

# Valencia Campus Program Review Checklist

**Name of Program: Sustainable Building**

**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

The program provides a foundation for students pursuing a career in the building sector of the green economy and by those currently in the industry who wish to advance. The sustainable building certificate focuses on green building principles and solutions as they apply to both residential and commercial construction. Employment opportunities include solar system installer, building inspector, energy auditor, contractor, and many more.

## II. Description of the Program's Goals

- The students will master the knowledge, skills and behaviors necessary to be successful in the green building sector of the economy.
- Students will demonstrate knowledge of advances in building science, building processes and building materials for both new and existing buildings.

## III. Description of Program's Assessment

Sustainability has not gone through the Program Assessment process since 2015 (covering AY 2014-2015) due to inactivity and low/no enrollment. The Assessment Plan from 2015 is **Appendix I**.

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

Since 2012, 1 Sustainability course was offered and only 1 student enrolled in Sustainable Building course. The student was male, Hispanic, 21 years old and considered a traditional student. The student did not complete the program because courses were no longer offered. This student was a declared Sustainable Building major. This is a current student who still has Sustainability listed as his major. He has not graduated UNM – Valencia or transferred to Main Campus.

## 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. Only 1 course in this certificate program would be offered without this program – CADT 150 – Introduction to Computer-Aided Drafting. This course is also non-transferrable to Main Campus and is not a core course. None of the courses are currently being offered, otherwise.

## 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. I do not see this program continuing with any success. The only scenario where I see this program being viable is if the courses were to align with the Computer-Aided Drafting program and become a stackable certificate with that degree plan.

## **Appendix I: Certificate Assessment Plan**

Academic Programs

Assessment Plan

The University of New Mexico

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### **A. College, Department and Date**

1. College: *Valencia Branch*
2. Department: *Business, Technology and Fine Arts*
3. Date: *12-7-15*

### **B. Academic Program of Study\***

*Cert. in Sustainable Building*

### **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:]*

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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.).

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

The students will master the knowledge, skills and behaviors necessary to be successful in the green building sector of the economy.

Students will demonstrate knowledge of advances in building science, building processes and building materials for both new and existing buildings.

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

### 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.]*

Students will be able to apply knowledge and skills related to sustainable building practices.

Students will be able to interpret and apply energy codes and building rating systems.

Students will be able to evaluate solar and other renewable energy options for new and existing buildings.

Students will be able to conduct on-site energy audits (using a blower door and an infrared camera).

Students will be able to evaluate building performance and energy code compliance using energy analysis software.

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.
<u>Students will be able to apply knowledge and skills related to sustainable building practices.</u>	x	x		
<u>Students will be able to interpret and apply energy codes and building rating systems.</u>	x	x		
<u>Students will be able to evaluate solar and other renewable energy options for new and existing buildings.</u>	x	x	x	
<u>Students will be able to conduct on-site energy audits (using a blower door and an infrared camera).</u>	x	x	x	
<u>Students will be able to evaluate building performance and energy code compliance using energy analysis software.</u>	x	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.

<b>Assessing Student Learning Goals</b>			
<b>Program SLOs</b>	<b>Assessment Measures</b>	<b>Direct or Indirect</b>	<b>Criteria for Success</b>
There is no learning outcomes assessment going on currently.			

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?**

This program is currently under review.