

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

Department Gen Ed

Program Area III Lab Sciences

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 (0/6). There is no mission statement. Faculty could copy and paste the mission statement for the Gen Ed program that is published in the college catalog until it is updated by the Gen Ed Committee.</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 outcomes come straight from the HED's common core competencies. There is no need to deviate from them. Faculty could consider adding one or more outcomes, especially in the area of dispositions, if they so desire.</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 (4/6). The measures are of various types and appropriate. They promise direct and indirect evidence of student learning. Tests link to familiarity with the scientific method. A problem solving rubric link to solving problems and communicating. Outcomes 4 and 5 are assessed via survey (as are the outcomes 1-3), however, leaving these two outcomes un-assessed by a direct measure. This disconnect is a big opportunity to improve the design of the assessment program. Targets are explicit and appropriate.</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 (5/6). It's not clear from the narrative if the test findings are grades for the tests or final grades for the students' courses. That distinction should be made clear. If the data are course grades, faculty should focus on gathering test data in the future. The rubric data presented are detailed and well organized.</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 (6/6). All of the action plans for improvement connect back compellingly to the findings. Each has someone assigned to it, also. Faculty have a big opportunity to get the plans rolling, and update the data in Action Plan Tracking as they go.</p>				

Continued below

Overall comments

4.2 overall. Good work. With several improvements – adding a mission statement, ensuring that all outcomes are assessed by direct measures, gathering test data and not grades, and implementing the action plans for improvements – the faculty here will have very high scores on this exercise.