

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

Department Humanities

Program Human Services

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 (5/6).</b> The mission defines the program's purpose and links implicitly to the College's mission statement. It might benefit from an explicit link to the College's purposes as they relate to "employment and enrichment needs of our culturally diverse region." There are several minor grammatical mistakes that could be corrected.</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 1, 2, 3, and 4 are fine. They are explicit and succinct. Outcome 5 would benefit from refinement. Perhaps it could focus on professional dispositions only (instead of professional knowledge, which overlaps with outcome 1, and communication skills, which overlaps with outcome 3 and possibly outcomes 2 and 4).</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 (4/6).</b> The measures listed are OK; they can be strengthened. Transcript reviews will provide some global indication of students' familiarity with core concepts on understandings of human behavior, but very few specifics. More fine-grained assessments (e.g., exams, pre and post tests, portfolios, or some kind of student project or performance) might yield more revealing and useful information. The critical thinking rubric is appropriate for outcome 2. The research paper measure works from a rubric that is uploaded to the document repository and appropriately hyperlinked, which is good. The critical thinking, internship evaluation, and exit survey measures could be strengthened by posting and linking those assessment tools, also.</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 (3/6).</b> Limited data are offered for measures 1, 2, and 5 (two students for the first two, 3 for the last). Unknown numbers of student data are presented for measures 3 and 4. The data would be clearer if presented uniformly: 1) # of students, 2) # met target, 3) class/group average.</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 (3/6).</b> There are five action plans for program improvement. All are "planned." Two were initiated in 2007-08. There are limited details as to how they may have been implemented since their initiation.</p>				
<p><b>Overall comments</b></p>				
<p><b>4.0 overall.</b> "Acceptable" but with "opportunities for improvement." Here is a list of overall recommendations:</p> <ul style="list-style-type: none"> <li>• Consider revising outcome 5.</li> <li>• Consider revising measure 1.</li> <li>• Upload and hyperlink 1) the critical thinking rubric, 2) the internship evaluation tool, and 3) the exit survey instrument.</li> <li>• Present data using a common reporting frame (see findings comments above).</li> <li>• Utilize the action plan templates to full advantage. Share them with faculty, update their implementation status as needed (e.g., "in progress"), and monitor their effectiveness (a good target for this would be the weekly tutoring sessions), adapt as needed, and track those modifications in "notes," which the HLC evaluators will love.</li> </ul>				