Administrative Units
UCAC Assessment Plan
The University of New Mexico

A. Division, Unit/Department and Date
   University College
   Academic Communities - Transition Communities (TC)
   May 17, 2018

B. Contact Person(s) for the Assessment Plan
   Lisa Hahn, Program Specialist, lhahn01@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.
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.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Rubric</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>
</tr>
<tr>
<td>CRITICAL THINKING</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>
</tr>
</tbody>
</table>

**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 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.

2014-2017: Critical Thinking
2018-2020: Social & Personal Responsibility
2021-2023: Problem Solving

6. When will the outcomes be assessed? When and in what forum will the results of the assessment be discussed?
This assessment will be conducted for the Fall 2018-Fall 2020 semesters. Assessment will not occur in the Spring or Summer semesters, as this program primarily serve first-semester freshman at the University of New Mexico. The Learning Outcome that will be assessed during this period will be Social & Personal Responsibility. Results will be reviewed at internal college meetings with the Dean, Associate Dean, Program Specialist, and Academic Foundations Coordinator. Additionally, they will be reviewed by the First-Year Advisory Council and at the Academic Communities Annual Retreat with all campus stakeholders.

<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 semesters only)</td>
<td>Instructor Post-semester assessment</td>
<td>01/03/2019</td>
<td>01/14/2019</td>
</tr>
<tr>
<td></td>
<td>End of semester student survey</td>
<td>11/26/2018</td>
<td>12/15/2018</td>
</tr>
</tbody>
</table>

Social & Personal Responsibility Rubric 2018-2020

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 CARC will participate in the Assessment Process – this includes the Associate Dean, the Program Specialist, the Academic Foundations Coordinator, and a CEP Liaison.
2. What is the process for considering the implications of assessment/data for change: The Transition Communities Program uses 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.

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.