

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

Department Math & Science

Program Environmental Science B.S.

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 (6/6). The program mission statement defines the program's primary purposes and is well written. Faculty are advised to make sure that it aligns to the mission for the department and college as a whole. If the department doesn't have one, the faculty could work with others in other Math/Science programs to develop one. Accreditation evaluators will appreciate that such alignment is in place.</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 program's student learning goals and outcomes appear to come directly from ABET standards. Tghe outcomes are clear and easy to follow.</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; the 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 overall design for the program measures and targets is sound. The measures connect to all of the student learning outcomes in logical, appropriate ways. The targets are explicit and reasonable.</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 (3/6). Faculty have opportunities for improvement in this area. Data are presented for essays, oral examinations, culminating experience, exit survey, but there are no data for lab notebooks, exams, and observations. Faculty are reminded to present the data in ways that tell a complete story, i.e., noting the semester/course, number of students overall, number who met the target, and class average.</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 (4/6). The action plans listed are responsive to the data provided. They are detailed and appropriate. Faculty are urged to begin implementing them, and to change the status of their implementation to reflect how that work is proceeding.</p>				

Continued below

Overall comments

4.6 overall. Between "commendable" and "acceptable." Moving in the right direction! The assessment work can be improved immediately by detailing any remaining data for 2009-10, implementing program improvements in the action plans, and updating the status of that work as it takes place.