

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

A. College, Department and Date

1. College: University of New Mexico – Gallup Campus
2. Department: Business Management Technology Department
3. Date: July 17, 2008

B. Academic Program of Study*

AA, Pre-Business Administration

C. Contact Person(s) for the Assessment Plan

Elvira Stahn, Chair, estahn@gallup.unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes

[*Attach Cover Sheet for Student Learning Outcomes and associated materials.*]

OR

Students can either get an AA Pre-Business Administration degree or transfer into the Bachelor of Business Administration program offered at UNM - Anderson School of Management.

1. Broad Program Learning Goals for this Degree/Certificate Program

- A. Students will be able to demonstrate proficiency in oral and written communication.
- B. Students will be able to solve mathematical problems using critical thinking skills.
- C. Students will be able to demonstrate computer usage skills.
- D. Students will be able to demonstrate knowledge of the marketing function to the management of an organization.

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

- A.1. Students will be able to communicate effectively both written and orally.

* 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.).

May 15, 2008: Assessment plans are to be sent to the respective Dean
June 15, 2008: Relevant materials are to be sent from the Deans to the Provost

B.1. Students will be able to solve mathematical problems by applying concepts and proving the results.

C.1. Students will be able to demonstrate knowledge of the basic operations of a computer and software applications.

D.1. Students will be able to evaluate a marketing situation and develop recommendations.

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.]

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
A.1. Students will be able to communicate effectively both written and orally.	x	x	x	
B.1. Students will be able to solve mathematical problems by applying concepts and proving the results.	x	x	x	
C.1. Students will be able to demonstrate knowledge of the basic operations of a computer and software applications.	x	x	x	
D.1. Students will be able to evaluate a marketing situation and develop recommendations.	x	x	x	

2. How will learning outcomes be assessed?

A. What:

A.1. Students will be able to communicate effectively both written	Students will be able to give a slide presentation on economic concepts: supply, demand, production,	Ninety percent of the students in class should pass with a grade of 70% or better.
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and orally.	exchanged and consumption.	
B.1. Students will be able to solve mathematical problems by applying concepts and proving the results.	Students will be able to use appropriate mathematical operations such as, percentage, compound interest and cost/benefit calculations to solve business situations.	Ninety percent of the students in class should pass with a grade of 70% or better on the combined scores of exams.
C.1. Students will be able to demonstrate knowledge of the basic operations of a computer and software applications.	Students will be able to use word processing, spreadsheets, database, presentation graphics, and the Internet browser software to solve business issues, report and prove the solutions.	Ninety percent of the students in class should pass with a grade of 70% or better.
D.1. Students will be able to evaluate a marketing situation and develop recommendations.	Students will be able to asses a firm's performance by analyzing its financial statements.	Ninety percent of the students in class should pass with a grade of 70% or better.

B. Who: State explicitly whether the program's assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students.

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

Students will be able to approach a mathematical problem, understand the concepts, solve and prove the results (percentage, compound interest, and cost/benefit calculations).

	2008-2009	2009-2010	2010-2011	Discussion Group
A.1. Students will be able to communicate effectively both written and orally.	May 2009	May 2010	May 2011	Departmental chair, full/part faculty members, Dean of Instruction, and a colleague from another department.
B.1. Students will be able to solve mathematical problems by applying concepts and proving the results.	May 2009	May 2010	May 2011	Departmental chair, full/part faculty members, Dean of Instruction, and a colleague from

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Evaluative Rubric for Academic Program Assessment Plans

Department: Business Technology & Management

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Program Level & Title: Pre-Business Administration AA

Assessment Plan Elements	Very Good 4	Acceptable 3	Developing 2	Undeveloped 1	Score For Each Element
<i>Program Goals and Measurable Student Learning Outcomes</i>	The plan lists a few broad learning goals, and one or a few clear, measurable SLOs that align with each program goal.	The plan lists a few broad learning goals; SLOs are too numerous, uneven clarity or format.	Stated program learning goals are too numerous/few, or too narrow; SLOs are unclear, unaligned with goals, or poor format.	Program learning goals may be implied, but are not enumerated; SLOs are absent, unaligned with goals or not stated in an acceptable format	3
<i>Student learning outcomes</i>	At least two SLOs are clearly stated using the proper format and linked to UNM Learning Goals.	At least two SLOs, linked to UNM Learning Goals, are stated but with some lack of clarity.	SLOs are stated but unclear regarding one or more critical aspects including alignment with UNM Learning Goals.	SLOs are not stated in an acceptable format.	4
<i>Assessment method for each outcome</i>	Multiple assessment measures are identified for each outcome.	At least one assessment measure is identified for each outcome.	Assessment measures are identified for some outcomes.	Assessment methods are not identified or inadequately described.	3
<i>One-half or more of the methods are direct measures</i>	At least one-half of assessment measures are direct.			Fewer than one-half of the measures are direct measures.	3
<i>Target Population</i>	The assessment target population is clearly identified.			The assessment target population is not clearly identified.	2
<i>Timeline for assessment implementation for next three years</i>	There is a clear plan for assessment implementation over each of the next three years.	The plan is somewhat clear but has some areas that are incomplete.	Some parameters have been established but a clear timeline is not evident.	There is not a stated implementation plan.	4

<i>Process for data presentation and discussion</i>	The process for the interpretation, presentation, and discussion of the data is clearly described, including who will be involved and timing.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no stated plan.	4
<i>Process for implementing revisions based on assessment results</i>	The process for implementing revisions based on assessment results is clearly described.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no stated plan.	3

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: _____

Decision (check one):

- Revision Needed (*see first feedback section below*)
- Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

Identify assessment (test) instruments.

In-house?