

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

Department Health Occupations

Program Massage Therapy

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><b>Score and comments (5/6).</b> Looks fine. In order to earn 6 points (commendable), faculty could more explicitly align the program mission to the College's mission statement.</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> There's a nice mix of outcomes that relate to knowledge, skills, and dispositions. There's an opportunity to improve the outcomes by teasing out particulars regarding "oral and written" communication. Consider developing an outcome regarding listening, and separating oral and written into at least two outcomes.</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 (6/6).</b> The measures and targets meet the rubric criteria spelled above for "commendable." In terms of the recommendations four the outcomes, the observational checklist would be a great tool for measuring listening skills. In addition, faculty could consider uploading the checklist/rubric, and any other relevant assessment documents, to the document repository, and then link it to appropriate areas in WEAVE, in order to "show" what faculty want to accomplish.</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 (4/6).</b> The findings for 2009-10 are OK, but can be improved. They need to be completed for exit and graduate surveys. The data that are provided could be presented in more detail. For instance, in what particular areas within the observational checklist can student learning be improved? In what particular areas can students' oral and written communication be improved, e.g., listening to clients' needs? Writing SOAP notes? And so forth.</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 (2/6).</b> No new action steps are offered for 2009-10. Moreover, "progress" regarding at least one of the planned improvements moved backwards in 2009-10 – getting more students to take the NCE exam. There is a BIG opportunity to improve the assessment of the Massage program by updating the Action Plans.</p>				
Overall comments				
<p><b>4.4 overall.</b> The assessment design is in place, more or less. The outcomes and measures can be improved, following the recommendations above. Most importantly, more detailed data would be helpful, and definitely, more attention to designing and implementing improvements will help. One last helpful hint: fix the spelling errors.</p>				