Student Learning Assessment Committee

ANNUAL REPORT
2015-2016

October 2016

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STUDENT LEARNING ASSESSMENT COMMITTEE

This report is a summary of the activities of the Student Learning Assessment Committee (SLAC) during the 2015-2016 academic year.

COMMITTEE COMPOSITION

During the 2015-2016 academic year, the Student Learning Assessment Committee consisted of the following members:

Tom Morris	Co-Chair, Director of Career Services, Persistence, and Student Success
Dr. Forrest Kaatz	Co-Chair, Director of Institutional Research and Development
Dr. John Bauler	Director of Distance Education
Rose Chavez	Retention Specialist
Donna Garcia	Director of Academic Affairs
Natalie Gillard	Vice-President of Academic Affairs
Diane Grap	Committee Secretary
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
2015-2016

According to the November, 2015, **Report of a Commission-Mandated Focused Visit**:

> Although the institution has developed specific initiatives to establish and implement a cycle of assessment of co-curricular activities to support student success and develop a model for general education assessment, many of the initiatives in place that will be used to gather the data are in its infancy or planned to be implemented in the near future. The recent replacement of the Director of Institutional Research and the newly hired Director of Career Services, Persistence, and Student Success are the parties responsible for these initiatives, and the team recognizes there hasn't been sufficient time to yield tangible results from these initiatives, but given a little more time, these results should be forthcoming. The expectation of the team is the next comprehensive evaluation in 2018-19 will find substantial evidence the institution has used the data to improve teaching and learning and to inform the strategic planning and budgeting processes.

The College fully acknowledges this finding and has implemented extensive processes of assessment of student learning at the institution, program, and

course levels. The major goal for the Student Learning Assessment Committee during the 2015-2016 and 2016-2017 academic cycles is to continue and fine-tune present efforts acknowledged in the **Notice Report** to the HLC and identified in the **Report of a Commission Mandated Focused Visit** to ultimately improve 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 2015-2016 academic cycle.

- Ms. Chavez, Dr. F. Kaatz, Dr. P. Kaatz, and Mr. Morris attended the HLC Persistence and Completion Academy in Saint Charles, Illinois, from June 24-26, 2015.

- Ms. Chavez and Dr. P. Kaatz attended the New Mexico Mathematics Summit in Santa Fe, N.M., on October 2, 2015.

- Ms. Gillard, Dr. Hungerbuehler, Dr. F. Kaatz, Dr. P. Kaatz, and Mr. Morris attended the New Mexico Statewide General Education Summit in Albuquerque, N.M., on January 13, 2016.

- Ms. Chavez, Dr. F. Kaatz, and Mr. Morris attended the New Mexico Higher Education Assessment and Retention Conference in Albuquerque, N.M., from February 25-26, 2016.

- Ms. Gillard, Dr. F. Kaatz, and Mr. Morris attended the Higher Learning Commission's Annual Conference in Chicago, Illinois, on April 16-19, 2016

- Dr. F. Kaatz attended the New Mexico Mathematical Association of Two-Year Colleges meeting in Belen, N.M., on May 20-21, 2016.

INSTITUTIONAL LEVEL ASSESSMENT

The following sections describe and summarize the results of those activities the College uses 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 9 years.

MESALANDS COMMUNITY COLLEGE
PERCENTAGE OF STUDENTS NEEDING REMEDIATION
2007-2016 ACADEMIC YEARS

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Math	89.0	87.5	86.6	89.9	87.5	90.2	83.2	89.3	80.4
English	65.5	62.0	62.8	60.3	66.3	59.9	58.5	55.8	52.5
Reading	59.9	58.3	52.9	51.5	53.7	56.9	63.2	51.0	55.0

PDSA CYCLE 2015-2016 ANALYSIS
OPPORTUNITIES FOR IMPROVEMENT

Problem Area

As a result of the College's participation in the Higher Learning Commission Student Persistence and Completion Academy, the Persistence and Completion Committee established an annual process of collecting pertinent data to measure student success based on student persistence and completion rates. This data is located in the **Data Discovery Book**. After a full review of the data by both the Persistence and Completion Committee as well as the Student Learning Assessment Committee, it became evident that the rate of student progression through the pre-collegiate math sequence of Math 99 → Math 100 → Math 101 was troubling. Of the 39 students enrolled in Math 99 during the 2013-2014 and 2014-2015 academic cycles, only 13% (or 5 students) completed Math 101 by the end of the fall 2015 semester. Of the 39 students total, there were a total of 94 attempts in order to "get" five Math 101 graduates.

Goal and Action Plan 2015-2016

In order to understand the College's goal of increasing the number of students passing Math 101 in a timely manner, a number of factors need to be identified. First, the New Mexico Higher Education Department (NMHED) has embraced the Complete College America model to significantly increase the number of New Mexicans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations. Second, the NMHED is leaning towards decreasing its support of pre-collegiate math courses at the post-secondary level. Based on these two factors, the College Persistence and Completions Committee, which is charged with overseeing the Academy action plan, developed a plan during the spring 2016 semester to revisit MATH 101: Basic Algebra, using the Complete College America "essentials" as a guide and use a corequisite approach to progress students through the developmental math sequence of courses in a timely manner. The Committee established a set of goals and a plan of action to achieve the identified goal over the next two years.

1) Transition from the College's present placement test COMPASS to ACCUPLACER.
2) Make enrollment in MATH 101 the default for the majority of students placing into pre-collegiate math.
3) Utilize the diagnostic capabilities of ACCUPLACER to better identify co-requisite course content for those Math 101 students.
4) Integrate needed support in MATH 101.
5) Investigate the alignment of mathematical courses to various programs of study.

The College recognizes that this is a long-term action plan and that improving student persistence and completion in Math 101 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.

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 the CAAP results:

MESALANDS COMMUNITY COLLEGE CAAP CERTIFICATE AWARDS BY SUBJECT 2015-2016 ACADEMIC YEAR					
	Writing	**Math**	**Reading**	**Critical Thinking**	**Science**
Number of Certificates Awarded	7	7	7	7	7
Number of Students Participating	19	19	19	19	19

MESALANDS COMMUNITY COLLEGE NUMBER OF STUDENTS RECEIVING CAAP CERTIFICATE AWARDS BY NUMBER OF SUB-TESTS 2015-2016 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**
19	94	35	2	3	2	2	3

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 2014-2016 ACADEMIC YEAR					
Subject	**Writing**	**Math**	**Reading**	**Critical Thinking**	**Science Reasoning**
MCC Avg. 2014-2015	60.3	55.6	57.9	59.2	58.6
MCC Avg. 2015-2016	60.3	55.7	58.4	59.0	58.4

The following table displays the comparative results of the CAAP Test for the last 13 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 2014-2016			
Mesalands Community College Mean Score as % of National Mean	**Year**		
	2014	**2015**	**2016**
Writing	93.01	92.6	94.3
Math	98.39	102.4	103.6
Reading	95.35	81.8	91.1
Critical Thinking	91.78	88.4	87.1
Science Reasoning	94.76	98.4	94.3

PDSA CYCLE 2015-2016 ANALYSIS
OPPORTUNITIES FOR IMPROVEMENT

Problem Area

The value of the CAAP exam as a summative assessment tool to compare the performance of Mesalands Community College students to similar cohort groups across the nation has long been questioned by the Student Learning Assessment Committee. Significant data have been gathered yet no actionable plans have been implemented based on the results of the CAAP assessment. In short, the Student Learning Assessment Committee has doubts about the usefulness of this exam and whether or not its continued use will benefit the College.

At the same time, the Greater Tucumcari Economic Development Corporation has been leading the charge to make Quay County an ACT Certified Work Ready Community (CWRC). A total of 84 employers in the state of New Mexico and 14 Quay County employers formally support the CWRC.

Goal

The Student Learning Assessment Committee will investigate the usefulness of continuing to use the CAAP exam as a means of summatively assessing student learning; or should the College utilize the ACT National Career Readiness Certificate (NCRC) as a means to summatively measure Applied Mathematics, Reading for Information, and Locating Information – skills required for 77 percent of the 20,999 jobs in the ACT JobPro database. Students completing this exam are presented with a tangible and portable certificate based on their results. The NCRC is recognized by 14,037 employers nation-wide.

Action Plan

The Student Learning Assessment Committee will be charged with comparing and contrasting the usefulness of the CAAP and NCRC. The Committee will also work with pertinent stakeholders to make a definitive decision as to the direction the College will take in terms of these summative assessments.

Results

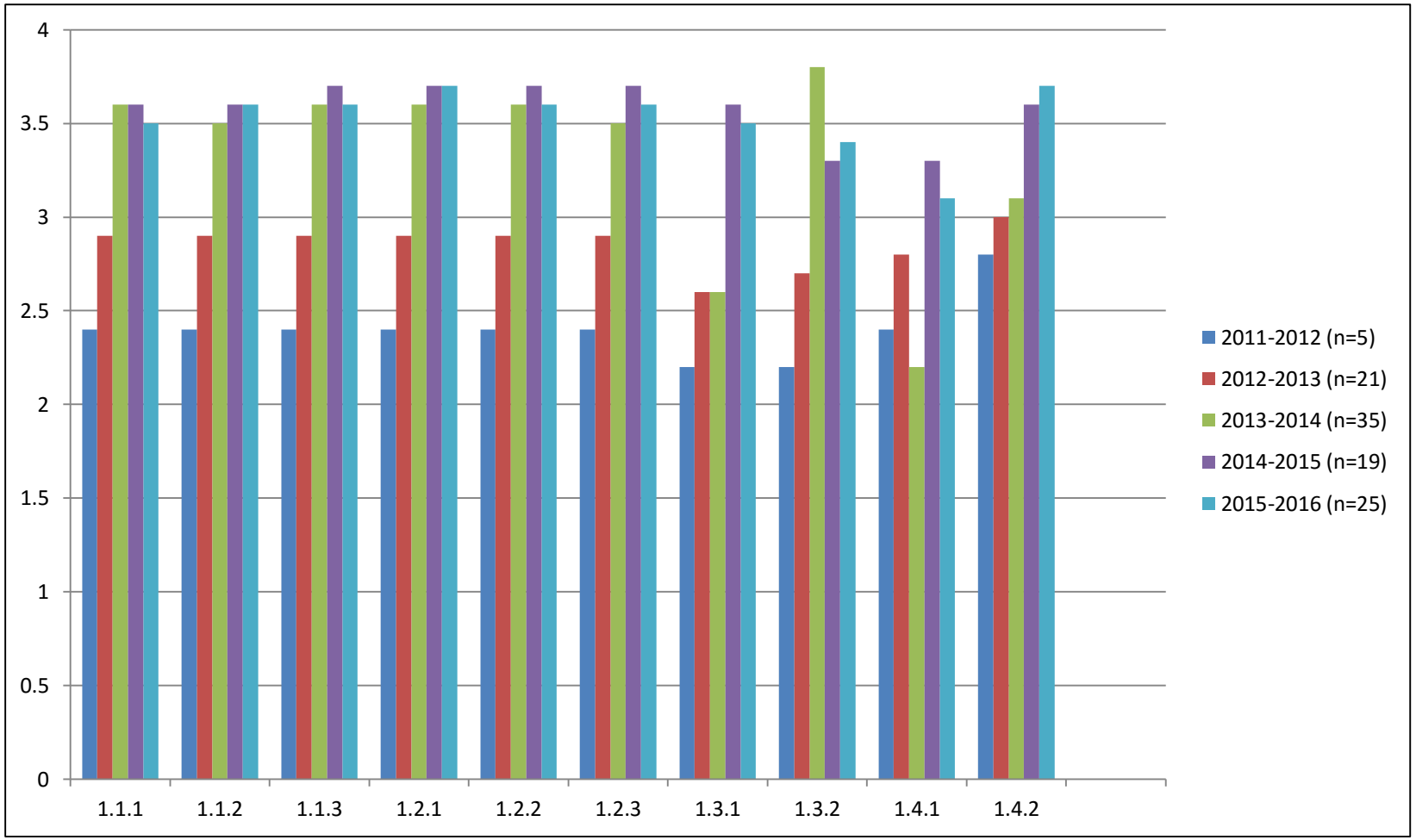
To be discussed in the 2016-2017 report.

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.

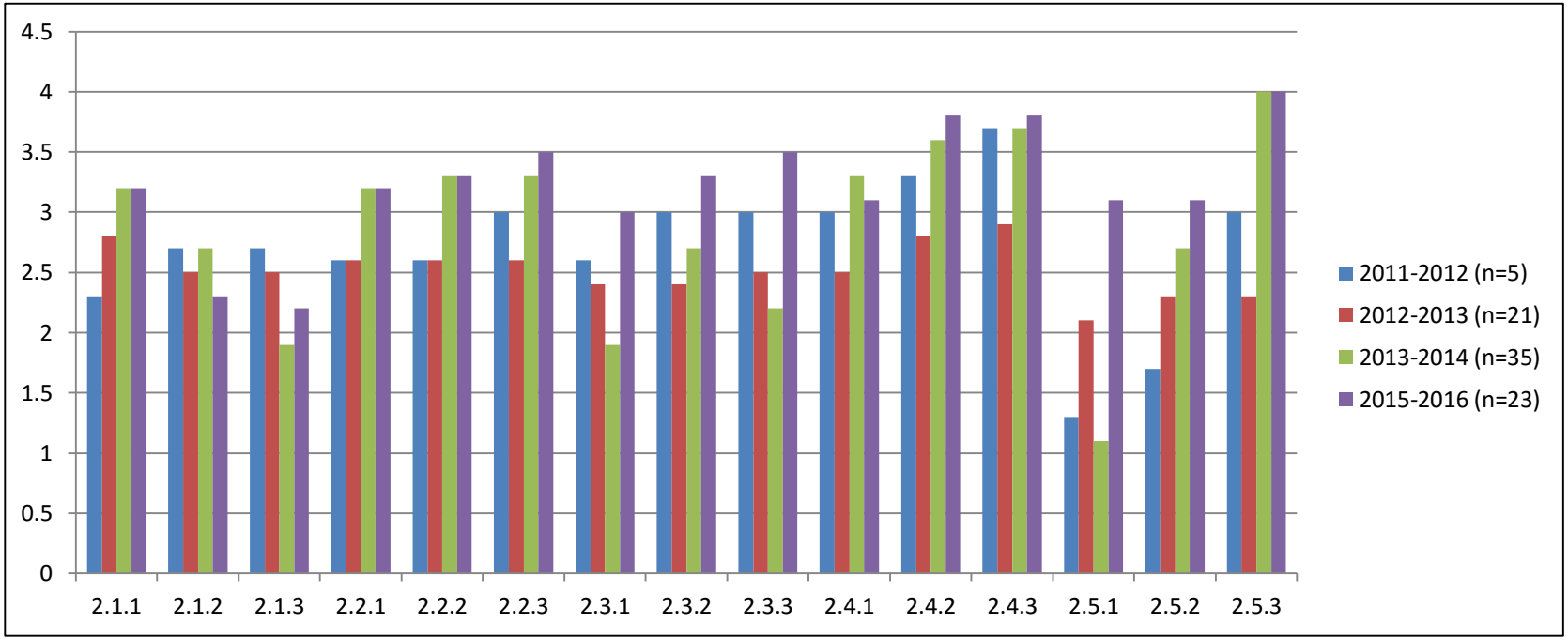
Measurement Tool: ENG 299 Capstone Portfolio Course – Writing Artifact
General Education Objective: 1
Goal Results: Average Score “Excellent (4)”/”Proficient (3)”
General Education Competency: **Writing**



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**

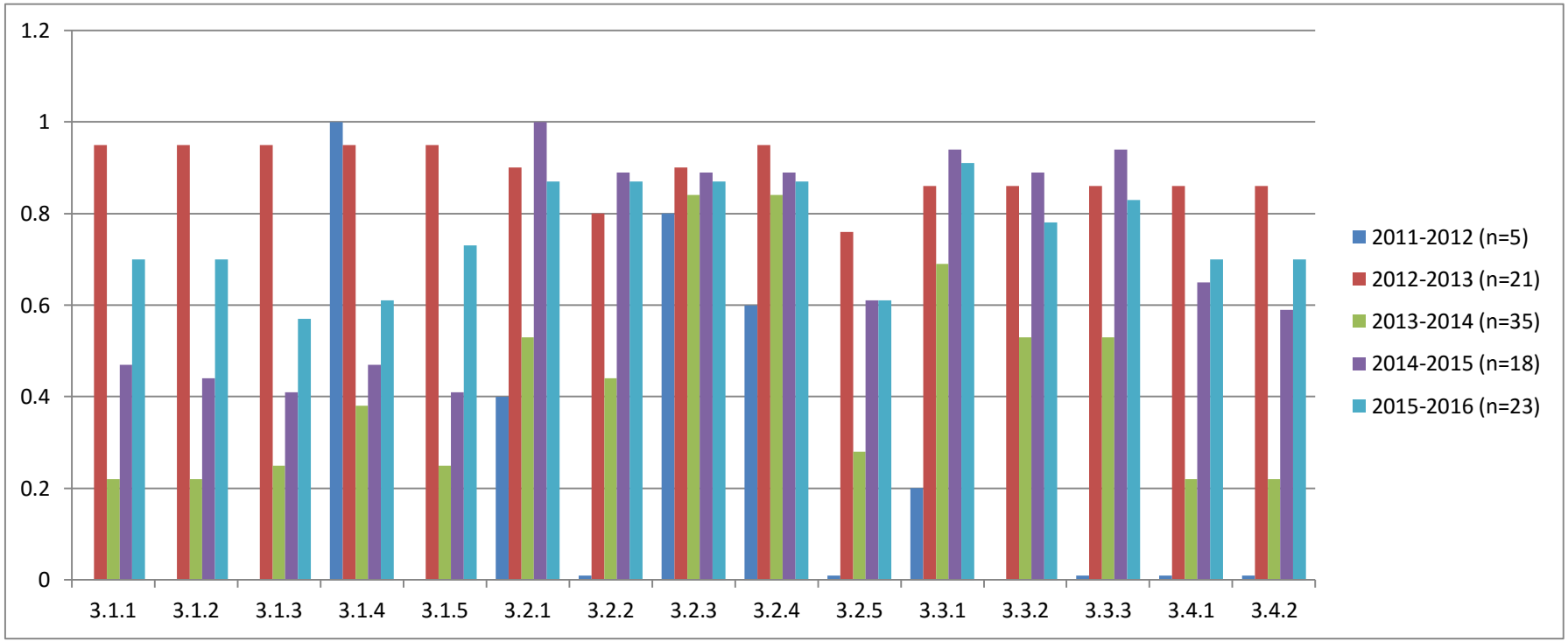


Provides a well-organized speech with appropriate introduction and conclusion
2.1.1 Very well-organized
2.1.2 Attention grabbing introduction
2.1.3 Convincing conclusion
Provides main points that are well-documented, compelling, supported with facts, developed clearly and concisely, and focused on the 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 80 (80%)

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

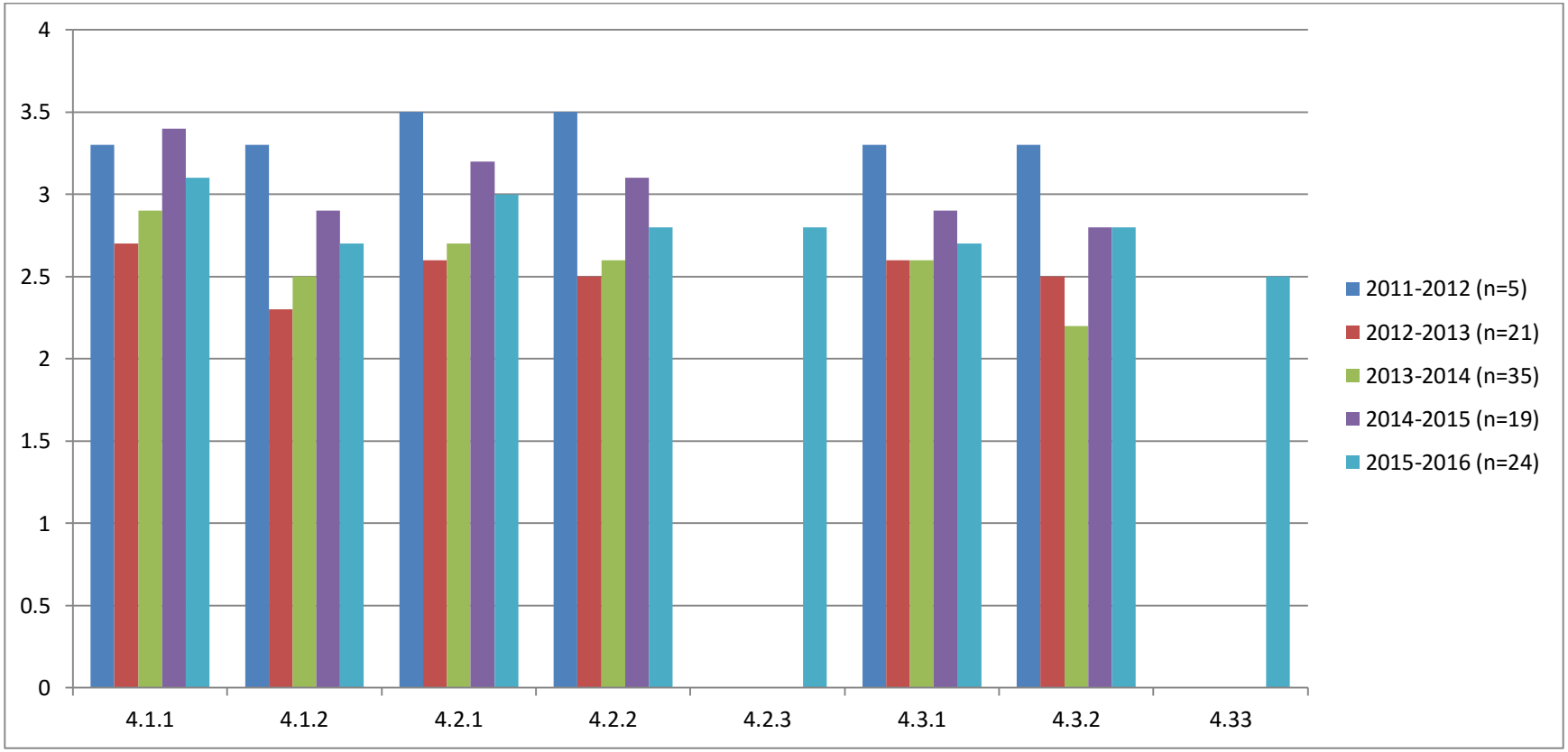
Performs core tasks of Microsoft Office applications
3.2.1 Format a document and how to use page layout, e.g., headers, footer, page breaks, bullets, etc.
3.2.2 Create tables, charts, graphs and/or formulas
3.2.3 Import and sort data and/or images in to a document and format them appropriately
3.2.4 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 2015-2016 ANALYSIS
OPPORTUNITIES FOR IMPROVEMENT

Seven of the 15 information technology criteria showed increases while the average score for all criteria increased from 70% to 75.5% as compared to 2014-2015. It continues to appear that the development and distribution of the *Information Technology Artifact Checklist* has helped both faculty and students better understand what activities students must complete to satisfy attainment of this general education competency. The SLAC will continue to monitor the IT competency for continued improvements with the goal of an average score of 80%.

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
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
4.3.3Demonstrates complete understanding of the mathematical ideas and processes

PDSA CYCLE 2015-2016 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.

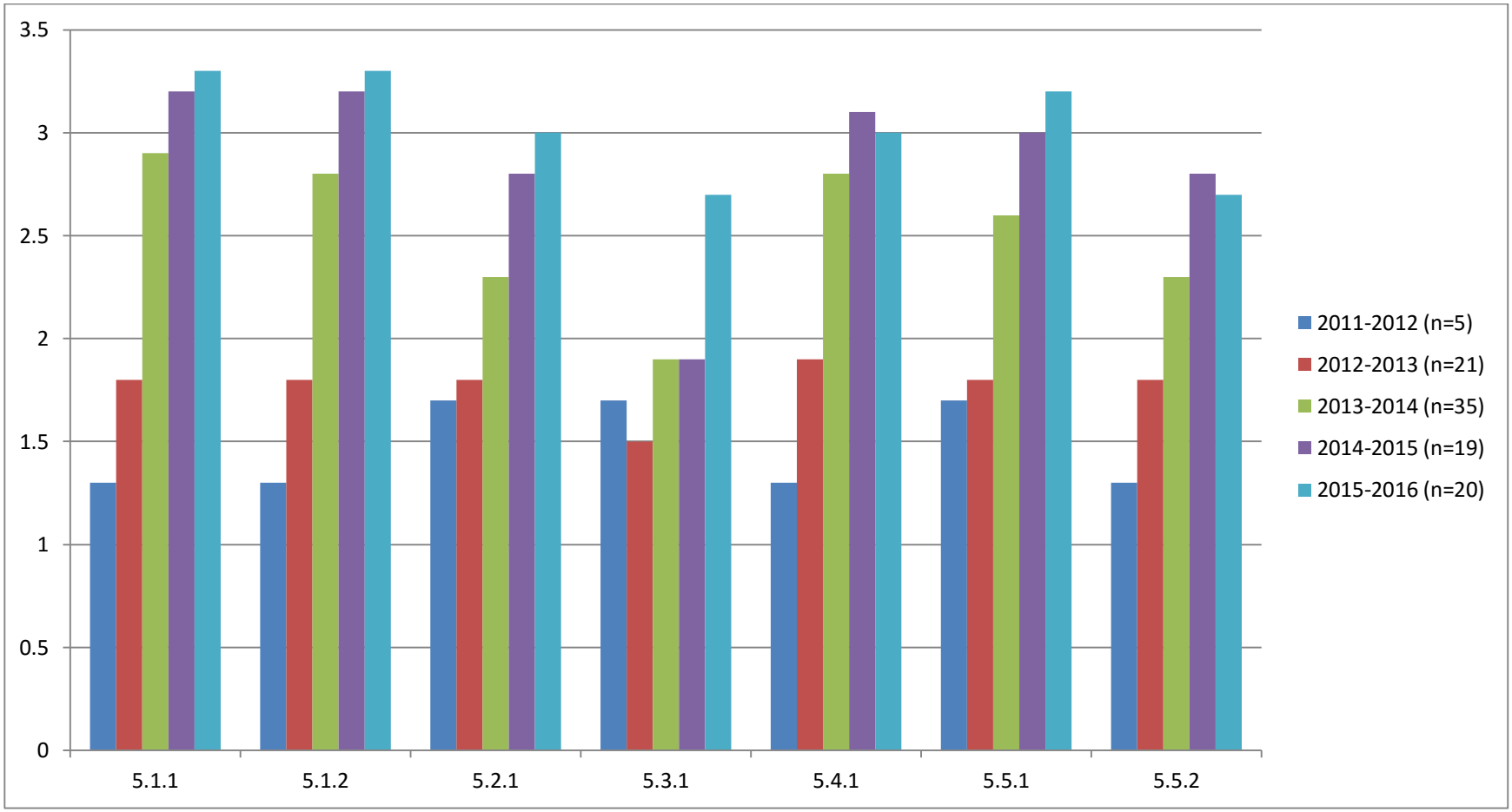
Goal and Action Plan

1) The Committee will request that the following statement regarding the need for students to save best work should be added to the College syllabus template and Student Handbook:

   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. These student works demonstrate 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.

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

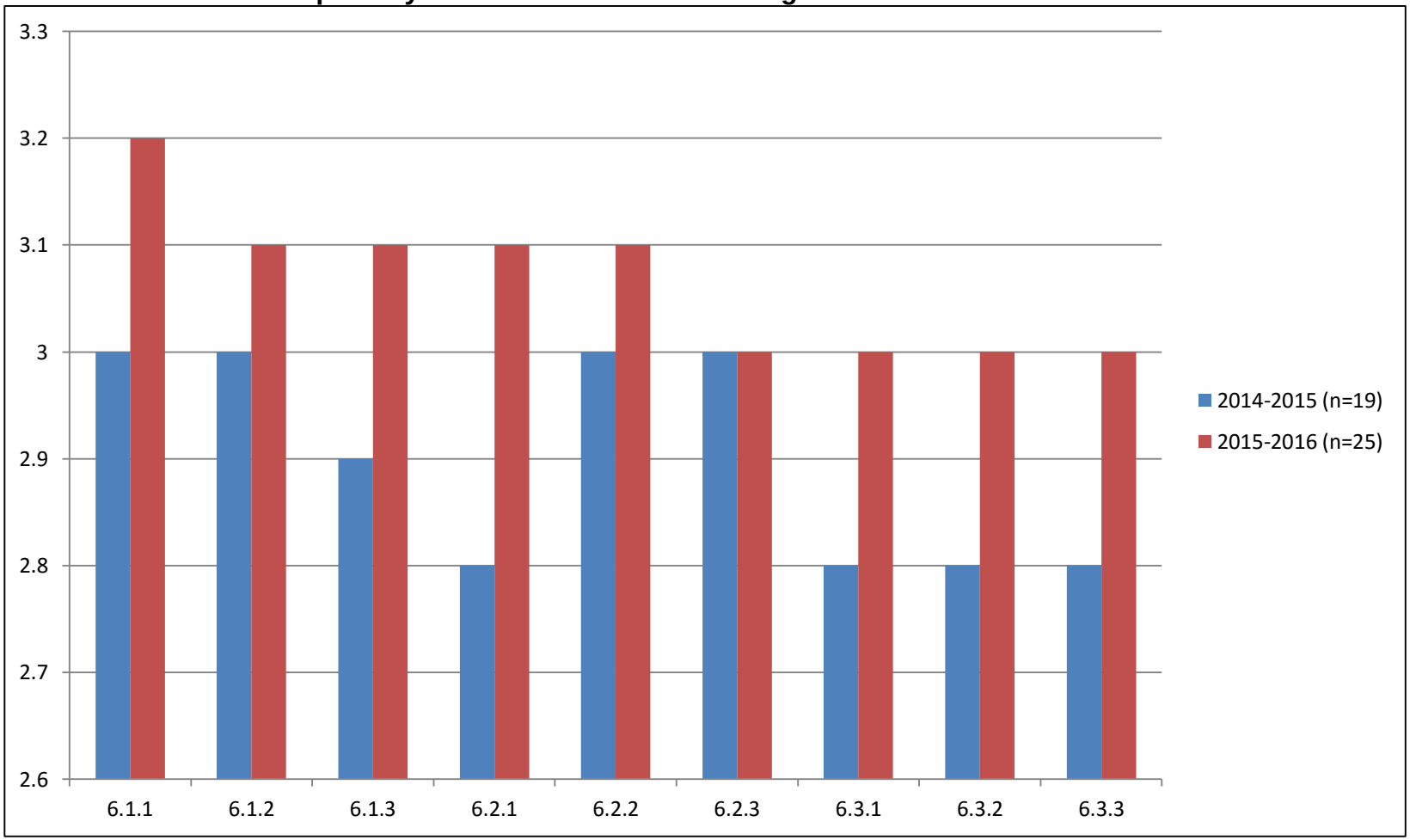
Scientific Reasoning Comments:

Over the last five years, the data demonstrate an 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 introduces ENG 299 students to the Scientific Reasoning Rubric and discusses appropriate examples taken from the portfolios of students previously enrolled in ENG 299.
2) Several science laboratory courses (GEOL 141 Introduction to Environmental Science, BIOL 211: Human Anatomy and Physiology I, and 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 ENG 299 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	General Education Competencies Assessed	During What Courses Will Assessment Occur
Summer Fall Spring	Information Technology	CIS 101: Intro to Computer
Summer Fall Spring	Oral Communication	COM 101: Interpersonal Communication COM 102: Public Speaking
Summer Fall Spring	Scientific Reasoning	Laboratory Science*
Summer Fall Spring	Critical Thinking	Laboratory Science*
Summer Fall Spring	Mathematical Reasoning	All Math 101 and higher courses**
Summer Fall Spring	Writing	All other courses not specifically identified above

***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.
**MATH 101, 107, 110, 112, 141, 142, STAT 213

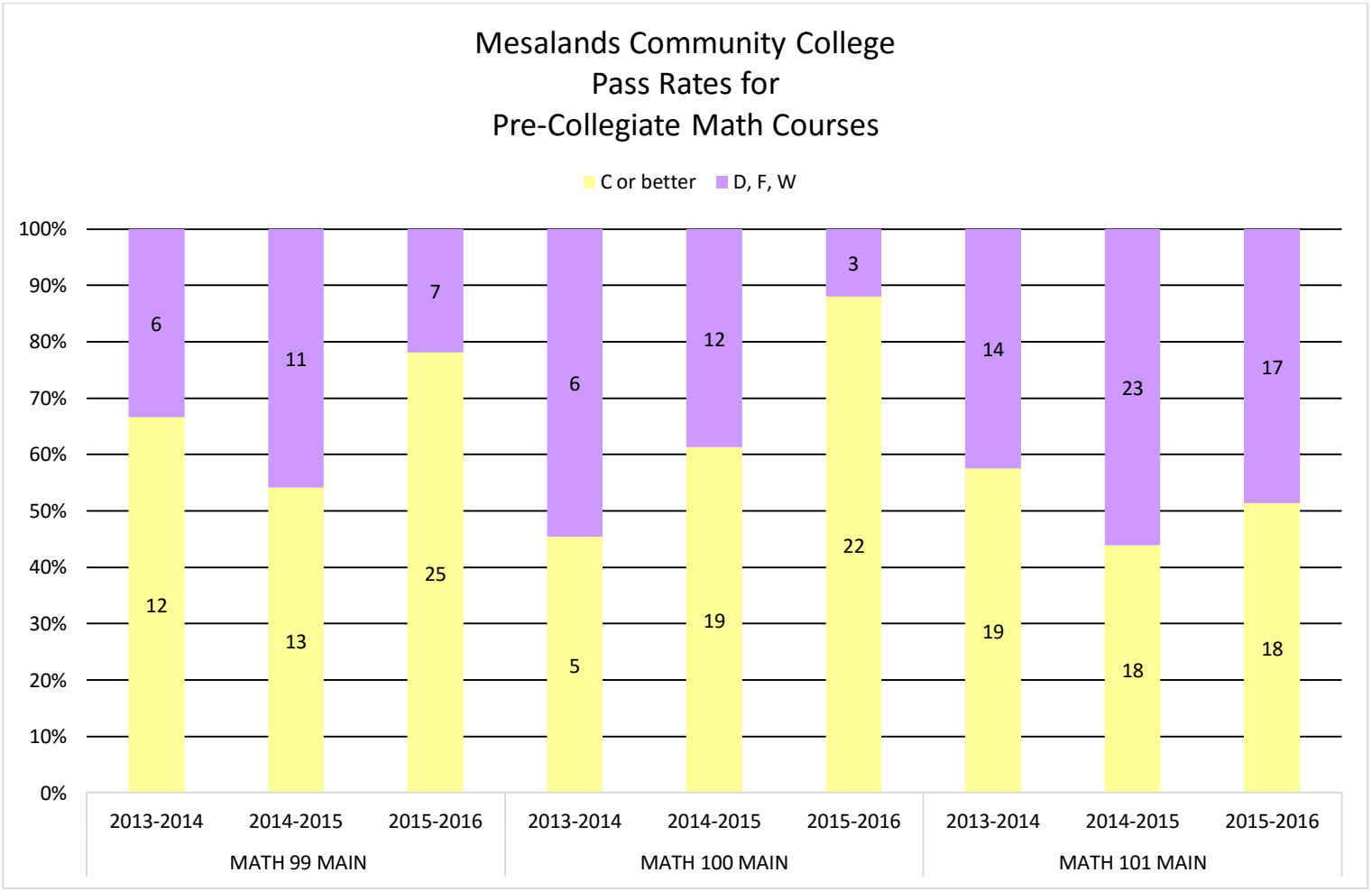
General Education Competency Assessment Goals – 2015-2016

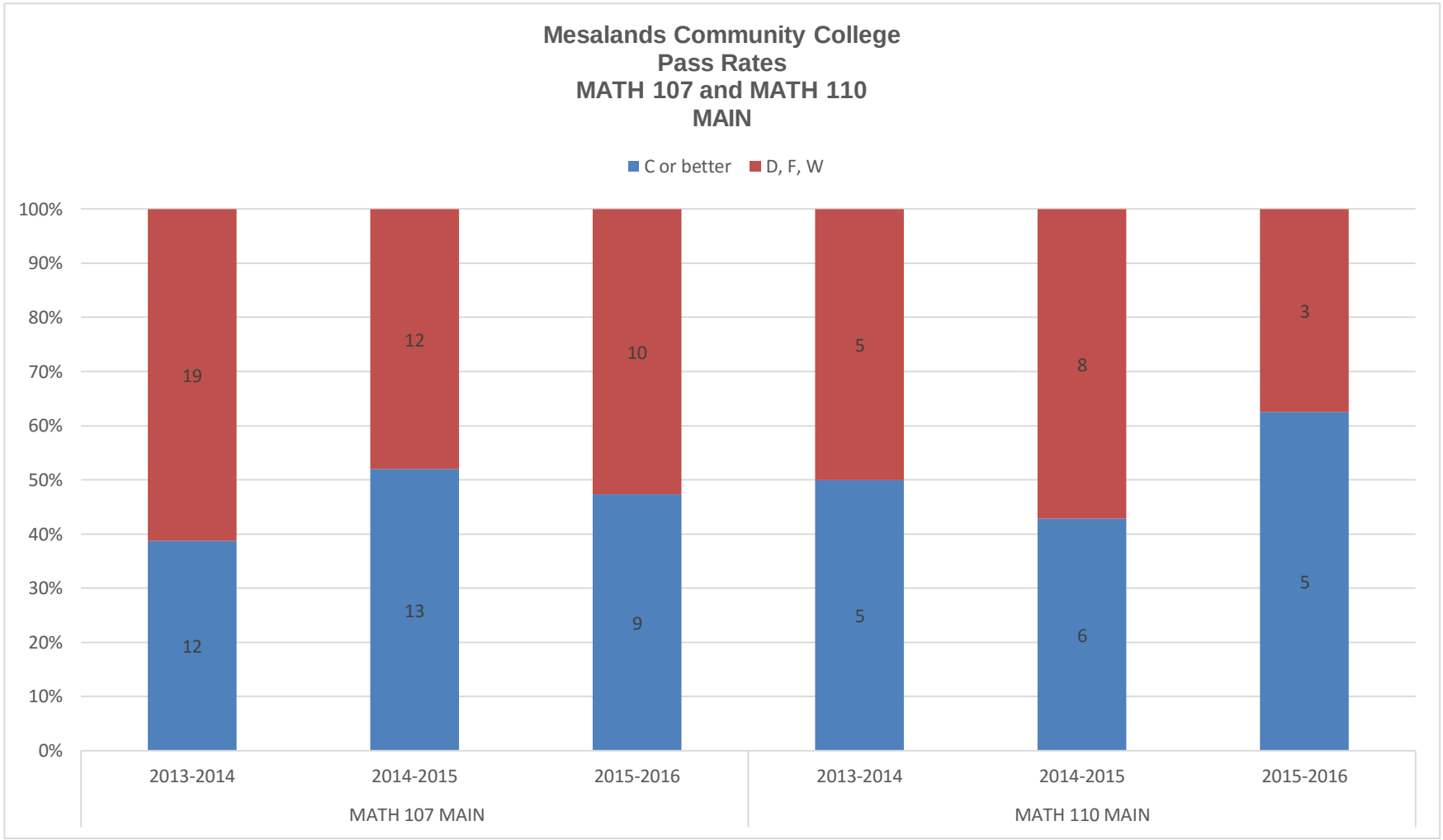
A new process for the assessment of the general education competencies was developed during the 2015-2016 academic cycle and implemented during the 2016-2017 cycle. Actionable data will be reported in the *2016-2017 Annual Assessment Report*.

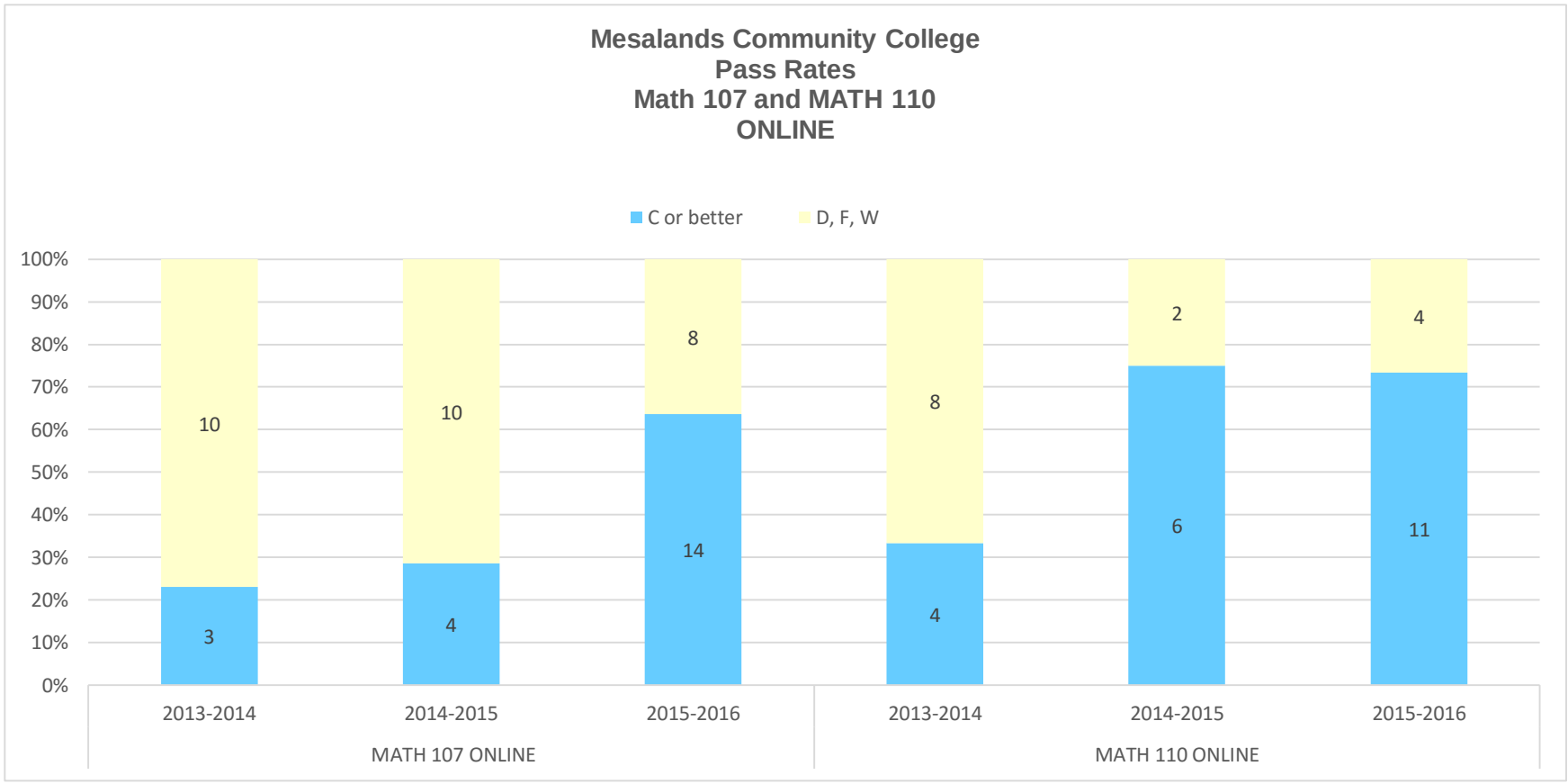
See the Classroom Level Assessment section of this document for further clarification as to the new process of assessing general education competency attainment.

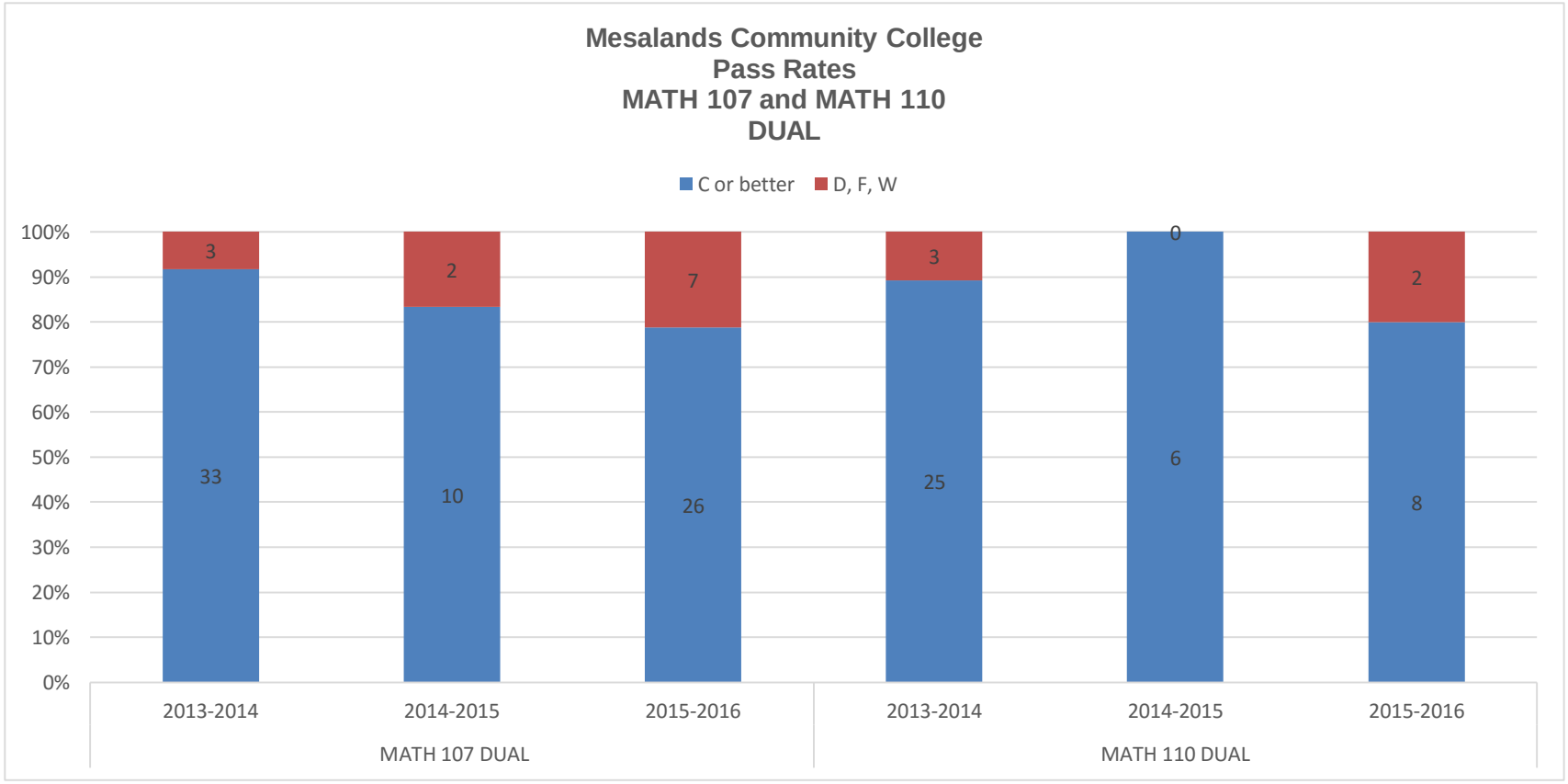
Mathematics Course Completion Rates

The following data shows completion rates for Math 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 for
Pre-Collegiate Math Courses
C or better
D, F, W
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
12
6
13
11
25
7
5
6
19
12
22
3
19
14
18
23
18
17
2013-2014
2014-2015
2015-2016
MATH 99 MAIN
2013-2014
2014-2015
2015-2016
MATH 100 MAIN
2013-2014
2014-2015
2015-2016
MATH 101 MAIN


Mesalands Community College
Pass Rates
MATH 107 and MATH 110
MAIN
C or better
D, F, W
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
19
12
12
13
10
9
5
5
8
6
3
5
2013-2014
2014-2015
2015-2016
MATH 107 MAIN
2013-2014
2014-2015
2015-2016
MATH 110 MAIN


Mesalands Community College
Pass Rates
Math 107 and MATH 110
ONLINE
C or better
D, F, W
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
10
3
10
4
8
14
8
4
2
6
4
11
2013-2014
2014-2015
2015-2016
MATH 107 ONLINE
2013-2014
2014-2015
2015-2016
MATH 110 ONLINE



*The Tucumcari High School DUAL students attend math classes on campus; these students are not counted in the "main" count.

PDSA CYCLE 2015-2016 ANALYSIS
OPPORTUNITIES FOR IMPROVEMENT

Problem Area

As a result of the College's participation in the Higher Learning Commission Student Persistence and Completion Academy, the Persistence and Completion Committee established an annual process of collecting pertinent data to measure student success based on student persistence and completion rates. The above mentioned data is a partial result of this annual process. After a full review of the data by both the Persistence and Completion Committee as well as the Student Learning Assessment Committee, it became evident that the DFW rates for math courses held on campus and online was disconcerting.

Goal and Action Plan 2015-2016

In order to understand the College's goal and action plan for increasing the number of students successfully completing Math 101 courses at main campus, a number of factors need to be identified. First, the New Mexico Higher Education Department (NMHED) has embraced the Complete College America model to significantly increase the number of New Mexicans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations. Second, the NMHED has indicated decreasing funding of pre-collegiate math courses at the college level. Based on these two factors, the College Persistence and Completions Committee, which is charged with overseeing the Academy action plan, developed a strategy to revisit MATH 101: Basic Algebra, using the Complete College America "essentials" as a guide and use a co-requisite approach to progress students through the developmental math sequence of courses in a timely manner. The Committee established a set of goals and a plan of action to achieve this over the next two years.

1) Transition from the College's present placement test COMPASS to ACCUPLACER.
2) Make enrollment in MATH 101 the default for the majority of students placing into pre-collegiate math.
3) Utilize the diagnostic capabilities of ACCUPLACER to better identify co-requisite course content for those Math 101 students.
4) Integrate needed support in MATH 101.
5) Investigate alignment of mathematics courses to different plans of study.

The College recognizes that this is a long-term action plan requiring significant resources. Improving student persistence and completion in Math 101 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.

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 2012-2016 ACADEMIC YEARS

Year	2012-13		2013-14		2014-2015		2015-2016	
Course	N	% C or better	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	124	79.84
ENG 104	142	92.25	143	96.5	89	89.89	85	76.47
COM 101	76	67.11	73	93.15	79	83.54	59	72.88
COM 102	82	92.68	59	84.75	62	74.19	46	84.78
Area II: Mathematics								
MATH 110	50	80.00	25	75.55	46	82.61	54	85.19
STAT 213	8	75.00	2	100.00	2	100.00	4	75.00
Area III: Laboratory Science								
BIOL 113	45	86.67	45	93.33	22	95.45	42	78.57
CHEM 113	10	60.00	0		N/A		N/A	
CHEM 115	18	55.56	25	88.00	31	83.87	31	90.32
CHEM 116	0		14	100.00	17	100.00	13	100.00
GEOL 141	30	80.00	16	100.00	24	87.50	22	77.27
GEOL 151	5	80.00	11	100.00	5	100.00	4	100.00
PHYS 115	5	60.00	10	90.00	12	83.33	5	80.00
PHYS 120	23	78.26	25	96.00	40	77.50	N/A	
Area IV: Social and Behavioral Science								
ANTH 101	10	80.00	18	88.89	42	83.33	18	88.89
ECON 251	91	94.79	108	90.74	114	82.45	73	94.52
ECON 252	10	100.0	10	40.00	19	78.94	15	80.00
PSCI 102	89	96.63	94	97.87	70	94.29	72	98.61
PSCI 202	29	79.31	23	100.00	4	100.00	N/A	
PSY 101	57	87.72	62	75.81	86	79.07	66	86.36
SOC 101	52	86.54	57	85.96	47	78.72	68	73.53
SOC 212	0		13	100.00	6	83.33	9	100.00
Area V: Humanities and Fine Arts								
ART 101	73	68.49	44	77.27	46	84.78	41	80.49
MUS 101	46	86.96	48	91.67	75	85.33	58	86.21
HIST 101	34	79.41	24	100.00	7	85.71	10	70.00
HIST 102	28	96.43	19	100.00	8	87.50	N/A	
HIST 121	10	60.00	0		13	92.31	6	100.00
Total Number of Students Enrolled and Overall %C or Better Averages								
Totals	1221	85.09	1174	90.03	1094	84.10	925	80.43

As stated previously and based on data collected for the **Data Discovery Book**, the College has prioritized redesigning MATH 101 per the Complete College American initiative.

INSTITUTIONAL SURVEYS

Mesalands Community College's *Strategic Plan 2015-2020* confirms the institution's dedication to improving student success by collecting information about the success of its graduates and utilizing this institutional survey data to improve teaching and learning as it relates to graduating students.

- Initiative #1, Enrollment and Student Success specifically lists goal 1.2.1 of developing and implementing a plan to examine the success of graduates in employment and transfer to 4-year degree programs through the following:
    - The College has hired a Director of Career Services, Persistence, and Student Success responsible for the overall operation of the Office of Student Success as well as facilitate campus-wide student success, persistence, and completion efforts
    - Develop and implement, with the help of the academic program directors, a survey instrument to gather pertinent information six months post-graduation
    - Develop and implement, with the help of the academic program directors, a survey instrument to gather pertinent information from employers on our graduates, with the goal of assessing competencies in soft skills and program-specific skills
    - Develop a data-driven process using graduate and employer data to improve program and student success

- Initiative #2, Academic Quality and Reputation specifically lists goal 2.7.1 of refining and enhancing academic assessment through the following:
    - Complete examination of success of graduates in employment and transfer
        - The College will begin collecting this data for those students graduating during the 2015-2016 academic cycle and report on it in the 2016-2017 report.

PROGRAM LEVEL ASSESSMENT

The following sections describe and summarize the results of those activities the College uses to assess student learning at the program-level.

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, including curriculum maps, can be found on the College website at http://www.mesalands.edu/academic-programs/assessment/ .

STUDENT LEARNING ASSESSMENT PROGRAM REPORTS

STUDENT LEARNING ASSESSMENT PROGRAM REPORT

Program Name	Animal Science
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	2015-2016

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 aptitude to critically evaluate industry issues.	How: Bull Test Poster Presentation. A rubric with 6 criteria was generated and used for scoring the poster and the presentation. When: 05/06/2016 Finals Week Students Assessed: • ANSC 170-Livestock Evaluation (n=8) • ANSC 255-Beef Production (n=5) • ANSC 275-Nutrition (n=2)	Students were expected to score 70% or higher on their Bull Test poster and presentation. There was a total of five groups with two students and three individual presentations/posters.	• All eight posters and presentations (100%) met the passing benchmark of 70%. • Three groups were between 70-79% “C” • Three groups were between 80-89% “B” • Two groups were between a 90-100% “A”	Based on the data, all ANSC students will be required to participate in the Tucumcari Bull Test again next year. Any of the returning students who built a poster in 2015-16 will be required to make a movie/video about the data collection and performance evaluation. Any new ANSC students who have not participated in the Bull Test will be required to generate a poster and present their data in an oral presentation as reported this year. My goal is to keep the returning students interested in the Bull Test by

	There were 140 bulls at the 2015-16 Tucumcari Bull Test. All students in ANSC 170, 255 and 275 were put into groups of two and randomly picked 17 bulls to track through the Bull Test. Students were required to gather and report the performance data on their bulls every 30 days of the Bull Test. Students kept an Excel spreadsheet of the data. Students were also required to weigh, ear tag, vaccinate, clip, ultrasound, and complete a breed soundness exam on their bulls. These events were to be discussed during the presentation.		The data shows that while all students made a 70% or better, only 25% (2/8) of the groups made an "A" on the presentation. This shows that there is still room for improvement in the ANSC program as far understanding how the Tucumcari Bull Test helps meet the program objective in column 1.	presenting a new format (video instead of poster). The first year students will build a poster just like the second year students did in year one. I hope to have all students score between an 80-89% "B" raising the standard from 70-79% "C".

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?**
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 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	• All students in the Animal Science program participated at the Tucumcari Bull Test. In the spring of 2016, all in-class students (ANSC 150-online was excluded) were required to keep an excel spreadsheet of the data on their 17 randomly selected bulls. This included students in ANSC 170, 255 and 275 which equaled 15 students total. • Students were put into groups of two in order to better track the data and build a poster using PowerPoint. Students presented their posters and data to a committee in an oral presentation. A grading rubric was used to assess the results of the presentation and posters. • Results show that all students scored above a 70% proficiency on the posters and presentations. Three groups received "C's", three groups received "B's" and two groups received "A's" based on the rubric. • I think tracking the data on 17 animals and organizing the data using Excel spreadsheets and Powerpoint helped the students understand the science behind the Tucumcari Bull Test as all students met the benchmark of 70% or higher for passing the poster/presentation.

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.	• I think this information carries over to the student's final exam grades in their individual classes as all students received a 70% or higher on their final written exams which included many aspects of the Bull Test. • To further address this program objective, I plan to have the first year ANSC students generate a poster as above, and the returning ANSC students who built a poster will make a movie/video about the Tucumcari Bull Test in 2016-17. We will use the MovieMaker app on the Mac computers on campus to build the videos. Students will track data on bulls as well as describe the aspects of the bull test on the video instead of on a poster. I think this will further enhance the student's ability to incorporate technology in the ANSC field as well as within the beef industry listed in the objective.

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	2015-2016

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 student will demonstrate abilities and skills appropriate to basic general construction – Define safe work procedures to use around electrical hazards.	Students were given several different scenarios and were asked to describe and define the safe procedures to be used when working in these different situations. Spring Semester 2016 Construction Technology II BT 112 Spring Semester 2016	Students should be able to define and describe safe working procedures that are to be used around electrical hazards with a 70% accuracy..	Students were not able to meet the required standard of achievement. Average assessment score was 65%	More time will be spent in reinforcing the necessary practices and procedures for safety when working around electrical hazards. During the Spring 2017 semester I will teach an extra lesson on safe work procedures to use around electrical hazards. The same written assessment will be given to achieve an average assessment score of 70%. Results will be report on the 2016-2017 Annual Report.

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?**
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 from 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 Action Plan that was put in place for this learning objective made the outcome achievable. The average score on the same assessment was 75% or higher.

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	2015-2016

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 103, ECE 104, ECE 107, ECE 111, ECE 112, ECE 113, ECE 114, ECE 115, and ECE 265.	The goal is to have a 70% pass rate and a mean score of 80%.	ECE 103: 100% pass rate, Mean 91% ECE 104: 71% pass rate, Mean 66%. ECE 107: 100% pass rate, Mean 75%. ECE 111: 100% pass rate, Mean 92%. ECE 112: 100% pass rate, Mean 93%. ECE 113: 50% pass rate, Mean 58%. ECE 114: 100% pass rate, Mean 92%. ECE 115: 100% pass rate, Mean 93%. ECE 265: 100% pass rate, Mean 91%.	The goal is to increase the pass rate to 70% and the mean score for all classes to 80%. I would like for the students to have more experience in hands-on work with young children. I will continue to strive to add one project to each class that involves actual contact with a child, not just textbook content.

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 following classes: ECE 107, ECE 112, and ECE 115. In ECE 107, they had a course project where they actually had to interact with a child and put the course work into practice. ECE 112 and ECE 115 were practicums.	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 87%.	The practicums were revamped this year to incorporate suggestions from the NM Early Childhood Task Force. The hours for the practicums increased to 60 hours and they were assigned to a supervising teacher. I had four students complete practicums this year. I will continue to strive for improvement in the practicum experience. A goal is for me to personally visit each student during their practicum teaching course and give feedback on their teaching and interactions with staff and students. I will also strive to have a conference with each supervising teacher to monitor results of the practicum experience.
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 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.	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 that will be taught this year: ECE 104, ECE 106, ECE 109, and ECE 113. 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 (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?**
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.	88% of classes had a pass rate of 70% or better. 67% had a mean score of 80%. 77% of the classes this year included a project where the students interacted with a child. I will continue to add one project to each class that doesn't have this component.
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.	75% of the students scored an excellent, proficient, or adequate rating on this writing rubric. 100% of students scored an excellent, proficient, or adequate rating on the oral presentation form. I will continue to work on oral and written communication skills in all of my classes by requiring an oral and written presentation.

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	Paul Leonard
Academic Year	2015-2016

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) 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.	The students are assessed using an A.F.A. style, Shoeing Practical Exam administered at the end of each semester. All students were assessed but of the 8 students, two were in their first semester and 6 were in their second semester. The A.F.A. style Shoeing Practical assesses all program objectives.	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 first semester student completed the final practical exam with a score of 80%. The second semester students scored better with scores of 84%, 89%, 84%, and 87%. Three students did not show up to take the final. Their grades were 0% on the final practical. Two of the three had done	As all of the program objectives are assessed on the final practical exam, attendance up to that point is critical. I have most all of the same students in all of my classes, so missing one day puts a student significantly behind. Therefore, more points will be set aside for attendance. Ten percent of the overall grade will be based on attendance in all of my classes, and the attendance policy will be strongly enforced. The result will be easily measured on the final practical exam. As a trade that

3) Identify equine gaits and gait faults according to AFA standards or veterinary prescription. 4) Identify pathological conditions of the limb and successfully apply the appropriate therapeutic shoeing technique according to AFA standards or veterinary prescription			enough work during the year to receive grades in the class. Data shows that attendance seems to have a great effect on final performance. Of course the second semester students are more able to identify pathological conditions and apply the appropriate therapeutic shoeing technique.	requires some physical skill that is only achieved through repetition in order to build “muscle memory”. Students that attend class will be more able to excel on the final practical exam. I would expect that 100% of students who attend every class and put forth some effort would be able to achieve 70% or better on the final practical exam.

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 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	2015-16

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 the ability to defend projects using fine art criteria.	This year 12 students were assessed by having a capstone art show and critique using art from the ART 293A SPECIALS TOPICS: IRON POUR	Student should be able to earn 60% or higher using a rubric to evaluate ability to defend projects with fine art criteria.	100% of the students did 70% or better with the processes. This class exhibited 3D work which was well executed and presented. But all 12 students need continued practice verbalizing about their work. 75% of the students [9]	Will provide more opportunities/critiques for students to defend their own work as they finish a piece in a public setting. Students need to be comfortable talking before a group or strangers. This will be evaluated in ART 293. The goal is to have100% of students earn 100% based on the rubric to

			were appreciatively nervous and uncomfortable in their presentation. The content was adequate or better. More practice in oral defense will give confidence.	evaluate ability to defend projects with fine art criteria.

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?**
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.	This year we had no students graduate but we did have small student shows in which students exhibited multiple pieces. Discussing the need to have a visible portfolio of work is vital for either transferring to another institution or applying for an art job. Having the awareness that produced art will be evaluated by another institution or potential employer will encourage students to work harder on each project.
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.	We had critiques at the end of each project. Students were more talkative by the end of semester about their work
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.	An evaluation form was used for each project which helped students realize expectations for each project and anticipate expectations for future projects.

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 identifying correctly at least 4 out of 5 specimens in 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	2015-2016

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 Physical Geology, practical assignments for modules Plate Tectonics 1 and 2; GEOL 152 Historical Geology, practical assignment for module Advanced Plate Tectonics (terranes). All students of the classes were assessed (n = 4), including two program students.	The student will score 80% or higher on 3 relevant assignments.	The pass rate was 89% for GEOL 151, and 90% for GEOL 152. Among the students, the two program students who took both classes passed in all three exercises with a mean score of 94%.	No changes will be made based on the assessment results.
The student will identify common minerals and rocks, and explain their genesis and the	GEOL 151 Physical Geology: 3 exercises/lab assignments including identification and processes that form 5 specimens (minerals, igneous and sedimentary rocks). All	The student will identify at least 4 specimens out of 5 in 3 laboratory exercises.	See Table 2, program objective area 2.	See Table 2, program objective area 2.

environments in which they form.	students of the classes were assessed (n = 4), among them 2 program students.			
The student will demonstrate an understanding of geological time and the principles of stratigraphy.	GEOL 151 Physical Geology, geological time exercise and chapter test; GEOL 152 Historical Geology, stratigraphy exercise. All students of the classes were assessed (n = 5), including 2 program students.	The student will score 80% or higher on 1 examination and 2 laboratory exercises.	4 out of 5 students met the goal. One student failed the benchmark for the geological time exercise by scoring 74%. Both program students passed the exam and 2 exercises with a mean score of 91%.	No changes will be made based on the assessment results.
The student will correctly apply appropriate field and laboratory techniques.	GEOL 190, 3 practical assignments: field excavation method, field cast construction, specimen preparation using hand tools (n = 1, program student)	The student will successfully complete 3 field and laboratory assignments.	The student passed the three assignments with the grade “excellent”.	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 235 Research in Natural Sciences I (3 program students) and GEOL 236 Research in Natural Sciences II (2 program students), n= 5	The student will pass a research class with the grade B or higher.	All students scored above the benchmark with a grade of “A” in both classes.	No changes will be made based on the assessment results.
The student will demonstrate an understanding of anatomical	The class GEOL 210 History of Life, in which this objective is assessed, is not scheduled for this assessment cycle.	The student will identify correctly 3 anatomical features of vertebrae in a written assignment	All three students passed the oral examination.	No changes will be made based on the assessment results.

structures and their function in the principal groups of invertebrates and vertebrates.	However, 3 program students in GEOL 235 and 236 Research in Natural Sciences I and II were taught a relevant module (vertebra morphology) in preparation for their research projects and assessed.	(research poster) or oral examination.		
The student will demonstrate a broad-based understanding of the components of the Theory of Evolution.	The class GEOL 210 History of Life, in which this objective is assessed, is not scheduled for this assessment cycle. Due to time constraints in class, 2 program students of GEOL 151 Physical Geology were given the assignment “Evolution in the fossil record” as out-of-class assignment.	The student will score scoring 80% or higher on 1 examination and pass 2 laboratory exercises.	The pass rate was 100%, with a mean score of 94% (n = 2)	No changes will be made based on the assessment results.
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 205 Theory and Praxis of Museum Science, in which this objective is assessed, is not scheduled for this assessment cycle. One non-program student in GEOL 190 Internship in Geosciences was assessed for the module “Identification and curation of a 200 specimen donation”.	The assignment was assessed for completeness plus for depth and correctness of specimen identifications and stratigraphic provenance, with a grade of “B” or higher.	The student scored a grade of “A” for the assignment.	No changes will be made based on the assessment results.
The student will demonstrate an understanding of the genesis, occurrence, and exploitation of	The class GEOL 230 Environmental Geology, 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 2016/17 reporting cycle.

Geological resources (mineral, energy, water).				
The student will demonstrate an understanding of the nature of geological hazards, and demonstrate the ability to evaluate such hazards.	The class GEOL 230 Environmental Geology, 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 2016/17 reporting cycle.

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

Table 2

Problem Area Objective 2: "The student will identify common minerals and rocks, and explain their genesis and the environments in which they form." **Action Plan 2014-15**: 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 action plan was implemented in GEOL 151 Physical Geology in Fall 2015 for the modules minerals, igneous and sedimentary rocks. In the first module, all students failed the exercise with the best score of 2 correctly identified out of 5 (benchmark: at least 4 out of 5 correctly identified), indicating that the students were not ready to identify specimens correctly on their own. After a review of the properties of the most common mineral and additional practical exercises in class, a second testing resulted in a pass rate of 75%. Giving the students additional time to practice identification of rocks, the practical exercises for igneous and sedimentary rocks resulted in a pass rate of 75 and 100%. In conclusion, the assessment tool gives a much better control over the ability of the students to reach the objective, but also more lab time must be spent to allow the students to practice. The program objective has been changed accordingly.
Problem Area Objective 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." **Action Plan 2014-15**: 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	No program student in Natural Sciences took BIOL 113 in the reporting cycle. This part of the action plan will be implemented and evaluated in the 2016/17 reporting cycle. It proved inadvisable to incorporate the assignment in class due to time constraints. However, 2 program students in GEOL 151 were assessed out-of-class, see Table 1, objective 7.

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.	

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	2015-2016

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 demonstrate written and oral communication skills necessary in the field for effective social work practice.	Tool: Written assignment on Children, Youth and Families Agency in Social Work 218- Intro to Social Welfare. Method: graded with writing rubric assessing for detailed writing in-line with agency case note writing- third person, specific writing.	100% of Students should score 70% or better on a 0-100% scale after rough-draft review.	80% of students score 80% or better.	Students will be given examples of court documents and case notes required in the field of Social work. Lecture on agency chapter will also give better understanding of discipline writing. Students will score an 80% or better in examination of this area.

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?**
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 better using the writing and critical thinking rubrics as the assessment tool.	Students in SW 218- Intro to Social Welfare met with the Librarian for an introductory session of the databases available to students and how to access them. Students then met with the instructor for an additional three class sessions to then learn proper research techniques and how to incorporate in-text citations into written work. Students were given four weeks to complete a rough draft. Two additional class periods were used to then work one-on-one with students to make corrections and develop a better understanding of written research. 60% of the class completed the research paper at 85% or better.

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, 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	2015 - 2016

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 2015-16 graduation cycle.	There were no students enrolled in this certificate for this academic year. Competency for individual skills identified in program objectives is identified and assessed in designated courses which 'overlap' this certificate: ENG 102, 104, 233 and 235. ENG 235 was revised and newly offered in Spring 2016. Three students enrolled (2 grade-seeking and one Audit). The graded students completed the course with better than 80% competence.	Students should pass all courses with a cumulative minimum of 70% on all assignments. Students should be able to complete all core courses for certificate within 150% of graduation time frame.	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. Students enrolled in the newly-revived program component course ENG 235 pilot completed the course with better than 80%	N/A- Since there were no students enrolled in this program this year, the only numerically measurable goal would be a recruitment number. However, the action plan for the 2016-17 cycle has three objectives: a) Increased publicity/public awareness of program b) Make materials available and encourage advisors to consider this program with undecided students (supporting college's goal of increasing certificate completion rates among dual and other students)

			competence. The feedback on material and content was very positive overall.	c) Actively recruit among current ENG 102/104 students (undecided) in my own courses

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?**
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	There were no significant changes in program enrollment; however, there was some increase in awareness due to promotion efforts and college's increased emphasis on completion strategies/pathways. All items remaining from 2014-15 Action Plan cycle were concluded: a) Changes in degree/certificate course requirements were approved b) ENG 235 Advanced Comp. was added to Course Matrix (effective 2016-17) c) ENG 235 syllabus and materials were updated and a 'pilot' section with 3 students was taught Spring 2016 d) Catalog and printed course descriptions/certificate outline materials were reviewed and updated e) Course/program promotion was piloted. Further promotion (flyers and other program/certificate reminders) will be available for enrollment activities beginning 2016-17 fall semester.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT

Program Name	Western Arts, Silversmithing, and Fabrication
Program Description	The Western Arts, Silversmithing, and Fabrication program at Mesalands Community College offers training to meet a growing demand for skilled workers. The Associate of Applied Science Degree in Western Arts, Silversmithing, and Fabrication provides instruction in stick welding, mig welding, Tig welding, gas welding, cutting torch operation, high temperature soldering, low temperature soldering, and fabrication using both a milling table and metal lathe. Graduating students will not only possess these skills enabling them to be employed in any large or small production facility but will also master a number of western art skills if they should choose a career in western arts. Graduating students will demonstrate expertise in bright cut engraving, western scrolls, single point engraving, lettering, inlay and overlay of precious metals. Students are also given an opportunity to improve and enhance critical thinking and problem solving as they design and layout their projects. Throughout the course students will have designed and fabricated a variety of bits, spurs, and various other cowboy hardware.
Program Objectives	Apply knowledge of Tig welding, stick welding, mig welding, gas welding, high temperature soldering, and low temperature soldering in the fabrication of various western hardware (spurs, bits, buckles etc.). Perform different styles of engraving (bright cut, western, and single point) on student designed projects. Layout and design projects and overlay and inlay precious and semi-precious metals. Identify and correctly apply steps involved in bringing various projects to desired finish.
Program Director	Eddy Mardis
Academic Year	2015-2016

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).
Apply knowledge of Tig welding, stick welding, mig welding, gas welding, high temperature soldering, and low temperature soldering in the fabrication of various western hardware (spurs, bits, buckles etc.).	In Art 141 we teach mig welding and students did well mig welding. In Art 143 all students were required to complete three capstone projects with overlay. The first was due February 17, the second on March 30, and the third on May 5. All three of these had to be Tig welded. The first two did not require the use of filler rod. Student projects were evaluated according to a grading rubric with a possible score of five hundred points.	Students should perform at 70% accuracy. 20 out of 23 (87%) completed their fixed jaws with 70% accuracy. 5 of 23 (22%) completed their loose jaw with 70 % accuracy	Students were not able to complete their fixed jaw bits within expectations because 87% mastered Tig welding without filler rod. However, they failed to meet expectations on their loose jaws because only 22 % of them could Tig weld using filler rod. Only the loose jaw required the use of filler rod.	Gary and I underestimated the difficulty in Tig welding using filler rod. We assumed after two bits without using filler rod students would be able to move to welding with filler rod. Next semester in Bit Making I we will allow for extended practice of Tig welding using filler rod before we allow students to begin on their bits. All students will be required to pass a proficiency test with 70 % accuracy in Tig welding before they begin fabrication. Since students did not master this skill in Bit Making 1 we will have to do the same in the next fabricating class with these students.

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 PROGRAM REPORT

Program Name	Wind Energy Technology
Program Description	The Wind Energy Technology program at Mesalands Community College offers an educational program to meet the growing demand for trained and qualified wind energy technicians that provide maintenance on the turbines. The Occupational Certificate in Wind Energy Technology provides instruction in electrical theory and application, hydraulics theory and application, mechanical theory and application, wind energy theory, field safety theory and application, and turbine climbing and application. The Associate of Applied Science Degree in Wind Energy Technology provides instruction in wind turbine technology, turbine placement and construction, turbine operations and maintenance, monitoring and communications technology, tower safety, mechanical systems, electrical theory, power generation and distribution, hydraulics, and digital electronics in addition to those found in the Occupational Certificate. Students in these programs will be prepared for rewarding and profitable careers in this growing field.
Program Objectives	On completion of the Wind Energy Technology Associate of Applied Science Degree Program: The student will identify electrical, mechanical, and hydraulic components found within various styles and vintages of wind machines, and demonstrate an understanding of their functions and maintenance requirements. The student will differentiate between the various workplace positions of wind power facility team members, and describe the duties and responsibilities of each, including those relating to site construction and continuous operation. The student will authoritatively discuss the market realities and future potential of wind energy technology and the employment opportunities it represents. The student will discuss the basic advantages and disadvantages of modern renewable energy technologies, and compare them to extant non-renewable methods of energy production and conservation.

	The student will demonstrate a functional understanding of numerous electrical concepts and components, including AC/DC theory and its application within electronic subsystems and power generation technologies. The student will thoroughly demonstrate a complete understanding of workplace safety concepts and practices within the wind industry, including electrical safety, tool safety, Lock-Out/Tag Out, Personal Protective Equipment selection and use, Adult CPR, and Basic First Aid.
Program Director	Andrew G. Swapp
Academic Year	2015-2016

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 identify electrical, mechanical, and hydraulic components found within various styles and vintages of wind machines, and demonstrate an understanding of their functions and maintenance requirements.	Each instructor administers a pre-test to obtain a base of existing knowledge. A mid-term evaluation is used as a bench mark to see how instruction is working. Several hands-on exercises are observed throughout the instruction. A final exam is given to determine if a basic level of understanding has been reached.	A basic level of understanding is set at seventy percent on written exams and practice to mastery for all hands on modules and safety procedures	The data shows that in basic knowledge of components in objective one needs to be reiterated and vocabulary stressed throughout the program as emphasized by our individual class assessments. In the basic intro to wind class over 70% of the class did not know what an anemometer was.	The instructors will use proper vocabulary in every class and tower climb when describing components and procedures. Labeling of major components on the turbine and tower would reinforce vocabulary. Every climb students would see the name and relate it to the component. Quizzes and tests will be re-designed to have 15 – 20% vocabulary questions. This should imply the importance and measurably increase proper usage. Goal is to increase test scores focusing on vocabulary and identification of major components on the turbine and tower to 70%.

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?**

ASSESSING PROGRAM ASSESSMENT 2015-2016

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 2015-2016** 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 annual faculty appraisal process.

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
Farrier Science (2) Wind Energy Technology (N)	Fine Arts (S) Technical and Professional Writing (1)	Building Trades (1) Early Childhood Education (N) Natural Sciences (2) Social Work (1)	Animal Science (2)

DO*

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

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
Farrier Science (2) Wind Energy Technology (N)	Fine Arts (S) Technical and Professional Writing (1)	Building Trades (1) Early Childhood Education (N) Natural Sciences (2) Social Work (1)	Animal Science (2)

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
Farrier Science (2) Wind Energy Technology (N)	Fine Arts (S) Technical and Professional Writing (1)	Building Trades (1) Early Childhood Education (N) Natural Sciences (2) Social Work (1)	Animal Science (2)

*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.

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 assessing 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 (http://www.mesalands.edu/academic-programs/assessment/) . The second Student Learning Assessment Program Report (see previous reports) focuses on the development, implementation, and results of the annual assessment action plans.

COURSE LEVEL ASSESSMENT

The following sections describe and summarize the results of those activities the College uses to assess student learning at the course-level.

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 course-level assessment of the general education competencies and course specific objectives 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. 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. See the General Education Competencies Reporting Schedule for the course-level assessment of the general education competencies.
- The previously used *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.
- 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*.

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

Actionable data based on these changes will be reported in the *2016-2017 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?**