

**Northern New Mexico College
PROGRAM ASSESSMENT • PEER REVIEW FEEDBACK 2009-10**

Department Math & Science

Program Applied Mathematics

Date 12/2010

	(6) Commendable	(4) Acceptable	(2) Developing	(0) Under-developed
Mission	<i>The program mission defines the program's primary purpose(s), and is in explicit alignment with the departmental and College mission statements.</i>	<i>The program mission defines the program's primary purpose(s), and aligns in general with the departmental and College mission statements.</i>	<i>The program mission defines the program's primary purpose(s) but alignment to the departmental and/or College mission is either unclear or unstated.</i>	<i>The program mission is non-existent, or not stated in an acceptable format.</i>
	<p>Score and comments (3/6). The first sentence of the program's mission is unclear. It does not express a primary purpose. Other parts of the mission start to do this, and are good, as is the statement about future employment pathways for graduates. Alignment to the College's mission would also strengthen the program statement here.</p>			
Outcomes	<i>SLO's indicate knowledge, skills and dispositions; they align clearly to the program mission and mission of the College.</i>	<i>SLO's indicate two of three aspects of student learning; align clearly to program mission and College mission.</i>	<i>SLO's are stated but unclear regarding two or more aspects of student learning and/or connections to program and College missions.</i>	<i>SLO's are non-existent, not stated in an acceptable format, and/or do not align to program mission and/or College mission.</i>
	<p>Score and comments (6/6). The program outcomes reflect knowledge, skills, and dispositions, are clearly written, and are in alignment with the program mission.</p>			
Measures & achievement targets	<i>Measures promise direct and indirect evidence of student learning; they are related to appropriate SLO's and have clear achievement targets.</i>	<i>Measures promise direct and indirect evidence of student learning; they relate to some but not all of the SLO's.</i>	<i>Measures exist but their relationships to the SLO's is unclear; they are incomplete and vague in addressing the SLO's.</i>	<i>Measures are non-existent or not stated in an acceptable format.</i>
	<p>Score and comments (3/6). The measures listed include two direct and one indirect measure. Not all of the outcomes are assessed with these measures, which is problematic. The targets for tests are reasonable: all of the students will score at least 75%. The target for the rubric measure needs to be rewritten. It states, "Students will be exposed to computer technology and use it to solve relevant problems," and is not a target. No target is in place for the exit survey.</p>			
Findings	<i>Findings provide compelling student learning data that follow details spelled out in the description of measures.</i>	<i>Findings include references to some (but not all) measures, and indicate extent to which most but not all SLO's were met as well as need for further actions (as appropriate).</i>	<i>Findings are initiated but incomplete; the overall sense of progress attained is hard to ascertain.</i>	<i>Findings are non-existent or not stated in an acceptable format.</i>
	<p>Score and comments (3/6). Final exam data are presented. They are detailed and easy to follow. Project presentation data, from the rubric measure, are anecdotal and unclear. Faculty have an opportunity to improve here by presenting raw numbers: course/semester, # students, # met target, class average, and any other data-driven information as called for in the description of the measure. No survey data are presented probably because there have been no graduates yet.</p>			
Action plan tracking	<i>Steps are spelled out with persons responsible and budget amounts as needed for implementing program improvements in ways that related compellingly to assessment findings.</i>	<i>Steps are spelled out for implementing program improvements in ways that address some of the assessment findings.</i>	<i>Steps are spelled out for implementing program improvements in ways that address one or two of the assessment findings.</i>	<i>There are no action steps listed.</i>
	<p>Score and comments (4/6). Four, relevant improvement steps are planned for. They link back to the assessment findings. They can be strengthened by assigning them to specific faculty/staff, and by identifying deadlines.</p>			

Continued below

Overall comments

3.8 overall. Between developing and acceptable. More design work is needed up front to develop several more direct measures of student learn. In the end, the design should build in efficiencies but also assure analytic breadth and depth. These latter qualities are in short supply in the current cycle. Once the design is in place, then the faculty must work out strategies for gathering and analyzing the data in order to come up with meaningful program improvements.