015	LBILLIE	The Teaching Co LLC	S1956024	INV	IPNI	.00	479.60	.00
				Account 3131	**Total:**	**.00**	**479.60**	**.00**
Account: 31B0 - Food F&A Unallowable Gen								
07/01/2015	NKOUP	FY16 Original Budget	L0000043	JV	BOX	50.00	.00	.00
				Account 31B0	**Total:**	**50.00**	**.00**	**.00**
Account: 31D0 - Freight In-Bound								
09/02/2015	FINANCEAPPWORX	The Teaching Co LLC	S1956024	INV	IPNI	.00	25.00	.00
				Account 31D0	**Total:**	**.00**	**25.00**	**.00**
Account: 31P1 - Instructional Materials & Supplies								
07/01/2015	NKOUP	FY16 Original Budget	L0000043	JV	BOX	3,300.00	.00	.00
				Account 31P1	**Total:**	**3,300.00**	**.00**	**.00**
Account: 3800 - In State Travel Gen								
07/01/2015	NKOUP	FY16 Original Budget	L0000043	JV	BOX	150.00	.00	.00
				Account 3800	**Total:**	**150.00**	**.00**	**.00**
Account: 3820 - Out Of State Travel Gen								
07/16/2015	FINANCEAPPWORX	Wahid, Samir A.	I1044324	INV	DP1	.00	452.66	.00
				Account 3820	**Total:**	**.00**	**452.66**	**.00**

Index: 717008 - Drafting

Transaction Date	Initiator	Transaction Description	Document ID	Document Type	Rule Class	Budget	Actuals	Encumbrances / Reservations
Account: 3825 - Out State Travel-Per Diem State $								
07/16/2015	FINANCEAPPWORX	Wahid, Samir A.	I1044324	INV	DP1	.00	146.25	.00
				Account 3825	**Total:**	**.00**	**146.25**	**.00**
Account: 3830 - Out State Trvl-Per Diem Non-State $								
07/16/2015	FINANCEAPPWORX	Wahid, Samir A.	I1044324	INV	DP1	.00	84.50	.00
				Account 3830	**Total:**	**.00**	**84.50**	**.00**
Account: 6370 - Printing/Copying/Binding Gen								
09/01/2015	LBEGAYNE	Butlers Office Equipment & Supply	S1955298	INV	IPNI	.00	65.00	.00
				Account 6370	**Total:**	**.00**	**65.00**	**.00**
Account: 70D0 - Equipment Repairs Maintenance Gen								
07/01/2015	NKOUP	FY16 Original Budget	L0000043	JV	BOX	1,700.00	.00	.00
				Account 70D0	**Total:**	**1,700.00**	**.00**	**.00**
Account: 80K0 - Banner Tax								
07/01/2015	NKOUP	FY16 Original Budget	L0000043	JV	BOX	52.00	.00	.00
07/31/2015	FSMLOAD14	JULY 2015 Banner Tax	J0495248	JV	JEN	.00	6.83	.00
				Account 80K0	**Total:**	**52.00**	**6.83**	**.00**
				Other Expense	**Total:**	**5,252.00**	**1,259.84**	**.00**
				Index: 717008 - Drafting	**Total:**	**.00**	**61,369.89**	**(57,377.43)**

Index: 717008 - Drafting

Transaction Date	Initiator	Transaction Description	Document ID	Document Type	Rule Class	Budget	Actuals	Encumbrances / Reservations
					Revenue:	69,005.00	69,005.00	.00
					Expenses:	69,005.00	7,635.11	57,377.43
					Report Net:	.00	61,369.89	(57,377.43)

Parameters:
Index: 717008 - Drafting

Executive Level: AG Provost Branch Campuses
Organization: AGA Gallup Branch
Fund Type Level 2:
Fund: 4U0006 GU I and G
Program:

			Appt Percent	Hiring Orgn	FY 2012-2013 Budget	Budgeted FTE
717F	**Gallup Drafting**					
Index:	**717008**	**191014-GALLUP MATH/SCIENCE DRAFTING**				
Allocations						
1640	**Allocations Pooled Allocation Gen**				65,346	
				Revenue Total:	**65,346**	
Labor Expense						
2000	**Faculty Salary Detail Gen**				60,094	1.00
	Wahid, Samir	F9G046	100 %	AGA	60,094	1.00
Other Expense						
3140	**Computer Software Gen**				1,000	
3150	**Computer Supplies <$5,001**				1,500	
31B0	**Food F&A Unallowable Gen**				50	
31P1	**Instructional Materials & Supplies**				800	
3800	**In State Travel Gen**				150	
70D0	**Equipment Repairs Maintenance Gen**				1,700	
80K0	**Banner Tax**				52	
				Expenditure Total:	**65,346**	
				717008 Net:	**0**	
717F LEVEL 6	SUMMARY					
	Revenue				65,346	
	Labor Expense				60,094	1.00
	Fringe Expense				0	
	Other Expense				5,252	
			NET:		**0**	

INDEX: 717008: 191014-GALLUP MATH/SCIENCE DRAFTING

Transaction Date	Initiator	Transaction Description		Document ID	Document Type	Rule Class	Budget	Actuals	Encumbrances / Reservations
Index: 717008 - 191014-GALLUP MATH/SCIENCE DRAFTING - 191014-GALLUP MATH/SCIENCE DR									
Revenue									
Account: 1640 - Allocations Pooled Allocation Gen									
07/01/12	RMUNOZ	FY 13 Original Budget		L0000027	JV	BOX	65,346.00	0.00	0.00
07/01/12	FSMLOAD14	Pooled allocation entry FY13		OBY13003	JV	JE16	0.00	65,346.00	0.00
				Account 1640 Total:			65,346.00	**65,346.00**	**0.00**
Account: 1900 - Reserves									
07/01/12	FSMLOAD14	Ending Reserves FY12 to FY13		FSY13001	JV	JE16	0.00	(631.24)	0.00
				Account 1900 Total:			0.00	**(631.24)**	**0.00**
Account: 1903 - Change in Reserves									
07/27/12	JWENDLE2	Move FYE12 bal fwd to reserve		J0366666	JV	JE2	0.00	631.24	0.00
				Account 1903 Total:			0.00	**631.24**	**0.00**
				Revenue Total:			65,346.00	65,346.00	0.00
Salary Expense									
Account: 2000 - Faculty Salary Detail Gen									
07/01/12	RMUNOZ	FY 13 Original Budget		L0000027	JV	BOX	60,094.00	0.00	0.00
08/24/12	HRAPPWORX	Encumbrance Salaries	(Orig	F0153222	JV	HENC	0.00	0.00	60,093.00
08/28/12	HRAPPWORX	Encumbrance Salaries	(Adj)	F0153450	JV	HENA	0.00	0.00	(6,009.30)
08/31/12	HRAPPWORX	HR Payroll 2012 5R 8 0		F0153506	JV	HGNL	0.00	7,109.30	0.00
09/25/12	HRAPPWORX	Encumbrance Salaries	(Adj)	F0154816	JV	HENA	0.00	0.00	(6,009.30)
09/28/12	HRAPPWORX	HR Payroll 2012 5R 9 0		F0154888	JV	HGNL	0.00	6,009.30	0.00
10/25/12	HRAPPWORX	Encumbrance Salaries	(Adj)	F0156145	JV	HENA	0.00	0.00	(6,009.30)
10/31/12	HRAPPWORX	HR Payroll 2012 5R 10 0		F0156192	JV	HGNL	0.00	6,009.30	0.00

INDEX: 717008: 191014-GALLUP MATH/SCIENCE DRAFTING

Transaction Date	Initiator	Transaction Description	Document ID	Document Type	Rule Class	Budget	Actuals	Encumbrances / Reservations
11/26/12	HRAPPWORX	Encumbrance Salaries (Adj)	F0157312	JV	HENA	0.00	0.00	(6,009.30)
11/30/12	HRAPPWORX	HR Payroll 2012 5R 11 0	F0157396	JV	HGNL	0.00	6,009.30	0.00
12/18/12	HRAPPWORX	Encumbrance Salaries (Adj)	F0158686	JV	HENA	0.00	0.00	(6,009.30)
12/21/12	HRAPPWORX	HR Payroll 2012 5R 12 0	F0158757	JV	HGNL	0.00	6,009.30	0.00
01/28/13	HRAPPWORX	Encumbrance Salaries (Adj)	F0161254	JV	HENA	0.00	0.00	(6,009.30)
01/31/13	HRAPPWORX	HR Payroll 2013 5R 1 0	F0161350	JV	HGNL	0.00	6,009.30	0.00
		Account 2000 Total:				60,094.00	**37,155.80**	**24,037.20**
		Salary Expense Total:				60,094.00	37,155.80	24,037.20
Other Expense								
Account: 3140 - Computer Software Gen								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	1,000.00	0.00	0.00
		Account 3140 Total:				1,000.00	**0.00**	**0.00**
Account: 3150 - Computer Supplies <$5,001								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	1,500.00	0.00	0.00
		Account 3150 Total:				1,500.00	**0.00**	**0.00**
Account: 31B0 - Food F&A Unallowable Gen								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	50.00	0.00	0.00
		Account 31B0 Total:				50.00	**0.00**	**0.00**
Account: 31P1 - Instructional Materials & Supplies								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	800.00	0.00	0.00
10/26/12	lbillie	Gallup Lumber & Supply	S1413399	INV	IPNI	0.00	63.92	0.00
11/09/12	debgar2	Wal Mart Stores Inc	S1420682	INV	IPNI	0.00	79.88	0.00
11/12/12	debgar2	Wal Mart Stores Inc	S1421539	INV	IPNC	0.00	(83.44)	0.00

INDEX: 717008: 191014-GALLUP MATH/SCIENCE DRAFTING

Transaction Date	Initiator	Transaction Description	Document ID	Document Type	Rule Class	Budget	Actuals	Encumbrances / Reservations
11/12/12	debgar2	Wal Mart Stores Inc	S1421580	INV	IPNI	0.00	168.00	0.00
		Account 31P1 Total:				800.00	228.36	0.00
Account: 3800 - In State Travel Gen								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	150.00	0.00	0.00
		Account 3800 Total:				150.00	0.00	0.00
Account: 38A0 - Motor Pool Rental Gen								
12/05/12	ADRIENE	Mileage Veh#457 10/15/12	J0381510	JV	JE2	0.00	139.23	0.00
		Account 38A0 Total:				0.00	139.23	0.00
Account: 63R0 - Miscellaneous Insurance Gen								
01/10/13	FSMLOAD14	GAI OCT12 956 NM	RSY13015	JV	JAD	0.00	9.00	0.00
		Account 63R0 Total:				0.00	9.00	0.00
Account: 70D0 - Equipment Repairs Maintenance Gen								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	1,700.00	0.00	0.00
07/17/12	FSMLOAD14	RICOHCOPIER -- JUL12 30585 600101	IK000093	JV	JFD	0.00	412.58	0.00
09/19/12	FSMLOAD14	RICOHCOPIER -- SEP12 31020 600101	IK000095	JV	JFD	0.00	412.58	0.00
		Account 70D0 Total:				1,700.00	825.16	0.00
Account: 80K0 - Banner Tax								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	52.00	0.00	0.00
07/31/12	FSMLOAD14	Banner Tax	BTY13001	JV	JEN	0.00	4.13	0.00
09/30/12	FSMLOAD14	Banner Tax	BTY13003	JV	JEN	0.00	4.12	0.00
10/31/12	FSMLOAD14	Banner Tax	BTY13004	JV	JEN	0.00	0.64	0.00
11/30/12	FSMLOAD14	Banner Tax	BTY13005	JV	JEN	0.00	1.64	0.00

INDEX: 717008: 191014-GALLUP MATH/SCIENCE DRAFTING

Transaction Date	Initiator	Transaction Description	Document ID	Document Type	Rule Class	Budget	Actuals	Encumbrances / Reservations
12/31/12	FSMLOAD14	Banner Tax	BTY13006	JV	JEN	0.00	1.39	0.00
01/31/13	FSMLOAD14	Banner Tax	BTY13007	JV	JEN	0.00	0.09	0.00
		Account 80K0 Total:				52.00	**12.01**	**0.00**
Account: 80K2 - Foundation Surcharge								
09/30/12	FSMLOAD14	FY13 1st Qtr Foundation Surcharge	OBY13007	JV	JEN	0.00	34.86	0.00
10/31/12	FSMLOAD14	OCT 2012 Foundation Surcharge	OBY13009	JV	JEN	0.00	15.18	0.00
11/30/12	FSMLOAD14	NOV 2012 Foundation Surcharge	OBY13010	JV	JEN	0.00	15.43	0.00
12/31/12	FSMLOAD14	DEC 2012 Foundation Surcharge	OBY13011	JV	JEN	0.00	15.37	0.00
01/31/13	FSMLOAD14	JAN 2013 Foundation Surcharge	OBY13012	JV	JEN	0.00	15.05	0.00
		Account 80K2 Total:				0.00	**95.89**	**0.00**
		Other Expense Total:				5,252.00	1,309.65	0.00
		Index: 717008 - 191014-GALLUP MATH/SCIENCE DRAFTING				**0.00**	**26,880.55**	**24,037.20**
					Revenue:	65,346.00	65,346.00	0.00
					Expenses:	65,346.00	38,465.45	24,037.20
					Report Net:	0.00	26,880.55	(24,037.20)

INDEX: 722004: 191015-GALLUP AUTO REPAIR NON-COLLI

Transaction Date	Initiator	Transaction Description	Document ID	Document Type	Document Rule Class	Budget	Actuals	Encumbrances / Reservations
Index: 722004 - 191015-GALLUP AUTO REPAIR NON-COLLI - 191015-GALLUP AUTO REPAIR NON-								
Revenue								
Account: 1640 - Allocations Pooled Allocation Gen								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	53,946.00	0.00	0.00
07/01/12	FSMLOAD14	Pooled allocation entry FY13	OBY13003	JV	JE16	0.00	53,946.00	0.00
		Account 1640 Total:				53,946.00	**53,946.00**	**0.00**
Account: 1900 - Reserves								
07/01/12	FSMLOAD14	Ending Reserves FY12 to FY13	FSY13001	JV	JE16	0.00	5,958.66	0.00
		Account 1900 Total:				0.00	**5,958.66**	**0.00**
Account: 1903 - Change in Reserves								
07/27/12	JWENDLE2	Move FYE12 bal fwd to reserve	J0366666	JV	JE2	0.00	(5,958.66)	0.00
		Account 1903 Total:				0.00	**(5,958.66)**	**0.00**
		Revenue Total:				53,946.00	53,946.00	0.00
Salary Expense								
Account: 20SA - Salary Adjustments								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	42,203.00	0.00	0.00
		Account 20SA Total:				42,203.00	**0.00**	**0.00**
		Salary Expense Total:				42,203.00	0.00	0.00
Other Expense								
Account: 3100 - Office Supplies General								

INDEX: 722004: 191015-GALLUP AUTO REPAIR NON-COLLI

Transaction Date	Initiator	Transaction Description	Document ID	Document Type	Rule Class	Budget	Actuals	Encumbrances / Reservations
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	200.00 ✓	0.00	0.00
		Account 3100 Total:				200.00	**0.00**	**0.00**
Account: 3110 - Books Periodicals Gen								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	200.00 ✓	0.00	0.00
		Account 3110 Total:				200.00	**0.00**	**0.00**
Account: 3131 - Video Tapes								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	500.00 ✓	0.00	0.00
		Account 3131 Total:				500.00	**0.00**	**0.00**
Account: 3140 - Computer Software Gen								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	1,000.00 ✓	0.00	0.00
		Account 3140 Total:				1,000.00	**0.00**	**0.00**
Account: 3150 - Computer Supplies <$5,001								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	300.00 ✓	0.00	0.00
		Account 3150 Total:				300.00	**0.00**	**0.00**
Account: 3182 - Tools <$5,001								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	1,000.00 ✓	0.00	0.00
		Account 3182 Total:				1,000.00	**0.00**	**0.00**
Account: 31B0 - Food F&A Unallowable Gen								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	500.00 ✓	0.00	0.00
		Account 31B0 Total:				500.00	**0.00**	**0.00**

INDEX: 722004: 191015-GALLUP AUTO REPAIR NON-COLLI

Transaction Date	Initiator	Transaction Description	Document ID	Document Type	Document Rule Class	Budget	Actuals	Encumbrances / Reservations
Account: 31C0 - Dues Memberships Gen								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	135.00 ✓	0.00	0.00
		Account 31C0 Total:				135.00	**0.00**	**0.00**
Account: 31N2 - Personal Safety Equipment								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	200.00 ✓	0.00	0.00
		Account 31N2 Total:				200.00	**0.00**	**0.00**
Account: 31P1 - Instructional Materials & Supplies								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	4,571.00 ✓	0.00	0.00
10/15/12	lbillie	Harbor Freight Tools USA LLC	S1406789	INV	IPNI	0.00	819.28 ✓	0.00
11/20/12	lbillie	Harbor Freight Tools USA LLC	S1425519	INV	IPNI	0.00	375.20 ✓	0.00
		Account 31P1 Total:				4,571.00	**1,194.48**	**0.00**
Account: 37Z0 - Other Supply Costs Gen								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	1,500.00 ✓	0.00	0.00
11/26/12	lbillie	Airgas Inc	S1427155	INV	IPNI	0.00	115.72 ✓	0.00
		Account 37Z0 Total:				1,500.00	**115.72**	**0.00**
Account: 3800 - In State Travel Gen								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	500.00 ✓	0.00	0.00
		Account 3800 Total:				500.00	**0.00**	**0.00**
Account: 6000 - Telecom Charges Gen								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	21.00 ✓	0.00	0.00
		Account 6000 Total:				21.00	**0.00**	**0.00**

INDEX: 722004: 191015-GALLUP AUTO REPAIR NON-COLLI

Transaction Date	Initiator	Transaction Description	Document ID	Document Type	Rule Class	Budget	Actuals	Encumbrances / Reservations
Account: 63A2 - Seminars/Training Fees								
01/25/13	lbillie	National Coalition of Certificatio	S1459242	INV	IPNI	0.00	790.00	0.00
		Account 63A2 Total:				0.00	**790.00**	**0.00**
Account: 63X0 - Technical Services Gen								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	1,000.00	0.00	0.00
09/19/12	lbillie	Heritage-Crystal Clean LLC	S1393055	INV	IPNI	0.00	125.55	0.00
11/05/12	lbillie	Mesa Oil Inc	S1417601	INV	IPNI	0.00	106.20	0.00
		Account 63X0 Total:				1,000.00	**231.75**	**0.00**
Account: 80K0 - Banner Tax								
07/01/12	RMUNOZ	FY 13 Original Budget	L0000027	JV	BOX	116.00	0.00	0.00
09/30/12	FSMLOAD14	Banner Tax	BTY13003	JV	JEN	0.00	1.26	0.00
10/31/12	FSMLOAD14	Banner Tax	BTY13004	JV	JEN	0.00	8.19	0.00
11/30/12	FSMLOAD14	Banner Tax	BTY13005	JV	JEN	0.00	5.97	0.00
01/31/13	FSMLOAD14	Banner Tax	BTY13007	JV	JEN	0.00	7.90	0.00
		Account 80K0 Total:				116.00	**23.32**	**0.00**
Account: 80K2 - Foundation Surcharge								
09/30/12	FSMLOAD14	FY13 1st Qtr Foundation Surcharge	OBY13007	JV	JEN	0.00	0.31	0.00
10/31/12	FSMLOAD14	OCT 2012 Foundation Surcharge	OBY13009	JV	JEN	0.00	2.05	0.00
11/30/12	FSMLOAD14	NOV 2012 Foundation Surcharge	OBY13010	JV	JEN	0.00	1.49	0.00
01/31/13	FSMLOAD14	JAN 2013 Foundation Surcharge	OBY13012	JV	JEN	0.00	1.98	0.00
		Account 80K2 Total:				0.00	**5.83**	**0.00**
		Other Expense Total:				11,743.00	2,361.10	0.00
		Index: 722004 - 191015-GALLUP AUTO REPAIR NON-COLLI				0.00	**51,584.90**	**0.00**

INDEX: 722004: 191015-GALLUP AUTO REPAIR NON-COLLI

Transaction Date	Initiator	Transaction Description	Document ID	Document Type	Document Rule Class	Budget	Actuals	Encumbrances / Reservations
		Index: 722004 - 191015-GALLUP AUTO REPAIR NON-COLLI						
					Revenue:	53,946.00	53,946.00	0.00
					Expenses:	53,946.00	2,361.10	0.00
					Report Net:	0.00	51,584.90	0.00

UNIVERSITY OF NEW MEXICO
GALLUP CAMPUS
BUDGET REQUEST FYE 2014

Funding Agency I&G Index Number: 717008 Submitted by: Drafting/Frank Loera

Account Title	Account Code	FYE 13 Budget $	FTE Current	FTE Requested	FYE 14 Department Request $	FYE 14 Committee Request $	Increase/ (Decrease) $	Increase/ (Decrease) %
Faculty Salary	2000	60,094	1.0	1.0	61,897	-	1,803	3%
Faculty Salary-Adjunct	2000	-			8,400		8,400	100%
Faculty Summer Instruction	2003	-					-	
Teaching Non-credit Instr	2008	-					-	
Administrative Professional	2020	-					-	
Technician Salary	2040	-					-	
Support Staff Salary	2060	-					-	
Student Salaries Gen	20J0	-					-	
Federal Work study Gen	20L0	-					-	
State Work study Gen	20N0	-					-	
Temporary Salary	20P0	-					-	
Salary Adjustments	20SA						-	
		-					-	
Fica	2110	-			-		-	
Retirement	2140	-			-		-	
Group Insurance	2160	-			-		-	
Unemployment Compensation	2180	-			-		-	
Workers Compensation	21A0	-			-		-	
Professional Liability	21C0	-			-		-	
Tuition Waivers	21E0	-					-	
Other Staff Benefits	21J0	-			-		-	
Accrued Annual Leave	21L0	-					-	
Catastrophic Leave	21L1	-					-	
FB on Accrued Annual Leave	21M0	-					-	
Accrued Sick Leave	21P0	-					-	
		-					-	
Office Supplies General	3100						-	
Books Periodicals Gen	3110	-					-	
Chemicals Gen	3120	-					-	
Media Supplies Gen	3130	-					-	
Video Tapes	3131	-					-	
Computer Software Gen	3140	1,000			1,000		-	0%
Computer Supplies & Servers <5001	3150	1,500			1,500		-	0%
Copier Supplies Gen	3160	-					-	
Custodial Supplies Gen	3170	-					-	
Non Capital Equipment <5001	3180	-					-	
Athletic Rec Equip <5001	3181	-					-	
Tools <5001	3182	-					-	
C&G Non Capital Equip 1000-5000	3185	-					-	
Computers	3189	-					-	
Business Food - Local	31A0	-					-	
Food F&A Excludable Gen	31B0	50			50		-	0%
Dues Memberships Gen	31C0	-					-	
Freight Inbound	31D0	-					-	
Freight Out-Bound	31D1	-					-	

Funding Agency I&G

Index Number: 717008

Submitted by: Drafting/Frank Loera

Account Title	Account Code	FYE 13 Budget $	FTE Current	FTE Requested	FYE 14 Department Request $	FYE 14 Committee Request $	Increase/ (Decrease) $	Increase/ (Decrease) %
Kitchen Supplies Gen	31F0	-					-	
Binding Supplies Gen	31G0	-					-	
Parking Permits Gen	31J0	-					-	
Postage Gen	31K0	-					-	
Overnight Delivery	31K1	-					-	
Printing Supplies Gen	31L0	-					-	
Recruitment Expense Gen	31M0	-					-	
Staff Recruitment Expense	31M1	-					-	
Uniforms Apparel	31N0	-					-	
Personal Safety Equipment	31N2	-					-	
Training Materials Supplies	31P0	-					-	
Instructional Materials & Supplies	31P1	800			800		-	0%
Lab Supplies Gen	31S0	-					-	
Supply Costs F&A Excludable	37Y0	-					-	
Other Supply Costs Gen	37Z0						-	
In State Travel Gen	3800	150			150		-	0%
In State Travel-Per Diem Sta	3805						-	
In State Travel-Per Diem Non	3810						-	
Out of State Travel Gen	3820						-	
Out of State Travel-Per Diem Sta	3825						-	
Out of State Travel-Per Diem Non	3830						-	
Foreign Travel Gen	3840						-	
Bus Meals and Hospitality Gen	3860						-	
Vehicle Expense Gen	3880						-	
Motor Pool Rental Gen	38A0						-	
External Vehicle Rental Gen	38C0						-	
Vehicle Fuel Gen	38E0	-					-	
New Employee Moving Expense	38L0	-					-	
Travel Recruiting Gen	38N0	-					-	
Travel Other Gen	39Z0	-					-	
Travel Non UNM Employee	39Z1	-					-	
Student Tuition Fee Expense	4000	-					-	
Student Awards Gen	4020	-					-	
Student Travel Gen	4080	-					-	
Student Particilpant Costs Gen	40A0	-					-	
Student Costs Other Gen	45Z0	-					-	
Telecom Charges Gen	6000	-					-	
Long Distance Gen	6020	-					-	
Telephone Line Spec Circuit	6040	-					-	
Cellular Charges Gen	6080	-					-	
Paging Charges Gen	60A0	-					-	
Data Networking Gen	60B0	-					-	
Other Telephone Charges Gen	62Z0	-					-	
Alarm System Gen	6300	-					-	
Non-Perpetual Journals	6311	-					-	
Bibliographic Utilities	6312	-					-	
Electronic Journals	6313	-					-	
Media Services Gen	6330	-					-	
Promotional Exp F&A Excludable	6350	-					-	
Printing/Copying/Binding Gen	6370	-					-	

Funding Agency I&G

Index Number: 717008

Submitted by: Drafting/Frank Loera

Account Title	Account Code	FYE 13 Budget $	FTE Current	FTE Requested	FYE 14 Department Request $	FYE 14 Committee Request $	Increase/ (Decrease) $	Increase/ (Decrease) %
Photo Services Gen	6390	-					-	
Conference Fees Gen	63A0	-					-	
Event Fees	63A1	-					-	
Seminars/Training Fees	63A2	-					-	
Rental Fees Gen	63B0	-					-	
Copying Gen	63C0	-					-	
Honoraria Gen	63E0	-					-	
Medical Dental Services Gen	63K0	-					-	
Typesetting Printing Gen	63L0	-					-	
Graphic Design Gen	63L1	-					-	
UNM Temp Services Gen	63M0	-					-	
Laundry Dry Cleaning Gen	63N0	-					-	
General Liability Insurance	63Q0	-					-	
Contract Services Gen	63T0	-					-	
Consultant Fees Gen	63V0	-					-	
Consultalt Fees & Svcs Foreign	63V1	-					-	
Technical Services Gen	63X0	-					-	
Professional Service F&a Excludable	69Y0	-					-	
Other Professional Services	69Z0	-					-	
Plant Repairs Maintenance Gen	7000	-					-	
Bldg Structure Maintenance	7010	-					-	
HVAC Systems Maintenance Gen	7020	-					-	
Electrical Repairs Maintenance	7030	-					-	
Non Structural Improvements	7040	-					-	
Plumbing Repairs Maintenance	7050	-					-	
Facility Rent Expense Gen	7060	-					-	
Grounds Repairs Maintenance	7080	-					-	
Auto Repairs Maintenance Gen	70A0	-					-	
Equip Warranties/Service Contracts	70C1	-					-	
Equipment Repairs Maintenance	70D0	1,700			1,700		-	0%
Computer Hardware Maintenance	70E0	-					-	
Computer Software Maintenance	70E1	-					-	
Equipment Rent Expense Gen	70F0	-					-	
Property Insurance Gen	70G0	-					-	
Auto Insurance Gen	70J0	-					-	
Lock Shop Gen	70K0	-					-	
Other Repairs Maintenance Gen	75Z0	-					-	
Natural Gas Fuel Oil Gen	7600	-					-	
Electricity Gen	7620	-					-	
Sewer Refuse Gen	7660	-					-	
Domestic Water Gen	7680	-					-	
Banking Fees Gen	8000	-					-	
Cost of Goods Sold	8040	-					-	
Interdepartmental Support	8045	-					-	
Writedown Obsolete Inventory	8049	-					-	
Other Operating Costs Gen	8060	-					-	
Administrative Overhead	8065	-					-	
Contingency Budget Gen	80E0	-					-	
Banner Tax 1% of allowable exp	80K0	52			52		-	0%
Admin Fee 2.81% of allow exp	80K1	-					-	

Funding Agency I&G Index Number: 717008 Submitted by: Drafting/Frank Loera

Account Title	Account Code	FYE 13 Budget $	FTE Current	FTE Requested	FYE 14 Department Request $	FYE 14 Committee Request $	Increase/ (Decrease) $	Increase/ (Decrease) %
NM Govt Gross Receipts Tax	8102	-					-	
Loss On Sponsored Project Gen	8600	-					-	
Equipment/Furniture >5,000	9000	-					-	
Computer Hardware >5000	9020	-					-	
Library Acquisitions Gen	9100	-					-	
Library Acquisitions Serial	9140	-					-	
Fixed Equipment Gen	9300	-					-	
Bad Debt Expense Gen	98A0	-					-	
Cash Over or Short Gen	98B0	-					-	
Total		**65,346**	**1.0**	**1.0**	**75,549**	**0**	**10,203**	**16%**

FY12 Actuals	FY13 Budget	Actual As of: 12/31/2012*	FY13 Actual % of Budget	FY13 Forecast	Variance
65,977	65,346	62,479	95.61%	65,346	-

* Includes Encumbrances.

Executive Level: AG Provost Branch Campuses
Organization: AGA Gallup Branch
Fund Type Level 2:

Fund: / Program:		Appt Percent	Hiring Orgn	FY 2013-2014 Budget	Budgeted FTE
717F	**Gallup Drafting**				
Index:	**717008 191014-GALLUP MATH/SCIENCE DRAFTING**				
Allocations					
1640	**Allocations Pooled Allocation Gen**			75,549	
			Revenue Total:	**75,549**	
Labor Expense					
2000	**Faculty Salary Detail Gen**			70,323	1.01
– Pooled Position – FT0207	FT0207	4846 %	AGA	8,426	0.01
Wahid, Samir	F9G046	100 %	AGA	61,897	1.00
Other Expense					
3140	**Computer Software Gen**			1,000	
3150	**Computer Supplies <$5,001**			1,500	
31B0	**Food F&A Unallowable Gen**			50	
31P1	**Instructional Materials & Supplies**			800	
3800	**In State Travel Gen**			150	
70D0	**Equipment Repairs Maintenance Gen**			1,700	
80E0	**Contingency Budget Gen**			(26)	
80K0	**Banner Tax**			52	
			Expenditure Total:	**75,549**	
			717008 Net:	**0**	
717F LEVEL 6	SUMMARY				
	Revenue			75,549	
	Labor Expense			70,323	1.01
	Fringe Expense			0	
	Other Expense			5,226	
		NET:		**0**	

Rough.

Certificate in Drafting Technology

The one-year certificate requires a total of 33 credit hours. UNM Gallup offers the successful graduate a Certificate in Drafting/CAD and provides each candidate the basic skills and techniques for entry-level positions, in the fields of Architectural, Mechanical, or Civil Drafting with emphasis on computer-aided drafting. The course content is aimed at clarity of presentation and communication of design ideas. Mastery of these abilities is achieved with constant exercising of the drafting language, characters, materials and symbols currently in use, and universally understood throughout the industry.

Consult with your advisor for current transferability information.

Area		Semester	Grade	Credits
Writing & Speaking: (6 credits)				
ENGL 110*	Accelerated Composition or			
ENGL 119/219*	Technical Communications	_____	_____	3
Mathematics: (3 credits)				
MATH 115	Technical Mathematics → Math-120* Intermed (Algebra.) 121 Algebra (College) 123 Trig	_____	_____	3
DRAFTING CORE: (21 credits)				
DRFT 101	Mechanical Drafting I	_____	_____	3
DRFT 102	Mechanical Drafting II	_____	_____	3
DRFT 115	AutoCAD Level I	_____	_____	3
DRFT 125	AutoCAD Level II	_____	_____	3
DRFT 141	Architectural Drafting	_____	_____	3
DRFT 241	Architectural Drafting II	_____	_____	3
CNST 175	Blueprint Reading or Archit-109/Topics	_____	_____	3
ELECTIVES: (6 credits)				
Any course relating to a planned course of study with approval of Program Coordinator.				
Archit-121*	Intro to Archit	_____	_____	3
Archit-111*	Intro to Archit Graphics.	_____	_____	3

Total Required: (33 credits)

* For Transfer Into BA Architechture

SUGGESTED COURSE SEQUENCING: Recommended Course Sequence for Full-time Students (Part-time Students should see an Academic Advisor to customize their educational plan)

Term 1 – 15cr/hrs	Term 2 – 12cr/hrs	Term 3 – 6cr/hrs
ENGL 110 or 119 – 3	DRFT 102 – 3	Drafting Elective – 3
MATH 115 – 3	DRFT 125 – 3	Drafting Elective – 3
DRFT 101 – 3	DRFT 241 – 3	
DRFT 115 – 3	CNST 175 – 3	
DRFT 141 – 3		

**Summer Semester as needed.

FOR ADVISEMENT: Contact the Advisement Center at (505) 863-7706.

- The program is good to stand as a Technical certificate.

- The above numbered (1-4) recommendations are for students Transferring into the Bachelors of Archit. @ UNM Main Campus.

01/Oct/20

THE UNIVERSITY of
NEW MEXICO

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 & Applied Technology

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

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: _____

_____
Department Chair's Signature Date

_____
College/School/Branch Campus Dean's Signature Date

[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.).

THE UNIVERSITY of
NEW MEXICO

Template
Academic Program
Plan for Assessment of Student Learning Outcomes
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.

THE UNIVERSITY of
NEW MEXICO

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

A. College, Department and Date

1. College: *University of New Mexico/Gallup*
2. Department: *Business & Applied Technology*
3. Date: June 23, 2015

B. Academic Program of Study* Certificate-Drafting Technology

C. Contact Person(s) for the Assessment Plan

Samir Wahid, Full Time Instructor: swahid@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes

* 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.).

THE UNIVERSITY of NEW MEXICO

1. Communication Skills

GOAL: Graduates have a requisite of oral and written communication skills.

Our students will be able to:

- Create, edit, and modify text styles and text objects in AutoCAD.
- Understand using a scale to determine dimensions on a drawing
- Understand material symbols in drawings
- Sketch and draw presentation drawings
- Interpret the vocabulary used by drafters to describe section views
- Illustrate the correct use of the alphabet of lines as applied to section views
- Describe an architect's scale, list the seven scale ratios found on an architect scale, and read an architect's scale at various ratios
- Answer questions using the National Electric code and locate electrical symbols on a floor plan
- Identify the basic competencies of reading the various and to measure both linear and angular line and shapes

2. Management Perspective Knowledge

Goal: Students will be able to solve mathematical problems using critical thinking skills.

Our students will be able to:

- Comprehend a working knowledge of the basics of estimating construction cost
- Understand the concepts of basic arithmetic operations which includes: fractions, decimals, percent's, metric system, and number as measurements
- Understand the essential algebra needed in technical and trade programs
- Understand essential algebra needed in technical and trade programs
- Understand essentials of geometry-relationships and formulas for the most common two-and three dimensional figures
- Present a short but intensive study of trigonometry that includes right-triangle trigonometry as well as oblique triangles and graphing
- Understand the concepts of statistics that are most important in technical fields
- Measure lines accurately using various scale ratios
- Identify components and symbols on a plot plan and draw site and plot plans
- Plan the various areas of a house and develop a residential sketch
- Determine the size of wood floor joist, roof rafters, wood girders, steel beams, and headers
- Arrange in order a set of working drawing and identify plan and elevation symbols of doors and windows
- Sketch and draw floor plans and elevations
- Make HVAC calculations and draw an HVAC plan

3. Life-long Learning

GOAL: Graduates will be able to demonstrate Drafting.

Our students will be able to:

- Control the drawing display and utilize named drawing views
- Understand more intermediate topics including dimensioning, plotting, printing, hatching, boundaries, blocks, attributes, and external references
- Understand drawing environments, utility commands and introduction to 3D commands
- Identify true lengths and true size by rotation, and construct intersections of surfaces and sheet metal development
- Construct various gear and cam drawings
- Use the cutting plan lines to show full sections, half sections, offset sections and revolved sections in sketches and drafting of appropriate views

• Identify Traditional and contemporary styles
4. Management Functional Knowledge **GOAL:** Graduates have a broad knowledge of Drafting. **Our students will be able to:** • Use AutoCAD's precision drawing tools and methods to construct accurate 2D drawings • Create and manage drawing layers, and control object colors and line types • Understand the types of construction drawings • Comprehend the methods needed to build from the drawings • Design parts for manufacturing processes • Use the drafting equipment and industrial standards • Use reference materials and interview an architectural drafter • Identify architectural styles of lettering, tools and materials • Identify types of farming systems, farming members, and cornices • Sequence the steps in HVAC design and identify types of supply duct systems • Understand and practice the Diazo method of reproduction •Read reference materials and ANSI standards

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.]

Relationships 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.
A.1. Students will be able to communicate effectively both written and orally.	X	X	X	
B.1. Students will be able to solve mathematical problems by applying concepts and proving the results.	X	X	X	
C.1. Students will be able to demonstrate knowledge of the basic Bookkeeping.	X	X	X	
D.1. Students will be able to evaluate Bookkeeping.	X	X	X	

2.How will learning outcomes be assessed?

A. What:

A.1. Students will be able to communicate effectively both written and orally.	***Direct.*** *Students will be able to give demonstration of assignments given. Course written and oral assignments, presentation, exams, midterms and finals.*	*Ninety percent of the students in class should pass with a grade of 70% or better.*
B.1. Students will be able to solve mathematical problems by applying concepts and proving the results.	***Direct.*** *Students will be able to use appropriate mathematical operations such as arithmetic operations, algebra, geometry, and intensive study of trigonometry.*	*Ninety percent of the students in class should pass with a grade of 70% or better.*
C.1. Students will be able to demonstrate knowledge of the basics of Drafting using computer technology.	***Direct.*** *Students will be able to use AutoCAD's precisions drawing tools.*	*Ninety percent of the students in class should pass with a grade of 70% or better.*
D.1. Students will be able to evaluate Drafting programs.	***Direct.*** *Students will be able to asses a firm performance by analyzing A functional Drafting program and report using for course written and oral assignments, presentations, exams, midterms, and final.*	*Ninety percent of the students in class should pass with a grade of 70% or better.*

B.Who: Direct and Indirect measures will be applied to all students in the Drafting Certificate Program.

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

	2014-2015	*2014-2015*	*Discussion Group*
A.1. Students will have a broad knowledge of Functional management areas including accounting, management, and organizational behavior.	*January 2015*	*January 2015*	*Department Chair, Full/ Part Faculty, Dean of Instruction, and colleague from another department.*
B.1. Students will have a broad knowledge of the environment in which business operates including specific knowledge of diversity, economics, and ethics.	*January 2015*	*May 2015*	*Department Chair, Full/ Part Faculty, Dean of Instruction, and colleague from another department*
C.1. Students will have requisites of oral and written communication skills.	*May 2014*	*May 2015*	*Department Chair, Full/ Part Faculty, Dean of Instruction, and colleague from another department*

D.1. Students are prepared for future study.	*May 2014*	*May 2015*	*Department Chair, Full/ Part Faculty, Dean of Instruction, and colleague from another department*

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

In December 2014, the departmental chair will ask each full/part faculty member to devise a rubric for each of the courses they plan to teach in spring 2015. The rubric will be attached to each syllabus. In January 2015, the full/ part-time faculty members will submit their rubrics. The faculty members and chair will review each rubric and make recommendations. One rubric format will be selected for each course and will be used in spring 2015 semester. In January 2015, the rubrics will be reviewed and revised to fit student learning. During this time, departmental members will review students, learning outcome such as grades, project completions, curriculum design, teaching approaches, online courses, New Mexico business articulation and transfer matrix, etc. Changes for improvement will be documented by the chair who will submit a copy to the Dean of Instruction. It should be noted that full and part faculty members will be evaluated in the SOA process.

Adapted from Kansas State University Office of Assessment

THE UNIVERSITY of NEW MEXICO

Evaluative Rubric for Academic Program Assessment Plans

Department: _____

Program Level & Title: _____

An Academic Program 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.).

Assessment Plan Elements	Very Good 4	Acceptable 3	Developing 2	Undeveloped 1	Score
Program Learning Goals	The plan lists a few broad learning goals and one or more SLOs aligned with each program goal.	The plan lists a few broad learning goals; SLOs are too numerous or some goals lack SLOs.	Stated program learning goals are too numerous/ few, or too narrow; some or all goals lack SLOs.	Program learning goals may be implied, but are not enumerated.	
Student Learning Outcomes (SLOs)	At least two SLOs are clearly stated using the proper format, are measurable, and are linked to UNM Learning Goals.	At least two SLOs, linked to UNM Learning Goals, are stated but with some lack of clarity or measurability.	SLOs are stated but are unclear regarding one or more critical aspects including alignment with UNM Learning Goals.	SLOs are not stated in an acceptable format.	
Multiple assessment methods	Multiple assessment measures are identified for each outcome and align well with the SLO.	At least one assessment measure is identified for each outcome and aligns well with the SLO.	Assessment measures are identified for some outcomes, a/o one or more measures does not align well with the SLO.	Assessment methods are not identified or inadequately described.	
One-half or more of the methods are direct measures	At least one-half of assessment measures are direct.			Fewer than one-half of the measures are direct measures.	
Target Population	The assessment target population is clearly identified.			The assessment target population is not clearly identified.	
Implementation timeline	There is a clear plan for assessment implementation over each of the next three years.	The plan is somewhat clear but has some areas that are incomplete.	Some parameters have been established but a clear timeline is not evident.	There is not a stated implementation plan.	
Data presentation and discussion process	The process for the interpretation, presentation, and discussion of the data is clearly described, including who will be involved and timing.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no stated plan.	
Process for implementing improvements based on assessment results	The process for implementing improvements based on assessment results is clearly described.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no process for implementing improvements based on assessment results.	

Adapted from Kansas State University Office of Assessment

UNM GALLUP

Name of Division **Semester**	Math Department Spring 2015
Instructor Name Office Location Office Hours E-mail Telephone Class Meeting Days/Times Location	Samir A Wahid Calvin Hall 270- D MWTR swahid@unm.edu 505-863-7622 W 505-870-1803 C T R 3:30 – 5:10 Calvin Hall 173
Syllabus *(Common across all sections)*	
Title of Course:	Algebra Stretch I
Course Number	MATH 118
Course Description	This course covers approximately the first half of MATH 120. Topics covered include properties of real numbers, linear equations and inequalities; properties of exponents; solving systems of linear equations and polynomials. Students must pass Math 118* before continuing with Math 119*.
Credit Hours and Contact Hours	4 Credit Hours
Pre-requisites/co-requisites	Adequate score on placement test or grade of CR or better in ISM 100.
Student Learning Objectives and Outcomes	To understand and master the basic concepts of the first half of intermediate algebra. This course is also a prerequisite to Math 119.

Disabilities Policy
In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), any student needing academic accommodations should first contact accessibility Services at 863-7660 (SSTC 258). It is also imperative that you take the initiative to bring such needs to the instructor's attention, as your instructor is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.

Course Outline

(May vary according to Instructor)

Teaching Methods (Lecture, Labs, Small Groups, On-Line Components): This is a Lecture type class for the 4credits. Occasionally we will work in small groups.

Evaluation/Grading Methods *(Attach Rubric if available)*
Your Final grade is based on the following components:
Quizzes, and Class work Homework, **20%**, Chapter exams during the semester **50%** , Final examination **30%**
You must earn at least 73% (C) in MATH 118 to move on to Math 119.
Final Grade: A+ 97 – 100 A 93 – 96 A- 90 – 93,B+ 87 – 90 B 83 – 86 B- 80 – 83,C+ 77 – 80 C 73 – 76 C- 70 – 73
D+ 67 – 70 D 63 – 66 D- 60 – 63, F below 60

Required Text(s) & Supporting Materials

Intermediate Algebra, seventh edition, Tobey/Slater, Prentice-Hall

Assessment Methods:-Chapter Tests: There will be 4 tests given. Missed tests see me.
Homework: select questions from the textbook. All homework is due the next class.

Attendance Policy and policies on classroom behavior

Daily classroom activities are an integral part of the learning process in this class. Regular and prompt attendance is expected from ALL students. The instructor has the right to drop any student who accumulates more than two unexcused absences. Valid reasons for missing a class:
1. Illness. **2.** Death in the immediate family.**3.** Religious ceremony.

Rules for this class: No cell phones and texting.

The following is tentative so please come to class.

Week 1	Jan 13	Holiday
	Jan 08	Intro, Section 1.2
Week 2	Jan 13	Section 1.3
	Jan 15	Sections 1.4
Week 3	Jan 20	Quiz / Section 1.5
	Jan 27	Section 1.6
Week 4	Jan 29	Chapter 1 Test
	Feb 03	Section 2.1
Week 5	Feb 05	Section 2.2
	Feb 10	Section 2.3
Week 6	Feb 12	Section 2.4
	Feb 17	Section 2.5
Week 7	Feb 19	Section 2.6
	Feb 24	Section 2.7
Week 8	Feb 26	Chapter 2 Finish
	Mar 03	Chapter 2 Test
Week 9	Mar 05	Spring Break
	Mar 10	
Week 10	Mar 12	Section 3.1
	Mar 17	Section 3.2
Week 11	Mar 19	Section 3.3
	Mar 24	Section 4.1
Week 12	Mar 26	Section 4.2
	Ma 31	Section 4.3
Week 13	Apr 02	Chapter 3 and 4 Test
	Apr 07	Sections 5.1, 5.2
Week 14	Apr 09	Sections 5.3, 5.4
	Apr 14	Sections 5.5, 5.6
Week 15	Apr 16	Sections 5.7, 5.8
	Apr 21	Chapter 5 Finish
Week 16	Apr 23	Chapter 5 Test
	Apr 28	Final Review
Week 17	Apr 30	Finals Week
	May 05	

Set aside at least 1.2 hours per day (everyday) to work on it.

UNM GALLUP

Name of Division: **Semester:**	**ARTS & SCIENCES** **Spring-2014**
Instructor Name: Office Location Office HoursM- E-mail Telephone Class Meeting Days/Times Location	Samir Wahid CH-270-B **MW**12:15-2:00/3:15-5:00 **TR**4:16-5:00 swahid@unm.edu 505-863-7622 **W** 505-870-1803 **C** **11:30-2:00 PM** CH-266

Syllabus

(Common across all sections)

Title of Course:	**Mechanical Drafting II**
Course Number	**DRFT-102**
Course Description	
Credit Hours and Contact Hours	3 credit hours, 5 contact hours
Pre-requisites/co-requisites	DRFT-101
Learning Objectives and Outcomes	This course is a continuation of Mechanical Drafting 101 taking in the drawings of sectioning, intersections and developments, and perspectives. This course explains drafting techniques and provides useful information for skill development, and step-by-step layout methods provide a logical approach to beginning and finishing complete set of drawings in mechanical drafting.

Disabilities Policy:
In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), any student needing academic accommodations should first contact accessibility Services at 863-7660 (SSTC 258). It is also imperative that you take the initiative to bring such needs to the instructor's attention, as your instructor is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow

Course Outline

(May vary according to Instructor)

Teaching Methods (Lecture, Labs, Small Groups, On-Line Components)

Evaluation/Grading Methods *(Attach Rubric if available)*
Drawings will count for 70% of your grade
Sixteen quizzes and final test will count for 20% of your grade.
Attendance, contribution to class discussion and instructor observation 10% of your grade.
(**A**) 90-100 (**B**) 80-89 (**C**) 70-79 (**D**) 60-69 (**F**) 0-59

Required Text(s) & Supporting Materials (*Many programs will require these to be common across different sections --Check with Chair*)

Principles of Technical Drawing By: Frederick E. Giesecke
Orthographic Projection Simplified By: Charles Quinlan.

Assessment Methods *(How learning objectives will be measured; attach rubric if appropriate)*
The student's ability to demonstrate knowledge and accomplishments through:
1) Performance on examinations
2) Performance on drawing assignments.
3) Contribution to class discussion.
4) Instructor observation.

Attendance Policy and policies on classroom behavior (use of cell phones, academic dishonesty, lap-top use, etc.)
This course requires reading and Lab work. You will be required to complete 70% of the drawing assignments in the Lab.Attendance is very important: this is a hands-on Lab. Three or more absences will result in 10% drop in your grade. Excused absences will not affect your grade-max two absences.
Classroom Policies 1. Please turn off cell phones and pagers before class starts. 2.Cell phone use While taking a test would be considered evidence of cheating.

Weekly Schedule of Topics, Readings, Assignments, Tests and other Activities
Week-1 Chapters 13 - Dimensioning
Week-2 Chapters 13 - Dimensioning
Week-3 Chapters 9 - Sectional Views (Use Worksheet 9-1, 9-2, 9-3, 9-4, 9-5 and 9-6)
Week-4 Chapters 9--Sectional Views
Week-5 Chapters 10 - Auxiliary Views
Week-6 Chapters 10 - Auxiliary Views
Week-7 Chapters 11 - Revolutions
Week-8 Chapters 11 - Revolutions
Week-9 Chapters Spring Break (no classes/University open).....
Week-10 Chapters 12 - Manufacturing Processes
Week-11 Chapters 14 - Tolerancing
Week-12 Chapters 14 - Tolerancing
Week-13 Chapters 15 - Threads, Fasteners
Week-14 Chapters 16 - Design & Working Drawings
Week-15 Chapters 16 - Design & Working Drawings
Week-16 Chapters Final exams.

Additional topics, information determined by the course instructors which are not inconsistent with the syllabus
You may not enter the next DRFT-102 level unless you pass with a70% or better.
This course will be a prerequisite for DRFT-102.

UNM GALLUP

Name of Division	ARTS & SCIENCES
Semester	Spring 2014
Instructor Name	Samir Wahid
Office Location	CH-270-B
Office Hours	MW3:30-5:00 TR4:15-5:00
E-mail	swahid@unm.edu
Telephone	505-863-7622 W 505-870-1803 C
Class Meeting Days/Times	8:30-11:00 AM
Location	CH-266

Syllabus

(Common across all sections)

Title of Course:	Architectural Drafting II
Course Number	DRFT 241
Course Description	Principles of architectural design and residential/light commercial construction. Development and use of elevation, plans and details for designing and developing residential structures and light commercial, working drawings to include pictorial drawings and portfolio development.
Credit Hours and Contact Hours	3 credit hours, 5 contact hours/week
Pre-requisites/co-requisites	DRFT 141
Learning Objectives and Outcomes	This course explains drafting techniques and provides useful information for skill development, and step-by-step layout methods provide a logical approach to beginning and finishing complete set of architectural drawings .

Disabilities Policy:
In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), any student needing academic accommodations should first contact accessibility Services at 863-7660 (SSTC 258). It is also imperative that you take the initiative to bring such needs to the instructor's attention, as your instructor is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow

Course Outline

(May vary according to Instructor)

Teaching Methods (Lecture, Labs, Small Groups, On-Line Components)

Evaluation/Grading Methods *(Attach Rubric if available)*
Drawings will count for 70% of your grade
Sixteen quizzes and final test will count for 20% of your grade.
Attendance, contribution to class discussion and instructor observation 10% of your grade.
(A) 90-100 **(B)** 80-89 **(C)** 70-79 **(D)** 60-69 **(F)** 0-59

Required Text(s) & Supporting Materials (*Many programs will require these to be common across different sections --Check with Chair*)
Architectural Drafting & Design By: Alan Jefferis & David A. Madsen.

Orthographic Projection Simplified By: Charles Quinlan.

REQUIRED MATERIALS:

1 - Drafting Kit
2 - 30°-60° Triangle
3 - Triangle
4 - Architectural Scale
5 - Engineer/Metric Scale
6 - Lead Holder
7 - HB, H & 2H Leads
8 - Pencil Pointer
9 - Erasing Shield
10- Drafting Brush
11 - Masking Tape
12 - Calculator
13 - Circle Template
14 - Adjustable Triangle 8"
15 - Sketch Paper
16 - Drafting Eraser
17 - Parallel-Bar (36" long)
18 - Sandpaper
19 - Drawing Board
Size 24" x 36"
20 - Carrying Case

Assessment Methods *(How learning objectives will be measured; attach rubric if appropriate)*

The student's ability to demonstrate knowledge and accomplishments through:

1) Performance on examinations
2) Performance on drawing assignments.
3) Contribution to class discussion.
4) Instructor observation.

Attendance Policy and policies on classroom behavior (use of cell phones, academic dishonesty, lap-top use, etc.)

This course requires reading and Lab work. You will be required to complete 70% of the drawing assignments in the Lab.Attendance is very important: this is a hands-on Lab. Three or more absences will result in 10% drop in your grade. Excused absences will not affect your grade-max two absences. **Classroom Policies** 1. Please turn off cell phones and pagers before class starts. 2.Cell phone use While taking a test would be considered evidence of cheating.

Week-1 Review Level I & ch. 18

Week-2 Review Level I & ch. 18

Week-3 Chapters 19 - Roof-plan Components, 20 - Roof-plan Layout

Week-4 Chapters 21 - Introduction to Elevations, 22 - Elevation Layout and Drawing Techniques

Week-5 Chapters 23 - Millwork / Cabinet Tech., Cabinet Elev., 24 - Framing Methods

Week-6 Chapters 25 - Structural Components, 25 - Structural Components

Week-7 Chapters 26 - Energy Efficient Design & Construction, 27 - Design Criteria for Struc. Loading

Week-8 Chapters 28 - Sizing Joists and Rafters Using Span Tables, 29 - Determining Simple Beams,

30 - Drawing Framing Plans

Week-9 Spring Break (no classes/University open).....

Week-10 Chapters , 31 - Foundation Systems , 32 - Floor Systems and Foundation Support, 33 - Foundation Plan Layout

Week-11 Chapters 34 - Sectioning Basics, 35 - Section Layout

Week-12 Chapters 36 - Alternate Layout Techniques, 37 - Stair Construction & Layout, 38 - Fireplace Construction & Layout
Week-13 Chapters 39 - Presentation Drawings, 40 - Perspective Drawing Techniques, 41 - Rendering Methods for Perspective Drawings
Week-14 Chapters 42 - General Construction Specifications, 43 - Construction Supervision Production, 44 - Commercial Construction Projects, 45 - Building Codes and Commercial Design
Week-15 Chapters 46 - Common Commercial Construction Materials, 47 - Structural Drafting
Week-16 Chapters 46 - Common Commercial Construction Materials, 47 - Structural Drafting
Week-17 Final exams. DRAWINGS ARE DUE BY THE END OF CLASS
Additional topics, information determined by the course instructors which are not inconsistent with the syllabus You may not enter the next DRFT-241 level unless you pass with a70% or better. This course will be a prerequisite for DRFT-241.

UNM GALLUP

Name of Division **Semester**	**ARTS & SCIENCES** **Spring-2014**
Instructor Name: Office Location Office Hours E-mail Telephone Class Meeting Days/Times Location	Samir Wahid CH-270-B MW3:30-5:00 TR4:15-5:00 swahid@unm.edu 505-863-7622 W 505-870-1803 C 2:01-4:16 PM CH-266
Syllabus *(Common across all sections)*	
Title of Course:	AutoCAD Level II
Course Number	DRFT 125
Course Description	Students build skills from AUTO CAD I, utilization of software and 3-D drawing concepts.
Credit Hours and Contact Hours	3 credit hours, 5 contact hours
Pre-requisites/co-requisites	DRFT 115
Learning Objectives and Outcomes	The students move on to more intermediate topics including dimensioning, plotting and printing, hatching and boundaries, blocks and attributes, external references and drawing environments, utility commands and introduction to 3D commands.

Disabilities Policy:
In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), any student needing academic accommodations should first contact accessibility Services at 863-7660 (SSTC 258). It is also imperative that you take the initiative to bring such needs to the instructor's attention, as your instructor is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow

Course Outline

(May vary according to Instructor)

Teaching Methods (Lecture, Labs, Small Groups, On-Line Components)

Evaluation/Grading Methods *(Attach Rubric if available)*
Drawings will count for 70% of your grade
Sixteen quizzes and final test will count for 20% of your grade.
Attendance, contribution to class discussion and instructor observation 10% of your grade.
(A) 90-100 **(B)** 80-89 **(C)** 70-79 **(D)** 60-69 **(F)** 0-59

Required Text(s) & Supporting Materials (*Many programs will require these to be common across different sections --Check with Chair*)
Harnessing AutoCAD by: Stellman, Krishnan and Rhea.
Storage disk.

Assessment Methods *(How learning objectives will be measured; attach rubric if appropriate)*

The student's ability to demonstrate knowledge and accomplishments through:
1) Performance on examinations
2) Performance on drawing assignments.
3) Contribution to class discussion.
4) Instructor observation.

Attendance Policy and policies on classroom behavior (use of cell phones, academic dishonesty, lap-top use, etc.)
This course requires reading and Lab work. You will be required to complete 70% of the drawing assignments in the Lab.Attendance is very important: this is a hands-on Lab. Three or more absences will result in 10% drop in your grade. Excused absences will not affect your grade-max two absences.
Classroom Policies 1. Please turn off cell phones and pagers before class starts. 2.Cell phone use While taking a test would be considered evidence of cheating.

Week-1 **CHAPTERS-1 through 6.**
Week-2 **CHAPTER-6**
Week-3 **CHAPTER-6** Finish create title block.
Week-4 **CHAPTER-7** Dimensions.
Week-5 **CHAPTER-7** Dimensions.
Week-6 **CHAPTER-7** Dimensions.
Week-7 **CHAPTER-8** Plotting/Printing
Week-8 **CHAPTER-9** Hatching & Boundaries.
Week-9 Spring Break (no classes/University open).....
Week-10 **CHAPTER-9** Hatching & Boundaries.
Week-11 **CHAPTER-10** Blocks & Attributes Week-12 FUNDAMENTALS IV
Week-12 **CHAPTER-10** Blocks & Attributes
Week-13 **CHAPTER-12** Drawing environments
Week-14 **CHAPTER-15** AutoCAD 3D
Week-15 **CHAPTER-15** AutoCAD 3D
Week-16 **CHAPTER-15** AutoCAD 3D
Week-17 **CHAPTER-15** AutoCAD 3D Final exams.Week-17 Final exams. DRAWINGS ARE DUE BY THE END OF CLASS

Additional topics, information determined by the course instructors which are not inconsistent with the syllabus
You may not enter the next DRFT-125 level unless you pass with a70% or better.
This course will be a prerequisite for DRFT-125.

UNM GALLUP

Name of Division **Semester**	**ARTS / SCIENCES & BUS./TECH** **Spring-2013**
Instructor Name Office Location Office Hours E-mail Telephone Class Meeting Days/Times Location	Samir Wahid CH-270-B **MW**12:15-2:00/3:15-5:00 **TR**4:16-5:00 swahid@unm.edu 505-863-7622 **W** 505-870-1803 **C** **9:30-10:45** **CH-266**
Syllabus *(Common across all sections)*	
Title of Course:	ARCH-121
Course Number	Introduction to Architecture
Course Description	Students will address issues of design which concern architects, landscape architects, urban designers and planners. Utilizing a broad and historical view, but focusing on the contemporary world, this class covers topics that include a brief introduction to architecture, case studies presented by industry professionals, architectural representation, commodity (less v. more, path v. place, etc.), firmness, delight, the architect (landscape v. interior, artist v. engineer, etc,), the environment, and type/style (palazzo v. villa, traditional v. modern, reconstruct v. deconstruct, etc.). Discussion sessions are used to explore issues in detail.
Credit Hours and Contact Hours	3 CR AND 2:30 HRS/WEEK
Pre-requisites/co-requisites	
Learning Objectives and Outcomes	**Course Objectives:** Introduces students to the aesthetic, ethical, technical and natural issues which affect the built environment.

Disabilities Policy:
In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), any student needing academic accommodations should first contact accessibility Services at 863-7660 (SSTC 258). It is also imperative that you take the initiative to bring such needs to the instructor's attention, as your instructor is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow

Course Outline

(May vary according to Instructor)

Teaching Methods (Lecture, Labs, Small Groups, On-Line Components)

Evaluation/Grading Methods *(Attach Rubric if available)*
Grades are based on the following percentages:
Journal and presentation-20%; Paper-20%; Midterm Exam-20%; Final Exam-20%; Quizzes 10%; Attendance 10%

Required Text(s) & Supporting Materials (*Many programs will require these to be common across different sections –Check with Chair*)

Looking Around, Witold Rybczynski; Architecture Form, Space, and Order, Francis Ching. (Available in the book store).

Assessment Methods *(How learning objectives will be measured; attach rubric if appropriate)*

The student's ability to demonstrate knowledge and accomplishments through:

1) Performance on examinations
2) Performance on homework assignments.
3) Contribution to class discussion.
4) Instructor observation.

Attendance Policy and policies on classroom behavior (use of cell phones, academic dishonesty, lap-top use, etc.)

This course requires reading the course text books and other materials reviewed in class. Attendance is very important. Two or more absences will result in 10% drop in your grade. Excused absences will not affect your grade. (Max. **TWO** excused absences). After two absences the instructor reserves the right to drop the student. Please turn **OFF** your Cell phones. **Classroom Policies** 1. Please turn off cell phones and pagers before class starts. 2.Cell phone use while taking a test would be considered evidence of cheating.

Weekly Schedule of Topics, Readings, Assignments, Tests and other Activities

Date	**Topics**
WEEK-1	**Introduction** - Video
WEEK-2	**Introduction , 1-PRIMARY ELEMENTS**; Points, points elements - Video
WEEK-3	Two points, Line, Linear Elements –Video, Two points, Line, Linear Elements –
WEEK-4	From line to plane and planar elements – Video,
WEEK-5	Volumetric Elements – Video, **Q-1 2-FORM** -Pages 35 through 40
WEEK-6	Pages 41 through 50 - Video, Pages 50 through 56 - Video
WEEK-7	Pages 56 through 72 - Video, Pages 72 through 86 - Video
WEEK-8	**Q-2 3-FORM AND SPACE**- Pages 94 through 100
WEEK-9	SPRING BREAK (MAR 11-13)
WEEK-10	**Midterm test Mar 20th-20%** -Pages 102 through 120 - Video
WEEK-11	Pages 122 through 134 - Video, Pages 140 through 156 - Video
WEEK-12	Pages 158 through 164 - Video, Pages 166 through 174 **(Paper due-20%)**
WEEK-13	**Q-3 4-ORGANIZATION**- Pages 178 through 188, Pages 190 through 220
WEEK-14	**Q-4 5-CIRCULATION**- Pages 228 through 238, Pages 238 through 268
WEEK-15	Guest speaker-Video, **Q-5 6-PROPORTION AND SCALE**
WEEK-16	**Q-6 7-PRINCIPLES**- Pages 320 through 322, **(Journal Due Apr 29th-20%)**
WEEK-17	**CONCLUSION, Final Test May 8th- 20%**

John Gaw Meem Lectures Series SPRING-2013 (Field trips) at School of Architecture-UNM-A.(See attachment)

UNM GALLUP

Name of Division: **Semester:**	**ARTS & SCIENCES** **Spring-2013**
Instructor Name: Office Location Office Hours- E-mail Telephone Class Meeting Days/Times Location	Samir Wahid CH-270-B **MW**12:15-2:00/3:15-5:00 **TR**4:16-5:00 swahid@unm.edu 505-863-7622 **W** 505-870-1803 **C** **MW 11:00-12:15** CH-266

Syllabus

(Common across all sections)

Title of Course:	DESIGN FUNDAMENTALS
Course Number	Arch-109 (CRN#46901)
Course Description	Studio lecture introduces fundamental principles and processes of two-,three-, and four-dimensional design. Methods of perception, technique, composition, evaluation of materials and methods, critical evaluation and graphic representation are studied through both abstract and representational assignments.
Credit Hours and Contact Hours	3 Credits 2.5 Hours/week
Pre-requisites/co-requisites	
Learning Objectives and Outcomes	To initiate and cultivate "design thinking in preparation for admission to the Undergraduate School of Architecture +Planning architectural design studio sequences. Students will become familiar with and confident using fundamental principles of design.

Disabilities Policy:
In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), any student needing academic accommodations should first contact accessibility
Services at 863-7660 (SSTC 258). It is also imperative that you take the initiative
to bring such needs to the instructor's attention, as your instructor is not legally permitted
to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow

Course Outline

(May vary according to Instructor)

PROJECTS + PERCENTAGES

Week-1	**2D Point**	
Week-2	**2D Point**	**2.5**
Week-3	**2D Line**	
Week-4	**2D Line**	**2.5**
Week 5	**3D Volume**	
Week-6	**3D Volume**	**10.0**
Week-7	**3D Volume Model**	

Week-8	**Spring Break Mar 11-15**	
Week-9	**3D Volume Model**	**10.0**
Week-10	**3D Plane**	**5.0**
Week-11	**3D Plane Model**	
Week-12	**3D Plane Model**	**10.0**
Week-13	**Rendering**	
Week-14	**Rendering**	**10.0**
Week-15	**Relief**	**10.0**
Week-16	**Model**	
Week-17	**Model**	**10.0**
Quizzes		**10.0**
Paper		**10.0**
Work Effort + Improvement		**10.0**
Total		**100.0%**

Teaching Methods (Lecture, Labs, Small Groups, On-Line Components)

Evaluation/Grading Methods *(Attach Rubric if available)*

Generally, the grade for each project will be derived through evaluation in three areas: *clarity, development and presentation* of the required work. (Each of these aspects represents 1/3 of the basis for evaluation.) Each of the major Graded Projects will be weighted as percentage of 90% of the final grade according to the amount of time assigned it, i.e., the longer the exercise the more weight it carries in calculating the overall grade. The remaining 10% of the grade will be based on your participation, work effort, improvement and preparedness in the class. Absences, arriving late and/or leaving early will adversely affect your grade. Each student will be informed of his or her standing in the studio at appropriate intervals during the semester. The University utilizes the following fractionated grading system: A+(4.33) & A(4.00): Excellent. A- (3.67), B+(3.33)& B(3.00): Good. B-(2.67), C+(2.33) &C(2.00): Satisfactory). C-(1.7); D+(1.33) & D(1.00)Barely Passing. D-(.67) & F(0.00): Failed.

WORK EFFORT, PARTICIPATION + PREPAREDNESS

Criteria includes, but not limited to: participation in class lectures, school-wide lectures, class presentations, impromptu pin up, student colleague presentations, desk crits, and reading discussions. Enthusiasm, growth, and professional attitude will also affect your grade. Work Effort and General Improvement grades will be issued and assessed by your instructor at instructors discretion.

Required Text(s) & Supporting Materials (*Many programs will require these to be common across different sections --Check with Chair*)

Form, Space, and Order by Francis D.K. Ching and *Design Drawing* by Francis D.K. Ching

Required materials:

- 9"x12"
- Pencil sharpener
- Soft lead pencils (HB, B & 2B)
- Hard lead pencils (3H, 2H, H & F)
- Eraser
- Erasing dust pouch
- Lead holder
- 24 inch T-Square
- 30-60 degree triangle
- Adjustable triangle
- 45 degree triangle (10 inch clear plastic)
- Architect's Scale-12 inch with minimum 1", ½", ¼", and 1/8" scales

- #11 X-Acto Knife-small handle and bulk pack of #11 blades
- 18-inch metal ruler with cork backing
- Drawing compass
- Tracing (sketch) paper- 12" roll
- Small cutting matt
- Modeling Clay-2 lbs, white
- Glue stick or rubber Cement
- Repositionable spray mount
- Veriety of basswood sticks + sheets

Recommended txt

101 Things I Learned in Architecture School by Matthew Frederick, MIT Press 2007, (EBrary)

Drawing: A Creative Process by Francis D.K. Ching

Drawing From Life: the Journal as Art by Jennifer New, Princeton Architectural press, New York, 2005. (Ebrary)

Architectural Drawings: A Visual Compendium of Types and Methods by Rendow Yee, John Wiley and Sons 2003. (Amazon)

Atmospheres by Peter Zumpthor, Birkhauser, Berlin 2006. (Amazon)

Basic Perspective Drawing: A Visual Guide by Jon Montage, John Wiley and Sons 2005. (Amazon)

Designing with Models by Criss Mills, John Wiley and Sons 2005. (Amazon)

The new Drawing on the Right Side Brain: A Course in Enhancing Creativity and Artistic Confidence by Betty Edwards, Penguin Putnam 1999. (Amazon)

Assessment Methods *(How learning objectives will be measured; attach rubric if appropriate)*

The student's ability to demonstrate knowledge and accomplishments through:

1) Performance on examinations
2) Performance on homework assignments.
3) Contribution to class discussion.
4) Instructor observation.

Attendance Policy and policies on classroom behavior (use of cell phones, academic dishonesty, lap-top use, etc.)

Many class sessions will begin with pin-up. Participation in pin-up is mandatory and students must arrive on time for each class session. All students in ARCH-109 are required-no exceptions-to work in class during the scheduled time periods. Absences, arriving late and/or leaving early, being unprepared for class during the schooled time periods. Absences, arriving late and/or leaving early, being unprepared for class and/or not working effectively during class will adversely affect your grade. If you need materials or resources, get them before studio. Failure to present material for discussion or pin-up will be considered non-participation and will be counted as an absence. Attendance will be taken at the beginning of each class. Arrive on time for class. Tardiness disrupts the studio and will not be tolerated. If you arrive more than 15 minutes late or you leave prior to the ending of class, you will be counted as absent for the entire class period. Any student with three absences (no excused absences) may be dropped from the studio and upon recommendation of your instructor will receive a grade of WP or WF. It is each student's responsibility to inform the instructor of absences and/or lateness. You may leave a message with the Arts and Sciences receptionist at 863-7700 or contact your instructor directly by email.

UNM GALLUP

Name of Department **Semester**	Business & Applied Technology Fall 2012
Instructor Name Office Location Office Hours E-Mail Telephone Class Meeting Days/Times Class Location	Samir Wahid CH-270 B M/W (10:45-12:30,2-3:30,4:45-5:15) T/R (11-11:30, 4:15-5) or by appointment swahid@unm.edu 505-863-7622 W 505-870-1803 C 928-871-5129 H T,R 11:00-1:45p CH-266
Syllabus *(Common across all sections)*	
Title of Course	Mechanical Drafting I
Course Number	DRFT 101
Credit Hours and Contact Hours	3 credit hours, 5 contact hours
Pre-requisites/co-requisites	High School Diploma
Learning Objectives and Outcomes	This course explains drafting techniques and provides useful information for skill development, and step-by-step layout methods provide a logical approach to beginning and finishing complete set of drawings in mechanical drafting.

Disabilities Policy:

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), any student needing academic accommodations should first contact accessibility Services at 863-7640 (SSTC 258). It is also imperative that you take the initiative to bring such needs to the instructor's attention, as your instructor is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.

Course Outline

(May vary according to Instructor)

Teaching Methods (Lecture, Labs, Small Groups, On-Line Components):

Evaluation/Grading Methods (*Attach Rubric if Available*):Final grade will be based on:
Drawings will count for 70% of your grade
Eight quizzes and final test will count for 20% of your grade.
Attendance, contribution to class discussion and instructor observation 10% of your grade.
(**A**) 90-100 (**B**) 80-89 (**C**) 70-79 (**D**) 60-69 (**F**) 0-59

Required Text(s) & Supporting Materials (Many programs will require these to be common across different sections – Check with Chair):
Principles of Technical Drawing By: Frederick E. Giesecke
Orthographic Projection Simplified By: Charles Quinlan.

REQUIRED MATERIALS:

1 - Drafting Kit
2 - 30°-60° Triangle
3 - Triangle
4 - Architectural Scale
5 - Engineer/Metric Scale
6 - Lead Holder
11 - Masking Tape
12 - Calculator
13 - Circle Template
14 - Adjustable Triangle 8"
15 - Sketch Paper
16 - Drafting Eraser

7 - HB, H & 2H Leads	17 - Parallel-Bar (36" long)
8 - Pencil Pointer	18 - Sandpaper
9 - Erasing Shield	19 - Drawing Board
10- Drafting Brush	Size 24" x 36"
	20 - Carrying Case

Assessment Methods (How learning objective will be measured; attach rubric if appropriate):
The student's ability to demonstrate knowledge and accomplishments through:
1) Performance on examinations
2) Performance on drawing assignments.
3) Contribution to class discussion.
4) Instructor observation.

Attendance Policy and Policies on Classroom Behavior (use of cell phone, academic dishonesty, lap-top use, etc.): This course requires reading and Lab work. You will be required to complete 70% of the drawing assignments in the Lab.Attendance is very important: this is a hands-on Lab. Three or more absences will result in 10% drop in your grade. Excused absences will not affect your grade-max two absences.
Classroom Policies 1. Please turn off cell phones and pagers before class starts. 2.Cell phone use While taking a test would be considered evidence of cheating.

Weekly Schedule of Topics, Readings, Assignments, Tests and other Activities:
Week-1 Chapters 1
Week-2 Chapters 2,3
Week-3 Chapters 4,5
Week-4 Chapters 5
Week-5 Chapters 5
Week-6 Chapters 6
Week-7 Chapters 6
Week-8 Chapters 6
Week-9 Chapters 7
Week-10 Chapters 7 (Start on drawing project)
Week-11 Chapters 7
Week-12 Chapters 7
Week-13 Chapters 13
Week-14 Chapters 13
Week-15 Chapters 13
Week-16 Chapters Final exams.

Additional topics, information determined by the course instructors which are not inconsistent with the syllabus:
You may not enter the next DRFT-102 level unless you pass with a70% or better.
This course will be a prerequisite for DRFT-102.

UNM GALLUP

Name of Department	Math & Sciences
Semester	Fall 2012
Instructor Name	Samir Wahid
Office Location	CH-270 B
Office Hours	M/W (10:45-12:30,2-3:30,4:45-5:15) T/R (11-11:30, 4:15-5) or by appointment
E-Mail	swahid@unm.edu
Telephone	505-863-7622 W 505-870-1803 C 928-871-5129 H
Class Meeting Days/Times	T,R 3:30-6:15p
Class Location	CH-266
Syllabus *(Common across all sections)*	
Title of Course	AutoCAD Level I
Course Number	DRFT 115
Credit Hours and Contact Hours	3 credit hours, 5 contact hours/week
Pre-requisites/co-requisites	None
Learning Objectives and Outcomes	This course opens with an overview of all aspects of AutoCAD 2009 so that the user establishes a basic understanding of how CAD works. Students immediately gain a broad range of knowledge of elementary CAD concepts necessary to complete a simple drawing.

Disabilities Policy:

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), any student needing academic accommodations should first contact accessibility Services at 863-7640 (SSTC 258). It is also imperative that you take the initiative to bring such needs to the instructor's attention, as your instructor is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.

Course Outline

(May vary according to Instructor)

Teaching Methods (Lecture, Computer Labs, On-Line Components):

Evaluation/Grading Methods (*Attach Rubric if Available*):Final grade will be based on:
Drawings will count for 70% of your grade
Five chapter test and final test will count for 20% of your grade.
Attendance, contribution to class discussion and instructor observation 10% of your grade.
(**A**) 90-100 (**B**) 80-89 (**C**) 70-79 (**D**) 60-69 (**F**) 0-59

Required Text(s) & Supporting Materials (Many programs will require these to be common across different sections – Check with Chair):
Harnessing AutoCAD by: Stellman, Krishnan and Rhea.
Storage disk.

Assessment Methods (How learning objective will be measured; attach rubric if appropriate):
The student's ability to demonstrate knowledge and accomplishments through:
1) Performance on examinations
2) Performance on drawing assignments.
3) Contribution to class discussion.
4) Instructor observation.

Attendance Policy and Policies on Classroom Behavior (use of cell phone, academic dishonesty, lap-top use, etc.): This course requires reading and Lab work. You will be required to complete 70% of the drawing assignments in the Lab. Attendance is very important: this is a hands-on Lab. Three or more absences will result in 10% drop in your grade. Excused absences will not affect your grade-max two absences.
Classroom Policies 1. Please turn off cell phones and pagers before class starts. 2.Cell phone use While taking a test would be considered evidence of cheating.

Weekly Schedule of Topics, Readings, Assignments, Tests and other Activities:

Week-1 FUNDAMENTALS I
Week-2 FUNDAMENTALS I
Week-3 FUNDAMENTALS I
Week-4 FUNDAMENTALS I
Week-5 FUNDAMENTALS II
Week-6 FUNDAMENTALS II
Week-7 FUNDAMENTALS II
Week-8 FUNDAMENTALS III
Week-9 FUNDAMENTALS III
Week-10 FUNDAMENTALS III
Week-11 FUNDAMENTALS IV
Week-12 FUNDAMENTALS IV
Week-13 FUNDAMENTALS IV
Week-14 FUNDAMENTALS V
Week-15 FUNDAMENTALS V
Week-16 Final exams.

Additional topics, information determined by the course instructors which are not inconsistent with the syllabus:

You may not enter the next DRFT-125 level unless you pass with a70% or better.
This course will be a prerequisite for DRFT-135.

UNM GALLUP

Name of Department	Business & Applied Technology
Semester	Fall 2012
Instructor Name	Samir Wahid
Office Location	CH-270 B
Office Hours	M/W (10:45-12:30,2-3:30,4:45-5:15) T/R (11-11:30, 4:15-5) or by appointment
E-Mail	swahid@unm.edu
Telephone	505-863-7622 W 505-870-1803 C 928-871-5129 H
Class Meeting Days/Times	T,R 8:00-10:45
Class Location	CH-266
Syllabus *(Common across all sections)*	
Title of Course	Architectural Drafting I
Course Number	DRFT 141
Course Description	An introductory course in drafting designed to help the student interpret the ideas of others and to express his/her own ideas in an understandable manner through drawings. It will stress the necessary skills and processes used in architectural drafting. The students will have the opportunity to develop their own originality and ingenuity. Taught through classroom and laboratory experiences.
Credit Hours and Contact Hours	3 credit hours, 5 contact hours
Pre-requisites/co-requisites	None
Learning Objectives and Outcomes	This course explains drafting techniques and provides useful information for skill development, and step-by-step layout methods provide a logical approach to beginning and finishing complete set of architectural drawings .

Disabilities Policy:

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), any student needing academic accommodations should first contact accessibility Services at 863-7640 (SSTC 258). It is also imperative that you take the initiative to bring such needs to the instructor's attention, as your instructor is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.

Course Outline

(May vary according to Instructor)

Teaching Methods (Lecture, Labs, Small Groups, On-Line Components):

Evaluation/Grading Methods (*Attach Rubric if Available*):Final grade will be based on:
Drawings will count for 70% of your grade
Sixteen quizzes and final test will count for 20% of your grade.
Attendance, contribution to class discussion and instructor observation 10% of your grade.
(**A**) 90-100 (**B**) 80-89 (**C**) 70-79 (**D**) 60-69 (**F**) 0-59

Required Text(s) & Supporting Materials (Many programs will require these to be common across different sections – Check with Chair):
Architectural Drafting & Design By: Alan Jefferis & David A. Madsen.
Orthographic Projection Simplified By: Charles Quinlan.
REQUIRED MATERIALS:

1 - Drafting Kit
2 - 30°-60° Triangle
3 - Triangle
4 - Architectural Scale
5 - Engineer/Metric Scale
6 - Lead Holder
7 - HB, H & 2H Leads
8 - Pencil Pointer
9 - Erasing Shield
10- Drafting Brush
11 - Masking Tape
12 - Calculator
13 - Circle Template
14 - Adjustable Triangle 8"
15 - Sketch Paper
16 - Drafting Eraser
17 - Parallel-Bar (36" long)
18 - Sandpaper
19 - Drawing Board
Size 24" x 36"
20 - Carrying Case

Assessment Methods (How learning objective will be measured; attach rubric if appropriate):
The student's ability to demonstrate knowledge and accomplishments through:
1) Performance on examinations
2) Performance on drawing assignments.
3) Contribution to class discussion.
4) Instructor observation.

Attendance Policy and Policies on Classroom Behavior (use of cell phone, academic dishonesty, lap-top use, etc.): This course requires reading and Lab work. You will be required to complete 70% of the drawing assignments in the Lab.Attendance is very important: this is a hands-on Lab. Three or more absences will result in 10% drop in your grade. Excused absences will not affect your grade-max two absences.
Classroom Policies 1. Please turn off cell phones and pagers before class starts. 2.Cell phone use While taking a test would be considered evidence of cheating.

Weekly Schedule of Topics, Readings, Assignments, Tests and other Activities:
Week-1 Chapters 1,2&3
Week-2 Chapters 4
Week-3 Chapters 4
Week-4 Chapters 5
Week-5 Chapters 6,7
Week-6 Chapters 8
Week-7 Chapters 9,10
Week-8 Chapters 10,11
Week-9 Chapters 12
Week-10 Chapters 13 (Start on Floor Plan)
Week-11 Chapters 14
Week-12 Chapters 15
Week-13 Chapters 16,17
Week-14 Chapters 17,18
Week-15 Chapters 18
Week-16 Chapters Final exams.

Additional topics, information determined by the course instructors which are not inconsistent with the syllabus:
You may not enter the next DRFT-241 level unless you pass with a70% or better.
This course will be a prerequisite for DRFT-241.

UNM GALLUP

Name of Department **Semester**	**ART & SCIENCES** **Fall 2012**
Instructor Name Office Location Office Hours E-Mail Telephone Class Meeting Days/Times Class Location	Samir Wahid CH-270 B M/W (10:45-12:30,2-3:30,4:45-5:15) T/R (11-11:30, 4:15-5) or by appointment swahid@unm.edu 505-863-7622 W 505-870-1803 C 928-871-5129 H M &W 12:30-2:00pm CH-266

Syllabus

(Common across all sections)

Title of Course	**Arch-111 (Intro to Architecture drawings)**
Course Number	
Credit Hours and Contact Hours	3 credit hours, 5 contact hours
Pre-requisites/co-requisites	Eng.101
Learning Objectives and Outcomes	**Course Objectives:** The first of required series of design studios, this course intends to introduce students to basic methods of freehand and architectural drawing through a series of integrated design exercises. **Brief Description of Course Content:** This course is designed as an introduction to architectural drawing for students without prior graphic experience. Students are guided through a series of spatial and analytical exercises that focus attention on not only how architects draw but also the reasoning and processes embedded within the technique. Direct linkages with the introduction to Architecture course provide exposure to a wide range of interconnected architectural concepts.

Disabilities Policy:

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), any student needing academic accommodations should first contact accessibility Services at 863-7640 (SSTC 258). It is also imperative that you take the initiative to bring such needs to the instructor's attention, as your instructor is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.

Course Outline

(May vary according to Instructor)

Teaching Methods (Lecture, Lab,Small Groups, On-Line Components):

Evaluation/Grading Methods (*Attach Rubric if Available*):

Generally, the grade for each exercise will be derived through evaluation in three areas: clarity, development (process) and presentation of the assignment.

*	Contour Drawing	10%
*	Perspective Drawing	10%

*	Full Tonal Range/Light Box	10%
*	Color Theory/Constructed Compositions	10%
*	Diagraming	15%
*	Spatial Constructions	15%
*	Analysis Drawings (Orthographic Projection)	10%
Assignments		80%
*	Attendance	10%
*	Participation	10%
Total		100%

Portfolios: Mid-term and Final Portfolio. See semester schedule for due dates.
Class attendance is required. The attendance grade is determined by the amount of productive time spent working in the studio. Four absences will subject the student to the possibility of receiving a failing grade for the semester. Projects are due on the date, time and place specified. Late projects will be penalized ½ letter grade for each 24 hour interval. To maintain air quality in the studio, refrain from spraying any aerosol cans (spry paint, glue, etc.) In or around the building.

Studio Etiquette:

All students are expected to conduct themselves in a mature and responsible manner while in the studio. The worktables are shared with your neighbor and the other sections of the course. Please be respectful of those who come after you. All students are expected to contribute to the over all neatness and order of the studio space.

Required Text(s) & Supporting Materials (Many programs will require these to be common across different sections – Check with Chair):

: Books are available from the University Bookstore.

1. Design Drawing. Francis D.K.Ching.
2. Architectural-Form, spase, and Order. Francis Ching. (optional)

STUDIO SUPPLIES

* Spiral bound sketchbook (9"x 12", 100 sheets)
* White vinyl eraser
* B, 2B, 4B, 6B, pencils
* 18" metal ruler w/ cork backing
* Xacto knife #11 blade
* Xacto snap off utility knife
* Bulk package of #11 Xacto blades
* Elmers (white) glue
* Push pins (clear)
* Sharpie Ultra Fine Point (black ink)
* Sharpie Fine Point (black ink)
* Watercolor set T.B.A.
* Roll of tracing paper (yellow or white) approximately 18" wide
* Dusting brush
* Compass w/ extension (pen and pencil holder)
* 45 and 30/60/90 triangles w/ inking edges
* Adjustable triangle
* Architectural scale
* Drafting tape
* Erasing shield
* Lead holder
* H, F, HB, B leads for the lead holder
* Lead pointer
* Other supplies as needed

Select sources for supplies
Gallup blue print
Coal Street, Gallup
UNM-G book store

Assessment Methods (How learning objective will be measured; attach rubric if appropriate):
The student's ability to demonstrate knowledge and accomplishments through:
1) Performance on examinations
2) Performance on homework assignments.
3) Contribution to class discussion.
4) Instructor observation.

Attendance Policy and Policies on Classroom Behavior (use of cell phone, academic dishonesty, lap-top use, etc.): This course requires reading the course text books and other materials reviewed in class. Attendance is very important. Two or more absences will result in 10% drop in your grade. Excused absences will not affect your grade. (Max. **TWO** excused absences). After two absences the instructor reserves the right to drop the student. Please turn **OFF** your Cell phones.**Classroom Policies** 1. Please turn off cell phones and pagers before class starts. 2.Cell phone use while taking a test would be considered evidence of cheating.

Weekly Schedule of Topics, Readings, Assignments, Tests and other Activities:
Calendar: (calendars are outlines; deviation may be necessary)

Week 1		
M	Rules of the Game, Introduction to Materials.	
W	Introduction p.1	
Week 2		
M	Line & Space	
W	Line & Space	
Week 3		
M	Line & Space	
W	Tone & Texture-Video	
Week 4		
M	Video	
W	Form & Structure-Video, Pin up & Review	
Week 5		
N	Space & Depth , Pictorial Systems	
W	Pictorial Systems	
Week 6		
M	Multi view Drawings, Pin Up & Review	H.M. Light Box Construction
W	line Drawings	
Week 7		
M	line Drawings, Light Box Exercises	
W	Perspective Drawings, Portfolio Seminar	
Week 8		
M	speculative Drawing, Pin up & review	
W	Mid-term Portfolio Due (at the beginning of class)/ Diagramming	
Week 9		
M	speculative Drawing, Pin up & review	
W	Diagramming-Video / Drawing Composition	
Week 10		
M	Diagramming-Video / Drawing Composition	
W	Drawing Composition-Video	

Week 11	
M	Drawing Composition-Video .
W	Drawing Composition-Video
Week 12	
M	Presentation Drawing, Pin up & Review
W	Presentation Drawing-Video, Pin up & Review
Week 13	
M	"
W	"
Week 14	
M	"
W	"
Week 15	
M	"
W	"
Week 16	
M	"
W	"
Week 17	
M	Final Portfolios Due-Pin up (at the beginning of class)
W	Final Portfolios Due-Pin up (at the beginning of class)

John Gaw Meem Lectures Series Spring 2012 (Field trips)
(See attachment)

Additional topics, information determined by the course instructors which are not inconsistent with the syllabus:
You may not enter the School of Architecture unless you pass with 80% or better.
This course will be a prerequisite for School of Architecture.(see Articulation)

Samir Wahid's Dossier

EDUCATION

Master of Architecture, 2000

University of New Mexico- School of Architecture, Albuquerque, New Mexico

Bachelor of Architecture, 1979

Idaho State University, Pocatello, Idaho

Attended School of Architecture, 1972-3

Huddersfield Polytechnic, Huddersfield, England

Diploma in Applied Engineering/Drafting, 1970

Higher Institute of Applied Engineering

University of Baghdad, Baghdad, Iraq

Employment History

University of New Mexico-Gallup Branch

705 Gurley, Gallup, NM 87301

- August, 1992 – present
- Lecturer II - Pre-Architecture/Pre-Engineering/Drafting and Math
- Student Senates faculty advisor.
- Three years curriculum committee (chair), three years as member.
- Facility committee (chair and member)
- Architectural club, adviser.

Durrant /Flickinger, Architects

2850 North 24th Street, Suite 444, Phoenix, AZ 85008

- July, 1990-1992
- Job Captain/CAD operator
- Major work-Design schools for Phoenix school district projects, Prison

National Education Center

Arizona Automotive Institute Campus

6829 North 46th AVE., Glendale, Arizona 85301

- November, 1988-1990.
- Architectural Drafting/AutoCAD instructor.

The Phoenix Institute of Technology

2555 East University DR., Phoenix, Arizona 85034

- June, 1988-September, 1988
- Architectural Drafting/AutoCAD instructor.

The Hunt-Affholter, Inc. Architects

3080 North Civic Center Plaza, Suite 38, Scottsdale, Arizona 85251

- October, 1987-1988.
- Job Captain
- Projects: Chinle Elementary School, Chinle Junior High School, Many Farms Elementary School, Paradise Valley District School, Presley Homes, Residential development.

Eastern Idaho Vocational-Technical School

2299 East 17th St., Idaho Falls, Idaho 83401

- January, 1982-July 1987.
- Architectural, Mechanical and CAD Instructor.

Clark Brothers Construction

P. O. Box 2241, Idaho Falls, Idaho 83401

* Job Captain

* Assembly of God Church, Sheraton Hotel, U-Haul Storage Building, Swimming pool/Health Spa, Pre-fabricated Metal Building.

Sundberg and Associates, Architects

111 East 16th St., Idaho Falls, Idaho 83401

- June, 1979-May, 1981.
- Job Captain:
- Wort Hotel, Jackson Hole, Wyoming, Park Maintenance Building, Cloverdale Elementary School, Bonneville High School, Tribal District Meeting Halls, Albertsons Food Store, Mountain Bell Building.

Ballif & associates, Structural Engineers

477 Taft, Pocatello, Idaho 83201

- May, 1977-May, 1979
- Drafter.

Idaho State University, School of Architecture

Pocatello, Idaho 83209

- August, 1978-May, 1978-May, 1979.
- Teaching Assistant.

Jim Voeller and Associates, Surveyors

Pocatello, Idaho 83201

- August, 1975-May, 1977.
- Drafter
- Major work civil engineering and surveying.

Parker & Rosner, Architects

Beverly Road, Hull, England.

- January, 1975-June, 1975.
- Major work- Office Building complex, Retail and Parking Complex and Administration Building complex for Humber Bridge.

Lewis & Osborne, Architects

Pier Street, Aberystwyth, Wales.

- May, 1973-June, 1974
- Job Captain: Renovation and Remodeling of historical Building, Residential.

Kuwait Municipal Authority (Road Section)

Box 10, Kuwait, State of Kuwait.

- February, 1972-September, 1972
- Drafter.
- Major work- Civil and Highway Engineering.

Al-Khanim Company

Kuwait, State of Kuwait.

- July, 1970-September, 1972.
- Drafter: Major projects- Kuwait Water towers and Mechanical Engineering and Fabrication.

HARVARD UNIVERSITY
GRADUATE SCHOOL OF DESIGN

Executive Education

Cambridge, Massachusetts

Certificate of Completion

Samir Wahid

has successfully completed

Public Interest Design Training Program

Rena Fonseca
Director

July 29, 2014
Date

PADILLA, R

University of New Mexico Main Campus

Drafting 115400
TU 17:30
Spring 2013

IDEA Short Form Report

To learn more, see the Interpretive Guide: www.theideacenter.org/shortguide.pdf

Of the 12 students enrolled, 5 responded (42%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rate (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and th course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in so other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report mo progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported scor

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. T *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student work habits (item 13), student desire to take the course regardless of who taught it (item 15), and instructor reported class size.

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives [1] Five objectives were selected as relevant (Important or Essential –see page 2)	4.6	3.8
Overall Ratings		
B. Excellent Teacher	4.8	4.3
C. Excellent Course	4.8	3.9
D. Average of B & C	4.8	4.1
Summary Evaluation (Average of A & D) [1]	4.7	3.9

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

[2] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings: B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Summary Evaluation (Average of A & D)	
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)					65		63		63	
Higher Next 20% (56–62)	62		60							
Similar Middle 40% (45–55)		47		52		49		51		49
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:[2]

Discipline (IDEA Data)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Institution	57	46	57	51	59	48	58	50	58	48

No Disciplinary Comparisons Available

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on R Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essenti weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is als These results should help you identify objectives where improvement efforts might best be focused. For resources on improving learning and teaching, pleas the **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center *Learning* Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5–point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
1. Gaining factual knowledge (terminology, classifications, methods, trends)	**Essential**	**4.4**	**3.6**	**0%**	**80%**
2. Learning fundamental principles, generalizations, or theories	**Essential**	**4.6**	**3.9**	**0%**	**100%**
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	Important	4.6	3.8	0%	100%
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	**Essential**	**4.8**	**4.0**	**0%**	**100%**
5. Acquiring skills in working with others as a member of a team	Important	4.6	3.9	0%	100%
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
8. Developing skill in expressing myself orally or in writing	Minor/None				
9. Learning how to find and use resources for answering questions or solving problems	Minor/None				
10. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	Minor/None				
12. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		**4.6**	**3.8**		

Your Converted Average When Compared to Group Averages				
IDEA Database		IDEA Discipline[1]		Your In
Raw	Adj.	Raw	Adj.	Raw
58 Higher	**43 Lower**	**NA**	**NA**	**52 Similar**
64 Much Higher	**49 Similar**	**NA**	**NA**	**58 Higher**
62 Higher	46 Similar	NA	NA	57 Higher
64 Much Higher	**49 Similar**	**NA**	**NA**	**61 Higher**
61 Higher	50 Similar	NA	NA	59 Higher
62	**47**	**NA**	**NA**	**57**

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

[1] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Description of Students

The two items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Student Description	Your Average (5–point scale)
13. As a rule, I put forth more effort than other students on academic work.	4.6
15. I really wanted to take this course regardless of who taught it.	4.6

Your Converted Average When Compared to Group Averages			
IDEA Database		IDEA Discipline	Your Ins
81	Much Higher	NA	70 Muc
73	Much Higher	NA	65 Muc

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Statistical Detail

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1 and 2 or who want to determine if responses to some iter were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential –see page 2) and other items for which comparisons were provided.

	Number Responding								Converted Avg.		Comparison Group Average		
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
1. Gaining factual knowledge (terminology,...	**0**	**0**	**1**	**1**	**3**	**0**	**4.4**	**0.9**	**58**	**43**	**4.0**	**NA**	**4.3**
2. Learning fundamental principles, generalizations, or...	**0**	**0**	**0**	**2**	**3**	**0**	**4.6**	**0.5**	**64**	**49**	**3.9**	**NA**	**4.3**
3. Learning to *apply* course material (to improve thinking,...	**0**	**0**	**0**	**2**	**3**	**0**	**4.6**	**0.5**	**62**	**46**	**4.0**	**NA**	**4.3**
4. Developing specific skills, competencies, and points...	**0**	**0**	**0**	**1**	**4**	**0**	**4.8**	**0.4**	**64**	**49**	**4.0**	**NA**	**4.3**
5. Acquiring skills in working with others as a member of...	**0**	**0**	**0**	**2**	**3**	**0**	**4.6**	**0.5**	**61**	**50**	**3.9**	**NA**	**4.1**
6. Developing creative capacities (writing, inventing, designing,...	0	0	1	1	3	0	4.4	0.9	NA	NA	3.9	NA	4.1
7. Gaining a broader understanding and appreciation of...	0	0	2	0	3	0	4.2	1.1	NA	NA	3.7	NA	4.1
8. Developing skill in expressing myself orally or in writing	0	0	1	1	3	0	4.4	0.9	NA	NA	3.8	NA	4.0
9. Learning how to find and use resources for answering...	0	0	1	1	3	0	4.4	0.9	NA	NA	3.7	NA	4.1
10. Developing a clearer understanding of, and commitment to,...	0	0	0	2	3	0	4.6	0.5	NA	NA	3.8	NA	4.1
11. Learning to *analyze* and *critically evaluate* ideas, arguments,...	0	0	0	1	4	0	4.8	0.4	NA	NA	3.8	NA	4.1
12. Acquiring an interest in learning more by asking my own...	0	0	0	1	4	0	4.8	0.4	NA	NA	3.8	NA	4.1

Key: 1=No apparent progress 2=Slight progress 3=Moderate progress 4=Substantial progress 5=Exceptional progress Bold=Selected as Important or Essential

13. As a rule, I put forth more effort than other students on...	0	0	0	2	3	0	4.6	0.5	81	NA	3.6	NA	3.9
14. My background prepared me well for this course's requirements.	0	0	0	3	2	0	4.4	0.5	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	0	0	0	2	3	0	4.6	0.5	73	NA	3.3	NA	3.8
16. As a result of taking this course, I have more positive feelings...	0	0	0	2	3	0	4.6	0.5	62	43	3.9	NA	4.2
17. Overall, I rate this instructor an excellent teacher.	0	0	0	1	4	0	4.8	0.4	60	52	4.2	NA	4.4
18. Overall, I rate this course as excellent.	0	0	0	1	4	0	4.8	0.4	65	49	3.9	NA	4.3

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

Item 14 is an experimental item. Therefore, no comparative information is available.

No Additional Questions.

Notes
Discipline code selected on FIF: 4801 Discipline code used for comparison: 4800 Discipline comparisons were not reported because fewer than 400 classes ir this discipline were in the IDEA database.

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University of New Mexico Main Campus

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Spring 2013

IDEA Short Form Repor

To learn more, see the Interpretive Guide: www.theideacenter.org/shortguide.pdf

Of the 10 students enrolled, 9 responded (90%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rat (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and t course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in sc other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report mc progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported sco

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw o adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student work habits (item 13), student desire to take the course regardless of who taught it (item 15), and instructor reported class size.

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives [1] Twelve objectives were selected as relevant (Important or Essential –see page 2)	4.3	4.0
Overall Ratings		
B. Excellent Teacher	4.8	4.6
C. Excellent Course	4.8	4.4
D. Average of B & C	4.8	4.5
Summary Evaluation (Average of A & D) [1]	4.6	4.3

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

[2] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings: B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Summary Evaluation (Average of A & D)	
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)					64					
Higher Next 20% (56–62)	57		59	56		58	62	57	60	
Similar Middle 40% (45–55)		53								55
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:[2]

Discipline (IDEA Data)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Institution	53	52	56	55	59	57	58	56	56	54

No Disciplinary Comparisons Available

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Re Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essenti weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is alsc These results should help you identify objectives where improvement efforts might best be focused. For resources on improving learning and teaching, pleas the **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center *Learning* Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5–point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
1. Gaining factual knowledge (terminology, classifications, methods, trends)	Important	4.4	4.2	0%	89%
2. Learning fundamental principles, generalizations, or theories	Important	4.3	4.1	0%	78%
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	Important	4.6	4.3	0%	89%
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Important	4.3	4.0	0%	78%
5. Acquiring skills in working with others as a member of a team	Important	3.8	3.5	11%	56%
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Important	4.6	4.2	0%	89%
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	4.3	4.0	0%	89%
8. Developing skill in expressing myself orally or in writing	Important	4.2	4.0	0%	78%
9. Learning how to find and use resources for answering questions or solving problems	Important	4.1	3.9	0%	67%
10. Developing a clearer understanding of, and commitment to, personal values	Important	4.1	3.9	0%	67%
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	Important	4.3	4.1	0%	78%
12. Acquiring an interest in learning more by asking my own questions and seeking answers	Important	4.4	4.1	0%	89%
Progress on Relevant Objectives		**4.3**	**4.0**		

[1] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to Group Averages				
IDEA Database		IDEA Discipline[1]		Your Ins
Raw	Adj.	Raw	Adj.	Raw
59 Higher	54 Similar	NA	NA	53 Similar
58 Higher	53 Similar	NA	NA	52 Similar
61 Higher	56 Higher	NA	NA	57 Higher
55 Similar	49 Similar	NA	NA	51 Similar
48 Similar	44 Lower	NA	NA	45 Similar
60 Higher	55 Similar	NA	NA	58 Higher
59 Higher	54 Similar	NA	NA	54 Similar
56 Higher	54 Similar	NA	NA	54 Similar
57 Higher	53 Similar	NA	NA	50 Similar
55 Similar	51 Similar	NA	NA	51 Similar
58 Higher	55 Similar	NA	NA	55 Similar
62 Higher	56 Higher	NA	NA	57 Higher
57	**53**	**NA**	**NA**	**53**

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Description of Students

The two items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Student Description	Your Average (5–point scale)
13. As a rule, I put forth more effort than other students on academic work.	3.8
15. I really wanted to take this course regardless of who taught it.	4.1

Your Converted Average When Compared to Group Averages			
IDEA Database	IDEA Discipline	Your Inst	
55 Similar	NA	47	Si
64 Much Higher	NA	56	Hi

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Statistical Detail

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1 and 2 or who want to determine if responses to some item were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential –see page 2) and other items for which comparisons were provided.

	Number Responding								Converted Avg.		Comparison Group Average		
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
1. Gaining factual knowledge (terminology,...	0	0	1	3	5	0	4.4	0.7	59	54	4.0	NA	4.3
2. Learning fundamental principles, generalizations, or...	0	0	2	2	5	0	4.3	0.9	58	53	3.9	NA	4.3
3. Learning to *apply* course material (to improve thinking,...	0	0	1	2	6	0	4.6	0.7	61	56	4.0	NA	4.3
4. Developing specific skills, competencies, and points...	0	0	2	2	5	0	4.3	0.9	55	49	4.0	NA	4.3
5. Acquiring skills in working with others as a member of...	0	1	3	2	3	0	3.8	1.1	48	44	3.9	NA	4.1
6. Developing creative capacities (writing, inventing,...	0	0	1	2	6	0	4.6	0.7	60	55	3.9	NA	4.1
7. Gaining a broader understanding and appreciation of...	0	0	1	4	4	0	4.3	0.7	59	54	3.7	NA	4.1
8. Developing skill in expressing myself orally or in writing	0	0	2	3	4	0	4.2	0.8	56	54	3.8	NA	4.0
9. Learning how to find and use resources for answering...	0	0	3	2	4	0	4.1	0.9	57	53	3.7	NA	4.1
10. Developing a clearer understanding of, and...	0	0	3	2	4	0	4.1	0.9	55	51	3.8	NA	4.1
11. Learning to *analyze* and *critically evaluate* ideas,...	0	0	2	2	5	0	4.3	0.9	58	55	3.8	NA	4.1
12. Acquiring an interest in learning more by asking my...	0	0	1	3	5	0	4.4	0.7	62	56	3.8	NA	4.1

Key: 1=No apparent progress 2=Slight progress 3=Moderate progress 4=Substantial progress 5=Exceptional progress **Bold=Selected as Important or Essential**

13. As a rule, I put forth more effort than other students on...	1	0	2	3	3	0	3.8	1.3	55	NA	3.6	NA	3.9
14. My background prepared me well for this course's requirements.	0	0	1	5	3	0	4.2	0.7	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	0	1	1	3	4	0	4.1	1.1	64	NA	3.3	NA	3.8
16. As a result of taking this course, I have more positive feelings...	0	0	0	3	6	0	4.7	0.5	63	56	3.9	NA	4.2
17. Overall, I rate this instructor an excellent teacher.	0	0	0	2	7	0	4.8	0.4	59	56	4.2	NA	4.4
18. Overall, I rate this course as excellent.	0	0	0	2	7	0	4.8	0.4	64	58	3.9	NA	4.3

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

Item 14 is an experimental item. Therefore, no comparative information is available.

No Additional Questions.

Notes

Since objectives were not identified, all were considered "Important."
Discipline code selected on FIF: 4801
Discipline code used for comparison: 4800
Discipline comparisons were not reported because fewer than 400 classes in this discipline were in the IDEA database.

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University of New Mexico Main Campus

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Spring 2013

IDEA Short Form Repor

To learn more, see the Interpretive Guide: www.theideacenter.org/shortguide.pdf

Of the 9 students enrolled, 6 responded (67%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rat (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and t course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in sc other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report mo progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported scor

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw o adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student work habits (item 13), student desire to take the course regardless of who taught it (item 15), and instructor reported class size.

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives [1] Ten objectives were selected as relevant (Important or Essential –see page 2)	4.0	3.3
Overall Ratings		
B. Excellent Teacher	4.3	3.9
C. Excellent Course	4.7	4.0
D. Average of B & C	4.5	4.0
Summary Evaluation (Average of A & D) [1]	4.3	3.7

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

[2] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings: B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Summary Evaluation (Average of A & D)	
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)					62		57			
Similar Middle 40% (45–55)	52		52	46		51		49	55	
Lower Next 20% (38–44)		39								44
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:[2]

Discipline (IDEA Data)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Institution	46	37	48	44	57	50	53	47	50	42

No Disciplinary Comparisons Available

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on R Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essen weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is al These results should help you identify objectives where improvement efforts might best be focused. For resources on improving learning and teaching, plea the **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center *Learning* Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5–point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
1. Gaining factual knowledge (terminology, classifications, methods, trends)	**Essential**	**4.3**	**3.7**	**0%**	**83%**
2. Learning fundamental principles, generalizations, or theories	**Essential**	**3.8**	**3.2**	**17%**	**67%**
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	**Essential**	**3.7**	**2.8**	**17%**	**50%**
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	**Essential**	**4.3**	**3.6**	**0%**	**83%**
5. Acquiring skills in working with others as a member of a team	Important	4.0	3.4	17%	67%
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	3.7	2.9	17%	67%
8. Developing skill in expressing myself orally or in writing	Important	3.7	3.1	17%	67%
9. Learning how to find and use resources for answering questions or solving problems	Important	4.2	3.6	0%	67%
10. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	Important	3.7	3.1	17%	67%
12. Acquiring an interest in learning more by asking my own questions and seeking answers	**Essential**	**4.2**	**3.4**	**0%**	**67%**
Progress on Relevant Objectives		**4.0**	**3.3**		

[1] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to Group Averages				
IDEA Database		IDEA Discipline[1]		Your I
Raw	Adj.	Raw	Adj.	Raw
57 Higher	45 Similar	NA	NA	50 Similar
48 Similar	34 Much Lower	NA	NA	40 Lower
44 Lower	28 Much Lower	NA	NA	37 Much Lower
55 Similar	42 Lower	NA	NA	51 Similar
51 Similar	41 Lower	NA	NA	49 Similar
50 Similar	39 Lower	NA	NA	43 Lower
48 Similar	40 Lower	NA	NA	44 Lower
58 Higher	47 Similar	NA	NA	52 Similar
47 Similar	37 Much Lower	NA	NA	42 Lower
57 Higher	43 Lower	NA	NA	52 Similar
52	39	NA	NA	46

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Description of Students

The two items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Student Description	Your Average (5–point scale)
13. As a rule, I put forth more effort than other students on academic work.	4.5
15. I really wanted to take this course regardless of who taught it.	4.2

Your Converted Average When Compared to Group Averages		
IDEA Database	IDEA Discipline	Your Ins
78 Much Higher	NA	67 Muc
65 Much Higher	NA	57 H

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Statistical Detail

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1 and 2 or who want to determine if responses to some iten were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential –see page 2) and other items for which comparisons were provided.

	Number Responding								Converted Avg.		Comparison Group Average		
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
1. Gaining factual knowledge (terminology,...	0	0	1	2	3	0	4.3	0.8	57	45	4.0	NA	4.3
2. Learning fundamental principles, generalizations, or...	0	1	1	2	2	0	3.8	1.2	48	34	3.9	NA	4.3
3. Learning to *apply* course material (to improve thinking,...	0	1	2	1	2	0	3.7	1.2	44	28	4.0	NA	4.3
4. Developing specific skills, competencies, and points...	0	0	1	2	3	0	4.3	0.8	55	42	4.0	NA	4.3
5. Acquiring skills in working with others as a member of...	0	1	1	1	3	0	4.0	1.3	51	41	3.9	NA	4.1
6. Developing creative capacities (writing, inventing, designing,...	1	0	1	1	3	0	3.8	1.6	NA	NA	3.9	NA	4.1
7. Gaining a broader understanding and appreciation of...	1	0	1	2	2	0	3.7	1.5	50	39	3.7	NA	4.1
8. Developing skill in expressing myself orally or in writing	1	0	1	2	2	0	3.7	1.5	48	40	3.8	NA	4.0
9. Learning how to find and use resources for answering...	0	0	2	1	3	0	4.2	1.0	58	47	3.7	NA	4.1
10. Developing a clearer understanding of, and commitment to,...	0	1	2	1	2	0	3.7	1.2	NA	NA	3.8	NA	4.1
11. Learning to *analyze* and *critically evaluate* ideas,...	1	0	1	2	2	0	3.7	1.5	47	37	3.8	NA	4.1
12. Acquiring an interest in learning more by asking my...	0	0	2	1	3	0	4.2	1.0	57	43	3.8	NA	4.1

Key: 1=No apparent progress 2=Slight progress 3=Moderate progress 4=Substantial progress 5=Exceptional progress **Bold=Selected as Important or Essential**

13. As a rule, I put forth more effort than other students on...	0	0	0	3	3	0	4.5	0.5	78	NA	3.6	NA	3.9
14. My background prepared me well for this course's requirements.	0	0	0	1	5	0	4.8	0.4	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	0	0	2	1	3	0	4.2	1.0	65	NA	3.3	NA	3.8
16. As a result of taking this course, I have more positive feelings...	0	0	0	2	4	0	4.7	0.5	63	51	3.9	NA	4.2
17. Overall, I rate this instructor an excellent teacher.	0	0	1	2	3	0	4.3	0.8	52	46	4.2	NA	4.4
18. Overall, I rate this course as excellent.	0	0	0	2	4	0	4.7	0.5	62	51	3.9	NA	4.3

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

Item 14 is an experimental item. Therefore, no comparative information is available.

No Additional Questions.

Notes

Consider selecting fewer objectives as "Important" or "Essential."
Discipline code selected on FIF: 4801
Discipline code used for comparison: 4800
Discipline comparisons were not reported because fewer than 400 classes in this discipline were in the IDEA database.

WAHID, S

University of New Mexico Main Campus

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TU 08:30
Spring 2013

IDEA Short Form Repo

To learn more, see the Interpretive Guide: www.theideacenter.org/shortguide.pdf

Of the 5 students enrolled, 4 responded (80%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response ra (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in s other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report m progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported scc

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet ar beyond the instructor's control. Scores are adjusted to take into account student work habits (item 13), student desire to take the course regardless of who taught i (item 15), and instructor reported class size.

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives [1] Eleven objectives were selected as relevant (important or Essential –see page 2)	4.4	4.0
Overall Ratings		
B. Excellent Teacher	5.0	4.6
C. Excellent Course	5.0	4.3
D. Average of B & C	5.0	4.4
Summary Evaluation (Average of A & D) [1]	4.7	4.2

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

[2] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings: B. Excellent Teacher		Overall Ratings: C. Excellent Course		Overall Ratings: D. Average of B & C		Summary Evaluation (Average of A & D)	
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)			63		68		66		63	
Higher Next 20% (56–62)	60			57		56		57		
Similar Middle 40% (45–55)		53								55
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:[2]

Discipline (IDEA Data)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Institution	56	52	61	57	63	55	62	56	59	54

No Disciplinary Comparisons Available

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Re Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essenti weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is als These results should help you identify objectives where improvement efforts might best be focused. For resources on improving learning and teaching, pleas the **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center *Learning* Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5–point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
1. Gaining factual knowledge (terminology, classifications, methods, trends)	**Essential**	5.0	4.7	0%	100%
2. Learning fundamental principles, generalizations, or theories	**Essential**	5.0	4.7	0%	100%
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	**Essential**	5.0	4.6	0%	100%
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	**Essential**	4.8	4.3	0%	100%
5. Acquiring skills in working with others as a member of a team	**Essential**	4.5	4.2	0%	75%
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Important	4.5	4.0	0%	100%
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	3.3	2.6	25%	50%
8. Developing skill in expressing myself orally or in writing	**Essential**	3.5	3.2	25%	75%
9. Learning how to find and use resources for answering questions or solving problems	**Essential**	4.0	3.7	25%	75%
10. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	Important	4.5	4.2	0%	100%
12. Acquiring an interest in learning more by asking my own questions and seeking answers	**Essential**	4.0	3.4	25%	75%
Progress on Relevant Objectives		4.4	4.0		

[1] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to Group Averages				
IDEA Database		IDEA Discipline[1]		Your In
Raw	Adj.	Raw	Adj.	Raw
70 Much Higher	64 Much Higher	NA	NA	66 Much Higher
72 Much Higher	66 Much Higher	NA	NA	67 Much Higher
70 Much Higher	62 Higher	NA	NA	66 Much Higher
64 Much Higher	55 Similar	NA	NA	60 Higher
59 Higher	54 Similar	NA	NA	57 Higher
59 Higher	51 Similar	NA	NA	57 Higher
44 Lower	35 Much Lower	NA	NA	36 Much Lower
46 Similar	41 Lower	NA	NA	42 Lower
55 Similar	49 Similar	NA	NA	48 Similar
61 Higher	56 Higher	NA	NA	58 Higher
54 Similar	43 Lower	NA	NA	48 Similar
60	53	NA	NA	56

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Description of Students

The two items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Student Description	Your Average (5–point scale)
13. As a rule, I put forth more effort than other students on academic work.	3.8
15. I really wanted to take this course regardless of who taught it.	4.8

Your Converted Average When Compared to Group Averages			
IDEA Database		IDEA Discipline	Your Ins
54	Similar	NA	46 S
75	Much Higher	NA	68 Muc

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Statistical Detail

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1 and 2 or who want to determine if responses to some iter were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential –see page 2) and other items for which comparisons were provided.

	Number Responding								Converted Avg.		Comparison Group Average		
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
1. Gaining factual knowledge (terminology,...	0	0	0	0	4	0	5.0	0.0	70	64	4.0	NA	4.3
2. Learning fundamental principles, generalizations, or...	0	0	0	0	4	0	5.0	0.0	72	66	3.9	NA	4.3
3. Learning to *apply* course material (to improve thinking,...	0	0	0	0	4	0	5.0	0.0	70	62	4.0	NA	4.3
4. Developing specific skills, competencies, and points...	0	0	0	1	3	0	4.8	0.5	64	55	4.0	NA	4.3
5. Acquiring skills in working with others as a member of...	0	0	1	0	3	0	4.5	1.0	59	54	3.9	NA	4.1
6. Developing creative capacities (writing, inventing,...	0	0	0	2	2	0	4.5	0.6	59	51	3.9	NA	4.1
7. Gaining a broader understanding and appreciation of...	1	0	1	1	1	0	3.3	1.7	44	35	3.7	NA	4.1
8. Developing skill in expressing myself orally or in writing	1	0	0	2	1	0	3.5	1.7	46	41	3.8	NA	4.0
9. Learning how to find and use resources for answering...	0	1	0	1	2	0	4.0	1.4	55	49	3.7	NA	4.1
10. Developing a clearer understanding of, and commitment to,...	0	0	1	1	2	0	4.3	1.0	NA	NA	3.8	NA	4.1
11. Learning to *analyze* and *critically evaluate* ideas,...	0	0	0	2	2	0	4.5	0.6	61	56	3.8	NA	4.1
12. Acquiring an interest in learning more by asking my...	0	1	0	1	2	0	4.0	1.4	54	43	3.8	NA	4.1

Key: 1=No apparent progress 2=Slight progress 3=Moderate progress 4=Substantial progress 5=Exceptional progress **Bold=Selected as Important or Essential**

13. As a rule, I put forth more effort than other students on...	0	1	0	2	1	0	3.8	1.3	54	NA	3.6	NA	3.9
14. My background prepared me well for this course's requirements.	0	1	0	1	2	0	4.0	1.4	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	0	0	0	1	3	0	4.8	0.5	75	NA	3.3	NA	3.8
16. As a result of taking this course, I have more positive feelings...	0	0	0	1	3	0	4.8	0.5	65	51	3.9	NA	4.2
17. Overall, I rate this instructor an excellent teacher.	0	0	0	0	4	0	5.0	0.0	63	57	4.2	NA	4.4
18. Overall, I rate this course as excellent.	0	0	0	0	4	0	5.0	0.0	68	56	3.9	NA	4.3

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

Item 14 is an experimental item. Therefore, no comparative information is available.

No Additional Questions.

Notes

Consider selecting fewer objectives as "Important" or "Essential."
Discipline code selected on FIF: 4801
Discipline code used for comparison: 4800
Discipline comparisons were not reported because fewer than 400 classes i this discipline were in the IDEA database.

WAHID, S

University of New Mexico Main Campus

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TU 11:30
Spring 2013

IDEA Short Form Repor

To learn more, see the Interpretive Guide: www.theideacenter.org/shortguide.pdf

Of the 10 students enrolled, 8 responded (80%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rat (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and t course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in sc other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report mo progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported scor

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw o adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student work habits (item 13), student desire to take the course regardless of who taught it (item 15), and instructor reported class size.

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives [1] **Eleven** objectives were selected as relevant (Important or Essential –see page 2)	4.5	3.8
Overall Ratings		
B. Excellent Teacher	4.9	4.4
C. Excellent Course	4.9	4.0
D. Average of B & C	4.9	4.2
Summary Evaluation (Average of A & D) [1]	4.7	4.0

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

[2] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings: B. Excellent Teacher		Overall Ratings: C. Excellent Course		Overall Ratings: D. Average of B & C		Summary Evaluation (Average of A & D)	
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)					66		64			
Higher Next 20% (56–62)	60		61						62	
Similar Middle 40% (45–55)		49		54		51		53		51
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your: [2]

Discipline (IDEA Data)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Institution	56	48	58	53	61	50	60	52	58	50

No Disciplinary Comparisons Available

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Re Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essenti weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is als These results should help you identify objectives where improvement efforts might best be focused. For resources on improving learning and teaching, pleas the **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center *Learning* Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
1. Gaining factual knowledge (terminology, classifications, methods, trends)	**Essential**	**4.6**	**4.0**	**0%**	**100%**
2. Learning fundamental principles, generalizations, or theories	**Essential**	**4.4**	**3.8**	**0%**	**88%**
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	**Essential**	**4.5**	**3.8**	**0%**	**100%**
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	**Essential**	**4.8**	**4.0**	**0%**	**100%**
5. Acquiring skills in working with others as a member of a team	**Essential**	**4.1**	**3.5**	**0%**	**88%**
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Important	4.1	3.4	13%	88%
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	3.9	3.1	13%	75%
8. Developing skill in expressing myself orally or in writing	**Essential**	**4.3**	**3.9**	**0%**	**100%**
9. Learning how to find and use resources for answering questions or solving problems	**Essential**	**4.8**	**4.3**	**0%**	**100%**
10. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	Important	4.1	3.6	13%	88%
12. Acquiring an interest in learning more by asking my own questions and seeking answers	**Essential**	**4.8**	**4.1**	**0%**	**100%**
Progress on Relevant Objectives		**4.5**	**3.8**		

[1] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to Group Averages				
IDEA Database		IDEA Discipline[1]		Your In
Raw	Adj.	Raw	Adj.	Raw
63 Much Higher	**50 Similar**	**NA**	**NA**	**57 Higher**
59 Higher	**47 Similar**	**NA**	**NA**	**53 Similar**
60 Higher	**46 Similar**	**NA**	**NA**	**55 Similar**
64 Much Higher	**50 Similar**	**NA**	**NA**	**60 Higher**
53 Similar	**44 Lower**	**NA**	**NA**	**51 Similar**
54 Similar	43 Lower	NA	NA	51 Similar
53 Similar	42 Lower	NA	NA	47 Similar
57 Higher	**51 Similar**	**NA**	**NA**	**55 Similar**
68 Much Higher	**59 Higher**	**NA**	**NA**	**63 Much Higher**
55 Similar	46 Similar	NA	NA	51 Similar
67 Much Higher	**55 Similar**	**NA**	**NA**	**63 Much Higher**
60	**49**	**NA**	**NA**	**56**

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Description of Students

The two items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Student Description	Your Average (5-point scale)
13. As a rule, I put forth more effort than other students on academic work.	4.3
15. I really wanted to take this course regardless of who taught it.	4.8

Your Converted Average When Compared to Group Averages		
IDEA Database	IDEA Discipline	Your Inst
70 Much Higher	NA	60 Hi
75 Much Higher	NA	68 Much

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
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Statistical Detail

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Converted Averages are reported only for relevant learning objectives (Important or Essential –see page 2) and other items for which comparisons were provided.

	Number Responding								Converted Avg.		Comparison Group Average		
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
1. Gaining factual knowledge (terminology,...	0	0	0	3	5	0	4.6	0.5	63	50	4.0	NA	4.3
2. Learning fundamental principles, generalizations, or...	0	0	1	3	4	0	4.4	0.7	59	47	3.9	NA	4.3
3. Learning to *apply* course material (to improve thinking,...	0	0	0	4	4	0	4.5	0.5	60	46	4.0	NA	4.3
4. Developing specific skills, competencies, and points...	0	0	0	2	6	0	4.8	0.5	64	50	4.0	NA	4.3
5. Acquiring skills in working with others as a member of...	0	0	1	5	2	0	4.1	0.6	53	44	3.9	NA	4.1
6. Developing creative capacities (writing, inventing,...	1	0	0	3	4	0	4.1	1.4	54	43	3.9	NA	4.1
7. Gaining a broader understanding and appreciation of...	1	0	1	3	3	0	3.9	1.4	53	42	3.7	NA	4.1
8. Developing skill in expressing myself orally or in writing	0	0	0	5	2	1	4.3	0.5	57	51	3.8	NA	4.0
9. Learning how to find and use resources for answering...	0	0	0	2	6	0	4.8	0.5	68	59	3.7	NA	4.1
10. Developing a clearer understanding of, and commitment to,...	0	0	1	3	4	0	4.4	0.7	NA	NA	3.8	NA	4.1
11. Learning to *analyze* and *critically evaluate* ideas,...	0	1	0	4	3	0	4.1	1.0	55	46	3.8	NA	4.1
12. Acquiring an interest in learning more by asking my...	0	0	0	2	6	0	4.8	0.5	67	55	3.8	NA	4.1

Key: 1=No apparent progress 2=Slight progress 3=Moderate progress 4=Substantial progress 5=Exceptional progress **Bold=Selected as Important or Essential**

13. As a rule, I put forth more effort than other students on...	0	0	2	2	4	0	4.3	0.9	70	NA	3.6	NA	3.9
14. My background prepared me well for this course's requirements.	0	0	0	3	5	0	4.6	0.5	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	0	0	0	2	6	0	4.8	0.5	75	NA	3.3	NA	3.8
16. As a result of taking this course, I have more positive feelings...	0	0	0	2	6	0	4.8	0.5	65	47	3.9	NA	4.2
17. Overall, I rate this instructor an excellent teacher.	0	0	0	1	7	0	4.9	0.4	61	54	4.2	NA	4.4
18. Overall, I rate this course as excellent.	0	0	0	1	7	0	4.9	0.4	66	51	3.9	NA	4.3

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

Item 14 is an experimental item. Therefore, no comparative information is available.

No Additional Questions.

Notes

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Discipline code selected on FIF: 4801
Discipline code used for comparison: 4800
Discipline comparisons were not reported because fewer than 400 classes i this discipline were in the IDEA database.

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University of New Mexico Main Campus

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Spring 2013

IDEA Short Form Repo

To learn more, see the Interpretive Guide: www.theideacenter.org/shortguide.pdf

Of the 18 students enrolled, 8 responded (44%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response ra (less than 60%) (see www.theideacenter.org/AdminDecisions).

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Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives [1] Twelve objectives were selected as relevant (Important or Essential –see page 2)	4.4	4.0
Overall Ratings		
B. Excellent Teacher	5.0	4.8
C. Excellent Course	5.0	4.7
D. Average of B & C	5.0	4.8
Summary Evaluation (Average of A & D) [1]	4.7	4.4

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

[2] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings: B. Excellent Teacher		Overall Ratings: C. Excellent Course		Overall Ratings: D. Average of B & C		Summary Evaluation (Average of A & D)	
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)			63		68	63	66		63	
Higher Next 20% (58–62)	59			59				61		57
Similar Middle 40% (45–55)		52								
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:[2]

Discipline (IDEA Data)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Institution	55	51	61	59	63	62	62	61	59	56

No Disciplinary Comparisons Available

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Re Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essentia weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also These results should help you identify objectives where improvement efforts might best be focused. For resources on improving learning and teaching, pleas the **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center *Learning* Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5–point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
1. Gaining factual knowledge (terminology, classifications, methods, trends)	**Essential**	4.6	4.3	0%	88%
2. Learning fundamental principles, generalizations, or theories	**Essential**	4.3	3.8	13%	75%
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	**Essential**	4.6	4.2	0%	88%
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	**Essential**	4.4	3.9	0%	75%
5. Acquiring skills in working with others as a member of a team	**Essential**	4.4	3.9	13%	75%
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	**Essential**	4.5	4.1	0%	88%
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	4.0	3.4	13%	63%
8. Developing skill in expressing myself orally or in writing	**Essential**	4.3	3.9	13%	75%
9. Learning how to find and use resources for answering questions or solving problems	**Essential**	4.5	4.1	0%	75%
10. Developing a clearer understanding of, and commitment to, personal values	Important	4.6	4.2	0%	88%
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	Important	4.5	4.1	0%	88%
12. Acquiring an interest in learning more by asking my own questions and seeking answers	**Essential**	4.4	3.9	13%	75%
Progress on Relevant Objectives		4.4	4.0		

[1] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to Group Averages				
IDEA Database		IDEA Discipline[1]		Your Ins
Raw	Adj.	Raw	Adj.	Raw
63 Much Higher	55 Similar	NA	NA	57 Higher
56 Higher	48 Similar	NA	NA	50 Similar
62 Higher	55 Similar	NA	NA	58 Higher
56 Higher	48 Similar	NA	NA	53 Similar
57 Higher	50 Similar	NA	NA	55 Similar
59 Higher	53 Similar	NA	NA	57 Higher
54 Similar	47 Similar	NA	NA	49 Similar
57 Higher	51 Similar	NA	NA	54 Similar
63 Much Higher	56 Higher	NA	NA	58 Higher
64 Much Higher	57 Higher	NA	NA	59 Higher
61 Higher	55 Similar	NA	NA	58 Higher
60 Higher	52 Similar	NA	NA	56 Higher
59	52	NA	NA	55

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Description of Students

The two items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Student Description	Your Average (5–point scale)
13. As a rule, I put forth more effort than other students on academic work.	4.4
15. I really wanted to take this course regardless of who taught it.	3.8

Your Converted Average When Compared to Group Averages		
IDEA Database	IDEA Discipline	Your Inst
74 Much Higher	NA	64 Much
58 Higher	NA	49 Si

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Statistical Detail

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1 and 2 or who want to determine if responses to some iten were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (important or Essential –see page 2) and other items for which comparisons were provided.

	Number Responding								Converted Avg.		Comparison Group Average		
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
1. Gaining factual knowledge (terminology,...	0	0	1	1	6	0	4.6	0.7	63	55	4.0	NA	4.3
2. Learning fundamental principles, generalizations, or...	0	1	1	1	5	0	4.3	1.2	56	48	3.9	NA	4.3
3. Learning to *apply* course material (to improve thinking,...	0	0	1	1	6	0	4.6	0.7	62	55	4.0	NA	4.3
4. Developing specific skills, competencies, and points...	0	0	2	1	5	0	4.4	0.9	56	48	4.0	NA	4.3
5. Acquiring skills in working with others as a member of...	0	1	1	0	6	0	4.4	1.2	57	50	3.9	NA	4.1
6. Developing creative capacities (writing, inventing,...	0	0	1	2	5	0	4.5	0.8	59	53	3.9	NA	4.1
7. Gaining a broader understanding and appreciation of...	1	0	2	0	5	0	4.0	1.5	54	47	3.7	NA	4.1
8. Developing skill in expressing myself orally or in writing	1	0	1	0	6	0	4.3	1.5	57	51	3.8	NA	4.0
9. Learning how to find and use resources for answering...	0	0	2	0	6	0	4.5	0.9	63	56	3.7	NA	4.1
10. Developing a clearer understanding of, and...	0	0	1	1	6	0	4.6	0.7	64	57	3.8	NA	4.1
11. Learning to *analyze* and *critically evaluate* ideas,...	0	0	1	2	5	0	4.5	0.8	61	55	3.8	NA	4.1
12. Acquiring an interest in learning more by asking my...	0	1	1	0	6	0	4.4	1.2	60	52	3.8	NA	4.1

Key: 1=No apparent progress 2=Slight progress 3=Moderate progress 4=Substantial progress 5=Exceptional progress **Bold=Selected as Important or Essential**

13. As a rule, I put forth more effort than other students on...	0	1	0	2	5	0	4.4	1.1	74	NA	3.6	NA	3.9
14. My background prepared me well for this course's requirements.	0	0	2	1	5	0	4.4	0.9	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	1	0	2	2	3	0	3.8	1.4	58	NA	3.3	NA	3.8
16. As a result of taking this course, I have more positive feelings...	0	0	1	1	8	0	4.6	0.7	63	56	3.9	NA	4.2
17. Overall, I rate this instructor an excellent teacher.	0	0	0	0	8	0	5.0	0.0	63	59	4.2	NA	4.4
18. Overall, I rate this course as excellent.	0	0	0	0	8	0	5.0	0.0	68	63	3.9	NA	4.3

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

Item 14 is an experimental item. Therefore, no comparative information is available.

No Additional Questions.

Notes

Consider selecting fewer objectives as "Important" or "Essential."
Discipline code selected on FIF: 4801
Discipline code used for comparison: 4800
Discipline comparisons were not reported because fewer than 400 classes in this discipline were in the IDEA database.

WAHID, S A

University of New Mexico Main Campus

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Spring 2013

IDEA Short Form Repor

To learn more, see the Interpretive Guide: www.theideacenter.org/shortguide.pdf

Of the 12 students enrolled, 8 responded (67%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rat (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and t course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in sc other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report mc progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported sco

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw o adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student work habits (item 13), student desire to take the course regardless of who taught it (item 15), and instructor reported class size.

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives [1] Twelve objectives were selected as relevant (Important or Essential –see page 2)	4.5	4.1
Overall Ratings		
B. Excellent Teacher	4.8	4.5
C. Excellent Course	4.6	4.2
D. Average of B & C	4.7	4.4
Summary Evaluation (Average of A & D) [1]	4.6	4.3

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

[2] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)	61		59		62		61		61	
Similar Middle 40% (45–55)		55		55		54		55		55
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:[2]

Discipline (IDEA Data)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Institution	57	53	56	54	56	53	56	54	57	54

No Disciplinary Comparisons Available

Statistical Detail

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1 and 2 or who want to determine if responses to so were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential –see page 2) and other items for which comparisons were pro

	Number Responding								Converted Avg.		Comparison Group Av		
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Inst
1. Gaining factual knowledge (terminology,...	0	0	0	4	4	0	4.5	0.5	60	53	4.0	NA	
2. Learning fundamental principles, generalizations, or...	0	0	1	1	6	0	4.6	0.7	64	58	3.9	NA	
3. Learning to *apply* course material (to improve thinking,...	0	0	0	1	7	0	4.9	0.4	67	61	4.0	NA	
4. Developing specific skills, competencies, and points...	0	0	0	3	5	0	4.6	0.5	61	54	4.0	NA	
5. Acquiring skills in working with others as a member of...	0	1	0	1	6	0	4.5	1.1	59	54	3.9	NA	
6. Developing creative capacities (writing, inventing,...	0	0	2	2	4	0	4.3	0.9	55	49	3.9	NA	
7. Gaining a broader understanding and appreciation of...	0	2	1	1	4	0	3.9	1.4	53	45	3.7	NA	
8. Developing skill in expressing myself orally or in writing	1	0	1	2	4	0	4.0	1.4	53	48	3.8	NA	
9. Learning how to find and use resources for answering...	0	1	0	1	6	0	4.5	1.1	63	58	3.7	NA	
10. Developing a clearer understanding of, and...	0	0	1	3	4	0	4.4	0.7	60	54	3.8	NA	
11. Learning to *analyze* and *critically evaluate* ideas,...	0	0	0	2	6	0	4.8	0.5	65	60	3.8	NA	
12. Acquiring an interest in learning more by asking my...	0	0	1	1	6	0	4.6	0.7	65	58	3.8	NA	

Key: 1=No apparent progress 2=Slight progress 3=Moderate progress 4=Substantial progress 5=Exceptional progress **Bold=Selected as Important or Essential**

13. As a rule, I put forth more effort than other students on...	0	0	2	3	3	0	4.1	0.8	66	NA	3.6	NA	
14. My background prepared me well for this course's requirements.	0	0	3	2	3	0	4.0	0.9	NA	NA	NA	NA	
15. I really wanted to take this course regardless of who taught it.	0	1	2	1	4	0	4.0	1.2	62	NA	3.3	NA	
16. As a result of taking this course, I have more positive feelings...	0	0	2	0	6	0	4.5	0.9	61	52	3.9	NA	
17. Overall, I rate this instructor an excellent teacher.	0	0	1	0	7	0	4.8	0.7	59	55	4.2	NA	
18. Overall, I rate this course as excellent.	0	0	1	1	6	0	4.6	0.7	62	54	3.9	NA	

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

Item 14 is an experimental item. Therefo comparative information is available.

No Additional Questions.

Notes
Consider selecting fewer objectives as "Important" or "Essential."
Discipline code selected on FIF: 4801
Discipline code used for comparison: 4800
Discipline comparisons were not reported because fewer than 400 clas this discipline were in the IDEA database.

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (dou weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also repor These results should help you identify objectives where improvement efforts might best be focused. For resources on improving learning and teaching, please refer the **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center *Learning* Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating		Your Converted Average When Compared to Group Averages					
						IDEA Database		IDEA Discipline[1]		Your Institutio	
		Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Ad
1. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.5	4.2	0%	100%	60 Higher	53 Similar	NA	NA	54 Similar	51 Simi
2. Learning fundamental principles, generalizations, or theories	Essential	4.6	4.3	0%	88%	64 Much Higher	58 Higher	NA	NA	59 Higher	56 Higl
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	Essential	4.9	4.5	0%	100%	67 Much Higher	61 Higher	NA	NA	63 Much Higher	60 Higl
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Essential	4.6	4.3	0%	100%	61 Higher	54 Similar	NA	NA	58 Higher	54 Simi
5. Acquiring skills in working with others as a member of a team	Essential	4.5	4.2	13%	88%	59 Higher	54 Similar	NA	NA	57 Higher	55 Simi
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Essential	4.3	3.8	0%	75%	55 Similar	49 Similar	NA	NA	53 Similar	50 Simi
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	3.9	3.3	25%	63%	53 Similar	45 Similar	NA	NA	47 Similar	43 Low
8. Developing skill in expressing myself orally or in writing	Essential	4.0	3.7	13%	75%	53 Similar	48 Similar	NA	NA	50 Similar	46 Simi
9. Learning how to find and use resources for answering questions or solving problems	Essential	4.5	4.2	13%	88%	63 Much Higher	58 Higher	NA	NA	58 Higher	54 Simi
10. Developing a clearer understanding of, and commitment to, personal values	Important	4.4	4.0	0%	88%	60 Higher	54 Similar	NA	NA	55 Similar	53 Simi
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	Important	4.8	4.4	0%	100%	65 Much Higher	60 Higher	NA	NA	63 Much Higher	59 High
12. Acquiring an interest in learning more by asking my own questions and seeking answers	Essential	4.6	4.2	0%	88%	65 Much Higher	58 Higher	NA	NA	60 Higher	56 High
Progress on Relevant Objectives		4.5	4.1			61	55	NA	NA	57	53

[1] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Description of Students

The two items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Student Description	Your Average (5-point scale)	Your Converted Average When Compared to Group Averages		
		IDEA Database	IDEA Discipline	Your Institutic
13. As a rule, I put forth more effort than other students on academic work.	4.1	66 Much Higher	NA	57 Higher
15. I really wanted to take this course regardless of who taught it.	4.0	62 Higher	NA	54 Similar

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

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University of New Mexico Main Campus

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IDEA Short Form Repo

To learn more, see the Interpretive Guide: www.theideacenter.org/shortguide.pdf

Of the 12 students enrolled, 6 responded (50%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response ra (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in s other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report m progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported sc

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet a beyond the instructor's control. Scores are adjusted to take into account student work habits (item 13), student desire to take the course regardless of who taught (item 15), and instructor reported class size.

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives [1] Twelve objectives were selected as relevant (Important or Essential –see page 2)	4.6	4.0
Overall Ratings		
B. Excellent Teacher	4.8	4.5
C. Excellent Course	4.8	4.2
D. Average of B & C	4.8	4.4
Summary Evaluation (Average of A & D) [1]	4.7	4.2

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

[2] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings: B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Summary Evaluation (Average of A & D)	
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)	63				65		63		63	
Higher Next 20% (56–62)			60							
Similar Middle 40% (45–55)		53		54		55		55		54
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:[2]

Discipline (IDEA Data)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Institution	60	52	57	53	60	54	59	54	60	53

No Disciplinary Comparisons Available

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on R Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essenti weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is als These results should help you identify objectives where improvement efforts might best be focused. For resources on improving learning and teaching, plea the **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center *Learning* Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
1. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.8	4.3	0%	100%
2. Learning fundamental principles, generalizations, or theories	Essential	4.8	4.4	0%	100%
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	Essential	4.7	4.0	0%	83%
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Essential	4.8	4.2	0%	100%
5. Acquiring skills in working with others as a member of a team	Essential	4.5	3.9	17%	83%
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Essential	4.5	3.8	17%	83%
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	4.5	3.8	0%	83%
8. Developing skill in expressing myself orally or in writing	Essential	4.3	3.9	17%	83%
9. Learning how to find and use resources for answering questions or solving problems	Essential	4.7	4.1	0%	100%
10. Developing a clearer understanding of, and commitment to, personal values	Important	4.3	3.7	17%	83%
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	Important	4.3	3.8	17%	83%
12. Acquiring an interest in learning more by asking my own questions and seeking answers	Essential	4.8	4.2	0%	100%
Progress on Relevant Objectives		4.6	4.0		

Your Converted Average When Compared to Group Averages				
IDEA Database		IDEA Discipline[1]		Your In
Raw	Adj.	Raw	Adj.	Raw
67 Much Higher	56 Higher	NA	NA	62 Higher
68 Much Higher	58 Higher	NA	NA	63 Much Higher
63 Much Higher	51 Similar	NA	NA	59 Higher
65 Much Higher	54 Similar	NA	NA	62 Higher
59 Higher	50 Similar	NA	NA	57 Higher
59 Higher	50 Similar	NA	NA	57 Higher
61 Higher	51 Similar	NA	NA	57 Higher
58 Higher	51 Similar	NA	NA	56 Higher
66 Much Higher	57 Higher	NA	NA	62 Higher
59 Higher	49 Similar	NA	NA	54 Similar
58 Higher	50 Similar	NA	NA	55 Similar
68 Much Higher	58 Higher	NA	NA	64 Much Higher
63	53	NA	NA	60

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

[1] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Description of Students

The two items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Student Description	Your Average (5-point scale)
13. As a rule, I put forth more effort than other students on academic work.	4.5
15. I really wanted to take this course regardless of who taught it.	4.2

Your Converted Average When Compared to Group Averages			
IDEA Database		IDEA Discipline	Your Ins
78	Much Higher	NA	67 Muc
65	Much Higher	NA	57 H

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Statistical Detail

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1 and 2 or who want to determine if responses to some iter were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential --see page 2) and other items for which comparisons were provided.

	Number Responding								Converted Avg.		Comparison Group Average		
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
1. Gaining factual knowledge (terminology,...	0	0	0	1	5	0	4.8	0.4	67	56	4.0	NA	4.3
2. Learning fundamental principles, generalizations, or...	0	0	0	1	5	0	4.8	0.4	68	58	3.9	NA	4.3
3. Learning to *apply* course material (to improve thinking,...	0	0	1	0	5	0	4.7	0.8	63	51	4.0	NA	4.3
4. Developing specific skills, competencies, and points...	0	0	0	1	5	0	4.8	0.4	65	54	4.0	NA	4.3
5. Acquiring skills in working with others as a member of...	0	1	0	0	5	0	4.5	1.2	59	50	3.9	NA	4.1
6. Developing creative capacities (writing, inventing,...	0	1	0	0	5	0	4.5	1.2	59	50	3.9	NA	4.1
7. Gaining a broader understanding and appreciation of...	0	0	1	1	4	0	4.5	0.8	61	51	3.7	NA	4.1
8. Developing skill in expressing myself orally or in writing	0	1	0	1	4	0	4.3	1.2	58	51	3.8	NA	4.0
9. Learning how to find and use resources for answering...	0	0	0	2	4	0	4.7	0.5	66	57	3.7	NA	4.1
10. Developing a clearer understanding of, and...	1	0	0	0	5	0	4.3	1.6	59	49	3.8	NA	4.1
11. Learning to *analyze* and *critically evaluate* ideas,...	0	1	0	1	4	0	4.3	1.2	58	50	3.8	NA	4.1
12. Acquiring an interest in learning more by asking my...	0	0	0	1	5	0	4.8	0.4	68	58	3.8	NA	4.1

Key: 1=No apparent progress 2=Slight progress 3=Moderate progress 4=Substantial progress 5=Exceptional progress Bold=Selected as Important or Essential

13. As a rule, I put forth more effort than other students on...	0	0	1	1	4	0	4.5	0.8	78	NA	3.8	NA	3.9
14. My background prepared me well for this course's requirements.	0	1	0	1	4	0	4.3	1.2	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	0	1	1	0	4	0	4.2	1.3	65	NA	3.3	NA	3.8
16. As a result of taking this course, I have more positive feelings...	0	0	0	0	6	0	5.0	0.0	69	58	3.9	NA	4.2
17. Overall, I rate this instructor an excellent teacher.	0	0	0	1	5	0	4.8	0.4	60	54	4.2	NA	4.4
18. Overall, I rate this course as excellent.	0	0	0	1	5	0	4.8	0.4	65	55	3.9	NA	4.3

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

Item 14 is an experimental item. Therefore, no comparative information is available.

No Additional Questions.

Notes

Consider selecting fewer objectives as "Important" or "Essential."
Discipline code selected on FIF: 4801
Discipline code used for comparison: 4800
Discipline comparisons were not reported because fewer than 400 classes ir this discipline were in the IDEA database.

WAHID, S A

University of New Mexico Main Campus

Drafting 293402
MW 12:30
Spring 2013

IDEA Short Form Repor

To learn more, see the Interpretive Guide: www.theideacenter.org/shortguide.pdf

Of the 11 students enrolled, 10 responded (91%). Feedback from individual classes is always useful to guide improvement efforts. Typically multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rat (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and t course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in sc other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report mc progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported scor

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw o adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student work habits (item 13), student desire to take the course regardless of who taught it (item 15), and instructor reported class size.

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives [1] **Twelve** objectives were selected as relevant (Important or Essential –see page 2)	4.8	4.3
Overall Ratings		
B. Excellent Teacher	5.0	4.6
C. Excellent Course	5.0	4.3
D. Average of B & C	5.0	4.4
Summary Evaluation (Average of A & D) [1]	4.9	4.4

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

[2] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings: B. Excellent Teacher		Overall Ratings: C. Excellent Course		Overall Ratings: D. Average of B & C		Summary Evaluation (Average of A & D)	
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)	66		63		68		66		66	
Higher Next 20% (56–62)		58		57		56		57		58
Similar Middle 40% (45–55)										
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:[2]

Discipline (IDEA Data)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Institution	63	57	61	56	63	55	62	56	63	57

No Disciplinary Comparisons Available

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Rel Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essentia weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also These results should help you identify objectives where improvement efforts might best be focused. For resources on improving learning and teaching, please the **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center *Learning* Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5–point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
1. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.8	4.3	0%	100%
2. Learning fundamental principles, generalizations, or theories	Essential	4.9	4.5	0%	100%
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	Essential	4.8	4.3	0%	100%
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Essential	5.0	4.5	0%	100%
5. Acquiring skills in working with others as a member of a team	Essential	4.9	4.5	0%	100%
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Essential	4.8	4.2	0%	100%
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	4.8	4.2	0%	100%
8. Developing skill in expressing myself orally or in writing	Essential	4.4	4.1	0%	80%
9. Learning how to find and use resources for answering questions or solving problems	Essential	4.7	4.3	0%	90%
10. Developing a clearer understanding of, and commitment to, personal values	Important	4.7	4.2	0%	90%
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	Important	4.8	4.4	0%	100%
12. Acquiring an interest in learning more by asking my own questions and seeking answers	Essential	4.9	4.4	0%	100%
Progress on Relevant Objectives		4.8	4.3		

Your Converted Average When Compared to Group Averages				
IDEA Database		IDEA Discipline[1]		Your Ins
Raw	Adj.	Raw	Adj.	Raw
66 Much Higher	57 Higher	NA	NA	61 Higher
70 Much Higher	61 Higher	NA	NA	65 Much Higher
66 Much Higher	55 Similar	NA	NA	62 Higher
68 Much Higher	58 Higher	NA	NA	65 Much Higher
65 Much Higher	59 Higher	NA	NA	64 Much Higher
63 Much Higher	55 Similar	NA	NA	62 Higher
65 Much Higher	57 Higher	NA	NA	62 Higher
59 Higher	54 Similar	NA	NA	57 Higher
67 Much Higher	60 Higher	NA	NA	62 Higher
65 Much Higher	57 Higher	NA	NA	61 Higher
66 Much Higher	60 Higher	NA	NA	64 Much Higher
70 Much Higher	61 Higher	NA	NA	65 Much Higher
66	58	NA	NA	63

[1] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Description of Students

The two items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Student Description	Your Average (5–point scale)
13. As a rule, I put forth more effort than other students on academic work.	4.1
15. I really wanted to take this course regardless of who taught it.	4.6

Your Converted Average When Compared to Group Averages		
IDEA Database	IDEA Discipline	Your Insti
65 Much Higher	NA	56 Hig
73 Much Higher	NA	65 Much

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Statistical Detail

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1 and 2 or who want to determine if responses to some iter were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential –see page 2) and other items for which comparisons were provided.

	Number Responding								Converted Avg.		Comparison Group Average		
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
1. Gaining factual knowledge (terminology,...	0	0	0	2	8	0	4.8	0.4	66	57	4.0	NA	4.3
2. Learning fundamental principles, generalizations, or...	0	0	0	1	9	0	4.9	0.3	70	61	3.9	NA	4.3
3. Learning to *apply* course material (to improve thinking,...	0	0	0	2	8	0	4.8	0.4	66	55	4.0	NA	4.3
4. Developing specific skills, competencies, and points...	0	0	0	0	10	0	5.0	0.0	68	58	4.0	NA	4.3
5. Acquiring skills in working with others as a member of...	0	0	0	1	9	0	4.9	0.3	65	59	3.9	NA	4.1
6. Developing creative capacities (writing, inventing,...	0	0	0	2	8	0	4.8	0.4	63	55	3.9	NA	4.1
7. Gaining a broader understanding and appreciation of...	0	0	0	2	8	0	4.8	0.4	65	57	3.7	NA	4.1
8. Developing skill in expressing myself orally or in writing	0	0	2	2	6	0	4.4	0.8	59	54	3.8	NA	4.0
9. Learning how to find and use resources for answering...	0	0	1	1	8	0	4.7	0.7	67	60	3.7	NA	4.1
10. Developing a clearer understanding of, and...	0	0	1	1	8	0	4.7	0.7	65	57	3.8	NA	4.1
11. Learning to *analyze* and *critically evaluate* ideas,...	0	0	0	2	8	0	4.8	0.4	66	60	3.8	NA	4.1
12. Acquiring an interest in learning more by asking my...	0	0	0	1	9	0	4.9	0.3	70	61	3.8	NA	4.1

Key: 1=No apparent progress 2=Slight progress 3=Moderate progress 4=Substantial progress 5=Exceptional progress Bold=Selected as Important or Essential

13. As a rule, I put forth more effort than other students on...	0	0	3	3	4	0	4.1	0.9	65	NA	3.6	NA	3.9
14. My background prepared me well for this course's requirements.	0	0	0	1	9	0	4.9	0.3	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	0	0	1	2	7	0	4.6	0.7	73	NA	3.3	NA	3.8
16. As a result of taking this course, I have more positive feelings...	0	0	0	0	10	0	5.0	0.0	69	56	3.9	NA	4.2
17. Overall, I rate this instructor an excellent teacher.	0	0	0	0	10	0	5.0	0.0	63	57	4.2	NA	4.4
18. Overall, I rate this course as excellent.	0	0	0	0	10	0	5.0	0.0	68	56	3.9	NA	4.3

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

Item 14 is an experimental item. Therefore, no comparative information is available.

No Additional Questions.

Notes

Consider selecting fewer objectives as "Important" or "Essential."
Discipline code selected on FIF: 4801
Discipline code used for comparison: 4800
Discipline comparisons were not reported because fewer than 400 classes i
this discipline were in the IDEA database.

WAHID, S

University of New Mexico Main Campus

Drafting 115400
TU 14:01
Fall 2013

IDEA Short Form Repor

To learn more, see the Interpretive Guide: www.theideacenter.org/shortguide.pdf

Of the 17 students enrolled, 12 responded (71%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rat (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and t course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in so other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report mo progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported scor

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. T *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw o adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student work habits (item 13), student desire to take the course regardless of who taught it (item 15), and instructor reported class size.

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives [1] Five objectives were selected as relevant (Important or Essential –see page 2)	4.0	3.6
Overall Ratings		
B. Excellent Teacher	4.6	4.3
C. Excellent Course	4.7	4.1
D. Average of B & C	4.7	4.2
Summary Evaluation (Average of A & D) [1]	4.4	3.9

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

[2] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)			56		62		59		56	
Similar Middle 40% (45–55)	52			52		54		53		49
Lower Next 20% (38–44)		44								
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:[2]

Discipline (IDEA Data)	42	38	51	48	55	51	53	50	48	44
Institution	46	42	53	50	57	53	55	52	51	47

IDEA Discipline used for comparison:
Precision Production Trades

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Esse weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is a These results should help you identify objectives where improvement efforts might best be focused. For resources on improving learning and teaching, ple the **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center *Learning* Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5–point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
1. Gaining factual knowledge (terminology, classifications, methods, trends)	**Essential**	3.9	3.4	0%	75%
2. Learning fundamental principles, generalizations, or theories	Minor/None				
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	**Essential**	4.0	3.5	0%	75%
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	**Essential**	4.1	3.6	0%	83%
5. Acquiring skills in working with others as a member of a team	Minor/None				
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
8. Developing skill in expressing myself orally or in writing	Minor/None				
9. Learning how to find and use resources for answering questions or solving problems	**Essential**	3.8	3.5	0%	67%
10. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	Minor/None				
12. Acquiring an interest in learning more by asking my own questions and seeking answers	**Essential**	4.3	3.9	0%	92%
Progress on Relevant Objectives		4.0	3.6		

Your Converted Average When Compared to Group Averages				
IDEA Database		IDEA Discipline[1]		Your
Raw	Adj.	Raw	Adj.	Raw
48 Similar	39 Lower	36 Much Lower	31 Much Lower	40 Lowe
50 Similar	40 Lower	39 Lower	35 Much Lower	44 Lower
51 Similar	41 Lower	39 Lower	35 Much Lower	46 Similar
52 Similar	46 Similar	45 Similar	41 Lower	44 Lower
60 Higher	52 Similar	52 Similar	48 Similar	54 Similar
52	44	42	38	46

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

[1] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Description of Students

The two items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Student Description	Your Average (5–point scale)
13. As a rule, I put forth more effort than other students on academic work.	4.0
15. I really wanted to take this course regardless of who taught it.	4.3

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Ins	
62	Higher	51	Similar	53	S
66	Much Higher	58	Higher	58	H

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Statistical Detail

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1 and 2 or who want to determine if responses to some iten were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential –see page 2) and other items for which comparisons were provided.

	Number Responding								Converted Avg.		Comparison Group Average		
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
1. Gaining factual knowledge (terminology,...	0	0	3	7	2	0	3.9	0.7	48	39	4.0	4.4	4.3
2. Learning fundamental principles, generalizations, or theories	0	0	4	7	1	0	3.8	0.6	NA	NA	3.9	4.4	4.3
3. Learning to *apply* course material (to improve thinking,...	0	0	3	6	3	0	4.0	0.7	50	40	4.0	4.4	4.3
4. Developing specific skills, competencies, and points...	0	0	2	7	3	0	4.1	0.7	51	41	4.0	4.5	4.3
5. Acquiring skills in working with others as a member of a team	0	1	3	5	3	0	3.8	0.9	NA	NA	3.9	4.2	4.1
6. Developing creative capacities (writing, inventing, designing,...	1	0	4	6	1	0	3.5	1.0	NA	NA	3.9	NA	4.1
7. Gaining a broader understanding and appreciation of...	0	1	2	6	3	0	3.9	0.9	NA	NA	3.7	NA	4.1
8. Developing skill in expressing myself orally or in writing	1	1	3	6	1	0	3.4	1.1	NA	NA	3.8	3.7	4.0
9. Learning how to find and use resources for answering...	0	0	4	6	2	0	3.8	0.7	52	46	3.7	4.1	4.1
10. Developing a clearer understanding of, and commitment to,...	0	2	4	3	3	0	3.6	1.1	NA	NA	3.8	4.1	4.1
11. Learning to *analyze* and *critically evaluate* ideas, arguments,...	0	2	3	4	3	0	3.7	1.1	NA	NA	3.8	4.0	4.1
12. Acquiring an interest in learning more by asking my...	0	0	1	6	5	0	4.3	0.7	60	52	3.8	4.3	4.1

Key: 1=No apparent progress 2=Slight progress 3=Moderate progress 4=Substantial progress 5=Exceptional progress Bold=Selected as Important or Essential

13. As a rule, I put forth more effort than other students on...	0	0	4	4	4	0	4.0	0.9	62	NA	3.6	4.0	3.9
14. My background prepared me well for this course's requirements.	0	1	2	7	2	0	3.8	0.8	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	0	0	3	3	6	0	4.3	0.9	66	NA	3.3	4.0	3.8
16. As a result of taking this course, I have more positive feelings...	0	0	1	5	6	0	4.4	0.7	59	48	3.9	4.5	4.2
17. Overall, I rate this instructor an excellent teacher.	0	0	0	5	7	0	4.6	0.5	56	52	4.2	4.5	4.4
18. Overall, I rate this course as excellent.	0	0	0	4	8	0	4.7	0.5	62	54	3.9	4.5	4.3

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

Item 14 is an experimental item. Therefore, no comparative information is available.

No Additional Questions.

Notes

Discipline code selected on FIF: 4801
Discipline code used for comparison: 4800

WAHID, S

University of New Mexico Main Campus

Drafting 101400
TU 11:30
Fall 2013

IDEA Short Form Repo

To learn more, see the Interpretive Guide: www.theideacenter.org/shortguide.pdf

Of the 11 students enrolled, 7 responded (64%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response ra (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives,** a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings,** the average student agreement with statements that the teacher and t course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in sc other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report mc progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported sco

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution.* *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw o adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student work habits (item 13), student desire to take the course regardless of who taught it (item 15), and instructor reported class size.

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives [1] Five objectives were selected as relevant (Important or Essential –see page 2)	4.7	4.3
Overall Ratings		
B. Excellent Teacher	5.0	4.6
C. Excellent Course	4.9	4.1
D. Average of B & C	5.0	4.4
Summary Evaluation (Average of A & D) [1]	4.9	4.4

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

[2] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings: B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Summary Evaluation (Average of A & D)	
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)	64		63		65		64		64	
Higher Next 20% (56–62)		57		57						56
Similar Middle 40% (45–55)						53		55		
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your: [2]

Discipline (IDEA Data)	59	55	61	57	60	51	61	54	60	55
Institution	60	55	61	57	61	53	61	55	61	55

IDEA Discipline used for comparison:
Precision Production Trades

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress o Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Es weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) i These results should help you identify objectives where improvement efforts might best be focused. For resources on improving learning and teaching, the **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center *Learning* Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating		Your Converted Average When Compared to Group Averages				
						IDEA Database		IDEA Discipline[1]		Yo
		Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Ra
1. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.9	4.5	0%	100%	67 Much Higher	60 Higher	63 Much Higher	59 Higher	6 Hig
2. Learning fundamental principles, generalizations, or theories	Minor/None									
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	Essential	4.9	4.4	0%	100%	67 Much Higher	58 Higher	62 Higher	58 Higher	6 Mu Hig
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Essential	4.4	3.9	0%	71%	57 Higher	47 Similar	49 Similar	43 Lower	5 Simi
5. Acquiring skills in working with others as a member of a team	Minor/None									
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None									
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None									
8. Developing skill in expressing myself orally or in writing	Minor/None									
9. Learning how to find and use resources for answering questions or solving problems	Essential	4.6	4.3	0%	86%	65 Much Higher	60 Higher	60 Higher	59 Higher	59 Highe
10. Developing a clearer understanding of, and commitment to, personal values	Minor/None									
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	Minor/None									
12. Acquiring an interest in learning more by asking my own questions and seeking answers	Essential	4.7	4.2	0%	100%	66 Much Higher	58 Higher	60 Higher	55 Similar	61 Highe
Progress on Relevant Objectives		4.7	4.3			64	57	59	55	60

[1] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Description of Students

The two items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Student Description	Your Average (5-point scale)	Your Converted Average When Compared to Group Averages				
		IDEA Database		IDEA Discipline		Your Ir
13. As a rule, I put forth more effort than other students on academic work.	3.9	57	Higher	47	Similar	49
15. I really wanted to take this course regardless of who taught it.	4.7	75	Much Higher	66	Much Higher	67 M

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Statistical Detail

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1 and 2 or who want to determine if responses to some ite were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential –see page 2) and other items for which comparisons were provided.

	Number Responding								Converted Avg.		Comparison Group Average		
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institutior
1. Gaining factual knowledge (terminology,...	0	0	0	1	6	0	4.9	0.4	67	60	4.0	4.4	4.3
2. Learning fundamental principles, generalizations, or theories	0	0	1	3	3	0	4.3	0.8	NA	NA	3.9	4.4	4.3
3. Learning to *apply* course material (to improve thinking,...	0	0	0	1	6	0	4.9	0.4	67	58	4.0	4.4	4.3
4. Developing specific skills, competencies, and points...	0	0	2	0	5	0	4.4	1.0	57	47	4.0	4.5	4.3
5. Acquiring skills in working with others as a member of a team	0	0	4	1	2	0	3.7	1.0	NA	NA	3.9	4.2	4.1
6. Developing creative capacities (writing, inventing, designing,...	0	1	1	1	4	0	4.1	1.2	NA	NA	3.9	NA	4.1
7. Gaining a broader understanding and appreciation of...	1	0	1	1	4	0	4.0	1.5	NA	NA	3.7	NA	4.1
8. Developing skill in expressing myself orally or in writing	1	1	3	0	2	0	3.1	1.5	NA	NA	3.8	3.7	4.0
9. Learning how to find and use resources for answering...	0	0	1	1	5	0	4.6	0.8	65	60	3.7	4.1	4.1
10. Developing a clearer understanding of, and commitment to,...	0	0	1	1	5	0	4.6	0.8	NA	NA	3.8	4.1	4.1
11. Learning to *analyze* and *critically evaluate* ideas, arguments,...	0	0	2	1	4	0	4.3	1.0	NA	NA	3.8	4.0	4.1
12. Acquiring an interest in learning more by asking my...	0	0	0	2	4	1	4.7	0.5	66	58	3.8	4.3	4.1

Key: 1=No apparent progress 2=Slight progress 3=Moderate progress 4=Substantial progress 5=Exceptional progress **Bold=Selected as Important or Essential**

13. As a rule, I put forth more effort than other students on...	0	0	4	0	3	0	3.9	1.1	57	NA	3.6	4.0	3.9
14. My background prepared me well for this course's requirements.	0	0	2	2	3	0	4.1	0.9	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	0	0	0	2	5	0	4.7	0.5	75	NA	3.3	4.0	3.8
16. As a result of taking this course, I have more positive feelings...	0	0	1	2	4	0	4.4	0.8	59	44	3.9	4.5	4.2
17. Overall, I rate this instructor an excellent teacher.	0	0	0	0	7	0	5.0	0.0	63	57	4.2	4.5	4.4
18. Overall, I rate this course as excellent.	0	0	0	1	6	0	4.9	0.4	65	53	3.9	4.5	4.3

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

Item 14 is an experimental item. Therefore, no comparative information is available.

No Additional Questions.

Notes
Discipline code selected on FIF: 4801 Discipline code used for comparison: 4800

WAHID, S

University of New Mexico Main Campus

Drafting 141400
TU 08:30
Fall 2013

IDEA Short Form Repo

To learn more, see the Interpretive Guide: www.theideacenter.org/shortguide.pdf

Of the 11 students enrolled, 6 responded (55%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response ra (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and t course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in s other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report mo progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported sco

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw o adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student work habits (item 13), student desire to take the course regardless of who taught it (item 15), and instructor reported class size.

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives [1] Five objectives were selected as relevant (Important or Essential –see page 2)	4.8	4.6
Overall Ratings		
B. Excellent Teacher	4.7	4.5
C. Excellent Course	4.7	4.4
D. Average of B & C	4.7	4.5
Summary Evaluation (Average of A & D) [1]	4.8	4.6

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

[2] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings: B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Summary Evaluation (Average of A & D)	
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)	66								63	
Higher Next 20% (56–62)		62	58		62	58	60	57		60
Similar Middle 40% (45–55)				55						
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your: [2]

Discipline (IDEA Data)	62	62	53	53	55	58	54	56	58	59
Institution	62	61	54	54	57	57	56	56	59	59

IDEA Discipline used for comparison:
Precision Production Trades

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on F Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Esser weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is al These results should help you identify objectives where improvement efforts might best be focused. For resources on improving learning and teaching, plea the **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center *Learning* Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5–point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
1. Gaining factual knowledge (terminology, classifications, methods, trends)	**Essential**	4.8	4.6	0%	100%
2. Learning fundamental principles, generalizations, or theories	Minor/None				
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	**Essential**	4.8	4.6	0%	100%
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	**Essential**	4.8	4.6	0%	100%
5. Acquiring skills in working with others as a member of a team	Minor/None				
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
8. Developing skill in expressing myself orally or in writing	Minor/None				
9. Learning how to find and use resources for answering questions or solving problems	**Essential**	4.7	4.4	0%	100%
10. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	Minor/None				
12. Acquiring an interest in learning more by asking my own questions and seeking answers	**Essential**	4.8	4.6	0%	100%
Progress on Relevant Objectives		4.8	4.6		

Your Converted Average When Compared to Group Averages				
IDEA Database		IDEA Discipline[1]		Your I
Raw	Adj.	Raw	Adj.	Raw
67 Much Higher	62 Higher	62 Higher	62 Higher	62 Higher
66 Much Higher	61 Higher	62 Higher	62 Higher	62 Higher
65 Much Higher	61 Higher	61 Higher	62 Higher	62 Higher
66 Much Higher	61 Higher	63 Much Higher	60 Higher	61 Higher
68 Much Higher	64 Much Higher	63 Much Higher	62 Higher	64 Much Higher
66	62	62	62	62

[1] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Description of Students

The two items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Student Description	Your Average (5–point scale)
13. As a rule, I put forth more effort than other students on academic work.	4.2
15. I really wanted to take this course regardless of who taught it.	3.7

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Ins	
67	Much Higher	56	Higher	57	H
56	Higher	44	Lower	47	S

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Statistical Detail

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1 and 2 or who want to determine if responses to some ite were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential –see page 2) and other items for which comparisons were provided.

	Number Responding								Converted Avg.		Comparison Group Average		
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institutio
1. Gaining factual knowledge (terminology,...	**0**	**0**	**0**	**1**	**5**	**0**	**4.8**	**0.4**	**67**	**62**	**4.0**	**4.4**	**4.3**
2. Learning fundamental principles, generalizations, or theories	0	0	0	1	5	0	4.8	0.4	NA	NA	3.9	4.4	4.3
3. Learning to *apply* course material (to improve thinking,...	**0**	**0**	**0**	**1**	**5**	**0**	**4.8**	**0.4**	**66**	**61**	**4.0**	**4.4**	**4.3**
4. Developing specific skills, competencies, and points...	**0**	**0**	**0**	**1**	**5**	**0**	**4.8**	**0.4**	**65**	**61**	**4.0**	**4.5**	**4.3**
5. Acquiring skills in working with others as a member of a team	0	0	1	2	3	0	4.3	0.8	NA	NA	3.9	4.2	4.1
6. Developing creative capacities (writing, inventing, designing,...	0	0	2	1	3	0	4.2	1.0	NA	NA	3.9	NA	4.1
7. Gaining a broader understanding and appreciation of...	1	0	1	1	3	0	3.8	1.6	NA	NA	3.7	NA	4.1
8. Developing skill in expressing myself orally or in writing	1	1	0	1	3	0	3.7	1.8	NA	NA	3.8	3.7	4.0
9. Learning how to find and use resources for answering...	**0**	**0**	**0**	**2**	**4**	**0**	**4.7**	**0.5**	**66**	**61**	**3.7**	**4.1**	**4.1**
10. Developing a clearer understanding of, and commitment to,...	0	1	0	1	4	0	4.3	1.2	NA	NA	3.8	4.1	4.1
11. Learning to *analyze* and *critically evaluate* ideas, arguments,...	0	0	1	1	4	0	4.5	0.8	NA	NA	3.8	4.0	4.1
12. Acquiring an interest in learning more by asking my...	**0**	**0**	**0**	**1**	**5**	**0**	**4.8**	**0.4**	**68**	**64**	**3.8**	**4.3**	**4.1**
13. As a rule, I put forth more effort than other students on...	0	0	2	1	3	0	4.2	1.0	67	NA	3.6	4.0	3.9
14. My background prepared me well for this course's requirements.	0	0	2	3	1	0	3.8	0.8	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	0	0	4	0	2	0	3.7	1.0	56	NA	3.3	4.0	3.8
16. As a result of taking this course, I have more positive feelings...	0	0	1	0	5	0	4.7	0.8	63	59	3.9	4.5	4.2
17. Overall, I rate this instructor an excellent teacher.	0	0	1	0	5	0	4.7	0.8	58	55	4.2	4.5	4.4
18. Overall, I rate this course as excellent.	0	0	1	0	5	0	4.7	0.8	62	58	3.9	4.5	4.3

Key: 1=No apparent progress 2=Slight progress 3=Moderate progress 4=Substantial progress 5=Exceptional progress Bold=Selected as Important or Essential

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

Item 14 is an experimental item. Therefore, no comparative information is available.

No Additional Questions.

Notes
Discipline code selected on FIF: 4801 Discipline code used for comparison: 4800

Mark Toledo

HCR 330 PO Box 50 Suite 4076, Tohatchi, NM 87325 •mtoledo183@yahoo.com

Education

University of New Mexico-Branch Gallup, NM

Certificate in DRAFTING TECHNOLOGY, *December 2005*

Degree of ASSOCIATE of APPLIED SCIENCE, *December 2006*

University of New Mexico Albuquerque, NM

Bachelor Degree in CIVIL ENGINEERING, *December 2012*

New Mexico State Board of Licensure Santa Fe, NM

Certified as an ENGINEERING INTERN, EIT, *24 April 2014*

Experience

2000 – 2012 **U.S. ARMY NATIONAL GUARD** Gallup, NM

Motor Transport Operator

- Went to Basic Training in Ft. Jackson, SC and Advance Individual Training in Ft. Leonardwood, MO
- Served a 15 month Tour in Iraq
- Completed a Warrior Leadership Course to earn a Non-Commission Officer Rank of Sergeant
- Participated in fighting the Los Alamos Fires
- As a Sergeant I was put in numerous leadership position in running Missions throughout the States and Iraq

2006-2007 **University of Arizona** Gallup, NM

Research

- Collected and analyzed samples of soil and water around areas that were affected by the Uranium Mining in Churchrock, NM
- Also we wrote about our findings and analysis which was then later put into publication

2012-present **Navajo Nation Environmental Protection Agency** Window Rock, AZ

Associate Civil Engineer (two years as an Engineer)

- Developed the Domestic Wastewater Regulation Program that is used to regulate the wastewater systems throughout the Navajo Reservation
- Oversee Water/Wastewater Systems, Projects, and Design Reviews

Frank Loera

From: Frank Loera
Sent: Monday, June 08, 2015 8:22 AM
To: Patrick J. Ramirez; Facio Linda
Cc: anna.vasquez@phoenix.gov
Subject: RE: Engineering

Thank you very much.
Let's keep in touch,
Best regards,

Frank Loera

From: Patrick J. Ramirez [mailto:patrickr@assuredeng.com]
Sent: Friday, June 05, 2015 6:44 PM
To: Facio Linda
Cc: Frank Loera; anna.vasquez@phoenix.gov
Subject: Re: Engineering

Thanks Linda.

Mr. Loera, your program outline is very comprehensive. The transition from mechanical drafting to civil engineering is perfect. It can be difficult to recruit drafting personnel with the fundamental mechanical aspects as well. Simple things like understanding scaling are so important.

Perhaps down the road we can provide a position or two for your graduates.

All the best sir.

Patrick

Patrick J. Ramirez, MBA
President & Founder
Assured Engineering Concepts, LLC

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1008 East Buckeye Road | Suite 110 | Phoenix, AZ 85034-4043
480-201-6517 | patrickr@assuredeng.com | http://assuredeng.com

Frank Loera

From: Frank Loera
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To: Patrick J. Ramirez; Facio Linda
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Thank you very much.
Let's keep in touch,
Best regards,

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September 25, 2015

Samir A. Wahid
UNM – Gallup
200 College Dr.
Gallup, NM 87301

Re: Architectural Drafting Program.

I was asked to indicate my opinion of the Architectural Drafting Program at the University of New Mexico Gallup Branch (UNM-G). My opinion is based on the one person; I hired from UNM-G over 9 years ago, Ms. Judith Willoughby. As a graduate of UNM-G, Ms. Willoughby was ready to face the Engineering and Construction world. The program at UNM-G gave her the educational tools, the confidence and the drive to succeed in the Mechanical and Utility Design and Constriction world. With the Auto-CAD Knowledge, she gained from UNM-G she was able to draw sprinkler lines to my specifications and to National Fire Protection Association Rules. After only 2 years of her employment, her drafting skills were equal to someone with 10 plus years of experience. She continues to learn using updated AutoCAD and the new Building Information Modeling (BIM) System.

This program to me is very successful and is producing the employees we need in the ever changing Design and Construction world. As I now look to expand, my first stop will be the UNM-G Program since I know the quality of its graduates and the success of this Program. As the President Of Dallago Corporation a 65 plus employee company specializing in Mechanical, Utility and Fire Protection Design and Installation and as a Registered Engineer, I can only praise this program at UNM-G.

Keep up the good work.

Sincerely,

David Dallago PE
President

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PIPING THE SOUTHWEST
Since 1968

To Samir

September 25, 2015

UNM-GALLUP BRANCH
DRAFTING TECH. PROGRAM

I like to say "Thank –You" to the Drafting Technology Program for the education I have received. I have always want to work with a Construction Company, allowing me to perform in the office or out on the jobsites. I started at Dallago Corporation as the AutoCAD Operator/ Fire Protection Designer since 2007. I would like to thank you for the teaching and encouragement to learn more than beyond ··· to expand the mind and learn new ideals. I enjoy designing and producing Blueprints not only for the Corporation but also for the Jobsite, Board Meeting, Fire Inspector and Engineers.

The benefits during my studies in AutoCAD, I have learned how to develop my skill transfer files by email or internet. I have design many of numbers of fire protection system for a new or existing building over the 4 states (NM, AZ, UT and Co) including also in Plumbing, HVAC, and Utilities. I am able to developed materials for Fire Inspector, Engineers, and General Contractor for meetings, AS-BUILTS and City Permits plus among other duties as needed. The instructor is very much in detail of what students "Needs or how to perform their duties out in the real world" . I still use outlines, charts, classroom notes and book from the college for guidelines.

Other Company Owners has asked about where I received my education and am proud to say "Gallup –UNM Branch" . I enjoy my job and am happy that I completed the program. I encourage people to do something different or see what is out there in the world like AutoCAD···

Good Day,
Judith Willoughby

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John White
09/28/15

To: Samir Wahid/ Assessment committee

My name is John White, who was a student of Samir Wahid at University of New Mexico Gallup campus. I have taken the UMN-G Architectural drafting class in Fall semester 2012. I choose to take this class to assist in furthering my architectural skills. While taking this drafting class I have learning a great deal, look forward to being in his class and respected.

The instructor was very experienced in the subject, taught the class clearly, and helpful to the students. With the instructor versatile, the drafting class was essential to my field of study, life experience and career.

When I say it is meaningful, the drafting class has improved my architectural drafting skills. For example my drawing were cleaner, understandable, accurate measurements, and plan layouts were professional presented. Also with this experience I can now understand what it takes to design residential structure and how building are put together. Moreover, with drafting drawings, the instructor, clients, construction personal and others can now understand what I was trying to say in words. A great drawing can help you get your design and ideas across sooner than in words alone.

I have used my drafting skills in my Drafting Consulting business (JVW Design) to assist in drawing some interior floor plans for Southwest Indian foundation. This organization has been building wood frame houses for low income families on the Navajo Nation. I was glad to be part of and have used my drafting skills that I have learned in Samir's drafting class in assisting the Navajo communities to have better homes.

At this present time, I have made schematic drawing for some clients at a low income housing complex. I have used some of my drafting skill on this new project, even though it is mostly toward landscaping architecture and gardening. With my drawing it help get my ideas across to the clients and help move the project forward. For example, we are now building some design built terraced gardening on a steep slope in the low income housing's park.

Lastly, with this essential drafting skills that I have learning in Samir Wahid's classroom I feel more confident in my future architectural career, studies and life experience. Also with this skill I can now produce my own drawings for my residential house, assist architect firms, and improve my drafting business.

Best regards,

John White

UNM-G Adjunct Faculty

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NAVAJO TECHNICAL UNIVERSITY

ESTABLISHED 1979

To UNM,

This letter is to give my reflections on the Drafting Program at UNM-Gallup. I was a student enrolled in the program from 2000-2003 and earned a certificate in Drafting Technology as well as an AAS in General Studies. I earned a spot on the Dean's List and was a 4.0 student. What has served me well is my education from the drafting program is that the drafting program allowed me to stretch my abilities and move as fast as I was able. The Instructor Samir Wahid was very flexible in allowing me to explore software not generally used within the curriculum. I was able to do this through taking independent study courses which Mr. Wahid provided support. Allowing this flexibility and providing the software has allowed me to be where I am today.

My name is H. Scott Halliday and am currently in charge of The Center for Digital Technologies (CDT) at the Navajo Technical University (NTU) in Crownpoint, NM. I was able to create and implement curriculum at NTU in drafting technology which was the springboard for the first 4-year BAS program in Digital Manufacturing at NTU in 2010. Since then I have been instrumental in the creation of two 4-year engineering programs, created a fabrication lab (CDT) to support the engineering programs, written and been awarded over $2,000,000 in grant funding, worked as a faculty mentor with students at various NASA centers. This is what the UNM-Gallup Drafting Technology program helped prepare me to do.

I am currently working to create a collaboration with the drafting program and Samir Wahid to provide support in 3D printing, metrology and software applications to help strengthen the program. My educational experience at UNM-Gallup and the drafting program was an excellent one; Samir Wahid is an excellent instructor who cares about his students and is able to provide the tools for students who have a desire to spread their wings. Mr. Wahid promotes teamwork and stresses an excellent work ethic. I am excited that the program is introducing 3D printing into the program as this is an excellent concept reinforcement tool for the drafting program.

Sincerely,

H. Scott Halliday

H. Scott Halliday, Center Director – Center for Digital Technolgies

Navajo Technical University, Crownpoint, NM 87313

505.409.1451

UNM GALLUP

Dean of Instruction Office

Wednesday, 21 October 2015

Dr. Matt Mingus, *Chair*
UNM Gallup Curriculum Committee

Dear Dr. Mingus,

This letter is in reference to the Drafting Program review.

Having considered the history of the program and the paltry documentation presented, it is my recommendation that the program be *taught out*.

My reasons for this recommendation are:

1. The certificate in Drafting contains only 6 hours of general education; 3 English and 3 Math, plus 6 hours of electives. This is not an educational service for our students.
2. The program has low caps on classes.
3. Even with low caps, the enrolment in each class is often in the single digits.
4. It is necessary to continually subsidize this program from other academic funds.
5. The classes are local/vocational and are, therefore, not transferable.
6. In the documentation there is an articulation agreement with the main campus Architecture and Engineering program, but on closer examination none of the Gallup classes are actually accepted directly into the UNM Degree. The document states that up to 9 hours of Gallup credits can be included as *Additional Electives*. This means that these 9 hours are not even acceptable as degree electives and can only be included over and above the total number of credits required for the degree. In short, when transferring to main campus, other than the NM core classes, our students would start at the beginning.
7. The documentation includes scant support materials to even justify this program as a local training.
8. The documentation does not include numbers of graduates.
9. Other than one letter the documentation does not include any evidence of job placement.

Mr. Frank Loera, Division Chair, suggests that two drafting classes are of use in the Construction Technology Program.

Truly,

Professor Kenneth R. Roberts, *Dean of Instruction.*

Cc's Mr. Frank Loera, Chair, Business and Applied Technology

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