

**ASSESSMENT CYCLE PLAN  
CENTRAL NEW MEXICO COMMUNITY COLLEGE**

Choose ONE of the following 3 areas for this assessment plan and insert the name of the general education area, certificate, degree or discipline on the appropriate line:

**General Education Area** (see definitions, indicate area on appropriate line)

AA/AS \_\_\_\_\_  
AAS \_\_\_\_\_

**Program** (note program name on appropriate line)

Certificate \_\_\_\_\_  
AAS \_\_\_\_\_  
AA \_\_\_\_\_  
AS \_\_\_\_\_

**Discipline Area**

(see definitions) \_\_\_\_\_  
Trades Math \_\_\_\_\_

1

**Provide a list of student learning outcomes for this area or program (you may add more lines if necessary by right clicking and choosing insert row below):**

1	Identify and assess OSHA compliance safety programs for mechanical and plumbing industries.
2	Demonstrate proficiency in the basic performance skills required to assemble various types of piping/fittings and appurtenances commonly used in a plumbing system.
3	Demonstrate interpretation, communication and team skills to follow codes and manufacturer's requirements regarding installation of component parts within a plumbing system.
4	Perform mathematical computations for piping offsets, fitting allowances, area/volume and

	capacities. Use sizing tables, graphs and charts for various piping systems.
5	Identify, explain and describe plumbing trade technological advancements and responsibilities toward the protection of the public health, safety, and welfare.

**2 Prepare the Preliminary Assessment Cycle for the above student learning outcomes and complete the following chart**

<b>Outco me #</b>	<b>When Measured</b>	<b>Where measured (i.e. what course(s))</b>	<b>Measurement tool(s) &amp; Type of tool</b>
1			
2	Fall 2011	PLMB 1305 Trades Math	Written test/multiple choice
3			
4			
5			

OUTCOME: TRADES MATH PLMB 1305

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STUDENTS

Percentage 91- 100	A	1	
Percentage 81- 90	B	0	—
Percentage 71- 80	C	5	—
Percentage 61- 70	D	3	—
Percentage 0- 60	F	4	—

Conclusion: Course was stretched out (only one hour per week). Without knowing if students actually met the 750 math accuplacer hard to evaluate, but suggest necessity to increase this math from a 1 credit to a 2 credit offering.