

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

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**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\***

Certificate, Secretarial Skills Certificate

**C. Contact Person(s) for the Assessment Plan**

Elvira Stahn, Chair, [estahn@gallup.unm.edu](mailto:estahn@gallup.unm.edu)

**D. Broad Program Goals & Measurable Student Learning Outcomes**

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

OR

*[List below:]*

**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 read and follow directions
- D. Students will be able to demonstrate computer usage skills.

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

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\* 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.).

C.1. Students will be able to comprehend written directions by accurately performing 90% of the tasks given.

D.1. Students will be able to demonstrate the basic operation of a computer and software applications.

**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. The student will be able to communicate effectively both written and orally.	x	x	x	
B.1. The student will be able to solve mathematical problems by applying concepts and proving the results.	x	x	x	
C.1. The student will be able to comprehend written directions by accurately performing 90% of the tasks.	x	x	x	
D.1. The student will be able to demonstrate the basic operation of the computer and software applications.	x	x	x	

**2. How will learning outcomes be assessed?**

A. What:

A.1. The student will be able to communicate effectively both written and orally.	Direct. Students will use correct grammar and proofreading skills to transcribe dictated material. In oral presentations,	Ninety percent of the students in class should pass with a grade of 70% or better.
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	peers get a chance to rate their classmate. Indirect. Students are encouraged and given extra points to speak up during question and answer sessions.	
B.1. The student will be able to solve mathematical problems by applying concepts and proving the results.	Direct. Students will take the 11 pre-tests before the 11 post-tests. The post-tests and the final test must be passed with 70% grade or better. Indirect. Students will demonstrate the ability to perform calculator operations.	Ninety percent of the students in class should pass with a grade of 70% or better on the combined scores of exams.
C.1. The student will be able to comprehend written directions by accurately performing 90% of the tasks.	Direct. Students will read and follow directions and turn in an assignment within a timeframe.	Ninety percent of the students in class should pass with a grade of 70% or better.
D.1. The student will be able to demonstrate the basic operation of a computer and software applications.	Direct. Students will know how to operate a computer to create a document, worksheet or presentation slides. Indirect: Students will demonstrate the use of various computer functions.	Ninety percent of the students in class should pass with a grade of 70% or better.

B. Who: Direct and Indirect measures will be applied to all students in the Certificate-Secretarial Skills program.

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

This is our first time participating in the Student Outcome Assessment Series. The following timeframe for assessment of learning outcomes are as follows:

	2008-2009	2009-2010	2010-2011	Discussion Group
A.1. The student 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. The student 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 another department.
C.1. The student will be able to comprehend written directions by accurately performing 90% of the tasks.	May 2009	May 2010	May 2011	Departmental chair, full/part faculty members, Dean of Instruction, and a colleague from another department.
D.1. The student will be able to demonstrate the basic operation of a computer and software applications.	May 2009	May 2010	May 2011	Departmental chair, full/part faculty members, Dean of Instruction, and a colleague from another department.

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

In August 2008, the departmental chair will asked each full/part faculty member to devise a rubric for each of the courses they plan to teach in fall. The rubric will be attached to each syllabus. In May 2009, the full/part faculty members will submit their rubrics. The faculty members and chair will review each rubric and make recommendations. One rubric format will be selected for each course and will be used in Spring 2009 semester. In May 2009, the rubrics will be reviewed and revised to fit student learning. During this time, departmental members will review students' learning outcome such as grades, project completions, curriculum design, teaching approaches, online courses, New Mexico Business Articulation and Transfer Matrix, etc. Changes for improvement will be documented by the chair who will submit a copy to the Dean of Instruction. It should be noted that full and part faculty members will be evaluated in the SOA process.

### Evaluative Rubric for Academic Program Assessment Plans

**Department:** Business Technology & Management

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.).

**Program Level & Title:** Secretarial Skills Certificate

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	4
<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.	4
<i>Target Population</i>	The assessment target population is clearly identified.			The assessment target population is <b>not</b> clearly identified.	4
<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

<b><i>Process for data presentation and discussion</i></b>	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
<b><i>Process for implementing revisions based on assessment results</i></b>	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.	4

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):