

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

Department Humanities

Program General Studies

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 (4/6). The mission is OK, but can be updated to reflect the development of the new BA in Integrated Studies. Another aspect of the mission that could be clarified concerns the idea of transferring to another two-year program. To us, this is confusing. Maybe the reference to transferring is a holdover from several years ago when the program was mainly for transferring to other institutions.</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 (2/6). Several of the outcomes are clear; others need refinement. Numbers one and two are fine. There's an opportunity to improve number 3. What demonstrable knowledge and/or skills represent preparation for excelling in a four-year program? It reads more like an <i>objective</i> for the program, not a student learning outcome. The same can be said for outcome five. As for number four, this statement is not a student learning outcome. We suggest dropping it all together.</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 (2/6). The writing and critical thinking rubrics are appropriate measures and relate back to appropriate outcomes. You might consider developing other types of measures that provide direct evidence of student learning, such as tests, essays, and/or writing projects from different levels (100 and 200, for instance), that are assessed with lesser and more complex rubrics. Apparently, outcome five has been abandoned. If you take the suggestion to abandon outcome 4, then this makes sense. You might explore the VALUE rubrics in general education that have been developed by the AACU, available at: http://www.aacu.org.</p>				

Continued below

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 (2/6). The rubric data archived in WEAVE are OK. More critical analysis of data within the rubrics' elements (or criteria) could be beneficial. Explore the Math and science scores reflect grades only. This could be expanded to capture more meaningful, fine-grained, nuanced data. Perhaps final exam data could be gathered. Overall, more robust data would be helpful.			
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). Improvements are archived under Action Plans but they need to be updated.			
Overall comments				
2.4 overall. "Developing." Given that the General Studies program is an important one at the College, and that it is a feeder program to the new Integrated Studies bachelor's, it would be good to bring program assessment in this arena up to at least "4's" across the board in all of the criteria of this rubric.				