

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

Department Developmental Studies

Program English / Reading

Date 12/2010

	(6-5) Commendable	(4-3) Acceptable	(2-1) 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><b>Score and comments (0/6).</b> There's no mission in the WEAVE data. Wouldn't it help to have one and make it explicit to the students and other stakeholders?</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><b>Score and comments (5/6).</b> Outcomes 2 and 3 are fine. They are explicit and succinct. Outcome 1 can benefit from added focus. As written, it applies to reading, speaking, and writing. There might be an opportunity for improvement by focusing primarily on reading, maybe reading and oral communication, given the other two focus clearly on writing and critical thinking.</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><b>Score and comments (5/6).</b> For the most part, the measures listed are appropriate. They promise direct and indirect evidence of student learning, which is good. With additional clarification, they can be strengthened further. What would make for a significant gain on the pre/post reading measure, for instance? What targets do the faculty want to shoot for regarding critical thinking on the essay writing measure? One last opportunity for improvement concerns the survey targets: have the students agree or disagree not only about their growth confidence but also their growth in reading, writing, and critical thinking skills.</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><b>Score and comments (5/6).</b> The COMPASS test findings are thorough and very well organized. The rubric and survey data are less descriptive, e.g., "30 met target." It might be helpful to read between the numbers briefly, express hunches or questions for further exploration. One final opportunity for improvement would be to upload the actual test instrument (i.e., pre/post reading).</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><b>Score and comments (0/6).</b> There appear to be no new action plans developed for 2009-10 assessment. The two existing, older plans could be updated. Possible actions that might make sense from the 2009-10 findings presented related to students' writing skills in in the areas of mechanics, grammar, and sentence structure.</p>				
<p><b>Overall comments</b></p>				
<p><b>3.0 overall.</b> With improvements to the mission and action plan tracking functions in WEAVE, the overall score for English/Reading assessment for go up significantly. Faculty are urged to make improvements in these two areas especially, but also in the other three areas as indicated above.</p>				