

Template
Academic Program
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

1. College: *School of Architecture and Planning*
2. Department: *Historic Preservation and Regionalism Certificate Program*
3. Date: *December 15, 2008*

B. Academic Program of Study*

Historic Preservation and Regionalism Certificate Program

C. Contact Person(s) for the Assessment Plan

Chris Wilson, chwilson@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes

The *Graduate Certificate in Historic Preservation & Regionalism* (HPR) prepares students to addresses contemporary design and planning issues that foster economic development and underline the quality of life in neighborhoods and communities, while also preparing them to contribute in the conservation of architectural and cultural heritage.

Broad Learning Goals

- A. A. knowledge of the history and theory of historic preservation, regionalism, and other contemporary design and planning approaches grounded in history, culture and place.
- B. The ability to read, research, and analyze the history of social and economic change in architecture and the cultural landscape.
- C. The knowledge of the best methods, techniques, and practices for connecting their particular professional or academic discipline to work in local communities, especially through heritage tourism development and programs enhancing local quality of life.

Student Learning Outcomes

- A.1. Students will gain the ability to outline the history of the Preservation, Regionalism, New Urbanism and other contextually-based design, planning, and community development movements.
- A.2 Students will gain the ability to outline the principles and strategies of the Preservation, Regionalism, New Urbanism and other contextually-based design, planning, and community development movements.

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

- B.1. Students will gain the ability to decipher the layers of economic, cultural and social change in the history in the built environment.
- B.2 Students will gain the knowledge of the best primary and secondary sources for studying the history of the built environment
- B.3 Students will gain the knowledge of various interpretive frameworks, ability to select appropriate ones for particular projects, and apply them to the built environment in design, planning or scholarly settings.
- C.1 Students will gain the knowledge of the range of pragmatic preservation and regionalism issues faced in the student’s professional or academic field.
- C.2 Students will experience working individually and/or on a team in a real world design or planning project.

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

1. Student Learning Outcomes

[Insert at least 2-5 priority learning outcomes that will be assessed by the unit over the next three years. Each unit will select which of its learning outcomes to assess.]

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
A.1 Preservation & Reg. History	X			
A.2 Preservation & Reg. Principles	X			
B.1 Read Built Environment	X	X		
B.2 Sources on Built Environment	X			
B.3 Interpret Built Environment		X		
C.1 Best Practices in Prof. Field	X		X	
C.2 Team Work Experience	X			

2. How will learning outcomes be assessed?

a) Each course syllabus has a section on learning objectives which will be coordinated in future with the Student, Performance criteria/Knowledge and Skills Areas listed above. In addition, the contextual questions established by the Faculty Information Form for the IDEA student Course Evaluation forms will be coordinated with certificate goals to track student perceptions of learning outcomes, semester to semester.

b) *The current students self-evaluation statement for the Capstone Project will be expanded into a program exit survey covering self-assessment and knowledge questions about the three SLOs. The IDEA form data covers all students taking required and elective HPR courses, which are also open to non-HPR students. The exst survey covers only HPR students.*

c) *A review form will be developed to be completed by the sponsoring faculty for each student capstone project. It will include both quantatative ratings on the respective SLOs (perhaps on a point or unacceptable/acceptable/excellent scale), and a few more-open-ended qualitative questions.*

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

The Director of Historic Preservation and Regionalism program will review the IDEA course assessment results each semester, exit surveys annually, and discuss the results with faculty teaching course in the program. The HPR assessment plan will be adjusted or reworked as needed based following the annual review of data.

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

The unit consists of part of one faculty member's duties as director, who also serves on the Landscape Architecture Program. All courses are offered under the auspices of master degree programs in the School of Architecture and Planning. Thus the Director analyzes assessment data, proposes adjustments to the curriculum, and speaks with faculty teaching the courses typically taken by HPR students.