

Administrative Units  
UCAC Assessment Plan  
The University of New Mexico

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**A. Division, Unit/Department and Date**

University College  
Academic Communities  
April 4th, 2016

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

Julie Sanchez, Assessment Coordinator, [jreed@unm.edu](mailto:jreed@unm.edu)

**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**

A. Students will demonstrate knowledge and gain teamwork skills by engaging in respectful team communication, making individual contributions to small and large group assignments/class exercises and observing the coordination and partnership of their linked classes. **UNM SLG: KNOWLEDGE AND SKILLS**

B. Students will identify ways in which their courses connect and disconnect to past, current and future learning environments, and reflect on their class experiences particularly in relation to their academic, professional and personal goals. **UNM SLG: RESPONSIBILITY**

C. Students will display adequate use of scientific evidence to support their arguments/academic work, recognize assumptions that enable their belief systems, and examine complexities and perspectives of an issue to establish their own logical viewpoints and belief systems. **UNM SLG: SKILLS AND RESPONSIBILITY**

**2. If applicable, list of Administrative Unit Outcomes (AUOs) for this Unit/Department**

- A. **TEAMWORK:** the experience of collaborative processes that contribute to a collective goal or purpose.
- B. **INTEGRATIVE LEARNING:** the transferring of knowledge and skills to new contexts and situations.

C. **CRITICAL THINKING:** the ability to articulately examine, apply, evaluate, and communicate adequate use of scientific evidence.

**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.*

**How will learning outcomes be assessed?**

<b>Student Learning Outcome</b>	<b>Rubric</b>	<b>Instructor Pre-semester Assessment Plan</b>	<b>Instructor Post-semester Assessment</b>	<b>Student Mid-term Assessment</b>	<b>Student Post-semester Survey</b>
TEAMWORK	X	X	X	X	X
INTEGRATIVE LEARNING	X	X	X	X	X
CRITICAL THINKING	X	X	X	X	X

**A. Rubrics:**

Each SLO will be assessed with a direct measure using samples of evidence of learning from courses within the Academic Communities program. This direct measure consists of three value rubrics adapted by the Association of American Colleges and Universities (AACU) to rate student work according to common standards. Each course will provide one major graded assignment at semester end and with stratified random sampling, five samples will be selected for each student learning outcome. Each rubric will be used to evaluate and discuss student learning, curriculum, and pedagogy. Specifically, the rubric will provide a framework to evidence teamwork, integrative learning, and critical thinking as well as assess the degree to which this learning is occurring. A First Year Advisory Assessment Sub-Committee will utilize these value rubrics to evaluate the samples of student work provided on a semester basis. Once the advisory committee has reviewed and evaluated the student work samples, they will provide feedback to the academic community program. This feedback and analysis will be incorporated into the Academic Communities Annual Faculty Institute as well as be submitted to TK20 on a yearly basis.

**B. Instructor Pre-semester assessment plan:**

Prior to each semester, instructors will complete and submit an SLO assessment plan to the academic communities program. This indirect measure is a starting point to inform/remind instructors about the intended learning outcomes of the academic communities at the start of the semester. It provides a blueprint to incorporate SLO’s into class content and a deliberate plan on how these SLO’s will be measured within the scope of the course.

*Adapted from Kansas State University Office of Assessment*

*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 communities 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?**

*[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.)]*

<b>Program</b>	<b>Name of Assessment Project</b>	<b>Start Date</b>	<b>End Date</b>
<i>First Year Learning Communities (Fall semesters only)</i>	Fall Instructor Pre-Assessment Plan	5/20/2014 faculty institute	8/18/2014 Classes begin
	Fall Student Mid-Semester Assessment	10/6/2014	10/24/2014
	Fall End of Semester Student Survey	11/24/2014	12/19/2014
	Fall Instructor Post-semester assessment	12/8/2014	12/19/2014
	Fall Student Work Rubric Analysis	1/5/2015	1/30/2015

2014-2017: Critical Thinking

2017-2020: Integrative Learning

2020-2023: Teamwork

**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 Assessment Coordinator, Program Coordinator and Associate Dean work as a unit to analyze, interpret and continually improve the program based on any and results.

2. *What is the process for considering the implications of assessment/data for change:*

The learning 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, and assessments themselves. . *With this analysis is a mission to improve, enhance and grow the first year learning program.* Based on responses from FLC students and instructors assessed last year, the program has focused on specific action steps to achieve this mission.

<b>Assessment Action Steps</b>	<b>Rubric</b>	<b>Instructor Pre-semester Assessment Plan</b>	<b>Instructor Post-semester Assessment</b>	<b>Student Mid-term Assessment</b>	<b>Student Post-semester Survey</b>
Modified survey (items, format)		X	X	X	X
Modified Dissemination of results				X	X
Utilized results for faculty development workshops/institute		X	X		X
Attended to program website assessment info	X	X	X	X	X
Revised/added to current program assessment plan	x	x	x		

3. *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, are sent in an annual report to First Year Learning Community campus partners, deans, chairs and advisors, and are posted to the UNM’s Office of Assessment One Drive in an annual report.