

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

Department Humanities

Program Pueblo Indian Studies

Date 11/2010

	Commendable (6-5)	Acceptable (4-3)	Developing (2-1)	Under-developed (0)
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 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>
	Score and comments (3/6). Good broad definition of PIS. Should probably address: work on connections between self, community, pueblo, state, nation, transnational identities; community-based and service oriented; connect to College mission; not just about employment.			
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>
	Score and comments (2/6). Difference between leadership and sovereignty. Context: relationship between pueblos and other tribes in North America. Need to work within broader intellectual frames, current version sounds like PIS for hobbyists. Watch verb tenses. What are the indigenous methodologies that are informing this program of study.			
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>
	Score and comments (1/6). Internships used to be a part of the PIS degree. Can it be a measure? Double check about final exam or project? Modify targets - too generic. Good supplemental document (Ethnobiology) - more of that. Transcript as a measure is ambiguous - when? Why?			
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 (1/6). Transcripts and exit survey? What other findings? Classroom assessments, internships, what about community-based assessments? These findings can be improved in breadth and depth.			
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) There are improvements from previous cycles. They need to be updated. There's one new improvement plan, for Recruitment -- what is the plan? Completion date of 12/10/10 - what are the outcomes? What's the difference between AA and BA for degree plans? <i>Continued below.</i>			

Overall comments

1.4 overall. Developing. How will PIS use student evaluations? There are opportunities to expand and be specific. Why is reading only in an action plan? How can reading issues be addressed throughout WEAVE plan? How can this include writing in more meaningful ways? There's a big opportunity to frame writing requirements within Pueblo Indian perspectives in terms of cultural sensitivity.