

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

Department Education

Program Elementary Education

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>
	Score and comments (5/6). The mission statement as it is phrased in WEAVE is too long. It is thorough and expressive of the main purposes of the program. Still, there's an opportunity to improve upon it by shortening and focusing it.			
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>
	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	<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>
	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	<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>
	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	<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>
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.