Student Learning Assessment Committee

ANNUAL REPORT
2014-2015

October 2015

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TABLE OF CONTENTS

STUDENT LEARNING ASSESSMENT COMMITTEE 1
Committee Composition 1
Committee Objectives 1
Committee Activities and Goals 2
Committee Self-Education 5

INSTITUTIONAL LEVEL ASSESSMENT 7
Computer Adaptive Placement Assessment and Support System (COMPASS) 7
Collegiate Assessment of Academic Proficiency (CAAP) 10
ENG 299: Capstone Portfolio Course 12
General Education Competency Assessment 31
Science, Technology, Engineering, Mathematics Course Completion Rates 32
Completion Rates of General Education Classes 39
Institutional Surveys 45

PROGRAM LEVEL ASSESSMENT 47
Assessing Program Assessment 95

CLASSROOM LEVEL ASSESSMENT 101

STUDENT LEARNING ASSESSMENT COMMITTEE

This report is a summary of the activities of the Student Learning Assessment Committee (SLAC) during the 2014-2015 academic year.

COMMITTEE COMPOSITION

During the 2014-2015 academic year, the Student Learning Assessment Committee consisted of the following members:

Tom Morris	Co-Chair, Health and Wellness Facility Coordinator/Faculty
Dr. Forrest Kaatz	Co-Chair, Director of Institutional Research and Development
Dr. John Bauler	Director of Distance Education
Rose Chavez	Retention Specialist
Kim Enriquez	Committee Secretary, Administrative Assistant/ Adjunct Faculty
Donna Garcia	Director of Academic Affairs
Natalie Gillard	Vice-President of Academic Affairs
Dr. Axel Hungerbuehler	Natural Sciences Faculty/ Museum Curator
Dr. Philip Kaatz	Mathematics/Physical Science Faculty

COMMITTEE OBJECTIVES

The Student Learning Assessment Committee has three explicit objectives:

Objective 1 Enhance the knowledge of all full-time and adjunct faculty at Mesalands Community College about the assessment of student learning by conducting meetings and workshops, distributing materials, and by providing resources (e.g., Assessment Reserve Collection in the Library) with the ultimate goal of improving student learning and success. All faculty will receive a copy of the *Student Learning Assessment Guide for Faculty* by the first week of classes. The Student Learning Assessment Committee will have at least one joint meeting with the Faculty Council every semester.

Objective 2 Facilitate and implement the development of feedback loops and information dissemination about assessment of student learning at the College by:

a. producing an *Annual Report* by October of each year
b. providing all faculty with copies of the *Student Learning Assessment Guide for Faculty* each academic year

c. having at least one joint meeting with the Faculty Council every fall and spring semester
d. providing all adjunct and new faculty with assessment-related training and an assessment mentor
e. presenting information on assessment at every new student orientation and during each section of ACS 100: Student College Success course, including delivery of the brochure *Student Guide to Learning Assessment*
f. conduct a semi-annual Assessment Day to be held every fall and spring semesters. The semi-annual Assessment Day is a joint meeting between the Committee and all full-time faculty used to discuss, update, and refine the assessment practices at the College

Objective 3 Oversee the implementation of the *Student Learning Assessment Guide for Faculty* so that faculty and staff will provide all the documents and reports specified in the *Guide* by the stated deadline.

STUDENT LEARNING ASSESSMENT COMMITTEE ACTIVITIES AND GOALS 2014-2015

Mesalands Community College recognized and self-identified numerous opportunities for improvement related to assessment of student learning in the *Student Learning Assessment Committee Annual Report 2013-2014* as well as in the *Self-Study Report for Reaffirmation March 2014*. The College will provide the Higher Learning Commission (HLC) with a Notice Report in October, 2015. The Notice Report is a response to ameliorate the concerns of the Higher Learning Commission Board of Trustees as identified in the action letter of November 17, 2014. The following (left hand column) briefly describes those opportunities for improvement as identified in the *Student Learning Assessment Committee Annual Report 2013-2014* and the *Self-Study Report for Reaffirmation March 2014.* The right hand column briefly lists those steps and activities implemented to address the opportunities of improvement as identified in the Notice Report. Specific details of these steps and activities can be found in the Notice Report.

Opportunities for Improvement identified in: • ***Student Learning Assessment Committee Annual Report 2013-2014*** • ***Self-Study Report for Reaffirmation March 2014***	**Summary of steps and activities implemented to address opportunities for improvement as identified in the Notice Report of October, 2015**
With that knowledge and experience gained during the institution's participation in the Higher Learning Commission Academy for Assessment of Student Learning, Mesalands Community College has identified the need to establish a plan-do-study-adjust (PDSA) cycle of assessment of student learning across all divisions/departments of the College.	The College has addressed this issue through the 2015-2020 strategic plan as well as focused faculty and staff training. The College has incorporated assessment into the faculty appraisal process and implemented methods to make assessment by faculty more user friendly. The College has also ensured that assessment continues to be a strong component of the campus culture through incorporation in the Strategic Plan.
Investigate processes to collect data from graduating students, alumni, and employers in order to assess how successful the College is at placing well-prepared graduates into the workforce and using this information to improve student learning.	The College has developed a set of goals and initiatives to ensure that the institution collects data on graduates and uses this data to improve teaching and learning. Execution of this plan is the responsibility of the Office of Student Success that is staffed by a new full-time Director of Career Services, Retention and Student Success.
The College has not established consistent processes, i.e., implementing a PDSA cycle of assessment, to improve student retention, persistence and graduation.	The College has become an active member of the HLC's Academy for Student Persistence and Completion and has established a set of goals and a plan of action to achieve those goals over the next four years. The College has also ensured that persistence and retention continue to be a strong component of the campus culture through incorporation in the Strategic Plan, as well as additional staff and faculty training and assessment.

The Faculty Council and Faculty Senate have discussed the need to reduce the number of required general education courses and field of study courses in some programs. Although the institution conforms to the commonly accepted minimum associate's degree program length of 60 semester credits, a number of the College's AA and AAS Degree programs require 70 or more hours to complete. This requires students to dedicate a significant amount of time and financial resources to pursuing a degree. The College must evaluate these programs to determine what changes, if any, can be made to decrease the number of hours required to complete a degree without negatively impacting student learning and success.	Through a faculty-driven process, the College has reduced its degree requirements in all programs to levels that are aligned with typical practice of peer institutions. The College has submitted these modified degree plans to the Commission and will implement the change as soon as approval is granted.

It is critical that all faculty members at Mesalands Community College, regardless of wherever or however they teach, meaningfully capture and document what they are teaching, what students are learning, and how this information is used to improve the teaching-learning relationship and students' success. In order to facilitate this, Mesalands Community College encourages all faculty to take "ownership" of their courses in terms of whether or not students are learning what is stated in the general education competencies, program objectives and course objectives (sometimes referred to as "learning outcomes"). Clearly defined general education competencies, program objectives, and course objectives reflect the knowledge, skills and professional dispositions that students will possess and demonstrate upon graduation and are Mesalands' contract with students and other stakeholders. These competencies and objectives reflect the most deeply held values of the College and drive the teaching-learning relationships inherent to the institution's success. Mesalands Community College has shown a significant commitment to improving the teaching-learning relationship wherever and however learning occurs through ongoing assessment of student learning. Extensive processes of assessment of student learning have been implemented at the institution, program, and course levels. The major goal for the Student Learning Assessment Committee during the 2015-2016 academic cycle is to continue and fine-tune present efforts identified in the Notice Report to the HLC as it relates to student success as measured by persistence, completion and student learning.

COMMITTEE SELF-EDUCATION

The Student Learning Assessment Committee continued its ongoing self-education process during the 2013-2014 academic cycle.

- Dr. Bauler and Ms. Gillard attended the Quality Assurance in Online Learning Conference in Baltimore, Maryland, on September 29 – October 1, 2014.

- Ms. Chavez and Mr. Morris attended the Assessment Institute in Indianapolis, Indiana, on October 19-21, 2014.

- Ms. Gillard and Mr. Morris attended the HLC Persistence and Completion Workshop in Saint Charles, Illinois, on October 27-29, 2014.

- Dr. F. Kaatz and Mr. Morris attended the Persistence and Completion Academy Information and Planning Workshop in Saint Charles, Illinois, on March 5-6, 2015.

- Ms. Gillard, Dr. F. Kaatz, and Mr. Morris attended the Higher Learning Commission's Annual Conference in Chicago, Illinois, on March 28-31, 2015.

- Ms. Chavez, Ms. Garcia, Ms. Gillard, Dr. F. Kaatz, Dr. P. Kaatz, and Mr. Morris participated in the Data Discovery campus visit with the HLC Primary Mentor on April 20, 2015. The Data Discovery is an activity associated with the College's participation in the HLC Academy for Student Persistence and Completion.

INSTITUTIONAL LEVEL ASSESSMENT

The following sections describe and summarize the results of those activities the College used to assess student learning at the institutional level.

Computer Adaptive Placement Assessment and Support System (COMPASS)

The COMPASS test is a comprehensive software and operational support package developed by ACT to help post-secondary institutions place students into appropriate entry-level courses and to diagnose specific areas of strengths and weaknesses. COMPASS software administers, scores, and reports the results of adaptive placement and diagnostic tests in the areas of mathematics, reading, and writing skills. Based on the COMPASS testing, it is evident that significant numbers of students enrolling at the College are ill-prepared to be successful in the regular college courses.

The following table identifies the percentage of students needing remediation over the course of the last 8 years.

MESALANDS COMMUNITY COLLEGE PERCENTAGE OF STUDENTS NEEDING REMEDIATION 2006-2014 ACADEMIC YEARS								
	2007-2008	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**
Math	89.0	87.5	86.6	89.9	87.5	90.2	83.2	89.3
English	65.5	62.0	62.8	60.3	66.3	59.9	58.5	55.8
Reading	59.9	58.3	52.9	51.5	53.7	56.9	63.2	51.0

It is important that the College's remediation efforts prove helpful to students once they enroll in regular college-level math and English courses. The following tables present data on whether or not the math and English pre-collegiate course work is preparing students for success in their regular math and English courses. Additional, pertinent data is also included in the *Data Discovery Book,* which is a result of the College's current participation in the HLC's Academy for Student Persistence and Completion.

Effectiveness of Pre-Collegiate Course Work

Academic Cycle 2014-2015	Number	C or better	% C or better
Students Completing ENG 102	128	105	82%
Completed pre-collegiate ENG in past year	12	7	58%
No pre-collegiate ENG in past year	116	98	84%
Students Completing MATH 107	64	43	67%
Completed pre-collegiate MATH in past year	39	23	69%
No pre-collegiate MATH in past year	25	16	64%
Academic Cycle 2013-2014	**Number**	**C or better**	**% C or better**
Students Completing ENG 102	182	161	88%
Completed pre-collegiate ENG in past year	18	17	94%
No pre-collegiate ENG in past year	164	144	88%
Students Completing MATH 107	81	50	62%
Completed pre-collegiate MATH in past year	38	32	84%
No pre-collegiate MATH in past year	43	18	42%
Academic Cycle 2012-2013	**Number**	**C or better**	**% C or better**
Students Completing ENG 102	193	168	87%
Completed pre-collegiate ENG in past year	19	12	63%
No pre-collegiate ENG in past year	174	156	90%
Students Completing MATH 107	248	215	87%
Completed pre-collegiate MATH in past year	35	22	63%
No pre-collegiate MATH in past year	213	193	91%
Academic Cycle 2011-2012	**Number**	**C or better**	**% C or better**
Students Completing ENG 102	219	188	86%
Completed pre-collegiate ENG in past year	19	12	63%
No pre-collegiate ENG in past year	200	176	88%
Students Completing MATH 107	135	79	59%
Completed pre-collegiate MATH in past year	33	18	55%
No pre-collegiate MATH in past year	102	61	60%

PDSA CYCLE 2013-2014 ANALYSIS
OPPORTUNITIES FOR IMPROVEMENT

Problem Area

The College will continue to collect data to evaluate the effectiveness of pre-collegiate course work in preparing students for future success in general education collegiate courses in order to identify gaps and trends.

Goal and Action Plan 2013-2014

The Persistence Committee has established the following goals that are aligned with the New Mexico Higher Education Department's Success Metrics related to improving the success of at-risk students:

1) Develop strategies to increase the number of students passing pre-collegiate and general education classes with a grade of "C" or better.

2) Revise the Adult Basic Education (ABE) English and math courses to prepare students for college-level courses, as evidenced by a COMPASS score of 70 or above.

The Persistence Committee, the Student Learning Assessment Committee, along with the pre-collegiate Faculty and the Educational Services Center, which is responsible for administration of pre-collegiate course work, will begin establishing a plan→do→study→adjust cycle of assessment with the goal of improving its services for preparing students enrolled in the pre-collegiate classes for future success in their regular college courses.

Results

Mesalands Community College applied for and was accepted into the fourth cohort of the Higher Learning Commission's Academy for Student Persistence and Completion, beginning in 2015. This four-year commitment to improve student persistence and completion has begun in earnest. After having participated in the June 24-26, 2015, Academy for Student Persistence and Completion, the Persistence Committee identified an Academy project summarized below.

Goal and Action Plan 2015-2016

Mesalands Community College's initial Academy project will focus on reevaluating how students are placed into developmental math courses as well as revisiting how courses are structured and offered in the progression from adult basic education math (MATH 98), through developmental math (MATH 99,

MATH 100), to completion of math requirements for the various certificate and degree plans of study (MATH 101/107/110). The College acknowledges that this long-term, multi-step, multi-faceted process will involve the tentatively identified steps:

- expand the Persistence Committee membership to include additional key players not previously identified
- address current process for math placement especially in lieu of ACT not supporting COMPASS beginning in January, 2016
- evaluate current persistence related initiatives (PRI) to assess their effectiveness in assisting students through math course progressions
    - strengthen academic advising
    - better link math tutoring services between those offered through the Education Services Center (ESC) and the Math, Science Learning Center (MSLC)
    - "modularize" developmental math courses to "fast-track" student progression through sequence
        - research the Emporium Method to determine its applicability to College student characteristics and needs
        - research the use of learning communities between developmental math courses and plan of study courses
        - research a "Math Across the Curriculum" initiative similar to the current "Writing Across the Curriculum" program used at the College

The College recognizes that this is a long-term action plan and that improving student persistence and completion is an ongoing journey that will mature and change as the College identifies the most effective and efficient methods of understanding, confirming, and improving student success.

Results

To be discussed in the 2016-2017 report.

Collegiate Assessment of Academic Proficiency Testing (CAAP)

The CAAP test is administered at the end of the fall and spring semesters to students petitioning to graduate and/or those students completing 60 hours of course work by the test dates. Students who have completed ENG 102 – English Composition are eligible to complete the writing and reading portions of the CAAP. Students who have completed a required laboratory science course are eligible to complete the scientific reasoning and critical thinking portions of the CAAP. Students who have completed Math 110 – College Algebra are eligible to take the math portion of the test.

Students who score above the 50th percentile nationally in any subject are awarded certificates of achievement from ACT. The following tables summarize these achievement results:

MESALANDS COMMUNITY COLLEGE CAAP CERTIFICATE AWARDS BY SUBJECT 2014-2015 ACADEMIC YEAR					
	Writing	**Math**	**Reading**	**Critical Thinking**	**Science**
Number of Certificates Awarded	9	11	5	8	7
Number of Students Participating	21	21	21	21	21

MESALANDS COMMUNITY COLLEGE NUMBER OF STUDENTS RECEIVING CAAP CERTIFICATE AWARDS BY NUMBER OF SUB-TESTS 2014-2015 ACADEMIC YEAR							
Number of Students Participating	**Total Sub-tests**	**Number of Certificates Awarded**	**Five Sub-tests**	**Four Sub-tests**	**Three Sub-tests**	**Two Sub-tests**	**One Sub-test**
21	67	40	4	1	2	3	4

The CAAP result averages for each subject area compared to the corresponding national average are given in the following table:

MESALANDS COMMUNITY COLLEGE CAAP AVERAGES BY SUBJECT AREA 2014-2015 ACADEMIC YEAR					
Subject	**Writing**	**Math**	**Reading**	**Critical Thinking**	**Science Reasoning**
MCC Avg.	46.3	51.2	40.9	44.2	49.8
National Avg.	N/A*	N/A	N/A	N/A	N/A

*No comparison to the national average if less than 25 participants.

The following table displays the comparative results of the CAAP Test for the last 12 years.

PERCENT OF NATIONAL AVERAGE 2004-2013										
Mesalands Community College Mean Score as % of National Mean	**Year**									
	2004	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**
Writing	95.04	96.47	97.27	96.30	95.65	95.65	96.77	97.90	97.73	96.75
Math	102.1	99.47	98.25	99.82	96.98	103.2	102.4	101.4	97.51	98.04
Reading	94.88	97.35	95.70	97.85	97.35	99.00	98.51	98.34	98.84	99.51
Critical Thinking	98.02	98.84	95.22	97.04	97.05	95.89	97.03	98.02	97.85	99.34
Science Reasoning	97.80	97.95	97.97	97.29	98.65	97.47	100.2	98.48	99.15	96.45

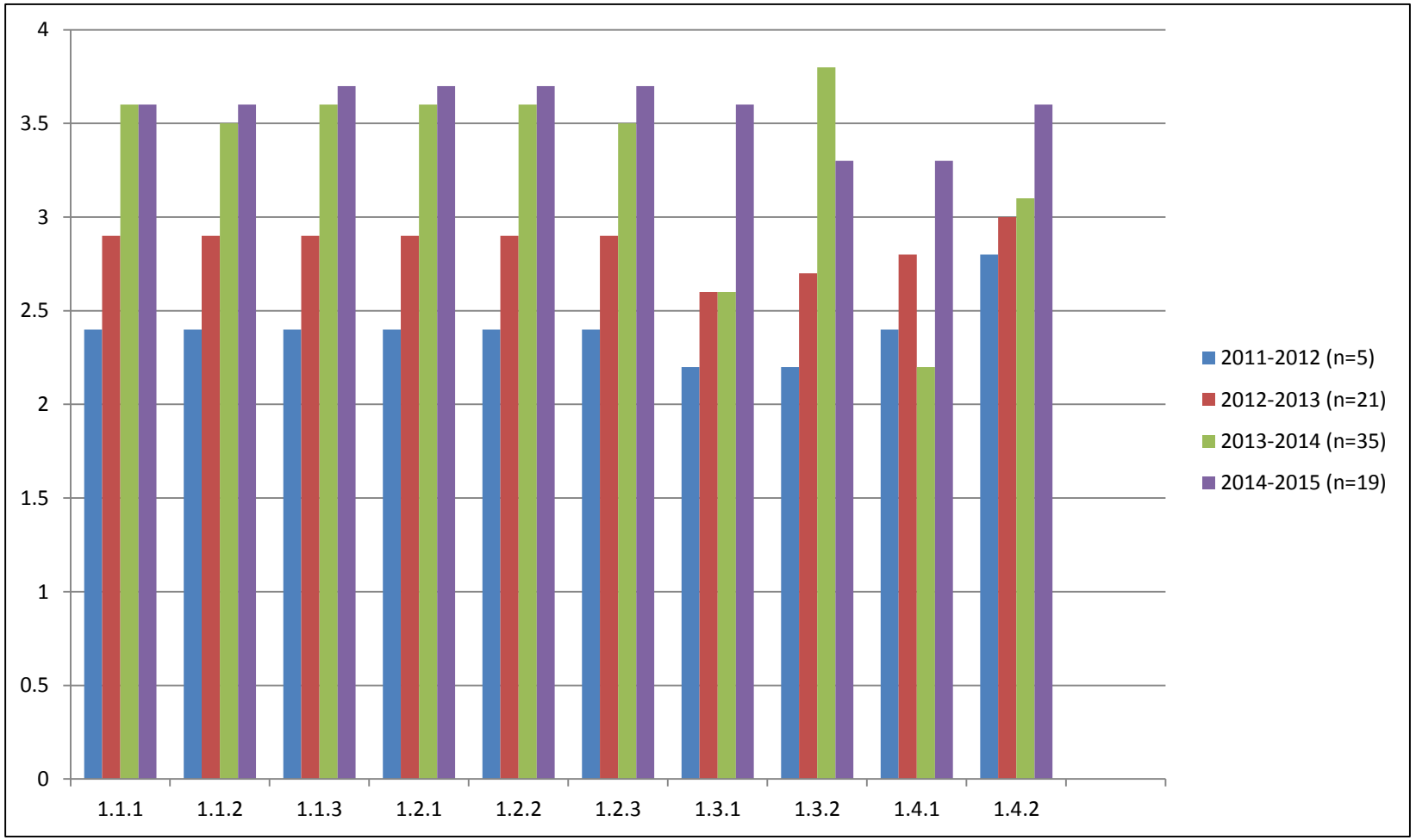
PERCENT OF NATIONAL AVERAGE 2014-2015		
Mesalands Community College Mean Score as % of National Mean	**Year**	
	2014	**2015***
Writing	93.01	N/A
Math	98.39	N/A
Reading	95.35	N/A
Critical Thinking	91.78	N/A
Science Reasoning	94.76	N/A

*No comparison to the national average if less than 25 participants.

ENG 299: Capstone Portfolio Course

In an attempt to assess general education competency attainment of graduating students, the College requires all students graduating with a degree to complete the ENG 299: Capstone Portfolio Course during their last semester of enrollment. This capstone course utilizes the College's rubrics to assess achievement of the general education competencies (writing, oral presentation, information technology, critical thinking, scientific and mathematical reasoning) using student artifacts. A portfolio reflecting best practices is submitted to a faculty committee for review and evaluation.

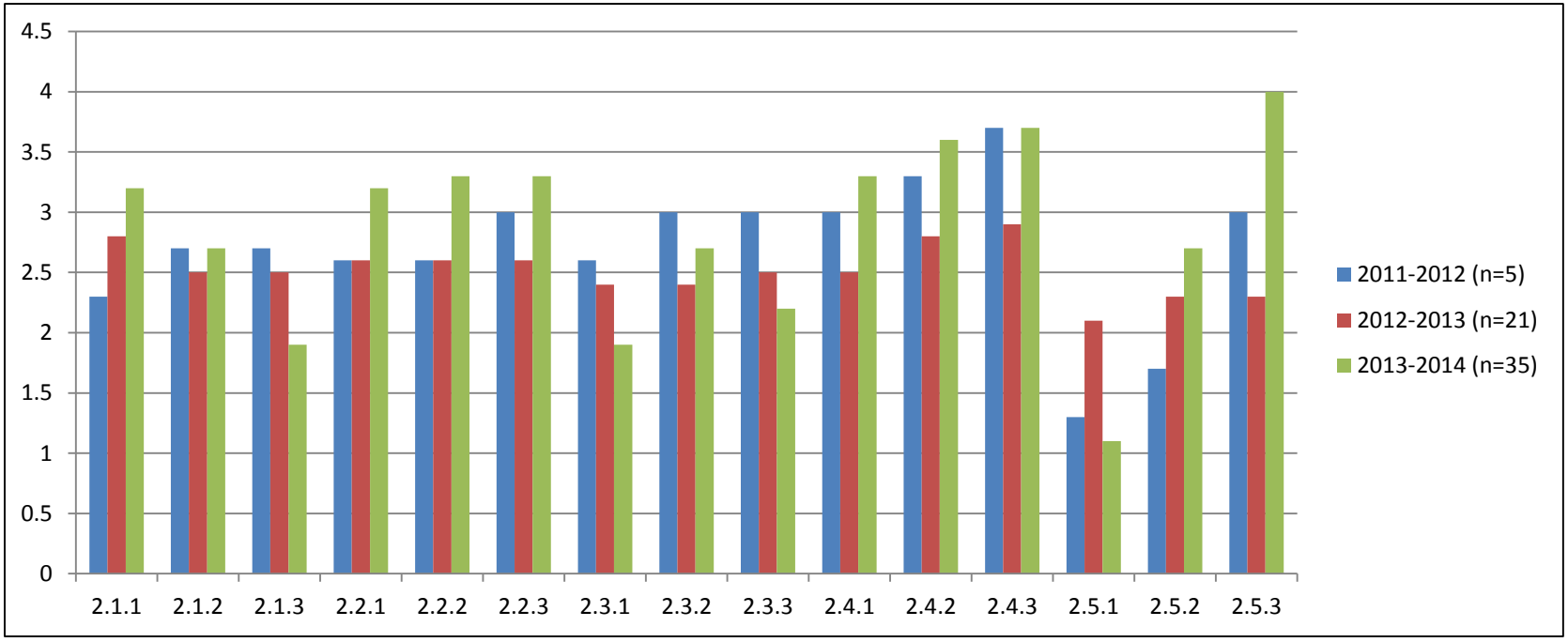
Measurement Tool: ENG 299 Capstone Portfolio Course – Writing Artifact
General Education Objective: 1
Goal Results: Average Score “Excellent (4)”/”Proficient (3)”
General Education Competency: **Writing**



Provides a clear, concise thesis statement
1.1.1 Statement is clear and concise
1.1.2 Statement is well-reasoned
1.1.3 Statement leads to plentiful additional discussion
Provides supporting paragraphs which relate to the thesis
1.2.1 Supporting paragraphs are well-reasoned
1.2.2 Supporting paragraphs clearly relate to the thesis
1.2.3 Supporting paragraphs are cohesive and logically developed
Correctly incorporates outside sources
1.3.1 Provides relevant outside sources
1.3.2 Cites outside sources correctly
Uses appropriate grammar, syntax, punctuation, and spelling
1.4.1 Writing is error free in all categories (sentence structure, punctuation, spelling and grammar)
1.4.2 Sentence structure and vocabulary are well-developed and varied

Measurement Tool: ENG 299 Capstone Portfolio Course – Oral Presentation Artifact
General Education Objective(s): 2
Goal Results: Average Score “Excellent (4)”/”Proficient (3)”

General Education Competency: **Oral Presentation**

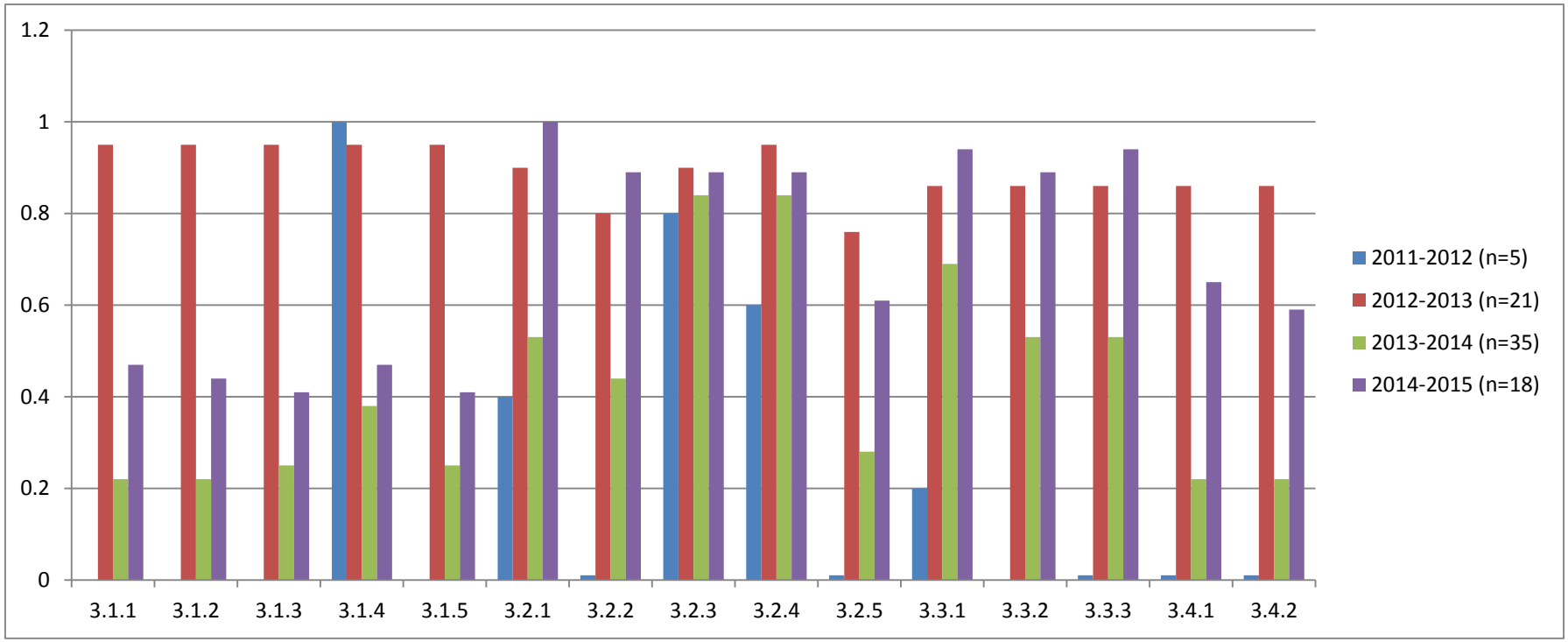


Provides a well-organized speech with appropriate introduction and conclusion
2.1.1 Very well-organized
2.1.2 Attention grabbing introduction
2.1.3 Convincing conclusion
Provides main points that are well-documented, compelling, supported with facts, developed clearly and concisely, and focused on the topic

2.2.1 All main points are well-documented and supported by numerous, compelling facts
2.2.1 Clearly and concisely presented
2.2.3 Remains focused on topic throughout entire presentation
Uses appropriate gestures, movements and eye contact
2.3.1 Excellent gestures and eye contact
2.3.2 Conversational presentation
2.3.3 Utilize note cards appropriately
Speaks clearly and understandably using standard, edited English with correct mechanics (pronunciation, sentence structure and grammar) relative to audience
2.4.1 Excellent mechanics throughout
2.4.2 Very appropriate presentation relative to audience
2.4.3 Tone is respectful and civil
Provides appropriate handouts and/or visual aids
2.5.1 Provides entire audience with useful, presentation quality handouts
2.5.2 Handouts/audiovisual aids contain appropriate amount of information
2.5.3 Grammatically correct material

Measurement Tool: ENG 299 Capstone Portfolio Course – Information Technology Artifact
General Education Objective(s): 3
Goal Results: Average Score 1.0 (100%)

General Education Competency: **Information Technology**



Demonstrates basic computer and operating skills
3.1.1 Access and change computer setting under Control Panel
3.1.2 Navigate file directory structures and paths
3.1.3 Perform file management tasks (select, copy, rename and/or delete files)
3.1.4 Create, save, open, and print a document from some application
3.1.5 Navigate and locate information from Windows Help

Performs core tasks of Microsoft Office applications
3.2.1 Format a document and how to use page layout, e.g., headers, footer, page breaks, bullets, etc.
3.2.2 Create tables, charts, graphs and/or formulas
3.2.3 Import and sort data and/or images in to a document and format them appropriately
3.2.4 Demonstrate techniques for copying, cutting and pasting text and/or images with a document
3.2.5 Review a document using tools: spelling, grammar, word count, and thesaurus
Uses a search engine to access, navigate and evaluate information on the internet
3.3.1 Retrieve information from an internet search engine
3.3.2 Evaluate and rank sources of information for validity
3.3.3 Select, copy and paste information retrieved from the internet College database
Uses email with appropriate etiquette
3.4.1 Open, create and/or send email with attachments
3.4.2 Demonstrates appropriate email etiquette

PDSA CYCLE 2013-2014 ANALYSIS
OPPORTUNITIES FOR IMPROVEMENT

Problem Area

One hundred percent of the Information Technology (IT) criteria showed a decrease when compared to the 2012-2013 data. Eighty-seven percent of the criteria were assessed at less than 70% while 60% were scored at less than 50%.

Goal

The goal is to increase the average score for all criteria to 80%.

Action Plan

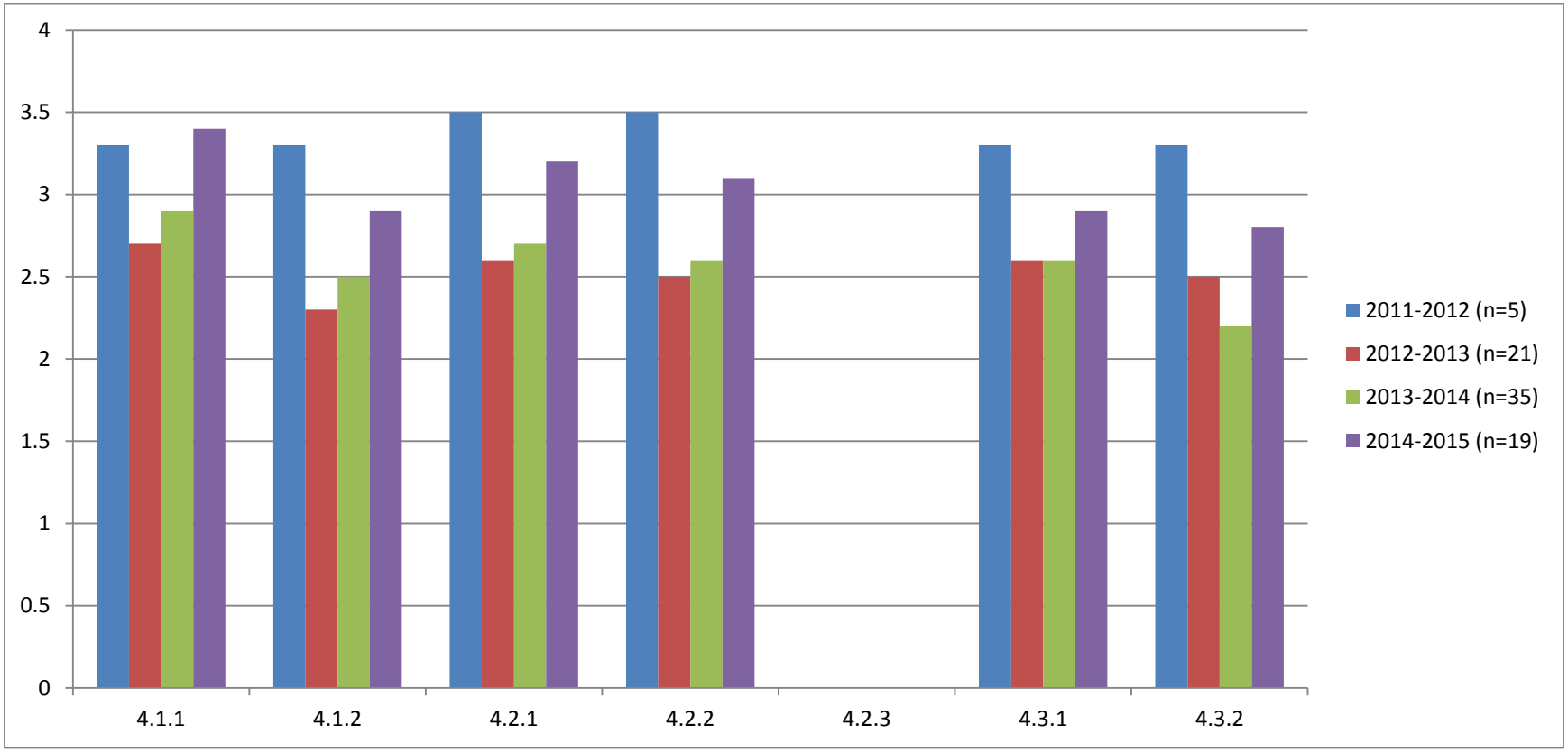
The Student Learning Assessment Committee will establish a sub-committee to develop a specific list of tasks/activities that students will need to complete in order to address all criteria at a 100% level. This *Information Technology Artifact Checklist* will be distributed to all students enrolled in ENG 299 on the first day of class. The *Checklist* will include the activities that need to be reflected on the artifact to meet all criteria expectations at the 100% level. The *Checklist* will be distributed to all College faculty via the *Student Learning Assessment Guide for Faculty 2014-2015* as a tool to help faculty understand what is required for the information technology general education competency and create suitable assignments in their courses. Assessment of the IT competency using the College rubric is required of all faculty, wherever and however they teach for the College, during the 14-15 academic cycle.

Results

Although 100% of all criteria showed an increase as compared to the 2013-2014 data, the goal of increasing the average score for all criteria to 80% was not accomplished. Forty-seven percent of criteria scored at least 80%. Based on these results, it does appear that development and distribution of the *Information Technology Artifact Checklist* helped both faculty and students better understand what activities students must complete to satisfy attainment of this general education competency. Additional data will be collected during the 2015-2016 academic cycle in order to identify whether student performance continues to show improvement.

Measurement Tool: ENG 299 Capstone Portfolio Course – Mathematical Reasoning Artifact
General Education Objective(s): 4
Goal Results: Average Score “Excellent (4)”/”Proficient (3)”

General Education Competency: **Mathematical Reasoning**



Constructs and/or analyzes numerical or graphical representations of data
4.1.1 A correct solution using an appropriate strategy is given
4.1.2 Descriptions of the results are complete and coherent
Simplifies, evaluates, and/or solves various equations and/or formulas
4.2.1 Demonstrates complete understanding of the problems with correct solutions
4.2.2 Answers are interpreted correctly, with appropriate labels
4.2.3 Correctly identifies units and performs conversions
Formulates and communicates mathematical explanations
4.3.1 Gives a complete response with clear explanations
4.3.2 Communicates effectively to the intended audience; demonstrates complete understanding of the mathematical ideas and processes

PDSA CYCLE 2013-2014 ANALYSIS
OPPORTUNITIES FOR IMPROVEMENT

Problem Area

The faculty committee that assesses the Mathematical Reasoning Artifact identified the biggest issue being the lack of appropriate student artifacts. It appears that many of the students enrolled in ENG 299 are creating an artifact specifically for this course resulting in low scores on this assessment. This indicates that the College is not doing an adequate job identifying appropriate course work that could be submitted by students to address the mathematical reasoning criteria. This may also indicate that math faculty have not been properly educated as to the use of the rubric as a means to identify proficiency in this general education competency.

Goal

Two goals have been identified to address this problem area.

1) Math faculty will be asked to design and require specific assignments in their classes that demonstrate students possess a proficiency in the mathematical reasoning general education competency based on the rubric. Math faculty will reinforce that these specific assignments, if done correctly, can and should be used as artifacts in the ENG 299 course.

2) The Student Learning Assessment Committee will identify a mechanism that allows students to store all their work generated during their tenure at the College that could potentially be used as artifacts to demonstrate general education competency.

Action Plan

1) Two Faculty Council meetings (involving full-time and adjunct faculty) will be held at the beginning and midterm portion of the fall and spring semester (as part of the Faculty Council meeting and Assessment Day). These structured meetings will include assessment training for using the general education rubrics, faculty-led discussions regarding the importance and use of assessment as well as open discussion between faculty on any pertinent assessment-related topic. During portions of these meetings, faculty will be divided into programs/course specific groups to facilitate discussion and application of how to use rubrics to drive teaching and learning in the classroom. Time will be dedicated to discuss how faculty can incorporated the Mathematical Reasoning Rubric into their courses with a goal of helping students generate an appropriate artifact.

2) The SLAC will study two different platforms to electronically store and maintain potential student artifacts throughout their education experience at the College for use in the ENG 299 courses: Moodle and Google platforms.

   a. A specific action plan will be developed to educate students to the process and importance of saving their work as potential artifacts.

Results

1) As a partial result of Faculty Council meetings held at the beginning of both the fall 14 and spring 15 semesters, the lead math faculty acknowledged the need to incorporate the Mathematical Reasoning Rubric into his courses with a goal of helping students generate an appropriate artifact. This math faculty member teaches the majority of math courses at main campus and on-line. It appears that positive momentum has been made at improving student math success as measured during the ENG 299 course. One-hundred percent of the math criteria showed improvements while 50% of criteria scored at or above the goal of an average score of “Excellent(4)”/”Proficient(3)”.

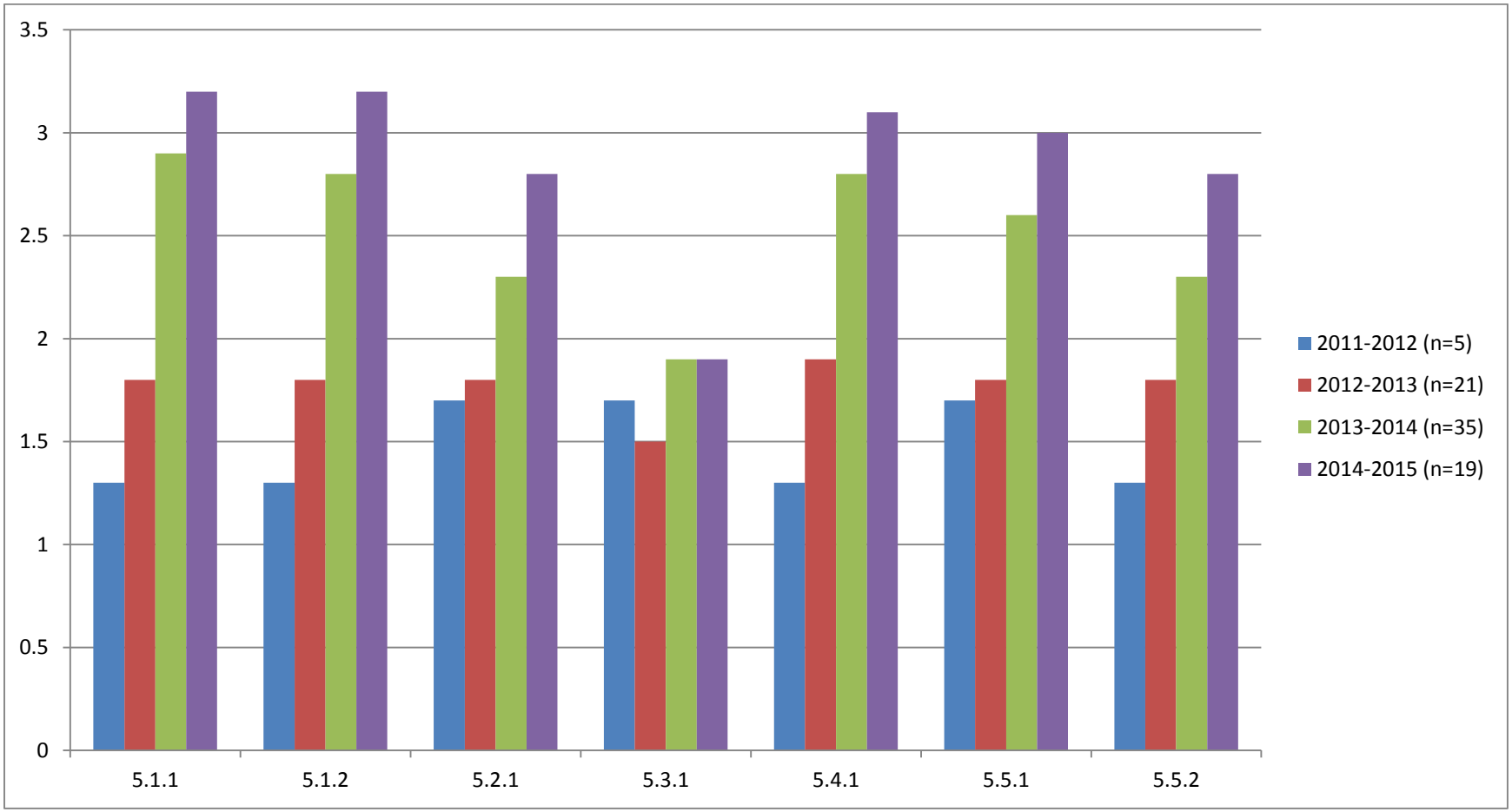
2) The pros and cons of electronically storing student artifacts on either a Google cloud or the Moodle platform were discussed during the 092314 and 112514 Student Learning Assessment Committee meetings. Although the SLCA failed to support either one of these options, the Committee decided to request that the following statement regarding the need for students to save best work should be added to the College syllabus template:

   Student artifacts are various student work documents (research papers, homework assignments, projects, oral presentations, tests and exams, laboratory write-ups, math assignments showing your work, etc.) that you will create during your time here at Mesalands Community College. This student work demonstrates to the instructor that you have successfully completed the requirements for the course as well as for the College. During your last semester before graduating with a degree, you will be required to enroll in ENG 299: Capstone Portfolio Course. This capstone course utilizes the College’s rubrics to assess the general education competencies (writing, oral communication, information technology, critical thinking, scientific and mathematical reasoning) using student artifacts. A portfolio reflecting best practices will be submitted to a faculty committee for review and evaluation. This course is required for graduation with a degree. Therefore, it is strongly recommended that you save (electronically and/or hard copy) the work you complete in this course (as well as all the courses you take during your enrollment at Mesalands Community College). You will need to submit some of these documents in ENG 299 as your artifacts to prove your attainment of the general education competencies of writing, oral communication, information technology, critical thinking, scientific and mathematical reasoning.

The SLAC continues advancing through the appropriate institutional committees to get approval to add this statement to all College syllabi.

Measurement Tool: ENG 299 Capstone Portfolio Course – Scientific Reasoning Artifact
General Education Objective(s): 5
Goal Results: Average Score “Excellent (4)”/”Proficient (3)”

General Education Competency: **Scientific Reasoning**



Problem is recognized and investigative question is formulated
5.1.1 Problem is recognized and explained in detail
5.1.2 Investigative question is clearly formulated
Reasonable, testable hypothesis is presented
5.2.1 Hypothesis is reasonable, clearly stated, and fully explains question
Prediction is formulated as logical consequence of the hypothesis
5.3.1 Prediction is logical and fully explained
Data/observations to test hypothesis are gathered or compiled
5.4.1 High quality date and /or high quantity of suitable data gathered and presented professionally (list or table)
Formulation of a conclusion
5.5.1 Conclusion is logical and well formulated
5.5.2 Conclusion explains in detail the degree of correctness of the hypothesis and identifies further avenues of testing, or formulates new hypothesis

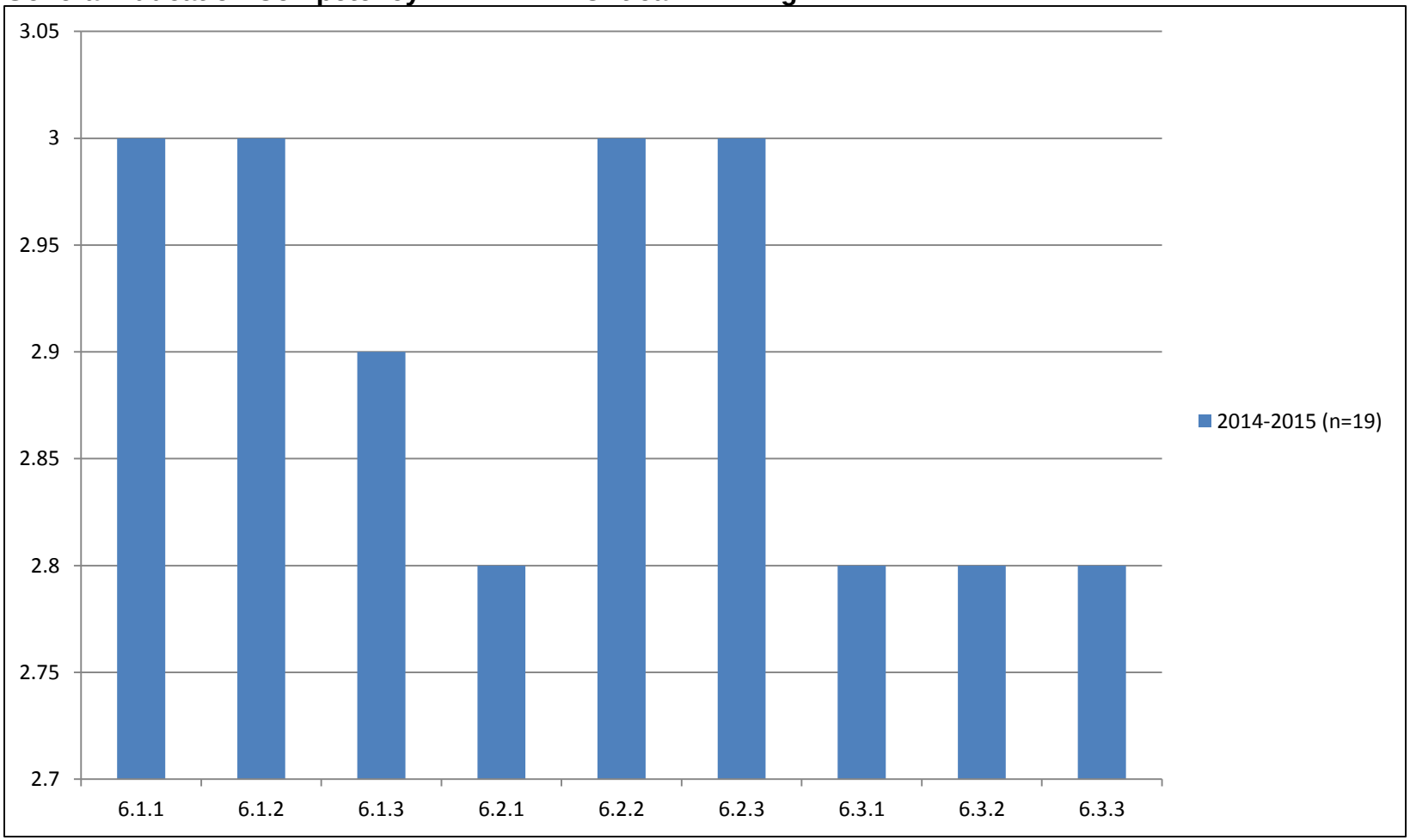
Scientific Reasoning Comments:

Over the last four years, the data demonstrate a remarkable overall increase in all seven evaluated scientific reasoning criteria. The College interprets these observations as a result of two measures that were established in this time span:

1) The Natural Sciences faculty introduced the students of ENG 299 to the Scientific Reasoning Rubric and discusses good and poor examples taken from the portfolios of previous students of ENG 299.
2) Several science laboratory courses (for instance, GEOL 141 Introduction to Environmental Science and BIOL 211: Human Anatomy and Physiology I as well as non-lab courses, AHS 110: Fundamentals of Nutrition) have developed laboratory exercises that explicitly target the evaluated criteria, and encourage students to keep and submit these artifacts for their portfolio.

Measurement Tool: ENG 299 Capstone Portfolio Course – Critical Thinking Artifact
General Education Objective(s): 6
Goal Results: Average Score “Excellent (4)”/”Proficient (3)”

General Education Competency: **Critical Thinking**



Identify and gather
6.1.1 Asks insightful questions
6.1.2 Critiques content
6.1.3 Examines inconsistencies
Analyze and evaluate
6.2.1 Analyzes and evaluates thoroughly
6.2.2 Uses reasonable judgment
6.2.3 Critically discriminates between good and bad information
Synthesize and formulate conclusion
6.3.1 Discusses issues thoroughly and argues succinctly
6.3.2 Assimilates information
6.3.3 Justifies conclusion

General Education Competency Assessment

Mesalands Community College has identified six general education competencies that reflect those knowledge, skills and professional dispositions that students will possess and demonstrate upon graduation with a degree. The following General Education Competencies Program Reporting Schedule identifies the semesters and courses during which those competencies are assessed. Assessment occurs using the College rubrics.

GENERAL EDUCATION COMPETENCIES REPORTING SCHEDULE

Specific general education competencies are assessed and reported on each semester depending on what courses faculty are teaching with the goal of implementing and reviewing curricular adjustments to improve learning on an annual basis.

Semester Assessed	During What Courses Will Assessment Occur	General Education Competencies Assessed
Summer Fall Spring	All courses	Writing
Summer Fall Spring	CIS 101: Intro to Computer	Information Technology
Summer Fall Spring	COM 101: Interpersonal Communication COM 102: Public Speaking	Oral Communication
Summer Fall Spring	Laboratory Science[1]	Scientific Reasoning
Summer Fall Spring	Laboratory Science (see footnote)	Critical Thinking
Summer Fall Spring	Any and all math courses	Mathematical Reasoning

[1] **Laboratory Science**: BIOL 113, 119, 211, 212, 222, 250, CHEM 113, 115, 116, PHYS 115, 120, 201, 202, GEOL 105, 118, 120, 124, 125, 141, 151, 152, 175, 190, 210, 220, 230, 235, 236, 270, 280, 285, 289, 290, 291, 293, MET 115. See the Mesalands Community College Catalog for descriptions.

General Education Competency Assessment Comments – 2014-2015

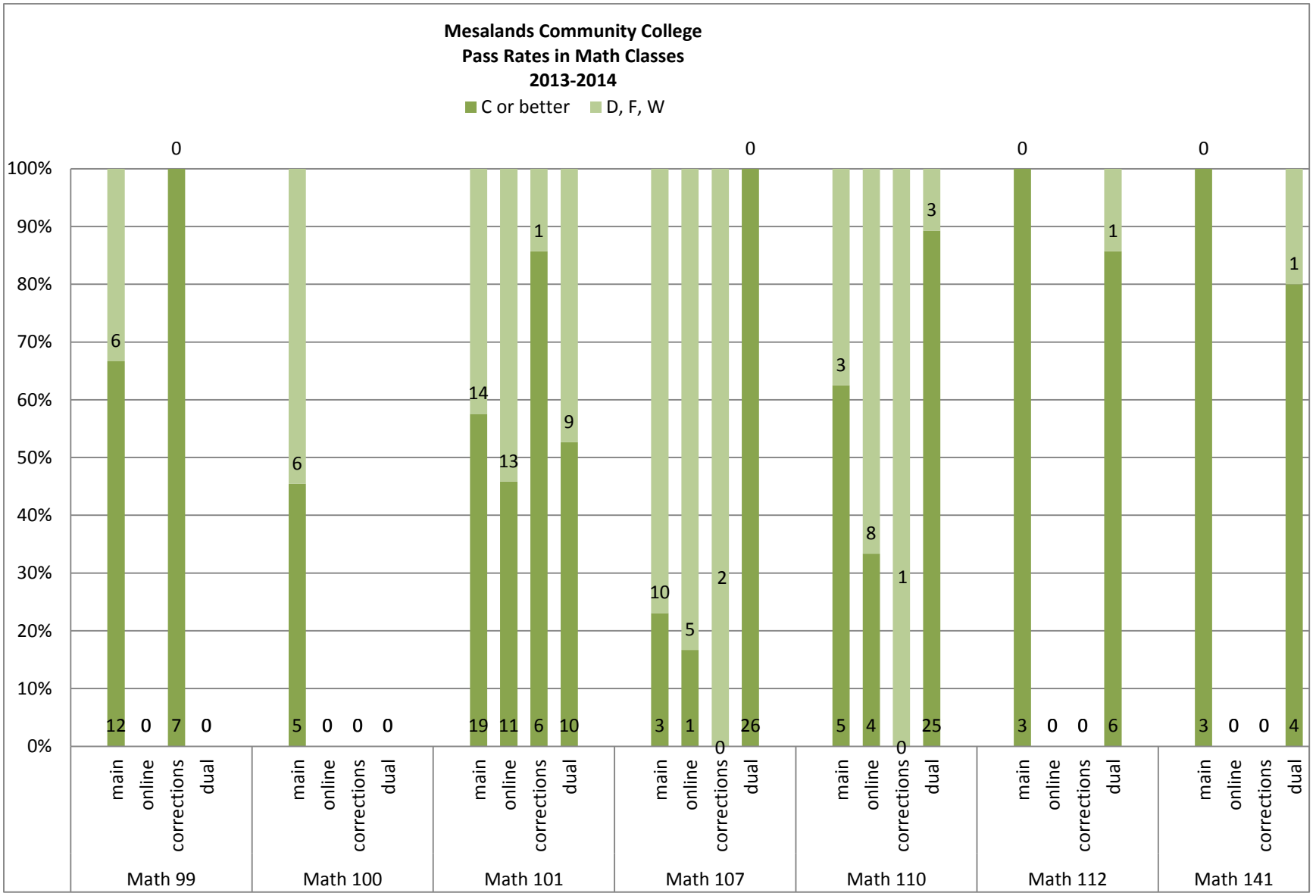
Based on feedback received from two Academy Scholars during the 2014-2015 academic cycle, the SLAC has significantly modified the process of faculty assessment of general education competency attainment. Therefore, the above identified General Education Competencies Program Reporting Schedule has been updated from the previous version to allow for more frequent data collection, which, in turn, will allow for a more timely identification of trends.

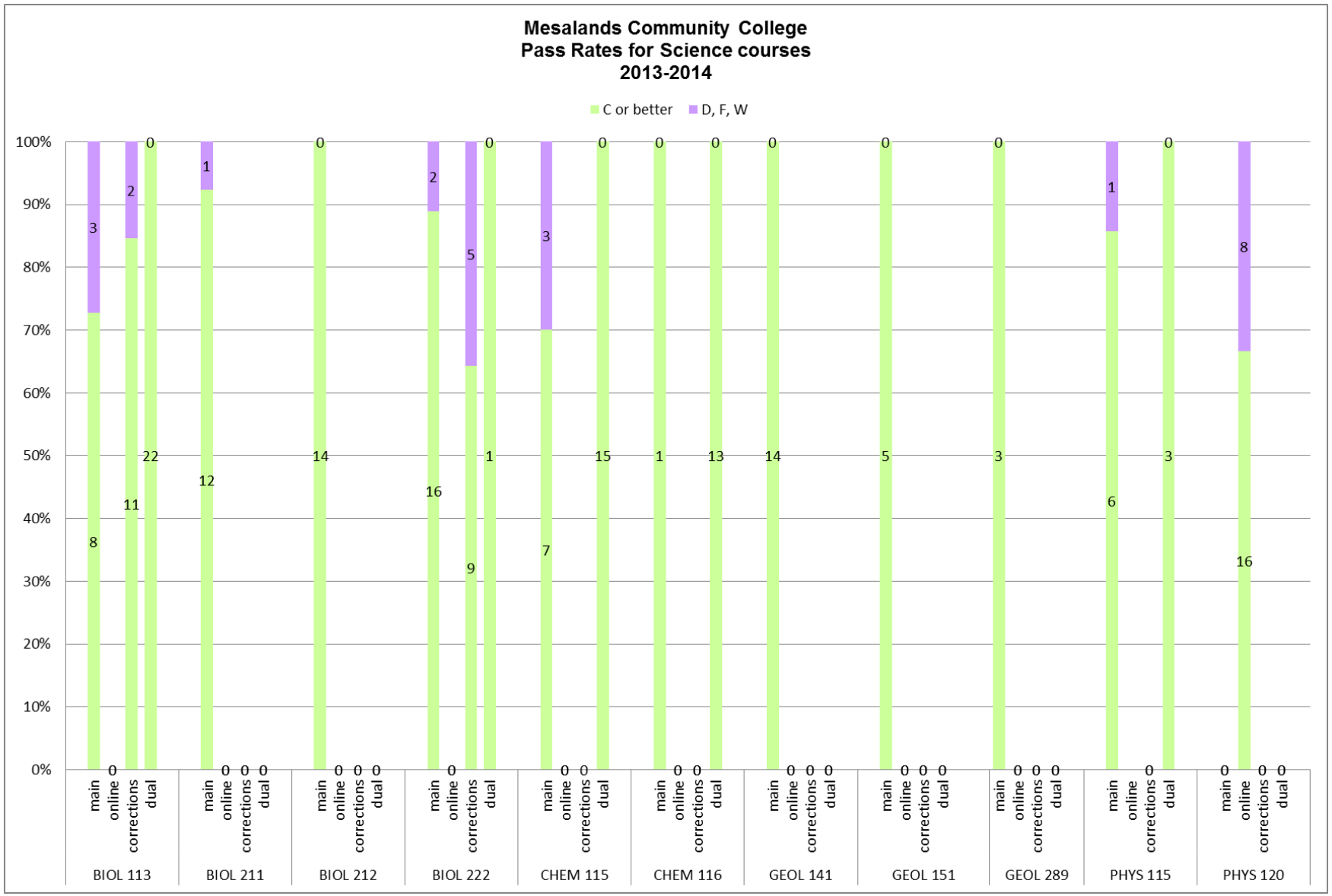
General Education Competency Assessment Goals – 2015-2016

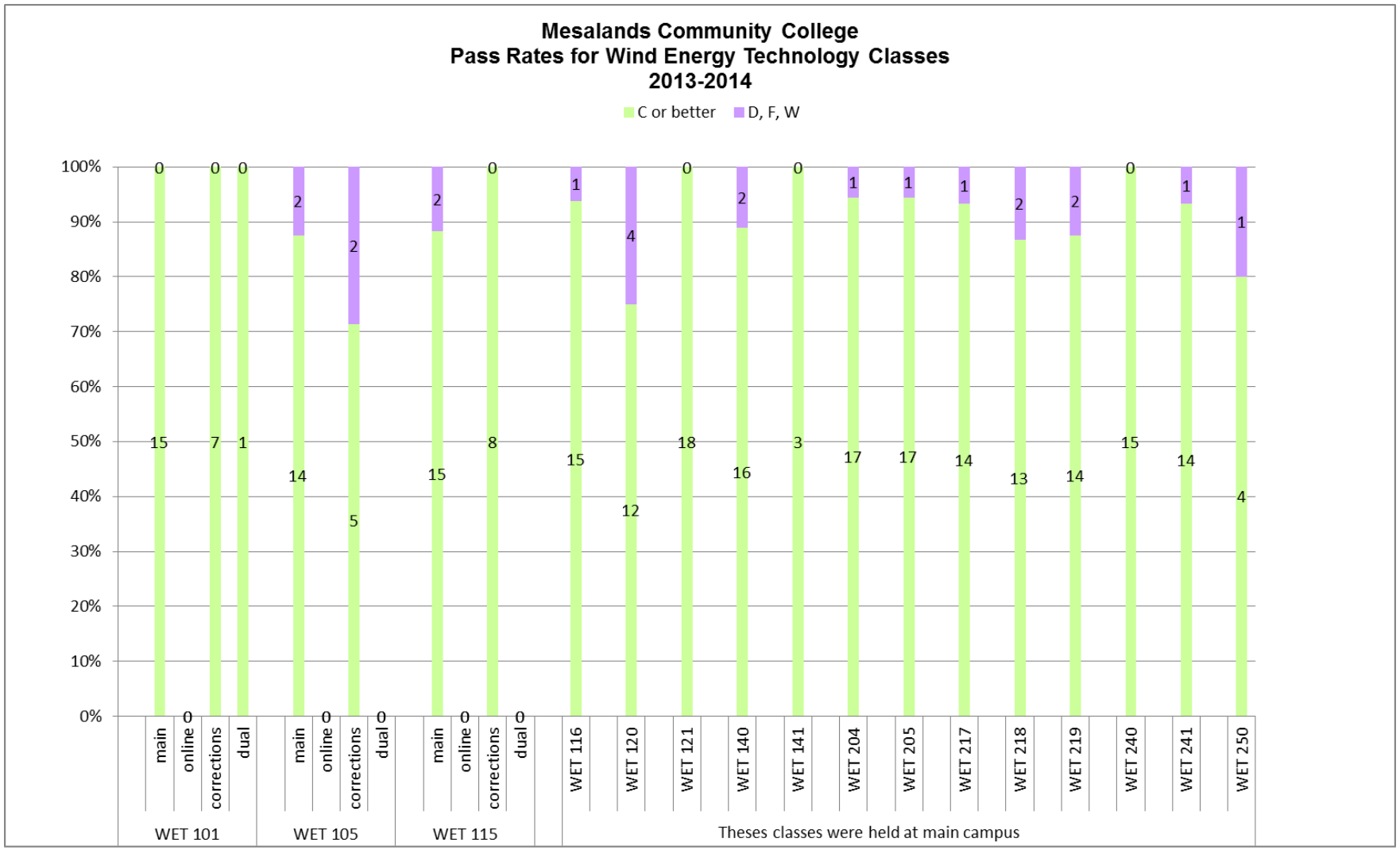
A new process for the assessment of the general education competencies was developed during the 2014-2015 academic cycle and will be fully implemented during the 2015-2016 cycle; therefore, actionable data will be reported in the *2015-2016 Annual Assessment Report*. See the Classroom Level Assessment section of this document for further clarification as to the new process of assessing general education competency attainment.

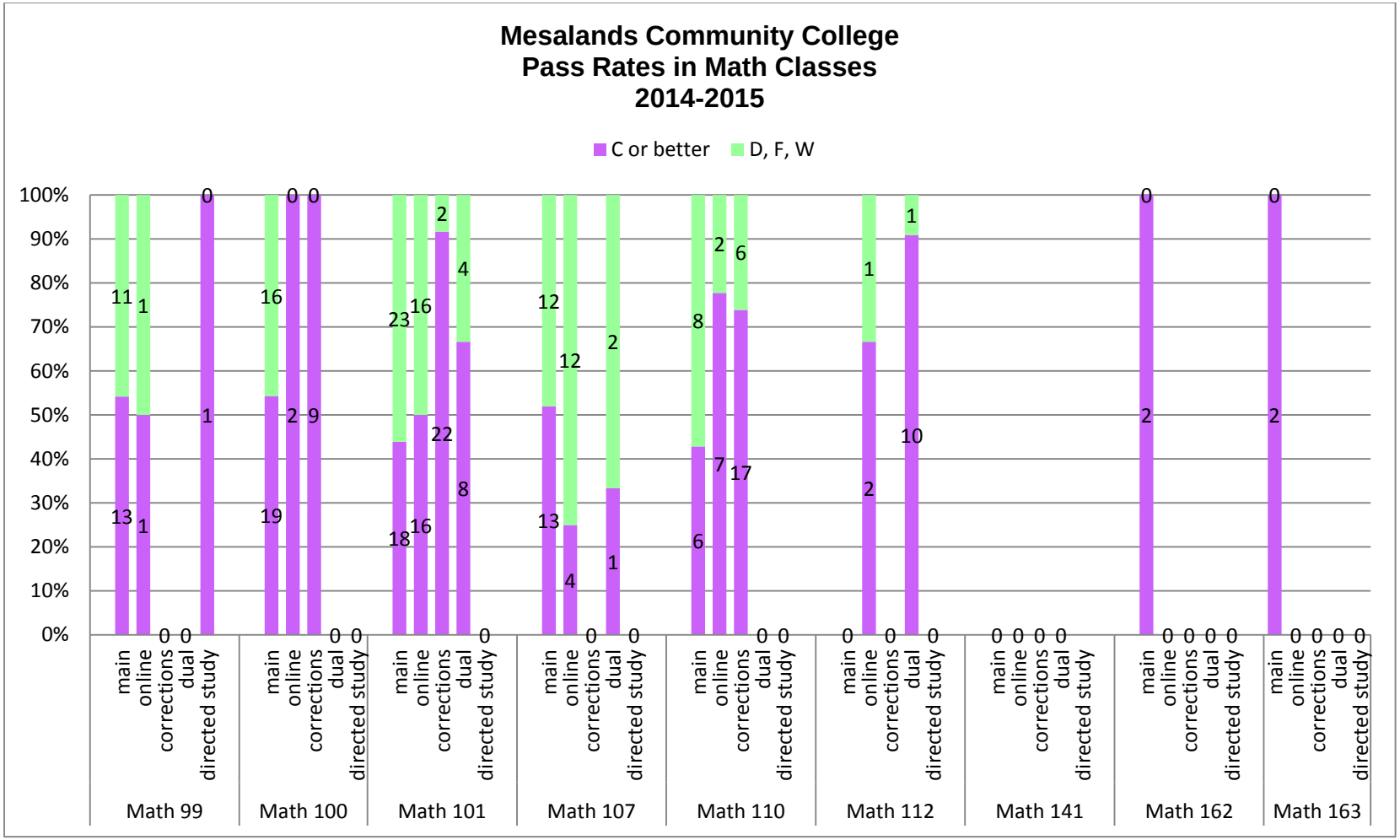
Science, Technology, Engineering, Mathematics Course Completion Rates

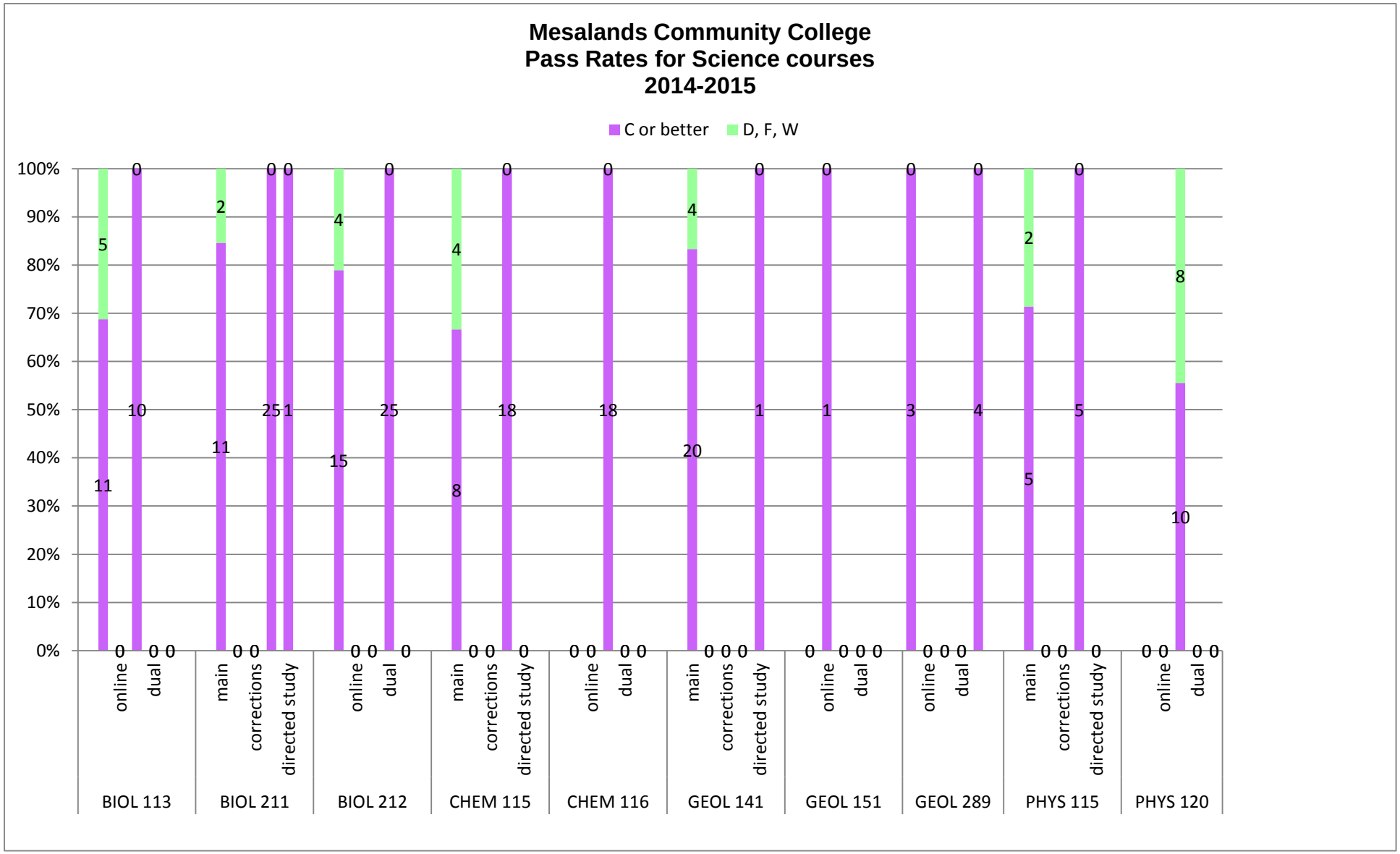
The following data shows completion rates for STEM courses wherever and however they are offered through the College. Additional, granular data can be found in the *Data Discovery Book*.

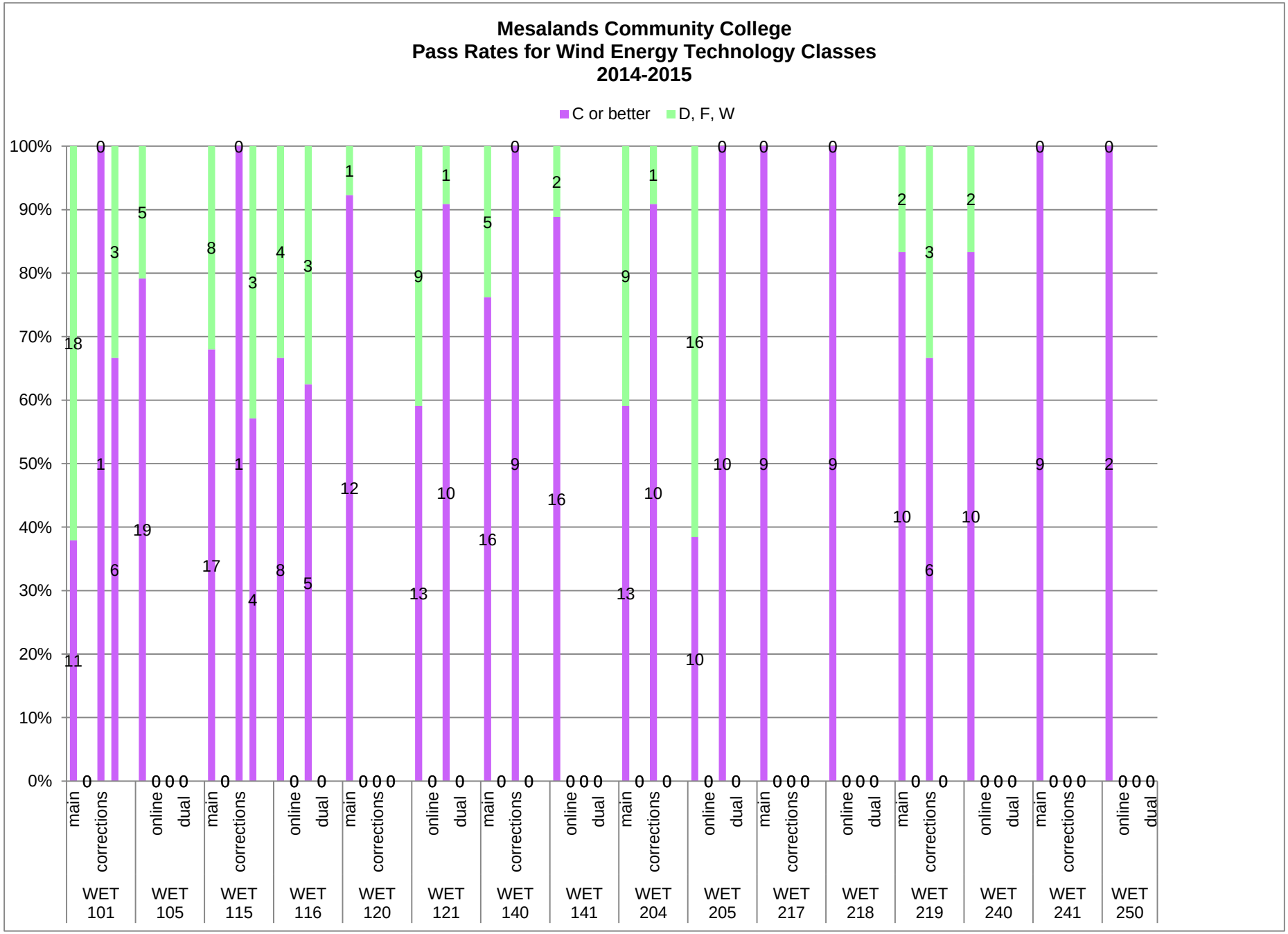

Mesalands Community College
Pass Rates in Math Classes
2013-2014
C or better
D, F, W
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
main
online
corrections
dual
Math 99
Math 100
Math 101
Math 107
Math 110
Math 112
Math 141


Mesalands Community College
Pass Rates for Science courses
2013-2014
C or better
D, F, W
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
main
online
corrections
dual
BIOL 113
BIOL 211
BIOL 212
BIOL 222
CHEM 115
CHEM 116
GEOL 141
GEOL 151
GEOL 289
PHYS 115
PHYS 120


Mesalands Community College
Pass Rates for Wind Energy Technology Classes
2013-2014
C or better
D, F, W
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
main
online
corrections
dual
WET 101
WET 105
WET 115
WET 116
WET 120
WET 121
WET 140
WET 141
WET 204
WET 205
WET 217
WET 218
WET 219
WET 240
WET 241
WET 250
Theses classes were held at main campus


Mesalands Community College
Pass Rates in Math Classes
2014-2015
C or better
D, F, W
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
main
online
corrections
dual
directed study
Math 99
Math 100
Math 101
Math 107
Math 110
Math 112
Math 141
Math 162
Math 163


Mesalands Community College
Pass Rates for Science courses
2014-2015
C or better
D, F, W
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
BIOL 113
online
dual
BIOL 211
main
corrections
directed study
BIOL 212
online
dual
CHEM 115
main
corrections
directed study
CHEM 116
online
dual
GEOL 141
main
corrections
directed study
GEOL 151
online
dual
GEOL 289
online
dual
PHYS 115
main
corrections
directed study
PHYS 120
online
dual


Mesalands Community College
Pass Rates for Wind Energy Technology Classes
2014-2015
C or better
D, F, W
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
main
corrections
online
dual
WET 101
WET 105
WET 115
WET 116
WET 120
WET 121
WET 140
WET 141
WET 204
WET 205
WET 217
WET 218
WET 219
WET 240
WET 241
WET 250

COMPLETION RATES OF GENERAL EDUCATION CORE CLASSES

The data below also includes dual enrollment high school students taking classes through the College.

COMPLETION RATES OF GENERAL EDUCATION TRANSFER CLASSES 2007-2012 ACADEMIC YEARS										
Year	2007-08		2008-09		2009-10		2010-11		2011-12	
Course	N	% C or better	N	% C or better	N	% C or better	N	% C or better	N	% C or better
Area I: Communications										
ENG 102	187	86.63	258	81.78	205	78.05	221	80.54	220	87.27
ENG 104	71	81.69	145	90.34	120	89.17	171	89.47	129	92.25
COM 101	83	73.49	41	70.73	93	96.77	87	87.36	87	78.16
COM 102	49	77.55	45	86.67	86	75.58	94	76.60	72	84.72
Area II: Mathematics										
MATH 110	36	77.78	58	82.76	51	80.39	79	86.08	46	69.56
STAT 213	16	87.5	16	68.75	17	94.11	7	42.86	28	92.86
Area III: Laboratory Science										
BIOL 113	43	76.74	23	78.26	64	73.44	42	69.05	60	80.00
CHEM 115	41	95.12	102	97.06	12	75.00	35	91.43	42	92.86
CHEM 116	16	100.0	41	90.24	11	100.0	23	86.96	27	88.89
GEOL 141	12	50.0	37	81.08	65	70.77	45	75.55	61	62.30
GEOL 151	15	53.33	5	100.0	27	100.0	3	100.0	7	85.71
PHYS 115	0	NA	0	NA	5	60.00	5	100.0	8	100.0
PHYS 120	12	83.33	5	60.00	0	NA	24	29.17	5	100.0
Area IV: Social and Behavioral Science										
ANTH 101	20	55.00	17	82.35	5	60.00	8	50.00	11	100.0
ECON 251	54	83.33	97	92.78	105	76.19	77	93.57	81	91.36
ECON 252	10	40.00	19	52.63	7	85.71	24	58.33	31	67.74
PSCI 102	41	100.0	90	88.89	77	96.10	85	89.41	93	91.40
PSCI 202	11	90.91	17	100.0	32	96.88	33	84.85	29	86.21
PSY 101	46	91.30	110	84.55	107	88.79	159	86.79	92	84.78
SOC 101	29	96.55	50	94.00	48	89.58	44	88.64	44	93.18
SOC 212	14	78.57	0	NA	16	56.25	12	100.0	1	100.0
Area V: Humanities and Fine Arts										
ART 101	62	80.65	31	54.84	109	55.96	77	71.43	98	72.45
MUS 101	26	80.77	39	66.67	39	79.49	36	86.11	106	74.53
HIST 101	23	95.65	26	92.31	58	96.55	50	84.00	37	89.19
HIST 102	28	96.43	35	100.0	59	96.61	29	86.21	19	89.47
HIST 121	11	90.91	10	70.00	7	57.14	8	100.0	5	40.00
Total Number of Students Enrolled and Overall %C or Better Averages										
Totals	956	83.16	1317	85.12	1425	82.25	1478	82.81	1439	83.67

COMPLETION RATES OF GENERAL EDUCATION TRANSFER CLASSES 2007-2014 ACADEMIC YEARS

Year	2012-13		2013-14		2014-2015	
Course	N	% C or better	N	% C or better	N	% C or better
Area I: Communications						
ENG 102	193	87.05	182	88.46	128	82.03
ENG 104	142	92.25	143	96.5	89	89.89
COM 101	76	67.11	73	93.15	79	83.54
COM 102	82	92.68	59	84.75	62	74.19
Area II: Mathematics						
MATH 110	50	80.00	25	75.55	46	82.61
STAT 213	8	75.00	2	100.00	2	100.00
Area III: Laboratory Science						
BIOL 113	45	86.67	45	93.33	22	95.45
CHEM 113	10	60.00	0		0	
CHEM 115	18	55.56	25	88.00	31	83.87
CHEM 116	0		14	100.00	17	100.00
GEOL 141	30	80.00	16	100.00	24	87.50
GEOL 151	5	80.00	11	100.00	5	100.00
PHYS 115	5	60.00	10	90.00	12	83.33
PHYS 120	23	78.26	25	96.00	40	77.50
Area IV: Social and Behavioral Science						
ANTH 101	10	80.00	18	88.89	42	83.33
ECON 251	91	94.79	108	90.74	114	82.45
ECON 252	10	100.0	10	40.00	19	78.94
PSCI 102	89	96.63	94	97.87	70	94.29
PSCI 202	29	79.31	23	100.00	4	100.00
PSY 101	57	87.72	62	75.81	86	79.07
SOC 101	52	86.54	57	85.96	47	78.72
SOC 212	0		13	100.00	6	83.33
Area V: Humanities and Fine Arts						
ART 101	73	68.49	44	77.27	46	84.78
MUS 101	46	86.96	48	91.67	75	85.33
HIST 101	34	79.41	24	100.00	7	85.71
HIST 102	28	96.43	19	100.00	8	87.50
HIST 121	10	60.00	0		13	92.31
Total Number of Students Enrolled and Overall %C or Better Averages						
Totals	1221	85.09	1174	90.03	1094	84.10

PDSA CYCLE 2013-2014 ANALYSIS
OPPORTUNITIES FOR IMPROVEMENT

Problem Area

Despite the collection of persistence data of completion of rates for general education transfer courses, the College does not use this data with the goal of improving student success.

Goal

The College is applying for the Higher Learning Commission's Academy for Student Persistence and Completion in order to establish and implement a comprehensive plan to assess persistence and completion efforts. Specifically, the College's goal is to utilize the plan-do-study-adjust cycle to assess efforts for improving student persistence.

Action Plan

Apply for the Higher Learning Commission's Academy for Student Persistence and Completion in order to establish and implement a comprehensive plan to assess and improve persistence and completion efforts. If this is not feasible, the College will consider participating in future New Mexico Higher Education Assessment Association's (NMHEAA) retreats by sending a team of 4 or more participants to develop a plan-do-study-adjust cycle of assessment to improve student retention, persistence and graduation.

The SLAC will meet with the Director of Enrollment Management, the Assistant Director of Institutional Technology, and the Director of Business and Auxiliary Services in order to identify a mechanism in Jenzabar to differentiate persistence of students completing general education transfer courses based on wherever and however the courses are completed. This will allow for the identification of specific courses (delivery mode and site) that have subpar completion rates. The ultimate goal will be to identify effective persistence-related initiatives that improve completion of those courses not meeting the "C" or better goal.

Results

Mesalands Community College applied for and was accepted into the fourth cohort (2015-2019) of the Higher Learning Commission's Academy for Student Persistence and Completion. Based on the College's participation in the Academy and the establishment and analysis of the data identified in the *Data Discovery Book*, the institution developed an actionable plan to address student persistence and completion.

Results 2014-2015/Action Plan 2015-2016

Mesalands Community College's initial plan will focus on rethinking how students are placed into developmental math courses as well as revisiting how courses are structured and offered in the progression from adult basic education math (MATH 98), through developmental math (MATH 99, MATH 100), to completion of math requirements for the various certificate and degree plans of study (MATH 101/107/110). The College acknowledges that this long-term, multi-step, multi-faceted process will involve the tentatively identified steps:

- expand the Persistence Committee membership to include additional key players not previously identified
- address current process for math placement especially in consideration that ACT will no longer be supporting COMPASS
- evaluate current persistence related initiatives (PRI) to assess their effectiveness in assisting students through math course progressions
    - strengthen academic advising
    - better link math tutoring services between those offered through the Education Services Center (ESC) and the Math, Science Learning Center (MSLC)
    - "modularize" developmental math courses to "fast-track" student progression through sequence
        - research the Emporium Method to determine its applicability to College student characteristics and needs
        - research the use of learning communities between developmental math courses and plan of study courses
        - research a "Math Across the Curriculum" initiative similar to the current "Writing Across the Curriculum" program used at the College

Mesalands Community College's strategic planning process for 2014-2018 has recently been completed and rolled out to stakeholders. The College's first strategic initiative is "Increase Enrollment/Promote Student Success." Goal 1.6 associated with this strategic initiative is to "establish data informed practices and a regular cycle of analysis of existing activities to improve student persistence and completion." The Committee is convinced that the above-mentioned Academy project fully supports this strategic initiative and will impact student success by improving both student persistence and completion for years to come.

The Student Affairs Division (which is presently responsible for the administration of the College's persistence and completion-related initiatives) participated in the New Mexico Higher Education Assessment Association's Summer Retreat from June 15 through 18, 2014. The College sent a team of four individuals, including the Vice President of Student Affairs and the Director of Enrollment Management, where it completed the following:

- Developed the following mission statement:
  - The Mesalands Community College Office of Student Affairs upholds the mission of the College and provides support for all aspects of student learning.
- Developed the following goal statement:
  - The goal of Mesalands Community College Office of Student Affairs is to support personal growth, develop critical thinking skills, inspire leadership and increase student engagement; culminating in the students' persistence and future success.

The Office of Student Affairs also recognized that it has collected and reported data on various persistence-related initiatives as documented in the *Current Retention Initiatives 2015*; yet, has not used the data to improve student success. Based on this recognition, Student Affairs identified six steps (count; survey; analyze; use analysis for improvement; involve students and stakeholders; report and communicate) to guide the use of this data to improve student success as it relates to the following areas: enrollment management, recruiting**,** student activities**,** and persistence. The Office committed to documenting these activities beginning in the fall 2014 semester.

The Student Affairs Division also participated in two separate in-house training sessions with the Chair of the Student Learning Assessment Committee (SLAC) on October 3, 2014, and November 13, 2014. The first training introduced the College's plan-do-study-adjust model of student learning assessment and how this model could be applied to implementing and assessing a comprehensive student persistence and completion plan. The second meeting focused on how the various sections of Student Affairs could use this model to study and improve specifically identified questions regarding student persistence and completion. Based on those meetings, the following actionable plans were developed and are presently being implemented with the ultimate goal of improving student persistence and completion.

- The Retention Specialist is presently collecting data as to the effectiveness of referrals made to that office for various services (Educational Services Center, Math Science Learning Center, Supplemental Instruction, etc.). The goal is to determine how these services affect whether or not students successfully complete the courses for which the referral was made. This data will be included in the *Data Discovery Book*.

- The Office of Student Affairs is presently attempting to make phone contacts with all first time, full-time and first-time, part-time students who enrolled in the fall 2014 semester, but did not return for the spring 2015 semester. The goal is to analyze this data during the summer of 2015, to ascertain their reasons for not returning.
- The Enrollment Management staff, front desk staff, Recruiter**,** and Student Activities specialist have been charged with developing specific survey tools to collect data in an effort to access what impact their services contribute to student retention and success. The goal is to have these point-of-contact survey tools completed and processes developed on how to gather this data by the end of the summer 2015 semester. These surveys will be administered beginning fall 2015.
- The Office of Student Affairs developed the Student Affairs Survey 2014-2015 and requested that all main campus faculty distribute the Survey to their classes during the last week of the spring 2015 semester. The Survey asks students about the services they used during the semester and how effective these services were based on their intended purpose. Evaluation of the survey tool as well as analysis of collected data will occur during the summer 2015 semester.

In addition, the College has collected data (see *Data Discovery Book*) to differentiate persistence of students completing general education transfer courses based on wherever and however the courses are completed. This has allowed for the identification of specific courses (delivery mode and site) that have subpar completion rates. Based on this information, the College has identified the need to address how students are placed into developmental math courses as well as revisit how courses are structured and offered in the progression from adult basic education math (MATH 98), through developmental math (MATH 99, MATH 100), to completion of math requirements for the various certificate and degree plans of study (MATH 101/ 107/110).

Mesalands Community College continues to recognize that improving student persistence and completion is an ongoing journey that will mature and change as the College identifies the most effective and efficient methods of understanding, confirming, and improving student success.

INSTITUTIONAL SURVEYS

Mesalands Community College has not utilized a regular cycle of surveys to provide indirect measures of student learning, as well as attitudinal data that may useful for assessment. No results have been reported over the course of the last several years.

The College is currently identify what meaningful data is important to indirectly measure student learning and is developing processes to collect data from graduating students, alumni, and employers in order to assess how successful the College is at placing well-prepared graduates into the workforce while using this information to improve student learning. The College will begin collecting this data for those students graduating during the 2015-2016 academic cycle.

PROGRAM LEVEL ASSESSMENT

Student Learning Assessment Program Reports

The purpose of program level assessment is to document how well students are accomplishing the program specific objectives and/or general education competencies. The program objectives and general education competencies are Mesalands' contract with all stakeholders and reflect those competencies that students will possess and demonstrate upon graduation. These program objectives and general education competencies reflect those knowledge, skills and professional dispositions valued by the College community, workplace employers and other interested parties and represent the most deeply held values of the College, thereby driving much of what occurs at Mesalands. Degree programs (other than the Associate of Arts – University Studies) are required to assess both general education competency and program objective outcomes. Certificate programs are required to measure program objective outcomes only.

The following Student Learning Assessment Program Reports collectively document the individual programs' and College's attempt to more succinctly and comprehensively identify and measure program outcomes attainment and to use this information to improve teaching and learning. It should be noted that these reports have been completely overhauled compared to previous reporting cycles. The new report format renews the College's focus on documenting how program directors are closing the loop by using assessment results to improve future learning.

Overviews of the methods used by each certificate and degree program to assess student attainment of their respective program objectives and general education competencies can be found on the College website.

General Education Competencies Criteria References

Mesalands Community College has identified six general education competencies that all students will possess upon graduating with a degree. These general education competencies are assessed wherever and however they are taught at the College using rubrics. Simply put, a rubric is a scoring tool that identifies specific expectations for a task or assignment. Rubrics divide the task into its component parts and provide a detailed description of what constitutes an acceptable or unacceptable level of performance for each of those parts. The General Education Competency rubrics utilized by the College are located in Appendix A of the *Student Learning Assessment Guide for Faculty 2014-2015*. The criteria are referenced through-out the eleven individual *Student Learning Assessment Program Reports* and are identified below.

General Education Competency: Writing

Provides a clear, concise thesis statement

1.1.1 Statement is clear and concise
1.1.2 Statement is well reasoned
1.1.3 Statement leads to plentiful additional discussion

Provides supporting paragraphs which relate to the thesis

1.2.1 Supporting paragraphs are well reasoned
1.2.2 Supporting paragraphs clearly relate to the thesis
1.2.3 Supporting paragraphs are cohesive and logically developed

Correctly incorporates outside sources

1.3.1 Provides relevant outside sources
1.3.2 Cites outside sources correctly

Uses appropriate grammar, syntax, punctuation, and spelling

1.4.1 Writing is error free in all categories (sentence structure, punctuation, spelling and grammar)
1.4.2 Sentence structure and vocabulary are well developed and varied

General Education Competency: Oral Presentation

Provides a well-organized speech with appropriate introduction and conclusion

2.1.1 Very well organized
2.1.2 Attention grabbing introduction
2.1.3 Convincing conclusion

Provides main points that are well-documented, compelling, supported with facts, developed clearly and concisely, and focused on the topic

2.2.1 All main points are well-documented and supported by numerous, compelling facts
2.2.1 Clearly and concisely presented
2.2.3 Remains focused on topic throughout entire presentation

Uses appropriate gestures, movements and eye contact

2.3.1 Excellent gestures and eye contact
2.3.2 Conversational presentation
2.3.3 Utilize note cards appropriately

Speaks clearly and understandably using standard, edited English with correct mechanics (pronunciation, sentence structure and grammar) relative to audience

2.4.1 Excellent mechanics throughout
2.4.2 Very appropriate presentation relative to audience
2.4.3 Tone is respectful and civil

Provides appropriate handouts and/or visual aids

2.5.1 Provides entire audience with useful, presentation quality handouts
2.5.2 Handouts/audiovisual aids contain appropriate amount of information
2.5.3 Grammatically correct material

General Education Competency: Information Technology

Demonstrates basic computer and operating skills

3.1.1 Access and change computer setting under Control Panel
3.1.2 Navigate file directory structures and paths
3.1.3 Perform file management tasks (select, copy, rename and/or delete files)
3.1.4 Create, save, open, and print a document from some application
3.1.5 Navigate and locate information from Windows Help

Performs core tasks of Microsoft Office applications

3.2.1 Format a document and how to use page layout, e.g., headers, footer, page breaks, bullets, etc.
3.2.2 Create tables, charts, graphs and/or formulas
3.2.3 Import and sort data and/or images in to a document and format them appropriately
3.2.4 Demonstrate techniques for copying, cutting and pasting text and/or images with a document
3.2.5 Review a document using tools: spelling, grammar, word count, thesaurus

Uses a search engine to access, navigate and evaluate information on the internet

3.3.1 Retrieve information from an internet search engine
3.3.2 Evaluate and rank sources of information for validity
3.3.3 Select, copy and paste information retrieved from the internet College database

Uses email with appropriate etiquette

3.4.1 Open, create and/or send email with attachments
3.4.2 Demonstrates appropriate email etiquette

General Education Competency: Mathematical Reasoning

Constructs and/or analyzes numerical or graphical representations of data

4.1.1 A correct solution using an appropriate strategy is given
4.1.2 Descriptions of the results are complete and coherent

Simplifies, evaluates, and/or solves various equations and/or formulas

4.2.1 Demonstrates complete understanding of the problems with correct solutions
4.2.2 Answers are interpreted correctly, with appropriate labels
4.2.3 Correctly identifies units and performs conversions

Formulates and communicates mathematical explanations

4.3.1 Gives a complete response with clear explanations
4.3.2 Communicates effectively to the intended audience; demonstrates complete understanding of the mathematical ideas and processes

General Education Competency: Scientific Reasoning

Problem is recognized and investigative question is formulated

5.1.1 Problem is recognized and explained in detail

5.1.2 Investigative question is clearly formulated

Reasonable, testable hypothesis is presented

5.2.1 Hypothesis is reasonable, clearly stated, and fully explains question

Prediction is formulated as logical consequence of the hypothesis

5.3.1 Prediction is logical and fully explained

Data/observations to test hypothesis are gathered or compiled

5.4.1 High quality date and /or high quantity of suitable data gathered and presented professionally (list or table)

Formulation of a conclusion

5.5.1 Conclusion is logical and well formulated

5.5.2 Conclusion explains in detail the degree of correctness of the hypothesis and identifies further avenues of testing, or formulates new hypothesis

General Education Competency: Critical Thinking

Identify and gather

6.1.1 Asks insightful questions

6.1.2 Critiques content

6.1.3 Examines inconsistencies

Analyze and evaluate

6.2.1 Analyzes and evaluates thoroughly

6.2.2 Uses reasonable judgment

6.2.3 Critically discriminates between good and bad information

Synthesize and formulate conclusion

6.3.1 Discusses issues thoroughly and argues succinctly

6.3.2 Assimilates information

6.3.3 Justifies conclusion

STUDENT LEARNING ASSESSMENT PROGRAM REPORTS

STUDENT LEARNING ASSESSMENT PROGRAM REPORT

Program Name	Animal Science (ANSC)
Program Description	The Animal Science program provides opportunity and instruction towards employment as well as continuing education opportunities at the university level. Mesalands Community College, through its Animal Science Program, starts students on the pathway towards a variety of careers which are available in the field of animal science. From feed or agricultural medical sales to livestock nutritionist, buyer, handler and manager, the field of animal science offers a variety of prospective career paths. The Animal Science program at Mesalands Community College provides educational options in either equine science or beef science. 1. Equine Science (horse science) involves multiple careers in the equine industry. Whether your interest is to work in a large stable, on a breeding farm or to have your own horses, having a background in equine science provides the foundation of sound equine management practices. The Equine Science option consists of three parts: Animal Science department core classes, Equine Science classes, and the general education required classes. The combination of these courses provides a comprehensive educational experience for many entry level positions in the equine industry. 2. Beef Science involves careers ranging from livestock exchange personnel to feed sales to farm/ranch managers. All segments of the beef industry from breeding and birth to slaughter and food sales create the need for knowledgeable people to be responsible for maintaining industry standards. The Beef Science option in Animal Science includes three parts of the curriculum: the Animal Science department core classes, the Beef Science option classes and the general education course requirements. The Beef Science option classes emphasize nutrition and beef production.

Program Objectives	Upon completion of the Animal Science Associate Degree Program: 1. The student will recognize, demonstrate, and explain the function and role of livestock within the agricultural and food industry. 2. The student will recognize and evaluate the use, structure, and function of livestock for various uses, as well as present their findings in a speech, such as a set of reasons. 3. The student will apply sound financial and management practices as well as principles utilized in the agricultural industry. 4. The Equine Science student will demonstrate a broad-based understanding of biological and management principles and develop the ability to incorporate the use of these principles into the horse industry along with aptitude to critically evaluate industry issues. 5. The Beef Science student will demonstrate a broad-based understanding of biological and management principles and develop the ability to incorporate the use of these principles into the beef cattle industry along with aptitude to critically evaluate industry issues.
Program Director	Staci Stanbrough
Academic Year	2014-15

Table 1

Outcomes: What are the expected program objectives?	**Assessment Methods/Measures/Tools: How and when was the data collected on whether these objectives were met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?**	**Assessment Results and Data Interpretations: What does the data show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? What, if any, financial or additional resources will be required to achieve your Action Plan? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**
The Beef Science student will demonstrate a broad-based understanding of biological and management principles and develop the ability to incorporate the use of these principles into the beef cattle industry along with the aptitude to critically evaluate industry issues.	A huge improvement to this program and to meeting the program objective was getting students hands-on cattle experience. The ANSC dept. at Mesalands has partnered with the ANSC dept. at the New Mexico State University Ag Science center located in Tucumcari, approximately 5 miles from our campus. Working at the Ag Science Center helps each class at Mesalands to meet their individual class learning objectives. Data was collected after each step of the Tucumcari Bull Test and included:	Students were expected to participate in all data collection days and were given an exam or quiz following each portion of the Bull Test. Students were expected to score 70% or higher on all exams and quizzes.	**Trich Testing and Breeding Soundness Quiz:** 1/3 students or 33% of students scored higher than 70%. **Ear Tagging and Vaccination Quiz:** 2/3 students or 66% scored higher than 70%.	Next year, all Animal Science students will participate in the Bull Test. Students in all classes will be put into groups in order to collect, organize and discuss data. Students will be encouraged to take notes and ask more questions when collecting data at the bull test. On average, about 100 bulls are used for the test. My plan is to create four groups of students that analyze data on 25 bulls throughout the test. This should give the students a sense of "ownership" over their 25 head of cattle, instead of being overwhelmed by collecting data on 100 head. Participation on all

	• Ear tagging, vaccinating and weighing bulls. • Clipping, fitting and videoing bulls for the sale. • Trich testing and Breeding Soundness Evaluation. • Calculating: Avg. Daily Gain, Weight per Day of Age and Feed Efficiency Data Collection: October 24th-May 15th Classes Assessed: ANSC 275 ANSC 170 Total Students Assessed: 3		**Clipping/Fitting Bulls Quiz:** 3/3 students or 100% scored higher than 70%. **Calculating ADG and FE Quiz:** 2/3 or 66% of students scored higher than 70%. **Mid Term Exam:** 3/3 students or 100% scored higher than 70%. **Final Exam (Poster Presentation):** 3/3 students or 100% scored higher than 70%. The data shows that while not all students met the benchmark of 70% or higher on the quizzes, they were able to correct their	100 head was difficult for students with heavy class loads and other commitments. By reducing their requirement to 25 bulls, students should be able to better understand the data and I expect quiz and exam scores to rise. Quizzes are given after each major hands on portion of the test is completed. The quiz scores I would like to see improved (all students score 70% or higher) include: • Breeding Soundness • Vaccinations/tagging • Calculating ADG and FE Quizzes over these subjects will be given in every ANSC class and will measured using short answer, fill in the blank, a hands-on component, and in-class clicker questions. More assignments like excel spreadsheets and graphs will be assigned as homework. A school van will be available for each major data collection day to accommodate students that do not provide their own transportation to the Ag Science Center.

			mistakes and meet the benchmark on the exams. Students that did not score 70% or higher on the quizzes likely did not participate or were not present on days that data was collected.	

STUDENT LEARNING ASSESSMENT PROGRAM REPORT; "CLOSING THE LOOP" ON PREVIOUS ACTION PLAN

Table 2

Previous Action Plan): What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
Problem Area #1 One area that needs improvement is the number of students in each class. Some of the assessment percentages seen in this report are based on three students in one class. The range of performance or statistics is not highly variable with such a small class size. **Goal** Ideally, there should be at least ten students in each Animal Science class. **Action Plan** The Animal Science program at Mesalands Community College needs more exposure and heavy recruiting throughout the state of New Mexico and beyond. Within the next year, at least five recruiting trips to agriculture programs in the state of New Mexico should be made. Local schools such as Logan, San Jon, Mosquero, Roy, and Santa Rosa should be visited. Also, we should encourage these schools to visit the campus at Mesalands Community College to see the facilities that we currently have in place. The results of these visits and heavy recruiting may not be seen until 2015-16 reports.	**2013-14 ANSC enrollment:** ANSC 100: 3 Students ANSC 170: 2 Students ANSC 230: 2 Students ANSC 245: 6 Students ANSC 275: 7 Students ANSC 255: 3 Students ANSC 150: 2 Students RGSC 100: 0 students **Total Students = 25** **2014-15 ANSC enrollment:** ANSC 100: 4 Students ANSC 170: 0 Students ANSC 230: 0 Students ANSC 245: 4 Students ANSC 275: 2 Students ANSC 255: 0 Students ANSC 150: 2 Students RGSC 100: 5 students **Total Students = 17**

	Fall 2015 Enrollment: ANSC 100: 17 students ANSC 170: 2 students ANSC 230: 3 students ANSC 245: 2 students RGSC 100: 9 students **Total Students = 33 students** The enrollment for Fall 2015 shows a major increase in student enrollment for Animal Science compared to previous years. The numbers are still down in the 200 levels courses for the Fall of 2015, and this not surprising due to the enrollment from 2014-15. The plan as stated was to visit local high schools to try to boost enrollment, but those trips were not made. The rodeo team at our college saw a major increase in student enrollment for the Fall of 2015. Fifteen of the 17 students listed above for ANSC 100 are freshmen on the rodeo team.
Problem Area #2 Though our classroom facilities at Mesalands Community College are outstanding, one the area that could be improved is hands-on application with livestock and field trip opportunities. **Goal** The goal is to work with local cattle, sheep, and horse producers to get students directly into the agriculture field and out of the classroom occasionally. Students will be able to communicate directly with producers, take written notes, and gather data from local livestock experts.	I am very grateful to the personnel at the NMSU Ag Science Center for allowing the Animal Science program at Mesalands Community College to get involved in their annual Bull Test and Sale. Student learning and success was highly improved with this partnership. We now have access to over 100 head of cattle, and can be involved in every aspect of raising and selling pure-bred beef cattle. I believe the data from the previous portions of the report shows that student learning was improved. **Mid Term Exam:** 3/3 students or 100% scored higher than 70%.

Action Plan	**Final Exam (Poster Presentation):**
At least five field trips will be planned for the upcoming school year including: T4 Ranch, Singleton Ranches, NMSU Livestock Research Facility, Franklin Farms, Bidegain Farms, and the Tucumcari Feedlot. It is important to build local connections and plan opportunities for students to gain hands-on instruction in the community. The NMSU livestock research center in Tucumcari is a great place for our students to work with cattle and be involved in animal research. Students will gather statistical data and learn about feeding and selling cattle at this facility. This hands on learning will help students to understand the course objectives. Learning will measured through students' projects, quizzes, and exams.	3/3 students or 100% scored higher than 70%. The partnership with the Ag Science Center has also brought recognition to not only the ANSC program, but to Mesalands Community College as a whole. The community of buyers and sellers at the Bull Test are now aware of and supportive of our students at the college.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT

Program Name	**Building Trades**
Program Description	The Building Trades program provides a broad education towards entry-level employment opportunities in the construction field. Beginning courses concentrate on basic techniques including carpentry, construction safety, blueprint reading and job site etiquette. Later, students participate in building a home from planning through completion phases. They also have the opportunity to learn sophisticated design skills in the new Computer Aided Design (CAD) laboratory. Internships with local contractors are available for students to gain experience in the field.
Program Objectives	Upon completion of the Building Trades Associate Degree Program: 1. The student will recognize and demonstrate basic knowledge of general construction industry practices and policies. 2. The student will illustrate knowledge of estimating, project scheduling, contract documents and payment acquisitions. 3. The student will demonstrate basic knowledge of financial management, project safety management and exemplify effective employee relations. 4. The student will demonstrate abilities and skills appropriate to basic general construction. 5. The student will recognize and apply basic construction theory and Mathematical principles in application of building design and technique. 6. The student will recognize and exhibit positive employability characteristics.
Program Director	Blaine Rausch
Academic Year	2014-1015

Table 1

Outcomes: What are the expected program objectives?	**Assessment Methods/Measures/Tools: How and when was the data collected on whether these objectives were met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?** .		**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? What, if any, financial or additional resources will be required to achieve your Action Plan? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**
The students will illustrate knowledge of estimating, project scheduling, contract documents, and payment acquisitions.	Students were given a project to do the cost estimation for various parts of the project. Blueprint Interpretation Spring Semester 2015	Students should be able to estimate Material Takeoffs and also the cost of these Takeoffs with a 70% accuracy.	Students were not able to complete the project in the required time frame and to the level of achievement required. Average Assessment score of 60% was achieved.	Build on cost estimating in smaller increments and I will be implementing cost estimating during the other Building Trades classes. During the Spring semester of 2016 I will incorporate Cost Estimation form the beginning and have it reinforced throughout the semester. Students will work on the same project that was given in Spring 2015. The students that are enrolled in BT 116; Blueprint Interpretation will be the students assessed for this understanding and expected improvement. The students will need to achieve an average assessment score of 70%. The results will be reported on 2016-2017 Annual Report.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT;
"CLOSING THE LOOP" ON PREVIOUS ACTION PLAN

Table 2

Previous Action Plan: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**

STUDENT LEARNING ASSESSMENT PROGRAM REPORT

Program Name	**Early Childhood Education**
Program Description	What early childhood professionals know and can do significantly influence children's development, learning, and success in school. Since the period of early childhood spans the first eight years of a child's life, these early care and education professionals are being prepared to work in varied settings that include child care centers, family child care homes, Head Start, early intervention programs, public and private schools through third grade, preschools, and family support programs. Professionals may refer to themselves as teachers, educational assistants, assistant teachers, teacher aides, caregivers, or providers. In the final analysis, they all teach and they all provide care.
Program Objectives	Upon completion of the Early Childhood Education Associate Degree Program: 1. The student will incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice. 2. The student will demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth through age eight. 3. The student will demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals.
Program Director	Janet Griffiths
Academic Year	2014-2015

Table 1

Outcomes: What are the expected program objectives?	**Assessment Methods/Measures/Tools: How and when was the data collected on whether these objectives were met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?**	**Assessment Results and Data Interpretations: What does the data show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? What, if any, financial or additional resources will be required to achieve your Action Plan? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**
The student will demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth through age eight.	The students were assessed through course projects including teaching assignments, observations, interviews, and research papers. All students were assessed who were enrolled in ECE 104, ECE 265, ECE 106, and ECE 107.	The goal is to have a 70% pass rate and a mean score of 80%.	ECE 104: 60% pass rate, Mean 67% ECE 106: 100% pass rate, Mean 78%. ECE 107: 100% pass rate, Mean 75%. ECE 265: 88% pass rate, Mean 78%.	The goal is to increase the pass rate to 70% and the mean score for all classes to 80%. An additional goal will to make sure that every class includes a project where the student is required to interact with a child to formulate ways to integrate content into teaching and learning experiences for the child. I will add one project to each class that doesn't have this component.

The student will incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice.	Students were assessed in the ECE 107 class. They had a course project where they actually had to interact with a child and put the course work into practice.	The goal is to have a 70% pass rate and a mean score of 80%.	Students scored at a 100% pass rate and a mean of 82%.	No changes will be made at this time for this objective. One plan of action for the program is to revamp the practicum classes that will be offered during the 2015-2016 school year.
The student will demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals.	Students were assessed through research papers and an oral presentation in the following classes: ECE 104, ECE 106, and ECE 265. The assessment was done using the college's general education rubrics in writing and oral presentation.	80% of the students should be able to score an excellent, proficient, or adequate rating in both writing and oral presentation.	100% of the students scored an excellent, proficient, or adequate rating on the oral presentation rubric. On the writing rubric, 75% scored an excellent, proficient, or adequate rating in the ECE 104 and ECE 265 classes. 60% scored at this level for ECE 106.	The areas where students had difficulty were in the areas of citing sources. A review of this information needs to be done before the paper is assigned. Go over the rubric with students and make sure they understand how they will be scored in these areas. I will continue to require students to write and give oral presentations to help prepare them for their role as a teacher in the following classes: ECE 104, ECE 103, ECE 111, and ECE 114. My goal is to have 75% of the students score an excellent, proficient, or adequate rating in writing assignments in the above listed courses.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT; "CLOSING THE LOOP" ON PREVIOUS ACTION PLAN

Table 2

Previous Action Plan: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
Problem Area: The main problem that was encountered this year was the small enrollment in my early childhood classes. This was an issue that seemed to be across the board in all departments. All of my classes had a much smaller enrollment than in previous semesters. Hopefully, numbers will be up in the coming year. I did have a few students who had to drop the early childhood classes for various reasons. Maybe those issues can be resolved and they will be back to finish their degree. **Goal:** I will continue the goal of trying to increase numbers in my program. I would like to increase the numbers this year by 20%. I also want to help students improve in writing, oral, and critical thinking skills. I plan to incorporate assignments that practice these skills in each class I teach this year. They will be assessed with the General Education Rubrics. I am also searching for new and improved methods to enhance my practicum classes.	I did increase my numbers by 20% this year. I will try to increase by another 20% for the coming year. Students did get practice in every class in writing, oral presentation, and critical thinking. I will continue to work with students to improve in these areas. The state is still working on guidelines for the early childhood practicum classes. When I met with them last summer, the suggestions were to have a minimum number of hours required and to have some supervision from a cooperating teacher if I was unable to personally supervise all students. I will be going to another state early childhood event this week and will try to further identify ways to enhance the practicums.

Action: The first step I will take is to continue to communicate with the Head Start centers and other facilities in town. I will take a flyer by each facility at the beginning of the Fall Semester and let them know what Early Childhood classes are going to be taught. I will do this with the Head Start centers and also with the Turquoise Day Care Center. Next month, I will be meeting with the four year colleges and universities who offer a degree in Early Childhood. I presented each of them with a packet of syllabi and course materials. They will have some feedback for our program at this meeting. This is where I will try to implement any suggestions they might offer.	

STUDENT LEARNING ASSESSMENT PROGRAM REPORT

Program Name	**Farrier Science**
Program Description	Farrier Science is primarily a self-employed field; therefore, farriers must be knowledgeable and skilled in all facets of the business. The Farrier Science degree program offers hands-on experience in horsemanship, trimming and shoeing, forging and welding. Instruction in anatomy and physiology, business management, and other aspects of horseshoeing are provided in the classroom. The degree program also offers an in-depth study of therapeutic and pathological shoeing, including the physiology, forging and application of shoes.
Program Objectives	Upon completion of an Associate Degree in Farrier Science students will: 1. Apply knowledge of the anatomy and physiology of the equine limb as it relates to a sound horse according to American Farriers Association (AFA) standards. 2. Perform and defend keg shoe modifications according to AFA standards or veterinary prescription. 3. Identify equine gaits and gait faults according to AFA standards or veterinary prescription. 4. Identify pathological conditions of the equine limb and successfully apply the appropriate therapeutic shoeing technique according to AFA standards or veterinary prescription.
Program Director	Eddy Mardis
Academic Year	2014-2015

Table 1

Outcomes: What are the expected program objectives?	**Assessment Methods/Measures/Tools: How and when was the data collected on whether these objectives were met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?**	**Assessment Results and Data Interpretations: What does the data show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? What, if any, financial or additional resources will be required to achieve your Action Plan? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**
Identify pathological conditions of the equine limb and successfully apply the appropriate therapeutic shoeing technique according to AFA standards or veterinary prescription.	A.F.A. Shoeing Practical Exam administered at Fitzgerald ranch 5/4/2015 All students were assessed but of the 9 students three were first semester and 5 are completing their second semester of work. Only one student is graduating the two year degree.	All students should be able to Identify pathological conditions of the equine limb and successfully apply the appropriate therapeutic shoeing technique according to AFA standards or veterinary prescription with 70% accuracy upon graduation.	The one graduating students scores were 77% trimming, 70% shoe fit, 90% shoe set, and 75% nailing. While the one student graduating scored 70 % or better in all areas the upcoming graduates showed 7 of 8 below 70% in the trimming section. The primary factor in the low scores can be attributed to establishing proper Z balance.	Of the 19 areas students are tested for on the exam two areas are critical for the horse's wellbeing. Those two areas are X and Z balance and Z balance was most troublesome for students. The students were achieving proper heel trim but they were not trimming the toe low enough to establish proper Z balance. Next semester students will be required to use hoof gauges to help determine proper balance. This has not been done in the past and students will be required to purchase one next semester. I will also weight these two factors heavier on next year's assessment.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT; "CLOSING THE LOOP" ON PREVIOUS ACTION PLAN

Table 2

Previous Action: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
Problem Area The problem area I have been focusing on is encouraging students to complete their general education requirements. What most students in my program are doing is rather than complete their two year degree is graduate with three certificate programs. Usually farrier science, artistic silversmithing, and equine gnathology are their choices. It is possible that in the world we are now living in having multiple trades would be an advantage over an Associate's degree. My concern is that some students might be opting for this route for the wrong reasons. Their choice is based upon avoiding the associate's degree because they lack the necessary skills for core classes. My focus will be to continue to devise and incorporate strategies that will facilitate students taking or not taking core classes for the right reasons. Students coming into college and having an area of weakness in math or English is outside my circle of control. I can only adopt strategies that will equip students to pass core classes in college.	In order to encourage students to complete their core requirements I utilized the IBEST program. This program combines math, writing, and reading skills with the area of their interest. Students were given weekly assignments in various areas of farrier science and students were asked to research their assigned topic and then give an oral report on how they would apply what they had learned in shoeing a horse. Students were given a pretest and posttest to gauge progress. I believed that if students had greater skills it would bolster their confidence in taking and completing core classes. Below is a table of final results.

Goal

My goal for 2013-14 will be to insure that incoming students make career choices based upon what they really feel would be most conducive to leading a successful life and not necessarily upon the route of least resistance. To fulfill this goal I will need to meet individually with incoming freshman and ascertain what their heartfelt desires really are and hopefully through wise counsel enable them to make wise career choices and develop an action plan to insure they are equipped to reach their individual goals.

Action

After talking to individual students to determine what their goals are look at their individual Compass test scores and from that design an individual plan for each student. This plan would require steps that the student would need to take to shore up in their areas of weakness. The plan would need to have measurable goals and strategies that could be implemented by the student with my aid. All incoming freshman are required to take FAS 111. FAS 111 is also an I-best class so a major focus of the class would be to help students in their areas of weakness. For example if they needed help in math and are taking remedial math the I-best instructor and I would insure that they receive whatever help they would require during that class period and allot classroom time for them to work on it.

STUDENT	PRE-TEST	POST-TEST
Student 1	1.3	2.0
Student 2	12.9	Not Needed
Student 3	3.7	9.2
Student 4	3.3	8.6
Student 5	1.7	9.5
Student 6	2.6	11.2
Student 7	3.9	N/A
Student 8	4.1	10.4
Student 9	2.0	5.5
Student 10	3.1	N/A

All students who completed the program showed marked improvement except one. Of the 10 students 7 returned for the 2015-16 academic year and are pursuing their two year degree. One dropped out of school mid semester for personal reasons. One is pursuing a degree at another school and one opted for full time employment rather than continuing their education. It would appear from these results that helping students by combining core requirements with their area of interest greatly reduced their fears of taking core subjects. As to how many of them actually complete their core classes will be determined at the end of the spring semester of 2016. Obviously the IBEST program was successful since 70% are continuing their associate's degree.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT

Program Name	**Fine Arts**
Program Description	Contemporary artists need strong practical technical proficiency so they can convey conceptual ideas through visual material reality. The Fine Arts program emphasizes the important aesthetic correlation of appropriate media manipulation with manifestation of a desired affective outcome. The program offers hands-on creative experience with a variety of media applications to visual problem solving including: bronze casting, fabrication with a variety of materials, carving, drawing and painting. There is an equal emphasis upon student development of appropriate technical manipulation, individual creative initiative and conceptual awareness and intent. Bronze sculpture has a strong tradition in Mesalands' foundry; however, other media options are strongly pursued. Exploration in combining several media is encouraged.
Program Objectives	Upon successful completion of the Fine Arts Degree Program: 1. The student will demonstrate the ability to produce fine art by demonstration of technical skills in 2D and/or 3D medium. 2. The student will demonstrate the ability to defend projects using fine art criteria. 3. The student will demonstrate the ability to produce an idiosyncratic body of work for self-promotion.
Program Director	D'Jean Jawrunner
Academic Year	2014-15

Table 1

Outcomes: What are the expected program objectives?	**Assessment Methods/Measures/Tools: How and when was the data collected on whether these objectives were met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?**	**Assessment Results and Data Interpretations: What does the data show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? What, if any, financial or additional resources will be required to achieve your Action Plan? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**
1. The student will demonstrate the ability to produce fine art by demonstration of technical skills in 2D and/or 3D medium.	For students to graduate with an Associate of Art degree, students must have a Senior Art Show with work produced in art classes from MCC using 2D and /or 3D medium. This year one student was assessed by having a capstone art show [a senior art show] and critique using art from the art courses taken for the degree plan.	Student should be able to earn 60% or higher in each step necessary to build a piece of art work in 2D and/or 3D medium.	This student did very well with the processes. She showed 2 D and 3D work. She could have taken better care of the artwork after the class and before the senior show. Student earned an 85%.	I like the idea of putting in art syllabi a concise announcement of the need to save art work and documentation from each course to use in the senior evaluation.
2. The student will demonstrate the ability to defend projects using fine art criteria	One student was assessed by having a capstone art show [a senior art show] and explaining and defending choices made in making art from the art courses taken for the degree plan.	Student should be able to earn 60% or higher using a rubric to evaluate ability to defend projects with fine art criteria.	Students need practice verbalizing about their work. This student could make a clear statement but was embarrassed to promote her work. Student earned an 80%.	Will provide more opportunities for students to critique their own work. Students need to be comfortable talking. As each piece is completed, a critique will be required in Art classes.

3. The student will demonstrate the ability to produce an idiosyncratic body of work for self-promotion.	One student was assessed by having a capstone art show [a senior art show] and producing a body of work to be used to demonstrate Student' ability to make art either to apply for work positions or apply to continue educational art degree using art from the art courses taken for the degree plan.	Student should be able to earn 60% or higher using a rubric to evaluate student's ability to complete medium.	This student shows a definite idiosyncratic body of work. She is very focused on horse forms both realistic and abstract. Her painting too has become more abstract as the semesters passed. Student earned an 100%.	Students should concentrate on personal evaluation forms so they will begin to see their personal esthetics. Critiques will be assigned as work is completed in Art classes.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT;
"CLOSING THE LOOP" ON PREVIOUS ACTION PLAN

Table 2

Previous Action Plan: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
Problem Area: Attendance was somewhat of a problem with the Art Appreciation class with overall attendance at 84%. Once I reminded students of the penalties set forth in the syllabus, they seemed to do better. I think more frequent testing might also help. I gave quizzes and they seemed to help somewhat. Perhaps and ongoing project that will require regular attendance might be helpful. **Goal:** My goal is to increase the success of each individual student in the class by improving the overall attendance of the class as a whole. **Action Plan:** I feel that increasing regular attendance can be accomplished by keeping students engaged and wanting to come to class. This might be done by having students deliver a lecture or lectures as part of their grade as well as having each student create an art work that is then critiqued by the class.	Students did not respond with higher attendance even with frequent notices of results of lack of attendance. Assigning student lectures did not affect the group of students who had trouble coming to class. Will try to institute some game like activity which would happen at the beginning of class to encourage both overall attendance but also being on time and ready to work at the start of class. Will look for options like cross word puzzles which could be done for a quiz. The ideal goal attendance is 100%. Art Appreciation class had 78% rate for students finishing the course. Studio Art classes have a traditionally high attendance rate as a rule as students are art majors. Art Appreciation students are usually not art majors.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT

Program Name	**Natural Sciences**
Program Description	The Natural Science program at Mesalands Community College provides educational options in either paleontology or geology. The option in paleontology provides a primary education in the earth and biological sciences with an emphasis on paleontology. Students will be exposed to the fundamentals of geology, biology, and paleontology. The paleontology option emphasizes practical knowledge of fossils through field trips and laboratory work. Courses take advantage of the rich natural resources of the Mesalands country of eastern New Mexico, a high technology science laboratory, and the College's paleontology museum, the Mesalands Dinosaur Museum. The Paleontology option emphasizes fossils, particularly their collection and study. The option in geology provides a primary education in the natural sciences. Students will be exposed to the fundamentals of geology, biology, and computer science. The geology program emphasizes practical knowledge through field trips and laboratory work. Courses take advantage of the rich natural resources of the mesa country of eastern New Mexico, a state-of-the-art, computer-interactive science laboratory, and the College's natural history museum, the Mesalands Dinosaur Museum.
Program Objectives	Upon completion of the Natural Sciences Associate Degree Program: 1) The student will demonstrate an in-depth understanding of the concepts and associated geological processes of the Theory of Plate Tectonics, by scoring 80% or higher on 3 examinations 2) The student will identify common minerals and rocks, and explain their genesis and the environments in which they form, as demonstrated by passing 3 laboratory exercises 3) The student will demonstrate an understanding of geological time and the principles of stratigraphy, by scoring 80% or higher on 2 examinations and 1 laboratory exercise.

	4) The student will correctly apply appropriate field and laboratory techniques, as demonstrated by successfully completing 3 field and laboratory assignments. 5) The student will demonstrate the skills to conduct and present a scientific research project under guidance of the instructor, by passing a research class with the grade B or higher In addition, upon completion of the Natural Sciences Associate Degree Program with option Paleontology 6) The student will demonstrate an understanding of anatomical structures and their function in the principal groups of invertebrates and vertebrates, by scoring 80% or higher on 1 examination and passing 2 laboratory exercises. 7) The student will demonstrate a broad-based understanding of the components of the Theory of Evolution, by scoring 80% or higher on 1 examination and passing 2 laboratory exercises. 8) The student will demonstrate an understanding of the principles of museum displays and collections, and of conservation and curation of natural history specimens, by successfully completing 3 practical assignments. In addition, upon completion of the Natural Sciences Associate Degree Program with option Geology 9) The student will demonstrate an understanding of the genesis, occurrence, and exploitation of geological resources (mineral, energy, water), by scoring 80% or higher on 1 examination and passing 2 laboratory exercises 10) The student will demonstrate an understanding of the nature of geological hazards, and demonstrate the ability to evaluate such hazards, by scoring 80% or higher on 1 examination and passing 2 laboratory exercises.
Program Director	Dr. Axel Hungerbuehler
Academic Year	2014-2015

Table 1

Outcomes: What are the expected program objectives?	**Assessment Methods/Measures/Tools: How and when was the data collected on whether these objectives were met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?**	**Assessment Results and Data Interpretations: What does the data show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? What, if any, financial or additional resources will be required to achieve your Action Plan? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**
The student will demonstrate an in-depth understanding of the concepts and associated geological processes of the Theory of Plate Tectonics.	GEOL 151, chapter tests for modules Plate Tectonics 1 and 2; GEOL 152, chapter test for module Advanced Plate Tectonics (terranes). All students of the classes were assessed (n = 6), including one program student.	The student will score 80% or higher on 3 examinations.	The pass rate was 80% for GEOL 151, and 100% for GEOL 152. Among the students, the single program student who took both classes passed all three exams with a mean score of 92%.	No changes will be made based on the assessment results.
The student will identify common minerals and rocks, and explain their genesis and the environments in which they form	GEOL 151: 3 exercises/lab assignments including identification and processes that form 12 specimens (minerals, sedimentary and igneous rocks). All students of the classes were assessed (n = 5).	The student will achieve a passing grade in 3 laboratory exercises.	The pass rate was 100%, with 98% achieving top grades for each exercise.	The assessment method was found to be too unspecific, because the exercises focus on group work in class and gaining practical experience in the identification process. The results most likely do not reflect the work of each

				individual student. The assessment method will be changed to each student on his own identifying 5 specimens after the group exercise. In total, this will take 2 additional lab hours, which have to be carved out from the present class curriculum. The results will be reported and evaluated in the next reporting cycle.
The student will demonstrate an understanding of geological time and the principles of stratigraphy.	GEOL 151, geological time exercise and chapter test; GEOL 152 stratigraphy exercise. All students of the classes were assessed (n = 6), including one program student.	The student will score 80% or higher on 2 examinations and 1 laboratory exercise.	The single program student who took both classes scored a mean of 90% in 2 laboratory exercises, and passed one exam with a score of 86%.	Because the stratigraphy module of GEOL 152 does not include a written exam, but several exercises, I changed the assessment tools to 2 assignments (GEOL 151 and 152), and one exam (GEOL 151). No changes will be made based on these results.
The student will correctly apply appropriate field and laboratory techniques.	GEOL 120 Paleontology Field Discovery, 3 assignments scored pass/fail according to 2 task rubrics (n = 2 program students)	The student will successfully complete 3 field and laboratory assignments.	Both students passed the practical assignments successfully.	No changes will be made based on the assessment results.
The student will demonstrate the skills to conduct and present a scientific research project under guidance of the instructor.	GEOL 289 Special Topics in Geosciences (n = 2 program students, spring 2015).	The student will pass a research class with the grade B or higher.	Both program students finished the course with the grade “B”.	No changes will be made based on the assessment results. Beginning with the 2015/16 report cycle, this objective will be evaluated in GEOL 235/236 Research in Natural Sciences I and II.

The student will demonstrate an understanding of anatomical structures and their function in the principal groups of invertebrates and vertebrates.	No program student with option paleontology took GEOL 210 History of Life, in which this objective is taught and assessed.	The student will score scoring 80% or higher on 1 examination and pass 2 laboratory exercises.	N/A	N/A
The student will demonstrate a broad-based understanding of the components of the Theory of Evolution.	No program student with option paleontology took GEOL 210 History of Life, in which this objective is taught and assessed.	The student will score scoring 80% or higher on 1 examination and pass 2 laboratory exercises.	N/A	Given that the Theory of Evolution is a central concept in paleontology, it should be assessed by more than one module that is taught in a class with a two-year turn only. The following action plan will be implemented: • assessment data will be collected from BIOL 113 Intro to Biology (requirement class for paleontology students). To guarantee this, communication channels and coordination between faculty members need to be established. • the assignment “evolution in the fossil record”, part of GEOL 141 Intro to Environmental Science (no requirement class for paleontology students) will be incorporated in GEOL

				151 Physical to Geology beginning in fall 2015. The goal is to assess the objective by several tools on a regular basis.
The student will demonstrate an understanding of the principles of museum displays and collections, and of conservation and curation of natural history specimens.	The class Geol 105 Introduction to Museum Science, in which this objective is assessed, is not scheduled for this assessment cycle.	The student will successfully complete 3 practical assignments.	N/A	The objective is scheduled for evaluation in the 2015/16 reporting cycle.
The student will demonstrate an understanding of the genesis, occurrence, and exploitation of geological resources (mineral, energy, water).	Due to time constraints, only one assignment from this objective was assessed. (“coal field exploration”), plus the chapter tests for the fossil fuel module. Only program students with option geology were assessed (n=1).	The student will score scoring 80% or higher on 1 examination and pass 2 laboratory exercises.	The students passed the assignment and scored above the goal zone (88%) in the exam.	Because the density of the curriculum does not allow spending more time on a second exercise within this module, I will change the assessment method to 1 exam and 1 exercise.
The student will demonstrate an understanding of the nature of geological hazards, and demonstrate the ability to evaluate such hazards.	The criterion was assessed by the assignments “volcanic hazards” and “earthquake hazards”, plus the chapter tests for each module. Only program students with option geology were assessed (n=1).	The student will score scoring 80% or higher on 1 examination and pass 2 laboratory exercises.	The students passed both assignments and scored above the goal zone (94%) in the exam.	No changes will be made based on the assessment results.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT; "CLOSING THE LOOP" ON PREVIOUS ACTION PLAN

Table 2

Previous Action Plan: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
Problem Area: Objective 5: Research Methods Research modules in GEOL science requirement classes taking into account the experiences and insights gained from previous PDSA cycles regarding the incorporation of research as a method of "deep learning" in science classes, the following action plan is proposed. **Goals:** 1. In fall semester 2015, a newly designed research class will be established as part of the Natural Sciences program curriculum. 2. In fall semester 2015, at least one Natural Science requirement class taught will include a research module.	

Action Plan ***1. Establish new research class for Paleontology/Geology Program students*** *Fall 2014:* ○ create class syllabus ▪ incorporate modules for teaching basics of PowerPoint and Photoshop ○ modify Plan of Study of AA degree Natural Sciences ○ modify Matrix to schedule research class ○ develop and establish assessment tools for program objective 5 and general education competencies "communication" 2 (oral presentation) and 3 (application of information technology) in research class *Spring 2015* ○ acquire or set up materials/equipment to conduct research ▪ literature (contact library for assistance of students; organize and expand handbook library; create library housing at Museum; organize and expand scientific articles pdf collection on student work stations) ▪ create additional work stations for students ▪ acquire and install software on student work stations ▪ acquire photographic equipment *Fall 2015* ○ launch research class	The new classes GEOL 235 Research in Natural Sciences I and GEOL 236 Research in Natural Sciences II have been established, syllabi are currently under approval (summer to fall 2015). The classes GEOL 235 (fall) and 236 (spring) were added to Plan of Study as mandatory classes of the curriculum for the AA degree in Natural Sciences, and are currently under approval by HLC. The matrix is to be updated to include Geol 235 and 236 in September 2015. Two book cases were acquired with STEM funds (fall 2015), the handbook and research library was transferred into student research center (fall 2015), and an external hard drive with pdfs of research articles has been installed in student research center (fall 2014). 5 computers with desks have been set up in classroom F410 and 2 computers in the Natural Sciences Lab F411 (summer 2015). 1 printer has been set up in classroom F410 (summer 2015). A copy stand with lighting was acquired with STEM funds and set up in the Natural Sciences Lab F411 (spring 2015). GEOL 235 Research in Natural Sciences I is being taught with 2 program students and 1 non-program student enrolled (fall 2015)

2. Change curriculum of selected Natural Science requirement classes to incorporate research module *Fall 2014* ○ identify classes to incorporate research ○ modify syllabus of identified classes: ▪ include research component ▪ modify class curriculum to allow contact time allocated to research *Spring 2015* ○ write research guide ○ identify potential research areas ○ design standardized research projects *Fall 2015* ○ launch requirement classes with research module	GEOL 141 Intro to Environmental Science was selected to include a research module, which was set up and test-run in spring 2015. The syllabus for GEOL 141 was modified to include a research module, covering a substantial part of student learning outcomes. The grade for the research module replaces the final exam (fall 2015). Standardized research projects developed were assessing water quality of Conchas reservoir, in cooperation and with material support from the Army Corps of Engineers (fall 2014, spring 2015) and groundwater research on private land (fall 2015). The majority of students of GEOL 141, however, chose to design their project individually. A research guide is outlined in the modified syllabus of GEOL 141, and will be further developed into a written guide making use of the experiences with the students of GEOL 141 in fall 2015.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT

Program Name	**Social Work/ Human Services**
Program Description	The Social Work Program provides the student with an introduction to the field of social work and the social welfare system, the human behavior content required of human services workers and social welfare policy analysis skills. The curriculum may serve as a preparatory foundation for those interested in continuing their study at the Bachelor of Social Work level.
Program Objectives	Upon completion of the Social Work Associate Degree Program: 1. Students will summarize knowledge of the history of social welfare, past and present. 2. Students will recognize the National Association of Social Workers Code of Ethics and Preamble and discuss steps involved in becoming a member of the national organization. 3. Students will demonstrate written and oral communication skills necessary in the field for effective social work practice.
Program Director	Donna Garcia
Academic Year	2014-2015

Table 1

Outcomes: What are the expected program objectives?	**Assessment Methods/Measures/Tools: How and when was the data collected on whether these objectives were met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?**	**Assessment Results and Data Interpretations: What does the data show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? What, if any, financial or additional resources will be required to achieve your Action Plan? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**
Students will summarize knowledge of the history of social welfare, past and present. Students will recognize the National Association of Social Workers Code of Ethics and Preamble and discuss steps involved in becoming a member of the national organization.	Students were given specific writing assignments that implemented APA format in small portions and aligned with familiarizing themselves with history and the NASW Association. Students were assessed according to the critical thinking rubric and assignments aligned as the book was changed to a critical thinking textbook that gave specific exercises in critical thinking which also then was recapped in the writing assignments.	Students were expected to score 70% or better.	4 of the 5 students initially enrolled had completed both ENG 102 & 104 **Acronyms in SW definitions and history with citations-** the 4 students assessed 3 of the 4 scored 70% or better.	The SW 218: Introduction to Social Welfare class will meet together in the library for a session with the Librarian on databases available for proper research materials. A hands-on class in the computer lab will take place in order to help students with writing APA style. The instructor will also require a “rough draft” of the initial paper in order to help students make necessary changes and learn proper format, citation and writing style. The goal scores after instruction on the research component will be 85% or

Students will demonstrate written and oral communication skills necessary in the field for effective social work practice.			**Paper on Dorthea Dix or Jane Addams (students choice) -** requiring one in-text citation and reference page. All 4 students assessed received a 70% or better. **Essay on one of the six purposes of the NASW Code of Ethics-** 3 of 4 students properly completed and received a 70% or better on the essay. Examining sentence structure and idea formation. **Research Paper:** 3 of the 4 students' received 70% or better. With some issues regarding citations.	better using the writing and critical thinking rubrics as the assessment tool.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT;
"CLOSING THE LOOP" ON PREVIOUS ACTION PLAN

Table 2

Previous Action Plan: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
Problem Area: Students are having issues writing and citing properly and utilizing proper research material. **Goal:** Continue another semester with the same book and assignments. Adding the hands-on writing lab with database and citation websites orientation. **Action Plan:** One or two class periods will be working on term paper in the lab with databases. And introducing citation websites for more thorough understanding of APA format.	Having the book and assignments in SW 218 align with rubric, helped students comprehend expectations and have an overall clearer understanding of class assignments. This change in turn brought better perspective on assignments leading to a more thorough understanding of helping professions. Students still are having issues with writing style and research. The majority of the class- only 1student of the three actually accessed the databases for proper research materials. Because of this finding, this year's class (Fall 2015,SW 218), will be going as a class to the library to meet with the Librarian and together learn to access databases and begin a proper research paper. As the instructor, I will be guiding their paper with the rubric through the writing of each section of the paper. The research component goal score is 85% or better using the writing and critical thinking rubrics as the assessment tool.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT

Program Name	**Technical and Professional Writing**
Program Description	The Technical and Professional Writing Occupational Certificate program provides students with a selection of courses designed to enhance professional opportunities in a variety of communication fields. The program is intended to develop written, verbal, and digital communication skills to advance students in their fields of study. Taken alone, the Certificate serves as a basis for entry level positions in administrative or communication industries. Students will participate in a capstone project to create a deliverable product to illustrate their technical and professional communication skills.
Program Objectives	Upon completion of the Technical and Professional Writing Occupational Certificate program: 1. The student will write in an academic style (MLA, APA, and Chicago) that can be utilized across the curriculum. 2. The student will create a comprehensive technical communication project that is measurable by current technical communication standards. 3. The student will utilize computer and emerging technology to produce technical communication products that are measurable by current standards. 4. The student will be able to identify and adapt to the varying needs of specific class documents, such as reports, proposals, grants, and presentations, and successfully produce documents which address individual standards. 5. The student will demonstrate and consistently maintain industry ethical standards for professionalism, accuracy and quality in all projects.
Program Director	Gregg Howard
Academic Year	2014-2015

Table 1

Outcomes: What are the expected program objectives?	**Assessment Methods/Measures/Tools: How and when was the data collected on whether these objectives were met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?**	**Assessment Results and Data Interpretations: What does the data show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? What, if any, financial or additional resources will be required to achieve your Action Plan? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**
N/A – There were no students enrolled in this certificate for this academic year, nor were there any of this certificate awarded in the 2014-15 graduation cycle.	There were no students enrolled in this certificate for this academic year. However, competency for individual skills will be assessed within designated courses; also, the presence of pre-requisites (ENG 102>104, etcetera) mandate at least a general level of competency. Progress through the certificate program will be assessed in terms of completion of core courses within the 150% graduation time frame.	Students should pass all courses with a cumulative minimum of 70% on all assignments, and a higher average is certainly to be expected for courses within the certificate.	N/A – There were no students enrolled in this certificate for this academic year, nor were there any of this certificate awarded in the 2014-15 graduation cycle. For non-program students, assessment of individual skills within designated classes continues, using the standard of 79% as the baseline minimum.	There were no significant changes in program enrollment or public awareness, and this is at least in part because Action Plan was not completed and implemented. Some changes are still pending committee approval and in-progress catalog revisions. Follow up and complete Action Plan from previous cycle. A more detailed set of measures for completing these items is attached separately. Resources needed: Some time and printing costs will be required to produce some flyers/posters/promotional materials for recruitment and/or fall registration. Estimated time: 8+ hours Estimated Costs: $150

STUDENT LEARNING ASSESSMENT PROGRAM REPORT; "CLOSING THE LOOP" ON PREVIOUS ACTION PLAN

Table 2

Previous Action: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
Problem Area: The Professional and Technical Writing certificate program needs to be more accurately described in catalogs and other publications. Program expectations and requirements should be reviewed. Classes required for this program need to be offered more consistently (probably in both fall and spring schedules). We should consider the pros and cons of offering a real-world course as well as or in place of the online version. Also, this program should be better publicized and promoted, so that students are aware of the certificate. Currently, there are no students who identify themselves as pursuing this certification as their primary educational goal. Data collection is uneven, and does not consistently provide adequate basis for analysis of program/course effectiveness. **Goal:** • Review one hundred percent of published material pertaining to these courses and this program for accuracy. Revise as needed. • Review program requirements and revise as needed. • Consult with the Vice President of Academic Affairs to advocate that these courses are consistently included in upcoming schedules. Offer every course	Actions: • Reviewed program material; revision pending approval • Reviewed requirements; revision pending approval • Met with VP; approved changes in principle; explained process for change approval by committee. Course matrix needs global revision, so hopefully these (future) changes will be included • Course templates: No action taken this cycle • Marketing Plan: No action taken this cycle • Student Self-Reporting forms were generated and used within ENG/COM courses for the 2014-15 school year There were no students enrolled in the certificate program in the last cycle, so student impact is not measurable in this context. Changes in reporting forms may have made report writing and advisement more accurate and practical. The proposed changes in the certificate program, while making the course of study more rigorous, will ultimately contribute to student success by more accurately providing them with the training they will need in the workforce of the future.

in program at least once per calendar year-or remove from program material. • Develop online courses for the certificate. • Recruit students for this program. Meet with appropriate people to develop marketing and promotion of this program. • Revise data collection methodology and/or instruments to facilitate more accurate reporting in the future and improve usefulness of data collected and analysis. A simple option would be to implement student self-reporting forms as part of course introductory procedures. Action Plan: • Review and revise published program material. • Review and revise program requirements. Meet with administration; compare to similar programs; submit suggested changes. • Meet with VP regarding scheduling and program requirements. Suggest revision of course matrix to codify these changes. • Develop online course templates and integrate with program revisions. • In consultation with others, create viable basic marketing plan. The first phase is to create awareness. Have flyers and announcements ready for the fall open enrollment event. A second phase will be to explore ways to incentivize enrollment in this program. • Create student self-reporting forms to capture data more effectively beginning in fall 2014 session. Revise SLAPR for this program by end of 2014-15 school year.	Making the program requirements more explicit and then committing to offering those courses required will make the program more stable, more measurable, and much more attractive to potential students. In conjunction with better marketing efforts, these changes should contribute to increased enrollment in this program. Future Actions: • All program, course and catalog proposed changes will be submitted for review by Oct 1st, 2015. • Flyers and material will be available for fall 2015 registration. • Newly required courses (ENG 235) will be available as of spring 2016, and will be incorporated into the course matrix by the end of the 2015-16 school year. • This certificate program should be better marketed/publicized. This requires incremental changes and participation by several different groups, but perhaps more importantly requires some fundamental rethinking about how we define and describe this program. ○ Inform recruiters/advisors/staff and faculty of program's existence and desirability ○ Have poster and hand-outs or flyers for Fall and Spring registration ○ Explore promoting program as a viable career path at high schools: who would do this? ○ Treat this program as a viable career path , and not as a catch-all for students wishing to accelerate their completion ○ Emphasize the "newness" of the revised program

	○ Emphasize the increased availability of required courses from both program revisions and changes in course matrix. • This program should be revised to more accurately live up to its title: it needs more professional and technical content. As is, the program only requires one professional/technical writing course and requires two courses we are not currently teaching. (The lack of consistent scheduling of these needed courses is one factor that may contribute to low enrollment since students and advisors lack confidence in the real possibility of completing the program in a timely manner.) Suggested changes: ○ Require Advanced Comp ENG 235 and Business Communications BUS 22 (Both of these are now requirements for the AA Liberal Arts Communication Option, so this change is consistent and practical.) ○ Require CIS 201 Word Processing Applications and CIS 202 Advanced Word Processing Applications. These changes would replace the several courses now listed but not offered, as well as the unspecified elective now included in the certificate checklist, and be more in line with the needs of students taking this certificate program to enter the workforce.

ASSESSING PROGRAM ASSESSMENT 2014-2015

Assessment can be defined as the process of determining the quality and quantity of student learning in order to improve future learning. It is critical that faculty members at Mesalands Community College meaningfully capture and document what they are teaching, what students are learning and how this information ultimately improves the teaching-learning relationship. To that end, Mesalands Community College encourages faculty to take "ownership" of their respective programs and courses in terms of whether or not students are learning what faculty say they are learning as identified in the course objectives, program objectives and general education competencies. Effective assessment of student learning is a matter of commitment, not a matter of compliance. Mesalands Community College is dedicated to establishing a culture of assessment embedded in every aspect of the educational process.

In order to improve the plan→do→study→adjust cycle of program assessment at the College, the Student Learning Assessment Committee (SLAC) assesses program assessment on an annual basis. The goals of assessing the assessment are twofold. First, this report will give feedback to the faculty as to how they are doing in terms of assessment with the goal of helping them to continually improve the teaching-learning relationship both inside and outside the classroom. Second, this report will help the College identify how it is doing in terms of its own assessment efforts with the goal of attentively reshaping and meaningfully improving the continual process of student learning and assessment.

This **Assessing Program Assessment 2014-2015** section focuses on how well programs are assessing both program objectives and general education competencies. Degree and certificate programs are required to complete a *Student Learning Assessment Program Report* (see previously identified reports) documenting their annual assessment activities. These reports are then reviewed by the Vice President of Academic Affairs and a Co-Chair of the Student Learning Assessment Committee who use the following **Student Learning Assessment Program Report Rubric** to evaluate each program report. Results of this evaluation are shared with the faculty during the August Faculty Council meeting. Results of these evaluations are also included as part of the faculty appraisal procedures.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT RUBRIC

Program:	
Academic Year:	
Program Director:	
Reviewer(s):	
Date of Review:	

Rating / Criteria	Undeveloped	Developing	Established	Exemplary
Plan	No coherent plan for assessing program objectives (no measurable outcomes and/or no assessment plan in place)	Some evidence of measurable objectives and assessment plan but not entirely specific, measureable, attainable, realistic and/or timely	Clear, well-defined objectives. Assessment plan is specific, measureable, attainable, realistic and timely	Program objectives are clear, concise and measurable while assessment plan is effectively documented and highly specific, measureable, attainable, realistic and timely
Do	No actionable plan implemented	Action plan partially implemented	Action plan implemented	Action plan fully implemented
Study	No or minimal analysis of data	Partial analysis of some data	Analysis of all pertinent data	Detailed analysis of all data resulting in the full understanding of student performance
Adjust	No actions to "close the loop" taken based on any type of data analysis	Actions to "close the loop" taken but not based on solid data analysis and/or the action was not effectively implemented	"Closed the loop" based on data analysis	Effectively "closed the loop" based on qualitative and quantitative data analysis leading to improvement in student success

Generally speaking, SLAC would like to see a migration of programs from the left hand columns of the following rubrics to the right hand columns indicating more comprehensive and meaningful assessment efforts. It is SLAC's goal to facilitate this migration.

PLAN*

Undeveloped (1) No coherent plan for assessing program objectives (no measurable outcomes and/or no assessment plan in place)	**Developing** (2) Some evidence of measurable objectives and assessment plan but not entirely specific, measureable, attainable, realistic and/or timely	**Established** (3) Clear, well-defined objectives. Assessment plan is specific, measureable, attainable, realistic and timely	**Exemplary** (4) Program objectives are clear, concise and measurable while assessment plan is effectively documented and highly specific, measureable, attainable, realistic and timely
Building Trades (N) Social Work (N) Technical and Professional Writing (N)	Animal Science (N) Farrier Science (N) Fine Arts (N) Natural Sciences (N)		

DO*

Undeveloped (1) No actionable plan implemented	**Developing** (2) Action plan partially implemented	**Established** (3) Action plan implemented	**Exemplary** (4) Action plan fully implemented
Building Trades (N) Social Work (N) Technical and Professional Writing (N)	Animal Science (N) Farrier Science (N) Fine Arts (N) Natural Sciences (N)		

STUDY*

Undeveloped (1) No or minimal analysis of data	**Developing** (2) Partial analysis of some data	**Established** (3) Analysis of all pertinent data	**Exemplary** (3) Detailed analysis of all data resulting in the full understanding of student performance
Building Trades (N) Social Work (N) Technical and Professional Writing (N)	Animal Science (N) Farrier Science (N) Fine Arts (N) Natural Sciences (N)		

ADJUST*

Undeveloped (1) No actions to “close the loop” taken based on any type of data analysis	**Developing** (2) Actions to “close the loop” taken but not based on solid data analysis and/or the action was not effectively implemented	**Established** (3) “Closed the loop” based on data analysis	**Exemplary** (4) Effectively “closed the loop” based on qualitative and quantitative data analysis leading to improvement in student success
Building Trades (N) Social Work (N) Technical and Professional Writing (N)	Animal Science (N) Farrier Science (N) Fine Arts (N) Natural Sciences (N)		

*The number in parenthesis following the program title represents that column under which that specific program appeared last year. An “S” meaning “same” indicates that the program did not change columns from last year while an “N” indicates that the program is “new” to the chart and did not appear on it last year. As indicated earlier, SLAC would like to see a migration of programs from the left hand columns of the rubric to the right hand columns indicating more comprehensive and meaningful assessment efforts.

PDSA CYCLE 2013-2014 ANALYSIS
OPPORTUNITIES FOR IMPROVEMENT

Problem Area

The PDSA Cycle Analysis portion of 100% of the program reports failed to utilize quantitative data when identifying and discussing opportunities for improvement. Identified changes to every program were based on anecdotal information and lacked meaningful baseline information upon which to implement a PDSA cycle of improving student learning. Changes to the programs were neither based on the analysis of assessment results nor data driven. Many programs also lacked data on general education competencies.

Similar to the previous 2012-2013 cycle, not a single program modified its Report to better reflect its unique characteristics while few recommendations made by the Chair of the Student Learning Assessment Committee were implemented into any of the identified programs.

These problem areas were significant despite the fact that the Chair of the Student Learning Assessment Committee had numerous meetings with a number of program directors and provided written feedback in two different forms to all directors.

Goal

Increase the number of reports to 100% that use quantitative data when identifying and discussing opportunities for improvement and “closing the loop” on assessment-related curricular changes.

Action Plan

1) Two meetings will be held during both the fall and spring semesters to reinforce the importance of using quantitative data when identifying and discussing opportunities for improvement and “closing the loop” on assessment-related curricular changes. Educating the faculty and establishing “buy-in” to the use of assessment to improve student learning will be a major topic of open discussion.
2) All program directors will individually meet with both the Vice President of Academic Affairs and the Co-Chair of the Student Learning Assessment Committee and will be required to submit an approved annual program report before leaving for the summer break.
3) Meaningful assessment as reflected in the program reports will be added as an important criteria in annual faculty evaluations.

Results

1) Beginning and end-of-semester meetings were held during the fall 2014 and spring 2015 semesters between a Co-Chair of the Student Learning Assessment Committee and various program directors. In addition to these meeting, numerous individual meetings were also held between the parties. These meetings reinforced the importance of using quantitative data when identifying and discussing opportunities for improvement and "closing the loop" on assessment-related curricular changes. Educating the faculty and establishing "buy-in" to the use of assessment to improve student learning was also discussed.
2) A number of program directors did meet individually with both the Vice President of Academic Affairs and a Co-Chair of the Student Learning Assessment Committee to discuss the quality of the assessment reports.
3) Student Learning Assessment was added as an evaluated criteria to the *Faculty Appraisal Procedure 2014-2015*.

Additional Notes

- The format of the Student Learning Assessment Program Reports was significantly modified based on input from faculty. Based on this feedback, the report was separated into two separate reports. The first report, the *Student Learning Assessment Overview*, now documents each certificate and degree programs' process of accessing student attainment of their respective program objectives and general education competencies. This also includes a curriculum map listing all program objectives/competencies, the tool used to measure attainment, and the course(s) during which this assessment is made. Second, the actual Student Learning Assessment Program Report was significantly changed and is reflected in the above reports.

CLASSROOM LEVEL ASSESSMENT

The goal of faculty assessment of student learning at the individual course level is to identify what has and has not worked at increasing learning in the classroom and how this information can be used in present and future classes to improve the teaching-learning relationship between faculty and students. In the past, Mesalands Community College required all faculty to complete a *MCC Faculty Outcomes Assessment Narrative Form*. This form was the College's attempt to collect both qualitative and quantitative data regarding the students' performance on the courses' identified learning outcomes, i.e., course objectives.

Significant changes were made to the assessment of the general education competencies at the course-level as a result of the following:

- Based on feedback received from two Academy Scholars during the 2014-2015 academic cycle, the SLAC has significantly modified the process of faculty assessment of general education competency attainment.
- The *MCC Faculty Outcomes Assessment Narrative Form* was not empowering faculty the ability to capture how they were "closing the loop" during their assessment cycle. In other words, faculty were unable to identify an action plan on how they would specifically use their assessment results to improve student success as it relates to general education competency, as well as program objective, and course objective attainment.

Consequently, the SLAC developed the following forms to assist faculty in better documenting their comprehensive assessment activities at the institutional, program, and course-level.

The major overhaul to the documentation of assessment of student learning at the institution, program, and course-level was also in response to the findings of the HLC evaluation team as documented in the *Report of a Comprehensive Evaluation Visit March 17-19, 2014*. Actionable data based on these changes will be reported in the *2015-2016 Annual Assessment Report*.

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GENERAL EDUCATION COMPETENCY ASSESSMENT REPORT

Course Number	
Course Title	
Faculty Name	
Date	

Table 1

Outcomes: Defined by the appropriate General Education Competency Rubric*	**Assessment Methods/Measures/Tools: How and when was the data collected (using the rubric) to determine whether or not these competencies were met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment based on the rubric?**	**Assessment Results and Data Interpretation: What does the data from the rubric show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up (using the rubric) to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**
Writing (All courses; every semester)				
Oral Communication (COM 101: Interpersonal Communication and COM 102: Public Speaking; every semester)				

Information Technology (CIS 101: Introduction to Computers; every semester)				
Mathematical Reasoning (All math courses; every semester)				
Scientific Reasoning/Scientific Method (All laboratory science courses[2]; every semester)				
Critical Thinking (All laboratory science courses (see footnote below); every semester)				

* http://www.mesalands.edu/academic-programs/assessment/

[2] **Laboratory Science**: BIOL 113, 119, 211, 212, 222, 250, CHEM 113, 115, 116, PHYS 115, 120, 201, 202, GEOL 105, 111, 120, 122, 125, 141, 151, 152, 175, 190, 210, 220, 230, 270, 280, 285, 289, 290, 291, 293, MET 115. See the Mesalands Community College Catalog for descriptions.

GENERAL EDUCATION COMPETENCY ASSESSMENT REPORT; "CLOSING THE LOOP" ON PREVIOUS ACTION PLAN

Table 2

Previous Action Plan (Copy last semester's or last year's Action Plan section and paste it into this column)**: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**	**Action Plan Results: What were the results of the specific changes you made based on the rubric? Did these changes improve student learning and success? Why or why not? List any additional changes and you will make to further address this competency.**

STUDENT LEARNING ASSESSMENT PROGRAM REPORT[3]

Program Name	
Program Description	
Program Objectives	
Program Director	
Academic Year	

Table 1

Outcomes: What are the expected program objectives?	**Assessment Methods/Measures/Tools: How and when was the data collected on whether these objectives were met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?**	**Assessment Results and Data Interpretations: What does the data show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? What, if any, financial or additional resources will be required to achieve your Action Plan? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**

[3] See Student Learning Assessment Guide for Faculty for directions on how to fill out this form.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT; "CLOSING THE LOOP" ON PREVIOUS ACTION PLAN

Table 2

Previous Action Plan (Copy last semester's or last year's Action Plan section and paste it into this column)**: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**

STUDENT LEARNING ASSESSMENT COURSE-LEVEL REPORT[4]

Course Number	
Course Title	
Faculty Name	
Date	

Table 1

Outcomes: What are the expected student learning course outcomes that were not met?	**Assessment Methods/Measures/Tools: How and when was the data collected on whether these outcomes were met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?**	**Assessment Results and Data Interpretations: What does the data show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**

[4] See Student Learning Assessment Guide for Faculty for directions on how to fill out this form.

STUDENT LEARNING COURSE-LEVEL ASSESSMENT; "CLOSING THE LOOP" ON PREVIOUS ACTION PLAN

Table 2

Previous Action Plan (Copy last semester's or last year's Action Plan section and paste it into this column)**: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this learning outcome?**