

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

Department Math & Science

Program Science AS

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>Score and comments (0/6). There is no mission statement. Faculty could examine the mission statements of the College as a whole and Area III of the Gen Ed program (regarding where the AS students come from) and the mission statements of programs that the AS graduates matriculate into (e.g., BS in Biology) in order to develop a mission statement for the AS program.</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 (4/6). The program outcomes are fine. They cover students' understandings of conceptual knowledge, skills, and dispositions. However, they overlap greatly with Area III Lab Science student learning outcomes. The AS program outcomes ought to be more advanced than the Area III outcomes, and link developmentally to the outcomes of bachelor's level programs at the College in compellingly clear ways.</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 (4/6). The same comment applies to the AS program's measures and targets. They are fine as they are, and connect logically to the outcomes as they are. But in light of the measures for Area III Lab Sciences, they can be improved by making them more advanced than those for the 100-level Gen Ed courses, and also in synch with those of 300 and 400 level courses in upper-level science programs at the College.</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>Score and comments (3/6). Findings presented are detailed but mainly for Gen Ed courses (except for CHEM 122). Findings could be strengthened by focusing on measures applied in upper-level courses in the major (e.g, MATH 145, 150, 155, and 162; BIOL 201L & 202L; CHEM 121L and 122L; and PHYS 215L and 216L; CS 132; and BCIS 102). Having a curriculum and assessment map might help establish a roadmap for making this happen.</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>Score and comments (5/6). All of the action plans for improvement connect back compellingly to the findings. Most were designed in 2008-09 and need to be addressed. One new one was added recently in 2009-10. All of them can be implemented and monitored aggressively.</p>				
Overall comments				
<p>3.2 overall. "Developing" overall. Several important opportunities for improvement exist. The outcomes and measures can be revised "upward" from those of Area III Lab Science courses. A program mission can be articulated. And effort can be made to apply the measures in courses more advanced than those of the Area III courses.</p>				