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UNM Academic Program Review

Office of the Provost/EVP for Academic Affairs

Fall 2018

Construction Technology 2018 Valencia Self-Study & Documents

University of New Mexico - Valencia County Branch

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Valencia Campus Program Review Checklist

Name of Program: Construction Technology

Name of Contact Person: Alexa Wheeler

Review Categories to be Addressed:

- | | | |
|------|--|-------------------------------------|
| I. | Description of Program's Mission | <input checked="" type="checkbox"/> |
| II. | Description of the Program's Goals | <input checked="" type="checkbox"/> |
| III. | Changes in trends in enrollment (over the last two years) | <input checked="" type="checkbox"/> |
| IV. | Program Assessment | <input checked="" type="checkbox"/> |
| V. | Program Funding and Facilities-Budget Report | <input checked="" type="checkbox"/> |
| VI. | Articulation with Main Campus (if appropriate) | <input checked="" type="checkbox"/> |
| VII. | Summary: Program's Strengths, Weaknesses and Vision for the Future | <input checked="" type="checkbox"/> |

Valencia Campus Program Review Worksheet

I. Description of the Program's Mission

- This degree program is designed for students entering apprenticeship-training programs. In addition to the 15 credit hours toward specific apprenticeship training, students will broaden their academic skills and develop an increased awareness of the workplace environment. Students take several special topics courses in construction technology in order to focus their program of study towards their specific field or career goal. You will learn how to plan, organize, solve programs and communicate well in building projects.

II. Description of the Program's Goals

- Upon completion of the associate of applied science degree and at least 50 percent of the apprenticeship program, the student will be prepared for career advancement in the workplace which will likely lead to higher pay. You can prepare for an entry-level job in many construction areas, or train to seek advancement to a higher level in your current position. In addition, group requirements and/or technical and academic core courses may transfer to programs at 4-year universities.

III. Description of Program's Assessment

Construction Technology has not gone through the Program Assessment process since in many years due to inactivity and low/no enrollment. The Assessment Plan from 2016 is **Appendix I and is incomplete**.

IV. Changes in Trends in Enrollment (Over the last 5 years)

Since 2012, **15** Construction Technology courses were offered and **16** unique students enrolled in Construction Technology courses. There were a total of **3** graduates, **1** who transferred to Main Campus. Out of the 16 students, **9** were Hispanic and **1** was female. The annual enrollment is as follows:

2012: 4 students

2103: 3 students

2014: 7 students

2015: 4 students

2016: 0 students

Adapted from Kansas State University Office of Assessment

2017: 3 students

V. Program Funding and Facilities-Budget Report

This is a Career-Technical Educational (CTE) program. None of the courses offered in the program are core courses nor do they transfer to Main Campus. No courses in this certificate program would be offered without this program.

VI. Articulation with Main Campus

This program encompasses terminal degrees/certificates that is not offered on Main Campus.

VII. Summary

This program has not been successful in the past 5 years. CNST program classes are offered only at Alamo High School as dual enrollment topics classes. This program needs to be re-evaluated and rebuilt according to local industry needs.

Appendix I: Associate Assessment Plan (no Report available):

Template

Academic Programs

Assessment Plan

The University of New Mexico

A. College, Department and Date

1. College: *Valencia Branch*

2. Department: *Business, Technology and Fine Arts*

Adapted from Kansas State University Office of Assessment

3. Date: 12-7-15

B. Academic Program of Study*

AAS in Construction Technology

C. Contact Person(s) for the Assessment Plan

Michael Ceschiat, Division Chair, ceschiat@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes (SLOs)

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

OR

[List below:]

1. Broad Program Learning Goal(s) for this Degree/Certificate Program

The Construction Technology program provides students with quality instruction to facilitate mastery of the knowledge, skills and behaviors necessary to be successful in various construction trades.

* 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.).

Adapted from Kansas State University Office of Assessment

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

Students will demonstrate that they have developed basic skills in industry specific trades.

Students will demonstrate that they have developed essential academic skills in English, math and reading for success in a workplace setting.

Students will demonstrate that they have developed the ability to understand basic construction safety.

Students will demonstrate that they have developed team building and communication skills and the basics of a good work ethic.

E. Assessment of Student Learning Plan

All programs are expected to measure student learning outcomes annually and to measure all program student learning outcomes at least once over one, two, or three assessment cycles. Each unit determines which of its student learning outcomes to assess during an assessment cycle. Describe the program’s one, two, or three year plan for assessing program-level student learning outcomes by addressing 1 thru 4 below.

1. Student Learning Outcomes

[Insert all (at least 2-5) priority student learning outcomes that will be assessed by the unit over the next one, two, or three assessment cycles.]

Relationship to UNM Student Learning Goals (insert the program’s 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.

Students will demonstrate that they have developed basic skills in industry specific trades.	x	x		
Students will demonstrate that they have developed essential academic skills in English, math and reading for success in a workplace setting.	x	x		
Students will demonstrate that they have developed the ability to understand basic construction safety.	x		x	
Students will demonstrate that they have developed team building and communication skills and the basics of a good work ethic.		x	x	

2. How will learning outcomes be assessed? (Address Ai thru Aiii individually or complete the table below)

A. What:

- i. For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three- year plan?

- ii. Indicate whether each measure is **direct** or **indirect**. If you are unsure, then write "Unsure of measurement type." There is an expectation that **most of the assessment methods/measures will be direct** measures of student learning with at least 1-2 indirect assessment methods/measures.

- iii. Briefly describe the **criteria for success** related to each direct or indirect means of assessment. What is the program's performance target (e.g., is an "acceptable or better" performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.

Assessing Student Learning Goals			
Program SLOs	Assessment Measures	Direct or Indirect	Criteria for Success
No learning outcomes assessment is taking place at this time.			

B. Who:

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

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

Overall Findings	<p>CNST program classes are offered only at Alamo High School as dual enrollment topics classes.</p> <p>CNST program courses are showing up on the sunset class list do to not being offered.</p>
What strengths were displayed through the assessments of your measures?	<p>Topics classes are related to program objective of <i>"quality instruction to facilitate mastery of the knowledge, skills and behaviors necessary to be successful in various construction trades"</i> and facilitate dual enrollment college course requirement for students at Alamo High School.</p> <p>Faculty assist in offering courses that express local industry needs well.</p>
What weaknesses were displayed through the assessments of your measures?	<p>Offered classes are cancelled due to low or no enrollment.</p> <p>Topics classes only will not complete the current CNST program.</p>
Comments on changes to be implemented or actions to be taken as identified above.	<p>Program(s) restructure must be explored. CNST - Construction Technology, MFGT - Manufacturing Technology and SUST - Sustainability Studies could be stackable certificates.</p> <p>More local industry advisory board input required prior to any program/curriculum changes.</p>
Additional Resource Needs (optional)	<p>Career Technical Education (CTE) programs director - a faculty or staff member that is responsible for addressing ongoing industry needs.</p>