

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 4, 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 of different approaches to problem solving by identifying problems, practicing multiple strategies to minimize and eliminate issues, and monitoring and evaluating solutions. **UNM SLG: KNOWLEDGE AND SKILLS**

B. 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**

C: Students will articulate their beliefs and values when confronted with an ethical dilemma, engage in respectful, reasoned debate or discussion with people whose opinions differ from their own, and identify ways of being a responsible member of the larger community. **UNM SLG: RESPONSIBILITY**

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

- A. **PROBLEM SOLVING:** the ability to develop multiple strategies and solutions to a problem.
- B. **CRITICAL THINKING:** the ability to articulately examine, apply, evaluate, and communicate adequate use of scientific evidence.
- C. **PERSONAL AND SOCIAL RESPONSIBILITY:** the recognition of one's own value in the context of a larger community and engaging respectfully in the community-at-large.

*Adapted from Kansas State University Office of Assessment*

**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.*

<b>Student Learning Outcome</b>	<b>Rubric</b>	<b>Instructor Post-semester Program Survey</b>	<b>Student Mid-semester Program Survey</b>	<b>Student Post-semester Program Survey</b>
PROBLEM-SOLVING	X	X	X	X
CRITICAL THINKING	X	X	X	X
PERSONAL AND SOCIAL RESPONSIBILITY	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 Transition 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 problem solving, critical thinking, and personal and social responsibility 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 transition communities program. This feedback and analysis will be dispersed to staff and faculty for potential program revisions and pedagogical transformations. This information will also be submitted to TK20 on a yearly basis.

**B. 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

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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.

*C. Student Post-semester Survey:*

Students enrolled in the transition 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 transition 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.

*D. Pedagogical Assessment:*

Transition Communities conduct classroom observations into their assessment plan for UNIV 101 courses. This is a standard practice in UNM's academic units and is used to help develop instruction and the program. Three instructors will be randomly selected per semester where the assessment coordinator will take descriptive notes and complete a classroom observation tool including but not limited to:

1. Instructional materials and environment
2. Content knowledge and relevance
3. Instructor-student interactions
4. Teaching presentation

**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>Transition Communities (Fall semesters only)</i>	Mid-semester student survey	10/13/2014	10/24/2014
	Instructor Post-semester assessment	12/1/2014	12/19/2014
	End of semester student survey	12/1/2014	12/19/2014

Problem Solving Rubric 2014-2017

**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 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.

<b>Assessment Action Steps</b>	<b>Rubric</b>	<b>Classroom Observations</b>	<b>Student Post-semester Survey</b>	<b>Instructor Post Semester Survey</b>
Modified survey (items, format)				
Modified Dissemination of results				
Utilized results for faculty development workshops/institute		X	X	X
Attended to program website assessment info	X		X	
Revised/added to current program assessment plan	X	X		X
Revised curriculum				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, and are posted to the UNM's Office of Assessment One Drive in an annual report.