

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

Department Math & Science

Program Biology B.S.

Date 11/2010

	(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 (2/6). The present mission statement is long. It includes language that represents student learning outcomes. There is an opportunity to shorten and focus it. Refer to "How to write a mission," attached.</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 student learning outcomes are outstanding. They indicate desired knowledge, skills, and dispositions for the Biology students. In addition, the outcomes build onto relevant general education outcomes, which is excellent.</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 (5/6). The measures are designed appropriately to provide direct and indirect evidence of student learning. Targets are appropriate for the most part. There is an opportunity to use data from various elements within the rubrics, which would provide more fine-grained reflections on student performances – and earn praise from consultant-evaluators.</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 (1/6). For 2009-10, there are exam data, but no lab reports, term papers and reports, capstone data, and no focus group interview data, even though a focus group interview was conducted in Spring, 2010. This is a serious weakness that needs to be addressed for 2009-10, if possible, and definitely improved upon in 2010-11.</p>				

Continued below

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 (1/6). The improvements provided here appear to have been developed 2-3 years ago. For the most part, they do not appear to have been implemented and updated. The work here is of vital importance as the College prepares for the focused visit in 2010-11.</p>				
<p>Overall comments</p>				
<p>3.0 overall. Between "developing" and "acceptable." Time to get moving. The assessment design is in place. Follow-through was scant in 2009-10. Greater attention, care, and diligence need to be in evidence in 2010-11.</p>				