

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

Department Health Occupations

Program Nursing

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> Both the mission and vision statements for the program are good. They express the program's essential purposes and are in alignment with the College's mission and vision. Two small suggestions are to correct the spelling error in the very first sentence, and in the last sentence, express the sense that the program "strives to" produce graduates who are role models.</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> The student learning outcomes appear to the reviewers to come directly from the NLN competencies. There is an important opportunity to link all 12 outcomes to the NLN competencies and the College's general education/common core competencies.</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 (2/6).</b> More work is needed here. Most of the student learning outcomes do not appear to be assessed. The existing measures need to be properly linked to the outcomes such that all of them are assessed, or additional measures need to be added so that the outcomes are assessed. The design of the assessment plan is thus incomplete.</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 (2/6).</b> Given that the assessment design is incomplete (see measures), so are the findings. For the most part, the data that are provided can be organized more clearly. Following the logic stated in the description of each measure would help (e.g., noting the semester, course, number of students, number who met the target, and class average) would help. Survey data that are provided tend to follow this format. No data are reported for the NCLEX-RN test (which says "final"). Findings that are offered for student clinical evaluations related to outcome 1 don't make sense.</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><b>Score and comments (0/6).</b> There appear to be no new improvements initiated in 2009-2010. It looks like all of the improvements from 2008-2009 can be updated, as well. <i>Continued below.</i></p>				

#### Overall comments

**2.8 overall.** Developing. The program mission and outcomes appear to be in place. But more work is needed to complete the measures, connections to from them to the program outcomes, and then targets – which are all preliminary to gathering and analyzing findings so as to design and implement program improvements. From a perspective external to the department, it appears as if the program faculty are still wrestling with the question, "Who's in charge of assessment?" and "What will be our plan for gathering the data?"