## Program Assessment • Peer Review Feedback 2009-10

**Department**: Education  
**Program**: Elementary Education  
**Date**: 11/2010

### Mission

<table>
<thead>
<tr>
<th>Score and comments (5/6)</th>
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<tbody>
<tr>
<td>The program mission defines the program's primary purpose(s), and is in explicit alignment with the departmental and College mission statements.</td>
<td>The program mission defines the program's primary purpose(s), and aligns in general with the departmental and College mission statements.</td>
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<tr>
<td>SLO's indicate knowledge, skills and dispositions; they align clearly to the program mission and mission of the College.</td>
<td>SLO's indicate two of three aspects of student learning; align clearly to program mission and College mission.</td>
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### Outcomes

**Score and comments (5/6).** Most of the student learning outcomes are well designed. They need to be proofread, however. One exception is #9, which is not really an SLO. All of them could be associated to 1) the College's general education competencies and 2) state and NCATE competences, which would strengthen the assessment program's design considerably.

### Measures & achievement targets

**Score and comments (6/6).** The measures listed are thorough and appropriate. They promise direct and indirect evidence of student learning, as well as quantitative and qualitative data.

### Findings

**Score and comments (6/6).** Findings provide compelling student learning data that follow details spelled out in the description of measures.

**Score and comments (3/6).** Findings are reasonably detailed, but could be formatted more clearly. An elaboration of the findings would help. More details about data in each finding slot would help, i.e., #’s students, #’s who met targets, etc. Know that, if everyone is passing, with no details provided, accreditation reviews will be suspicious. No exit survey data are provided; same with the principals survey. Telling that everyone passed, and then indicating range, is good. If everyone is indeed passing, should the standards be higher?

Continued below
| Action plan tracking | Steps are spelled out with persons responsible and budget amounts as needed for implementing program improvements in ways that related compellingly to assessment findings. | Steps are spelled out for implementing program improvements in ways that address some of the assessment findings. | Steps are spelled out for implementing program improvements in ways that address one or two of the assessment findings. | There are no action steps listed. |

**Score and comments (2/6).** The information here needs to be updated. More details are needed. Take advantage of the "notes" tool to describe thickly activities for improving the program.

**Overall comments**

**4.2 overall.** "Acceptable." Given that the Elementary Education BA program is an important one at the College, it would be good to bring program assessment up across the board, especially in Action Plan tracking.