

CNM ANNUAL STUDENT LEARNING ASSESSMENT REPORT

Due to the Student Academic Assessment Committee by October 15



PART 1: REPORT INFORMATION

Report Year and Contact Information			
<u>2018-2019</u>	<u>Phyllis Cece</u>	<u>pcece@cnm.edu</u>	<u>50023</u>
Academic Year	Contact Person	CNM Email	CNM Office Extension

Subject of this Report
AT--ARDR_CERT--Architectural/Engineering Drafting Technology Certificate

PART 2: CONTEXT IN WHICH THE ASSESSMENT TOOK PLACE

Program/Area Highlights and Successes
<p>(Wherever applicable, include course completion rates, job placement outcomes, and licensing examination pass rates. See the program information dashboard at https://livecnm.sharepoint.com/sites/Dashboards/SitePages/Program%20Information%20Dashboard.aspx (access restricted to CNM employees) and other reports at https://www.cnm.edu/depts/opie.)</p> <p>The ARDR Certificate is directly embedded within the ARDR AAS degree. It consists of the first three terms of courses excluding the general education requirements. Students can obtain their certificate in either their second or third term since courses are offered within the ARDR program on an alternating schedule. Therefore, they may sequence in a term 1, 2, 3 or term 1, 3, 2 manner depending upon when they entered the program. Very few students leave with the certificate only; the vast majority continue to receive the degree. Most of the information in this report is a direct duplicate of that found in the 2018-2019 SAA report for the ARDR AAS degree. The students and the coursework are identical.</p>

Changes Implemented During the Past Year in Support of Student Learning
<p>To reduce the overall credit hours for graduation, the program deactivated the third materials and methods class (ARDR 1301 – MMIII) as of the 2018-2020 catalog. The course material from that class was carefully reviewed and redistributed to the remaining two materials and methods lecture classes and into each of the five term, main ARDR labs. This material is highly technical and difficult for many students to grasp. Therefore, another benefit to this change is the ability to use more interactive exercises in a lab environment to deliver and reinforce this content vs. a primarily lecture format.</p>

PART 3: REPORT ON ASSESSMENT OF STUDENT LEARNING

Assessment Method	Type of Assessment Tool	Population or Course(s) Assessed	Graduate Learning Outcome(s) Assessed	Mastery Level (E.g., "Minimum score of 3 on a rubric scaled 0-4" or "Minimum score of 75%")	Targeted % Achieving Mastery	Outcome
In-Class exercises, quizzes, and drafting projects	Direct & Internal	ARDR 1201	Materials and Methods	Minimum score of 75%	70%	Target partially met

Summary of Assessment Findings

The main objective of the materials and methods classes is exposure to very basic building systems so that a good foundation is established for future on-the-job training. Students participate in reading assignments, various in-class exercises, and multiple drafting projects.

The average was calculated using the ARDR 1201 class final grades

Interpretation of Assessment Findings

The minimum student achievement target of 75% or better has been partially met.

The coursework is highly technical and requires a dedication to learning on the part of the students. This was a small cohort consisting of only six students with one student failure. The failure was clearly due to a high number of absences and late and missing course assignments, skewing the overall average downward. The students successfully completing the class, however, performed well within the targeted outcome.

Action Plan in Support of Student Learning (Describe changes to be made that are based at least in part on the assessment interpretation. If the assessment did not yield useful information, describe changes to be made in the assessment methodology and/or criteria.)

Current and past assessment data has indicated the importance of regular usage and repeated practice of course material to overall performance. The ARDR program is currently successfully designed to present entry level construction knowledge, basic plan reading, and basic plan production in a repetitive fashion through assignments in each of the five terms' labs and co-requisite construction content classes. A concerted effort must now be taken to continue this focus while implementing the latest catalog revisions.

In addition, as assessment findings also indicate, it is necessary to continue to encourage student engagement with industry professionals as soon as possible by means of job shadowing, internships, part-time work, field trips, class visits, etc.

Please select all of the following that characterize the types of changes described in the above action plan:

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|---|--|--|
| <input type="checkbox"/> Assessment criteria revision | <input type="checkbox"/> Assessment methodology revision | <input type="checkbox"/> Assignment revision |
| <input type="checkbox"/> Budgetary reallocation | <input type="checkbox"/> Change in teaching approach | <input type="checkbox"/> Course content revision |
| <input checked="" type="checkbox"/> Curricular Revision | <input checked="" type="checkbox"/> Faculty training/development | <input type="checkbox"/> Process revision |

Recommendations, Proposals, and/or Funding Requests	Budget Needed
<p>Due to faculty retirement and enrollment pressures, the program is again being significantly revised for the next catalog cycle.</p> <p>It is strongly recommended that full-time faculty be hired who have BIM software skills and real-world experience in commercial construction.</p> <p>New faculty should be required to train in best practice methodologies in each specific discipline they are teaching.</p> <p>It will be important to once again coordinate the classes and provide the progression and repetition of course material that has been found to be vital to student success.</p> <p>Exit competencies for the new program format will need to be reviewed and revised as necessary.</p>	<p>Click or tap here to enter text.</p> <p>Click or tap here to enter text.</p>

PART 4: REMAINING YEARS IN CURRENT ASSESSMENT CYCLE PLAN (including any revisions) – **OR -- UPCOMING ASSESSMENT CYCLE PLAN** (if this was the final year)

Years of Full Cycle	Next Year's Assessment Focus (Describe how the next planned assessment is expected to provide information that can be used toward improving student learning.)
5	Problem Solving

Graduate Learning Outcomes to Be Assessed	Years in which Assessment Is Planned	Population/Courses to Be Assessed	Planned Assessment Approach
Computer Aided Drafting: Student will use software with entry level proficiency to create, edit, share, and output construction documentation.	Fall 2016; Spring 2017	1st through 3rd Term	ARDR 1121, ARDR 1321 – average of final grades
Construction Drawings: Student will be able to produce fundamental architectural/engineering drawings for use in construction.	Fall 2017; Spring 2018	1st through 3rd Term	ARDR 1215, ARDR 1315 – average of final grades
Materials and Methods: Student will demonstrate a working knowledge of the terms and designations for construction materials and identify basic components utilized in typical building systems.	Fall 2018; Spring 2019	1st through 3rd Term	ARDR 1201 – average of final grades
Problem Solving: Student will demonstrate a systematic approach to problem solving in the professional architectural/engineering environment.	Fall 2019; Spring 2020	1st through 3rd Term	pending
Professional Practice: Student will have the ability to participate in an architectural/engineering professional office simulation, exhibit workplace behavior, and work in a team environment.	Fall 2020; Spring 2021	1st through 3rd Term	pending
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