The First Year Academic Communities Assessment Plan (2014 – 2015)

The AC assessment plan was designed by the University College Dean, University College Associate Dean for Curriculum and Program Development and the Academic Communities Assessment Coordinator. This booklet intends to summarize our annual assessment plan as well as provide insight into past programmatic assessment. It serves to provide faculty and student perceptions and experiences in the academic communities program, enrollment data, and evidence of student work in relation to the student learning outcomes, program outcomes and overall academic community success. During the 2013-2014 academic year, enrollment and survey data was collected for analysis. In addition, the fall 2012 first year population was assessed for third semester retention rates and grade point averages compared to the rest of the fall 2012 first year cohort. The 2014-2015 assessment plan will include the collection of student work and the analysis of this work by AAC&U rubrics by the first year assessment advisory council.
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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.*

First Year Learning Communities

Program Description

**What is a First-Year Learning Community (FLC)?**

- FLCs are two classes that are taught together around a theme
- FLCs explore connections between the two areas and how they intersect and connect
- One of the classes is a Seminar (a small class with a theme)
- The Seminar is linked with a course that’s part of UNM Core
- These classes are taught using cooperative and collaborative learning methods that engage you as an active, involved learner, with a minimum of “lecture”
- The discussions, readings, problems, papers and presentations of the Seminar and the linked course are integrated and unified
- Each class holds up to 25 students

A set of courses are offered in Spring and are called **Learning Communities**. These courses are open to all students and is a great way to prepare to transition from second semester to your second year.
Learning Goals & Student Learning Outcomes

University College

First Year Learning Communities

Broad Learning Goals

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.

Student Learning Outcomes

A1. 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

B1. 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

C1. 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

University of New Mexico Student Learning Goals *
University of New Mexico students will develop the following aptitudes and habits of mind in the course of their general and major study at UNM:

• **KNOWLEDGE** of human cultures and the natural world, gained through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts.

• **SKILLS**, both intellectual and applied, demonstrated in written and oral communication, inquiry and analysis, critical and creative thinking, quantitative literacy, information literacy, performance, teamwork and problem solving.

• engagement, multicultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning.

• **RESPONSIBILITY**, both personal and social, that will be manifested in civic knowledge and

* The University of New Mexico has adopted this set of common learning goals to guide the development of assessment rubrics across its several campuses. They are based on the liberal education outcomes articulated by the American Association of Colleges and Universities, a consortium of the nation’s leading liberal arts and research institutions dedicated to “making excellence inclusive” and “taking responsibility for the quality of every student’s liberal education.”
First Year Learning Communities Assessment Matrix

How will learning outcomes be assessed?

A. Rubrics (Appendix A):  

The Learning outcomes 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 a value rubric adapted by the Association of American Colleges and Universities (AACU) to rate student work according to common standards. Each of the 5 disciplines represented in the learning communities program will randomly select 10% of student assignments during the semester. The first year of this pilot assessment, instructors of these courses are provided with the critical thinking rubric and will use the rubric to evaluate the samples of student work. Specifically, the rubric will provide a framework to 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 rubric scores from the instructors to discuss student learning, curriculum, and pedagogy on a yearly basis. Once the advisory committee has reviewed the rubric scores, 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. In consecutive years, the other two learning outcomes will be assessed annually, examining one student learning outcome per three years.

2014-2017: Critical Thinking

2017-2020: Integrative Learning

2020-2023: Teamwork
B. Instructor Pre-semester assessment plan (Appendix B):

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.

C. Instructor Post-semester Assessment (Appendix C):

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 (Appendix D):

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 questions will be piloted during the Spring, 2014 semester with face-to-face focus groups in each academic community by a facilitator. The facilitator then generates a report for each set of linked instructors based on the focus group outcomes. The report is then dispersed to the instructors within a week of the focus groups being conducted. The questions may be altered if the academic communities program and instructors are not receiving the information about SLO’s that were sought after. The assessment may also be administered in an online fashion versus face-to-face within the next academic school year.

E. Student Post-semester Survey (Appendix E):

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.

**F. Propensity Score Matching (Heather Mechler, OIA):**

In propensity score matching, both students who participated in a program and students who did not participate each receive a score based on a combination of incoming characteristics that are not subject to influence by the intervention. In the case of evaluating student programs, the best variables to use are those pertaining to academic performance in high school (high school grade point average, ACT composite score) and demographic variables (numerically coded values for ethnicity and gender). By using these variables in particular, a researcher can ensure a representative match between participants and their non-participant counterparts on variables are not subject to change according to the program in question. The optimal group of control matches will be nearly identical to the participant group in terms of prior academic performance and their ethnic and gender proportions.

Once the overall sample has been created, the researchers can then use predictive modeling to assess how similar students performed in the past to estimate the future outcomes of more recent students. This approach allows a more thorough examination of the effectiveness of a student program. It also provides context when evaluating programs that serve under-prepared students or students with special needs. Even if participants in a program are underperforming relative to the student body average on a performance metric, it is helpful to know how students of this caliber typically perform to assess the impact of the intervention.

<table>
<thead>
<tr>
<th>Predicted vs. Actual Outcomes</th>
<th>FLC vs. non-FLC students 2007-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome</strong></td>
<td><strong>FLC</strong></td>
</tr>
<tr>
<td>3rd semester retention</td>
<td>85.07%</td>
</tr>
<tr>
<td>Mean UNM GPA*</td>
<td>3.12</td>
</tr>
<tr>
<td>Mean credit hours at semester 5**</td>
<td>69.56</td>
</tr>
</tbody>
</table>
*Difference is statistically significant, $t = -12.06$, $p < .0001$.

2013-2014 FLC Enrollment Demographics

*Students come to UNM with similar High School GPAs and ACT Scores. However, students who participate in the First-Year Learning Community/Learning Community Program demonstrate a sharp increase in GPA after the first academic year.*
Based on responses from FLC students surveyed in the 2013-2014 academic year:

**Continuous Improvement**

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. *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.

<table>
<thead>
<tr>
<th>Assessment Action Steps</th>
<th>Rubric</th>
<th>Instructor Pre-semester Assessment Plan</th>
<th>Instructor Post-semester Assessment</th>
<th>Student Mid-term Assessment</th>
<th>Student Post-semester Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified survey (items, format)</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Modified Dissemination of results</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Utilized results for faculty development workshops/institute</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Attended to program website assessment info</td>
<td></td>
<td>X</td>
<td>x</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Revised/added to current program assessment plan</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
## 2014-2015 Learning Communities Assessment Timeline

<table>
<thead>
<tr>
<th>Program</th>
<th>Name of Assessment Project</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year Learning Communities</strong></td>
<td>Fall Instructor Pre-Assessment Plan</td>
<td>5/20/2014 faculty institute</td>
<td>8/18/2014 Classes begin</td>
</tr>
<tr>
<td></td>
<td>Fall Student Mid-Semester Assessment</td>
<td>10/6/2014</td>
<td>10/24/2014</td>
</tr>
<tr>
<td></td>
<td>Fall End of Semester Student Survey</td>
<td>11/24/2014</td>
<td>12/19/2014</td>
</tr>
<tr>
<td></td>
<td>Fall Instructor Post-semester assessment</td>
<td>12/8/2014</td>
<td>12/19/2014</td>
</tr>
<tr>
<td></td>
<td>Fall Student Work Rubric Analysis</td>
<td>1/5/2015</td>
<td>1/30/2015</td>
</tr>
<tr>
<td><strong>Spring Instructor Pre-Assessment Plan</strong></td>
<td>12/19/2014 Fall classes end</td>
<td>1/12/2015 Classes begin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring Student Mid-Semester Assessment</td>
<td>3/2/2015</td>
<td>3/13/2015</td>
</tr>
<tr>
<td></td>
<td>Spring Instructor Post-semester assessment</td>
<td>5/4/2015</td>
<td>5/22/2015</td>
</tr>
<tr>
<td></td>
<td>Spring Student Work Rubric Analysis</td>
<td>8/18/2014</td>
<td>8/29/2014</td>
</tr>
</tbody>
</table>

We adapt our assessment methods to meet the needs of our program, context and people served, and affected by our program. From stakeholders and campus partners to the specific student populations we serve, we have learned how to include, impact, and tell the story to all benefactors in a comprehensive assessment process for our UNM Learning Communities.
Transition Communities

Program Description

Transition Communities are explored through UNM's UNIV 101 course. UNIV 101 is a three credit course that is designed to help students successfully transition into life and learning at the University of New Mexico. Students can expect to be introduced to the following topics:

- **Financial Capabilities**
- **Lobo Reading Experiences**
  - How to have difficult conversations in the classroom
  - Identity Autobiography and Your Role at UNM
- **Your Academic Journey**
  - Setting your academic plan
  - Exploring a Major
  - Answering big questions in your field
  - Academic Integrity
  - Willpower 101
Learning Goals & Student Learning Outcomes

University College
Transition Communities

Broad Learning Goals

A. PROBLEM SOLVING: the ability to develop multiple strategies and solutions to a problem.

B. CRITICAL THINKING: the ability to articulate, 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.

Student Learning Outcomes

A1. 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**

B1. 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**

C1: 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**
University of New Mexico Student Learning Goals *

University of New Mexico students will develop the following aptitudes and habits of mind in the course of their general and major study at UNM:

- **KNOWLEDGE** of human cultures and the natural world, gained through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts.

- **SKILLS**, both intellectual and applied, demonstrated in written and oral communication, inquiry and analysis, critical and creative thinking, quantitative literacy, information literacy, performance, teamwork and problem solving.

- **RESPONSIBILITY**, both personal and social, that will be manifested in civic knowledge and engagement, multicultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning.

* The University of New Mexico has adopted this set of common learning goals to guide the development of assessment rubrics across its several campuses. They are based on the liberal education outcomes articulated by the American Association of Colleges and Universities, a consortium of the nation’s leading liberal arts and research institutions dedicated to “making excellence inclusive” and “taking responsibility for the quality of every student’s liberal education.”
Transition Communities Assessment Matrix

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Rubric</th>
<th>Pearson Student Pre-course Assessment</th>
<th>Pearson Student Post-course Assessment</th>
<th>Instructor Post-semester Program Survey</th>
<th>Student Post-semester Program Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROBLEM-SOLVING</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>CRITICAL THINKING</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PERSONAL AND SOCIAL RESPONSIBILITY</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**How will learning outcomes be assessed?**

A. *MyStudentSuccessLab Pre and Post assessments:*

The Pearson curriculum used for the UNIV courses have an assessment system built into them. The pre-course assessment shows where students are at coming in to the semester. This is administered to the students within the first 2 weeks of class. The post-course assessment shows knowledge advancement. This is administered to students the last 2 weeks of class. The pre and post course assessment assess the same learning objectives at the same difficulty level. The outcomes of each of these assessments will be analyzed by Pearson staff as well as the Academic Communities Assessment Coordinator to inform next steps in pedagogical development, curricular development and program improvement.

*The MyStudentSuccessLab Pre and Post assessments are based on specific learning modules and themes within each UNIV course (e.g., health sciences, athletics, financial capabilities, transition to college). UNM offers 20 course sections of UNIV classes. Therefore, the pre and post course assessments are not included in the appendices of this booklet.*

B. *Student Mid-term Assessment (Appendix G):*

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 questions were piloted during the Fall, 2014 semester via an online survey. The assessment coordinator then generates an individual report for each instructor based on filtered survey outcomes. The report is then dispersed to each instructor within a week of the survey being coompleted. The questions may be altered if the academic communities program and instructors are not receiving the information about SLO’s that were sought after.
C. Student Post-semester Survey (Appendix F):

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 judgments 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 transition communities program report they have met the SLO’s.

D. Instructor Post-semester Assessment (Appendix H):

Transition 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.
Pedagogical Assessment

Starting in fall 2014, Transition Communities will incorporate classroom observations (Appendix I) 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
Fall 2013 Transition Communities Demographics

Student Demographics

- Female: 44%
- Male: 66%

High School GPA:
- UNIV Students: 3.12
- NON-UNIV Students: 3.31

ACT:
- UNIV Students: 21.69
- NON-UNIV Students: 22.49

UNM GPA:
- UNIV Students: 3.03
- NON-UNIV Students: 3.00
Continuous Improvement

<table>
<thead>
<tr>
<th>Assessment Action Steps</th>
<th>Rubric</th>
<th>Pearson Pre-course Student Assessment</th>
<th>Pearson Post-course Student Assessment</th>
<th>Classroom Observations</th>
<th>Student Post-semester Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified survey (items, format)</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modified Dissemination of results</td>
<td></td>
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<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Revised/added to current program assessment plan</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

2014 – 2015 Transition Communities Assessment Timeline

<table>
<thead>
<tr>
<th>Program</th>
<th>Name of Assessment Project</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition Communities (Fall semester only)</td>
<td>16 week MyStudent Success Lab pre-test</td>
<td>8/18/2014</td>
<td>8/29/2014</td>
</tr>
<tr>
<td>8 week MyStudent Success Lab pre-test</td>
<td>10/13/2014</td>
<td>10/24/2014</td>
<td></td>
</tr>
<tr>
<td>Instructor Post-semester assessment</td>
<td>12/1/2014</td>
<td>12/19/2014</td>
<td></td>
</tr>
<tr>
<td>Student Work Rubric Analysis</td>
<td>1/5/2015</td>
<td>1/30/2015</td>
<td></td>
</tr>
</tbody>
</table>
Appendices:

APPENDIX A Rubric for Assessing UNM’s Learning Community Outcomes

*Learning Goal:* CRITICAL THINKING

*Learning Outcome:* 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.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>MASTERY 3</th>
<th>DEVELOPED 2</th>
<th>INTRODUCED 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selecting and using information to investigate a point of view or conclusion</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.</td>
<td>Information is taken from source(s) with little interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Influence of context and assumptions</th>
<th>MASTERY 3</th>
<th>DEVELOPED 2</th>
<th>INTRODUCED 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
<td>Identifies own and others' assumptions and several relevant contexts when presenting a position.</td>
<td>Questions some assumptions. Identifies some relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).</td>
<td></td>
</tr>
</tbody>
</table>
Rubric for Assessing UNM’s Learning Community Outcomes

**Learning Goal:** INTEGRATIVE LEARNING

**Learning Outcome:** 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.

<table>
<thead>
<tr>
<th>Connections within/across Disciplines</th>
<th>MASTERY 3</th>
<th>DEVELOPED 2</th>
<th>INTRODUCED 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independently connects examples, facts, or theories from more than one area within and/or across disciplines.</td>
<td>When prompted, connects examples, facts, or theories from more than one area within and/or across disciplines.</td>
<td>When prompted, can present some examples, facts, or theories from more than one area within and/or across disciplines.</td>
<td></td>
</tr>
</tbody>
</table>

| Transfer | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one area to a new area (within and/or across disciplines) to solve problems or explore issues. | Uses skills, abilities, theories, or methodologies gained in one area in a new area (within and/or across disciplines) to contribute to understanding of problems or issues. | Uses, in a basic way, skills, abilities, theories, or methodologies gained in one area in a new area (within and/or across disciplines). |
Rubric for Assessing UNM’s Learning Community Outcomes

*Learning Goal: TEAMWORK*

<table>
<thead>
<tr>
<th>Facilitates the Contributions of Team Members</th>
<th>MASTERY 3</th>
<th>DEVELOPED 2</th>
<th>INTRODUCED 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.</td>
<td>Supports a constructive team climate by doing any two or three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to</td>
<td>Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of</td>
<td>Engages team members by taking turns and listening to others without interrupting.</td>
</tr>
</tbody>
</table>

| Fosters Constructive Team Climate | Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to | Supports a constructive team climate by doing any two or three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of | Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of |
| accomplish it. • Provides assistance and/or encouragement to team members | the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. | the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. |

**Learning Outcome:** 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.
### Instructor Pre-semester Assessment Plan

<table>
<thead>
<tr>
<th>Intended Learning Outcome</th>
<th>Specific LC Experiences Designed to Meet the Outcomes</th>
<th>Assessment Methods for Intended Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teamwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Integrative Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Critical Thinking</td>
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</tbody>
</table>

### Instructor Post-semester Assessment

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Met/Unmet</th>
<th>How did you assess/gather data?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teamwork</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. Critical Thinking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Describe ways you can improve your FLC course/teaching to meet the FLC learning outcomes.

Describe something you learned regarding your FLC population this semester.

Describe how the course(s) and activities in your FLC linked to one another.

Would you describe your overall teaching experience in the FLC program at UNM as a positive one? Please explain.

How can the FLC support you better (i.e., partner linkage, meeting your learning outcomes, etc…)?
APPENDIX C Mid-Semester FLC Student Survey

Mid-Semester FLC Student Survey

This mid-term evaluation for your FLC will be evaluating BOTH of your FLC courses and classes at the same time. Please provide comments for both and distinguish which course/instructor you are referring to when you have individual comments for them.

1. In what ways has being part of a Learning Community impacted your learning?

2. Are you gaining teamwork skills? Explain/provide examples.

3. Are you being challenged in your thinking? Explain/provide examples.

4. Are you gaining knowledge and/or skills that can be applied in other areas of your life? (Other classes, work, etc.) Explain/provide examples.
5. Is there any way in which you think your Learning Community experience can be better?

6. Which of the following statements best describes this FLC? Choose only one statement and write the number in the space below. Provide an example to support your statement choice.
   1. This FLC has a central theme and the courses are well-coordinated.
   2. This FLC has a central theme but, for the most part, the courses function independently.
   3. This FLC does not have a central theme and the courses function independently.

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APPENDIX D Student Post-semester Survey

Student Post-semester Survey

TEAMWORK

1. Was partner/group work part of your FLC class?
   - Yes
   - No

2. If yes, how was partner/group collaboration experienced? If no, what kind of interaction would you liked to experience in your FLC?
   Check all that apply:
   - Group Project/Assignment (i.e. presentation, speech, research, etc)
   - Small group class discussion
   - Whole class discussion
   - Student/teacher interaction (i.e. conferences, interactive lectures, etc)
   - In-class partner/group activities (i.e. peer feedback, problem solving, study groups, etc)
   - Other

3. Did you experience your teachers working together in your FLC class?
   - Yes
   - No

4. Did the learning in this FLC provide you with group/partner experiences that you expect to see in your chosen career/major? Please explain.

INTEGRATIVE LEARNING

1. Were you provided with learning opportunities that helped/will help you apply knowledge and skills to other classes and/or your future career?
   - Yes
   - No
2. If yes, how was this application experienced? If no, what kind of application of knowledge and skills would you have liked to experience in your FLC?

Check all that apply:

Real-world tasks (i.e., problems or questions of importance in a major/career)

Connecting past and current information

Reflecting on class experiences in relation to academic, professional and personal goals

Gaining knowledge that you will use in future classes/jobs

Learning a skill(s) that you will use in future classes/jobs

Experiencing something that changed the way you understand an issue or concept

Becoming more aware of your own study habits and learning/thinking process(es)

Other Please explain____________________________________________________________

CRITICAL THINKING

1. Was advanced thinking part of your FLC class?

Yes No

2. If yes, how did you conduct your thinking in this FLC? If no, what kind of thinking would you have liked to experience in your FLC?

Check all that apply:

Gathered/researched relevant information for FLC class topics

Evaluated media, statistics, scientific evidence, and/or other pieces of documented information

Made informed decisions (i.e. questioned, confirmed, denied, took a position, made a logical conclusion, reasoned, etc) based on evaluating information

Interpreted complex issues/concepts to help determine your own or others’ viewpoints

Communicated your purpose or perspective for your own thinking in an oral or written manner

Communicated others’ supported arguments in an oral and/or written manner

Other Please explain____________________________________________________________
OVERALL

1. Did you observe/experience any changes in your FLC class from the middle of the semester until the end of the semester that were based on the midterm evaluation you completed in class with an outside facilitator? Please explain.

2. Would you recommend FLC courses to others? Why or why not?

3. Did your FLC class help you transition to college level learning?

   [ ] Yes    [ ] No

4. What did you learn about your role and purpose as a college student on the UNM campus from your FLC class?

5. Please provide any other feedback that you would like us to know to improve the FLC program.
APPENDIX E Transition Communities Program Survey

Transition Communities Program Survey

PROBLEM SOLVING

1. Was problem solving part of your UNIV 101 class?
   - [ ] Yes
   - [ ] No

2. If yes, how was problem solving incorporated?

3. If no, what kind of interaction would you liked to experience about problem solving in your course?

   **Check all that apply:**
   - Learned about a problem solving process
   - Identified real world problems
   - Defined solutions estratégias to solve or minimize real world problems
   - Monitored and/or evaluated the problem solving process
   - Eliminated irrelevant information when solving a problem

CRITICAL THINKING

1. Was advanced thinking part of your UNIV 101 class? (Please see below for examples.)
   - [ ] Yes
   - [ ] No

2. If yes, how did you conduct your thinking in this course?

3. If no, what kind of challenges would you have liked to experience in your thinking?

   **Check all that apply:**
   - Gathered/researched relevant information for class topics
   - Evaluated scientific evidence, media, statistics, and/or other pieces of documented information
   - Made informed decisions (i.e. questioned, confirmed, denied, took a position, made a logical conclusion, reasoned, etc) based on evaluating information
   - Interpreted complex issues/concepts to help determine your own or others’ viewpoints
   - Communicated your purpose or perspective for your own thinking in an oral or written manner
   - Communicated others’ supported arguments in an oral and/or written manner
PERSONAL AND SOCIAL RESPONSIBILITY

1. Were you provided with learning opportunities that helped/will help you gain moral and ethical responsibility personally and/or socially in this UNIV 101 course?
   - [ ] Yes
   - [ ] No

2. If yes, how was this learning experienced?

3. If no, what kind of learning opportunities would you have liked to experience in order to gain moral and ethical responsibility?

   **Check all that apply:**
   - Participated in a community-based project as part of the course
   - Compared and contrasted ethical perspectives
   - Communicated about local or global issues within the course
   - Learned about moral development and/or making moral decisions
   - Participated in ethical/moral debates
   - Learned ways to be a responsible member of society

OVERALL

1. Please select which UNIV 101 course you were a part of:

2. Based on the theme of your UNIV 101 course, do you feel your expectations of the course content, course activities and course instruction were met? Please explain.

3. If your class used the Pearson MyStudentSuccessLab, please explain your experience with using it (e.g., modules, pre/post tests, practice activities, overviews, etc…)

4. Would you recommend this UNIV course to others? Why or why not?
APPENDIX F Transition Communities Training Feedback Form

UNIV TRAINING FEEDBACK FORM

Please check one box:
☐ New UNIV Instructor
☐ Returning UNIV Instructor

Overall, how would you rate this workshop? Circle your response.

1. How would you rate the usefulness of the content?
   1 2 3 4 5

2. How would you rate the presenters’ knowledge in their subject area?
   1 2 3 4 5

4. How would you rate the presenters’ style of teaching?
   1 2 3 4 5

5. How would you rate the pace of the training?
   Too fast  Too slow  Just right

6. What did you like best or find most useful about the training?

7. What skills/knowledge did you learn that helped prepare you for the classroom?

8. Were your training expectations met? Explain.
   If "No," please describe those expectations that were not met.

9. Any other comments?
APPENDIX G Mid-Semester Student Survey

MID-SEMESTER STUDENT SURVEY

1. Identify any **benefits** you have experienced by being a part of this UNIV course.

2. My UNIV class encourages **collaboration** between students. Explain/provide examples.
   Never rarely sometimes often always

3. MY UNIV course promotes **problem solving**. Explain/provide examples.
   Never rarely sometimes often always

4. My UNIV course is helping me **transition to college**. Explain/provide examples.
   Never rarely sometimes often always

5. MY UNIV course is helping me transition to **college level thinking and learning**.
   Explain/provide examples.
   Never rarely sometimes often always

6. The **theme/title** of my UNIV course is clearly linked to the course content and activities.
   Explain/provide examples.
   Never rarely sometimes often always

7. Is there any way in which you think your UNIV course can be **better**?
APPENDIX H Transition Communities Instructor Survey

UNIV INSTRUCTOR SURVEY

Instructor Name___________________________________________________
Title of Course____________________________________________________
Semester/Year_____________________________________________________

1. How well did your activities, project, homework and assessment methods help your students attain the program learning objectives? What changes might you make for each in the future?

A. Problem Solving

B. Critical Thinking

C. Personal & Social Responsibility

2. Please explain your experience with using the Pearson MyStudentSuccessLab\ (e.g., modules, pre/post tests, practice activities, overviews, etc…)

3. Describe something you learned regarding your UNIV population this semester that helps inform you to teach a first year population in the future.

4. Please comment on what went well during your teaching of this course. Please highlight any successful strategies, techniques, activities, etc.

5. Please state any particular concerns/issues/unexpected difficulties you encountered. Also, please note any assistance that would have been helpful.
APPENDIX I Transition Communities Classroom Observation Tool

Classroom Observation Tool

Classroom Observation Report
Instructor evaluated_______________________ Course______________________
Number of students present___________ Date_____________________________
Evaluator(s)____________________________________________________

Purpose:
The purpose of this classroom observation is (1) to improve faculty performance.

Instructions
Please consider each item carefully and assign the highest scores only for unusually effective performance.

Highest
Satisfactory
Lowest
Not Applicable
5 4 3 2 1 n/a

_____ 1. Defines objectives for the class presentation.
_____ 2. Effectively organizes learning situations to meet the objectives of the class presentation.

_____ 3. Uses instructional methods encouraging relevant student participation in the learning process.
_____ 4. Uses class time effectively.
_____ 5. Demonstrates enthusiasm for the subject matter.
_____ 6. Communicates clearly and effectively to the level of the students.
_____ 7. Explains important ideas simply and clearly.
_____ 8. Demonstrates command of subject matter.
_____ 9. Responds appropriately to student questions and comments.
_____ 10. Encourages critical thinking and analysis.

What specific suggestions would you make concerning how this particular class could have been improved?

What were the major strengths demonstrated in this observation?