

A. Division, Unit/Department and Date

University College
Academic Foundations
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B. Contact Person(s) for the Assessment Plan

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C. Mission Statement

Academic Communities serve as a gateway to student success at the University of New Mexico. These communities provide the tools for students to find their place in higher education through exploration, inquiry, and integration. Students will transfer knowledge across courses, over time, and between campus and community life, inspiring lifelong learning, personal development, and social responsibility.

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

1. List broad Goal(s) for this Unit/Department

Critical Text Analysis

A. Reading: Students will *demonstrate* the ability to comprehend, analyze, interpret, and understand the context and implications of written content and text passages.

B. Problem Solving: Students will demonstrate knowledge of different approaches to problem solving by identifying problems, practicing multiple strategies to minimize and eliminate issues, and monitoring and evaluating solutions.

C. Academic Responsibility: Students will recognize one's own learning values that includes maturing in educational experiences by expanding a knowledge base or skills, by pursuing opportunities relevant to continual learning, by initiating curiosity, by formulating learning goals, and by evaluating one's own individual learning process.

Foundational Math

A. Quantitative Literacy: Students will...illustrate the ability to calculate and solve mathematic problems, convert numerical data, explain information presented in mathematical forms, and draw conclusions based on quantitative analysis.

B. Academic Responsibility: Students will recognize one's own learning values that includes maturing in educational experiences by expanding a knowledge base or skills, by pursuing

opportunities relevant to continual learning, by initiating curiosity, by formulating learning goals, and by evaluating one's own individual learning process.

E. Assessment of Outcomes

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

A. Academic Data:

After the census date each semester, academic data is collected via the UNM my enrollment data program called My Reports. Reports are ran on enrolled students in the Academic Foundation courses including: High school GPA, 1st semester UNM GPA, ACT scores, pass rates, and retention.

C. Instructor Post-semester Assessment:

Academic Community instructors complete a post-semester report that reflects on their SLO assessment plan, pedagogical strategies, content, and perceptions of their semester experience within the academic community program as a whole. In regards to SLO's, this indirect measure assists instructors in identifying needs to improve their assessment of the intended learning outcomes and identify potential new ideas of incorporating SLO's into their course content.

D. Student Mid-term Assessment:

The students self-report on their class experience during the middle of the semester. This mid-semester assessment is optional and is not mandated by the instructors to administer. In this indirect measurement, students provide their perceptions on each SLO and their learning process in general. This measurement provides immediate feedback to instructors, helps gauge where their students level of understanding is at the current moment, and enables the instructor to adjust accordingly to meet the emerging needs of the class. The assessment is administered in an online fashion.

E. Student Post-semester Survey:

Students enrolled in the academic communities are solicited to complete an end of the semester survey. This assessment for learning focuses on the opportunities to develop students' ability to evaluate, to make judgements about their own performance and others and improve upon it. However, these student perceptions can also benefit the academic communities' instructors. This student survey can foster reflective practices, critical thinking, self-awareness and transformation of pedagogy and content. This survey is administered in an online format when the semester commences. Student participation in the survey is completely anonymous and confidential. The program's assessment target is to have 75% of the student survey participants in the academic foundations program report they have met the SLO's.

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

Adapted from Kansas State University Office of Assessment

[Briefly describe the timeframe over which your unit will conduct the assessment of its AUOs/SLOs selected for the one, two, or three-year assessment cycle and/or complete the following table. For example, provide a layout of the semesters or years (e.g., 2014-2015, 2014-2016, and 2014-2017), list which outcomes will be assessed, and which semester OR academic year the results will be discussed and used to improve student learning (e.g., discussed with unit staff, interdepartmental faculty, advisory boards, students, etc.)]

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

Briefly describe:

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

The Academic Communities Assessment Coordinator designs and implements all data collection. The Assessment Coordinator also oversees the First Year Advisory Assessment Subcommittee who analyzes the rubric process for the assessment of student learning outcomes.

The Academic Communities Program Associate Dean, Program Coordinator, and Academic Foundations Coordinator work as a unit to analyze, interpret and continually improve the program based on any and results.

1. *What is the process for considering the implications of assessment/data for change:*
 The transition communities program uses each and every assessment tool as a learning opportunity to review program outcomes, student learning outcomes, pedagogical approaches, program protocols, deadlines and processes as well as assessments themselves.

Assessment Action Steps	Academic Data	Student Mid-semester Survey	Instructor Post Semester Survey	Student Post Semester Survey
Modified survey (items, format)				
Modified Dissemination of results				
Utilized results for faculty development workshops/institute	X		X	X
Attended to program website assessment info				
Revised/added to current program assessment plan			X	
Revised curriculum	X		X	

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

Assessment results and programmatic improvements based on these results will be posted on the department's web page, provided to the programmatic instructors and staff via email and professional development events, and are posted to the UNM's Office of Assessment One Drive in an annual report.