STUDENT LEARNING ASSESSMENT COMMITTEE

ANNUAL REPORT
2016-2017

OCTOBER 2017

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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 2016-2017 academic year.

COMMITTEE COMPOSITION

During the 2016-2017 academic year, the Student Learning Assessment Committee consisted of the following members:

Tom Morris	Co-Chair, Director of Student Success and Wellness
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 2016-2017

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 PROFESSIONAL DEVELOPMENT

The Student Learning Assessment Committee continued its ongoing self-education process during the 2016-2017 academic cycle.

- Ms. Garcia attended the New Mexico Higher Education Assessment and Retention Conference in Albuquerque, N.M., from February 23-24, 2017.

- Dr. P. Kaatz attended the New Mexico Mathematics Association of Two-Year Colleges in Las Cruces, N.M., on April 7-8, 2017.

- Ms. Gillard attended the Higher Learning Commission's Annual Conference in Chicago, Illinois, on April 8-10, 2017

- Ms. Gillard, Dr. P. Kaatz, and Mr. Morris attended the Higher Learning Commission's Persistence and Completion Academy Midpoint Roundtable in Oak Brook Hills, Illinois, on May 17-19, 2017.

- Ms. Gillard and Mr. Morris attended the Higher Learning Commission's "Planning for Improvement" seminar in Rosemont, Illinois, on June 20, 2017.

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.

ACCUPLACER

ACCUPLACER is an integrated system of computer-adaptive assessments designed to evaluate students' skills in reading, writing, mathematics, and computer. Specifically, the College uses ACCUPLACER to assess students' sentence skills, reading comprehension, arithmetic, elementary algebra, and college level math competencies, and computer skills. Students are then placed into appropriate reading, English, math, and computer courses based on the results of these assessments.

Prior to January, 2017, the College used the Computer Adaptive Placement Assessment and Support System (COMPASS) as its primary placement tool. ACT, the developer of COMPASS, announced the sunset of COMPASS effective December 31, 2016. During the summer and fall 2016 semesters, the Student Learning Assessment Committee convened a number of meetings to discuss and evaluate various options and tools to place entering students into appropriate courses in lieu of COMPASS. Based on the results of those meetings, the SLAC made a recommendation to the Faculty Council to unanimously adopt ACCUPLACER as the Colleges primary placement test. The Faculty Council approved the recommendation on October 30, 2015.

Based on the results of previous COMPASS testing as well as the initial ACCUPLACER assessments, it is evident that significant numbers (as shown in the tables on the next page) of students enrolling at the College are placing into remedial and developmental math, English, and reading courses.

The following table identifies the percentage of students needing remediation (based on ACCUPLACER placement testing) during the spring 2017 semester. It should be noted that these percentages are based on a small n.

MESALANDS COMMUNITY COLLEGE PERCENTAGE OF STUDENTS NEEDING REMEDIATION ACCUPLACER TESTING SPRING 2017	
	Spring 2017
Math	89.0 (n=42)
English	65.5 (n=29)
Reading	59.9 (n=52)

The following table identifies the percentage of students needing remediation (based on COMPASS placement testing) from 2007 through 2016:

MESALANDS COMMUNITY COLLEGE PERCENTAGE OF STUDENTS NEEDING REMEDIATION COMPASS TESTING 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

In order to ensure that students are cognizant of the importance of the stakes involved in the placement testing process and giving their best effort, the following signage was placed in the Educational Services Center where ACCUPLACER testing is housed:

IMPORTANCE OF ACCUPLACER TESTING

ACCUPLACER is a series of computerized assessments that Mesalands Community College uses to place students into an appropriate math, English, reading and/or computer course. Based on their placement scores, students could be required to take up to four additional math courses, two English courses, two reading courses, and one computer course before enrolling in those specific courses required in their plans of study. Each one of these additional courses a student places into will take extra time and cost money to complete and also uses up financial aid eligibility; therefore, students are strongly encouraged to do their very best on these placement exams. Retaking the exam to further improve your results will cost an additional $25 above the initial fee.

Preparing yourself for the ACCUPLACER by reviewing and taking practice exams can save you significant time and money. Ask an Educational Services Center staff member for an ACCUPLACER Sample Test. You can also go to http://accuplacerpractice.collegeboard.org for either the Sample Test or a Learn as You Go app which explains the correct answers. These study apps are free of charge but you must register with ACCUPLACER.

In short, it would be in your best interest to give your very best effort when taking these exams. Take your time and plan on a minimum of two (2) hours to complete the exams.

Prior to sitting for the ACCUPLACER testing, all students are given the above narrative and required to read and sign the document acknowledging that they have read this information and understand the importance of giving their best effort on the ACCUPLACER.

PLAN-DO-STUDY-ADJUST (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 kept in the **Data Discovery Book**, which is located in the Office of Student Success and is available for review upon request. 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, 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 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 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.

Action Plan Results 2016-2017

Reenergized and refocused by our work at the HLC Persistence and Completion Midpoint Roundtable in May 2017, implementation of the College's original action plan over the course of the next six months (and beyond) is outlined below.

Objective	Action Plan	Timeline	Responsible Parties
Design a Survey of Mathematics/Quantitative Reasoning (QR) math course based on the liberal arts math competencies listed by the New Mexico Higher Education Department.	Director of Mathematics and Physical Science will establish a meeting schedule with pertinent stakeholders during the fall 2017 semester with the goal of establishing learning outcomes and course syllabus for a QR math course.	Fall 2017	• Director of Mathematics and Physical Science • College and Developmental Math Faculty
Identify Math Pathways based on needs of students in various programs.	Director of Mathematics and Physical Science will establish a meeting schedule with pertinent stakeholders during the fall 2017 semester with goal of identifying various math pathways based on required math competencies of different programs. This will require program faculty to research math needs of graduates finding employment and/or transferring to a 4-year college.	Fall 2017	• Director of Mathematics and Physical Science • College and Developmental Math Faculty • Program Faculty
Present Math Pathways to Faculty Council for formal approval.	Present Math Pathways at first Faculty Council meeting of spring 2017 semester for formal approval.	Beginning of Spring 2018	• Director of Mathematics and Physical Science • Vice President of Academic Affairs • Faculty
Update Plans of Study to reflect approved Math Pathways.	Plans of study will be updated in the Course Catalog for 2018-2019 implementation.	End of Spring 2018	• Academic Affairs staff
Design Emporium-style course that combines content of Math 99 (General Math) and Math 100 (Pre-Algebra) into single 3 credit hour lab.	Director of Mathematics and Physical Science will establish a meeting schedule with Developmental Math Faculty to design said course.	Fall 2017-Spring 2018	• Director of Mathematics and Physical Science • College and Developmental Math Faculty
Implement new Math Pathways.	Fully implement all aspects of the new Math Pathways while collecting data to measure effectiveness.	Fall 2018	• Director of Mathematics and Physical Science

			• College and Developmental Math Faculty • Program Faculty • Director of Institutional Research • Retention Specialist • Director of Student Success

In order to move forward with our action plan, additional data will need to be collected. Specifically, how will our "new" math pathways affect enrollment in the various math courses. We foresee some math courses losing enrollment while the new QR course will potentially enroll a significant number of students. We are presently looking at specific math course enrollment trends over the course of the last two years based on existing program math requirements and plans of study. These numbers will be compared to specific math course enrollments based on the past two years while being applied to the new pathways design/plans of study. This data will help identify faculty workloads and scheduling considerations.

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.

National Career Readiness Certificate (NCRC)

In the past, the CAAP test was used to assess student learning at the institutional-level. It was 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 completed ENG 102 – English Composition were eligible to complete the writing and reading portions of the CAAP. Students who completed a required laboratory science course were eligible to complete the scientific reasoning and critical thinking portions of the CAAP. Students who completed Math 110 – College Algebra were eligible to take the math portion of the test.

During the fall 2016, the SLAC began earnest discussions about the usefulness of CAAP testing as well as the possible use of the ACT National Career Readiness Certificate (NCRC) as a means to summatively measure various general education competency attainment in a more applied way. Please refer to the PDSA CYCLE 2015-2016 ANALYSIS OPPORTUNITIES FOR IMPROVEMENT section below regarding the results of this endeavor.

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 by the College 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 86 employers in the state of New Mexico and 24 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 and validity of the CAAP and NCRC. The Committee will also work with pertinent stakeholders to establish a recommendation to the Faculty Council as to the direction the College will take in terms of these summative assessments.

Action Plan Results 2016-2017

The SLAC researched the ACT National Career Readiness Certificate (NCRC) and whether it would be a useful tool to summatively assess student learning as it relates to general education competency attainment. The following is an overview of the information collected by the SLAC:

NCRC OVERVIEW

ACT WorkKeys

- Assessments that measures workplace skills critical to job success
- > 10 million administered

ACT National Career Readiness Certificate (NCRC)

- Industry recognized, portable, evidence-based credential that documents essential skills needed for workplace success…
  …Applied Mathematics*
  …Reading for Information*
  …Locating Information*
  *skills required for 77% of 20,999 job profiles in ACT JobPro Database

Certificate Level	Level Score Requirements	Comparison to Skill Levels in the ACT JobPro Database
Platinum	Minimum score of 6 on each assessment	Examinee demonstrates foundational skill associated with ~99% of jobs in database
Gold	Minimum score of 5 on each assessment	Examinee demonstrates foundational skill associated with ~93% of jobs in database
Silver	Minimum score of 4 on each assessment	Examinee demonstrates foundational skill associated with ~67% of jobs in database
Bronze	Minimum score of 3 on each assessment	Examinee demonstrates foundational skill associated with ~16% of jobs in database

Examples of Mesalands Community College Programs of Study and NCRC required skill levels:

Occupation	Reading for Information	Applied Mathematics	Locating Information
Nursing Assistant	4	3	4
EMT	5	3	4
Social Worker	4	5	5

Other Facts

- 17,753 U.S. employers recognize NCRC
  - 86 N.M. employers recognize NCRC
- 3.5 million certificates awarded

The SLAC also considered the importance of the College's role in the economic development and well-being of the local communities including Quay, Guadalupe, and Harding counties. The Greater Tucumcari Economic Development Corporation, who the College works closely with, has been leading the charge to make Quay, DeBaca, and Torrance Counties ACT Certified Work Ready Communities (CWRC). With this in mind, the SLAC recommended to the Faculty Council the NCRC instead of the CAAP to summatively assess student learning at it relates to general education competency attainment.

It should be noted that ACT announced it would be retiring the CAAP on January 19, 2018. This announcement did not impact the College's decision to transition to the NCRC. Through the College's SUNPATH Grant (Department of Labor Trade Adjustment Assistance Community College Career Training Grant) the college has access to the New Mexico Workforce Solutions ACT National Career Readiness Assessment.

National Career Readiness Certificate (NCRC)

MESALANDS COMMUNITY COLLEGE ACT NATIONAL CAREER READINESS CERTIFICATE (NCRC) 2016-2017 ACADEMIC YEAR	
Award	2016-2017
Platinum	1
Gold	6
Silver	12
Bronze	2
N/A	2

Three Assessments: Applied Mathematics, Locating Information, Reading for Information

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 these student artifacts/signature works are presented via an electronic portfolio to a faculty committee for review and evaluation.

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.

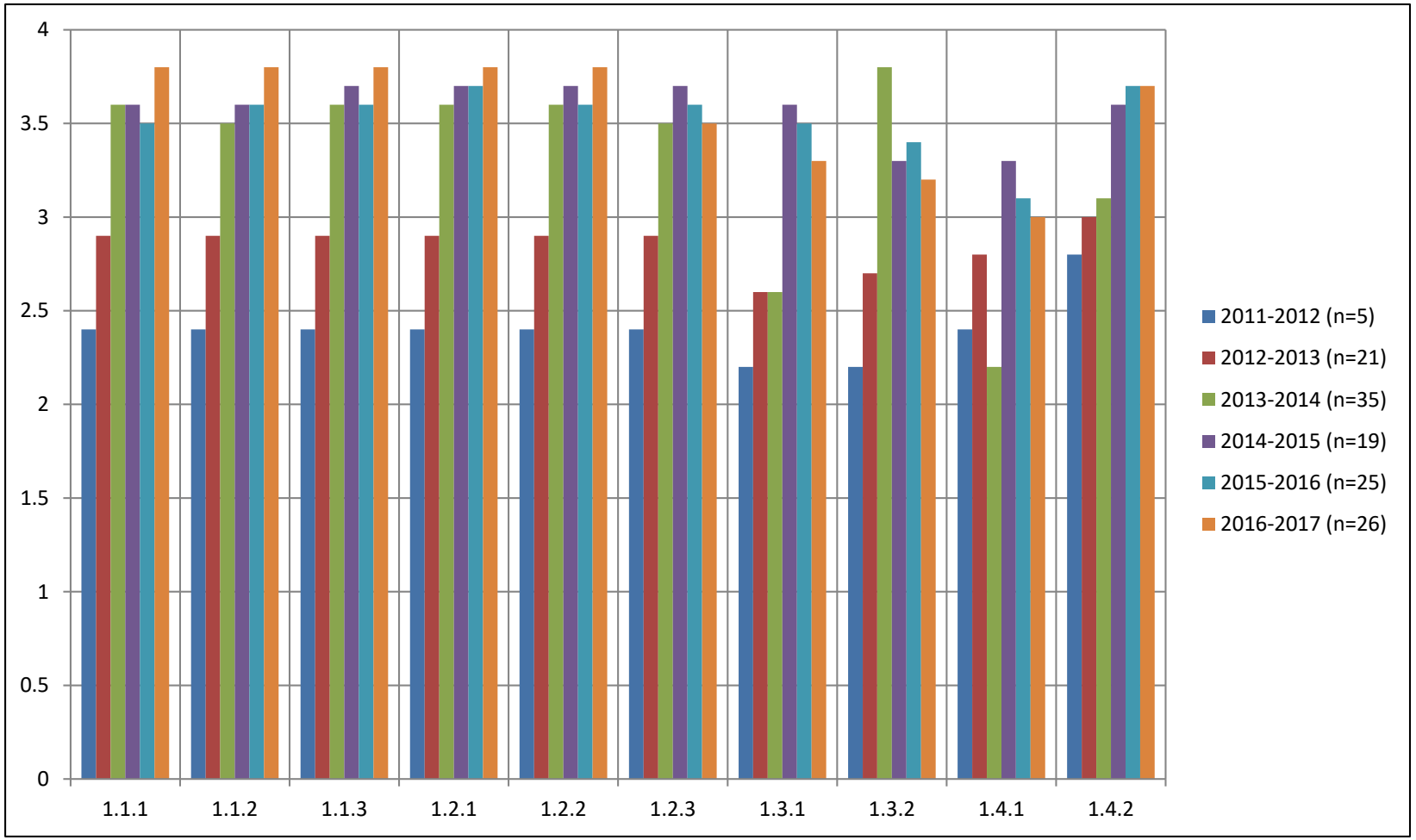
GENERAL EDUCATION COMPETENCIES REPORTING SCHEDULE

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
Fall Spring	Information Technology	CIS 101: Introduction to Computers
Fall Spring	Oral Communication	COM 101: Interpersonal Communication COM 102: Public Speaking
Fall Spring	Scientific Reasoning	Laboratory Science*
Fall Spring	Critical Thinking	Laboratory Science*
Fall Spring	Mathematical Reasoning	All Math 101 and higher courses**
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

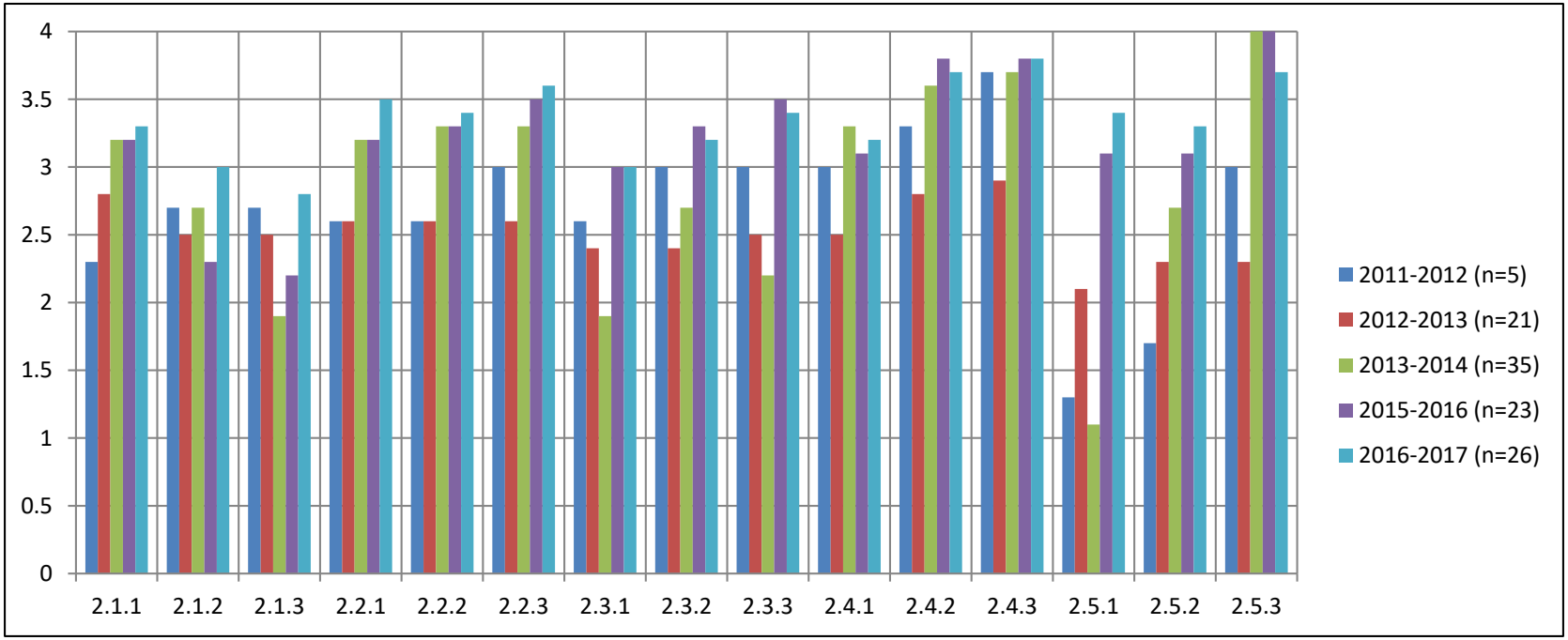
Measurement Tool: ENG 299 Capstone Portfolio Course – Writing Artifact
General Education Objective: 1
Goal Results: Average Score “Excellent (4)/Proficient (3)”
General Education Competency: **Writing**



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**

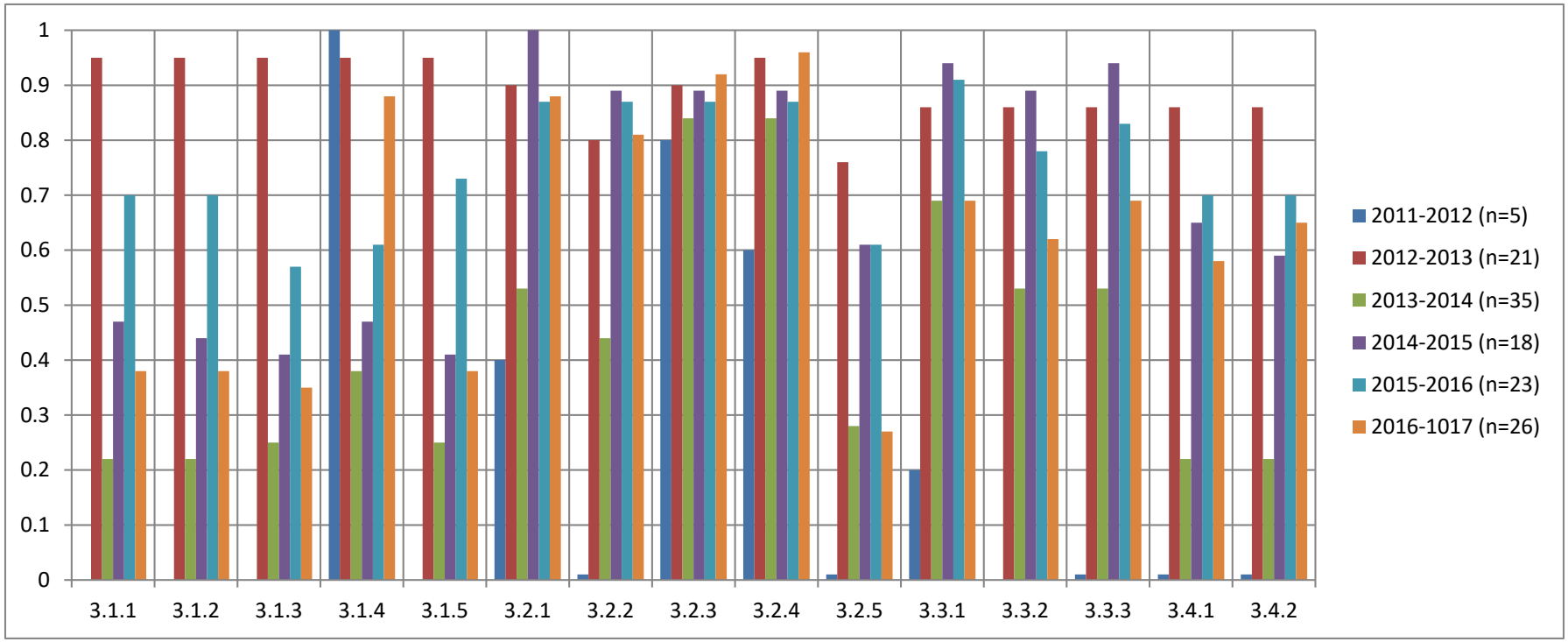


Provides a well-organized speech with appropriate introduction and conclusion
2.1.1 Very well-organized
2.1.2 Attention grabbing introduction
2.1.3 Convincing conclusion
Provides main points that are well-documented, compelling, supported with facts, developed clearly and concisely, and focused on the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



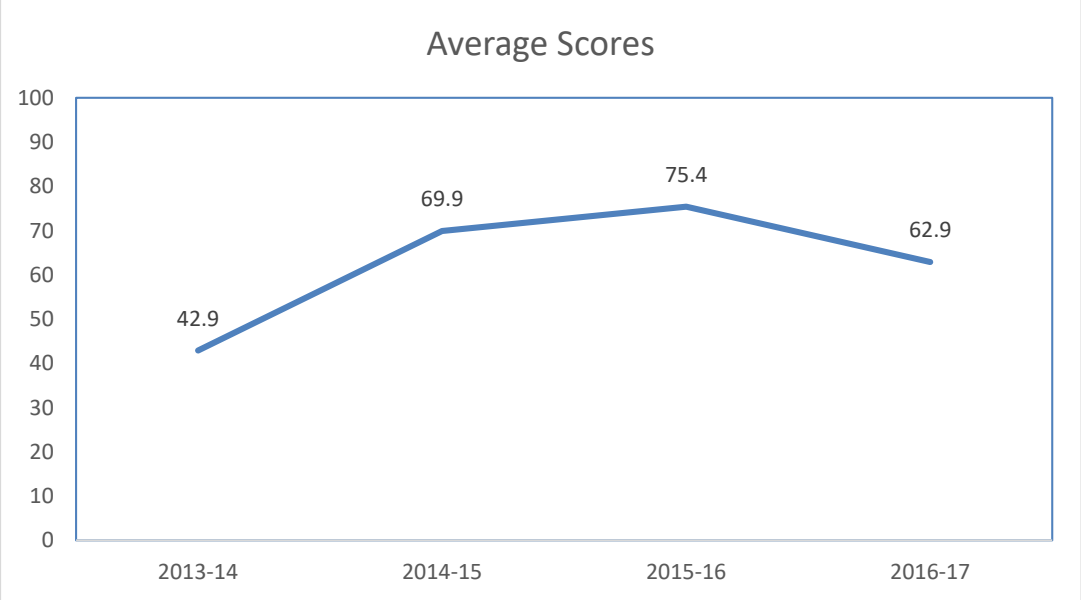
Demonstrates basic computer and operating skills
3.1.1 Access and change computer setting under Control Panel
3.1.2 Navigate file directory structures and paths
3.1.3 Perform file management tasks (select, copy, rename and/or delete files)
3.1.4 Create, save, open, and print a document from some application
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 69.9% to 75.4% 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 demonstrate adequate 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%.

Results of Continued Monitoring (2016-2017)

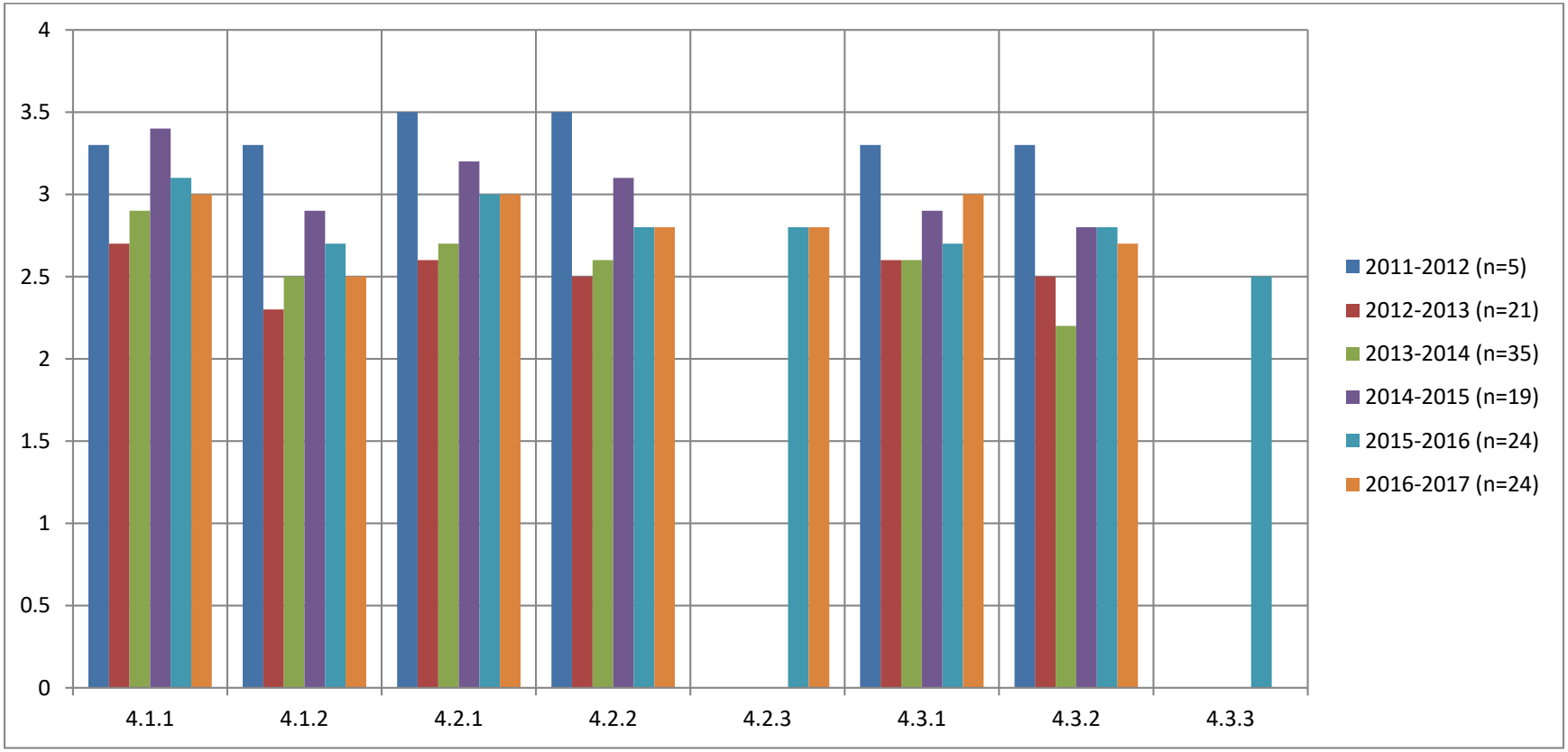


There was a decrease in the 2016-17 average information technology scores as compared to the previous two academic cycles. Further analysis of the 2016-17 data indicated that those students who scored an A, B, or C on this artifact had an average score of 96.6% (n = 10) while those students who scored a D or F had an average score of 42.3% (n = 16). Further reduction of the results showed that 100% of those students scoring an A, B, or C on this evaluation used the *Information Technology Artifact Checklist* as a guide to completing this artifact. This is in contrast to not a single one of the sixteen students who scored a D or F on this artifact utilized the *Information Technology Artifact Checklist.* In short, students must be better informed of all the requirements necessary to complete this artifact. Significantly more time will be spent instructing students on how to successfully address all the criteria necessary for demonstrating information technology competency by using the *Information Technology Artifact Checklist*.

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, if required
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, audio files, 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 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.

   All full-time and adjunct math faculty will also be further instructed as to the importance of reviewing the mathematical reasoning rubric with their students and addressing how they can demonstrate competency in the criteria. Faculty will be asked to use specific examples on meeting the criteria with the goal of improving their performance in ENG 299. The Director of Student Success will add these instructions to the *Student Learning Assessment*

Guide for Faculty 2016-2017. The goal is to improve the performance of 100% of students to a minimum score of at least a “Proficient (3)”.

Results

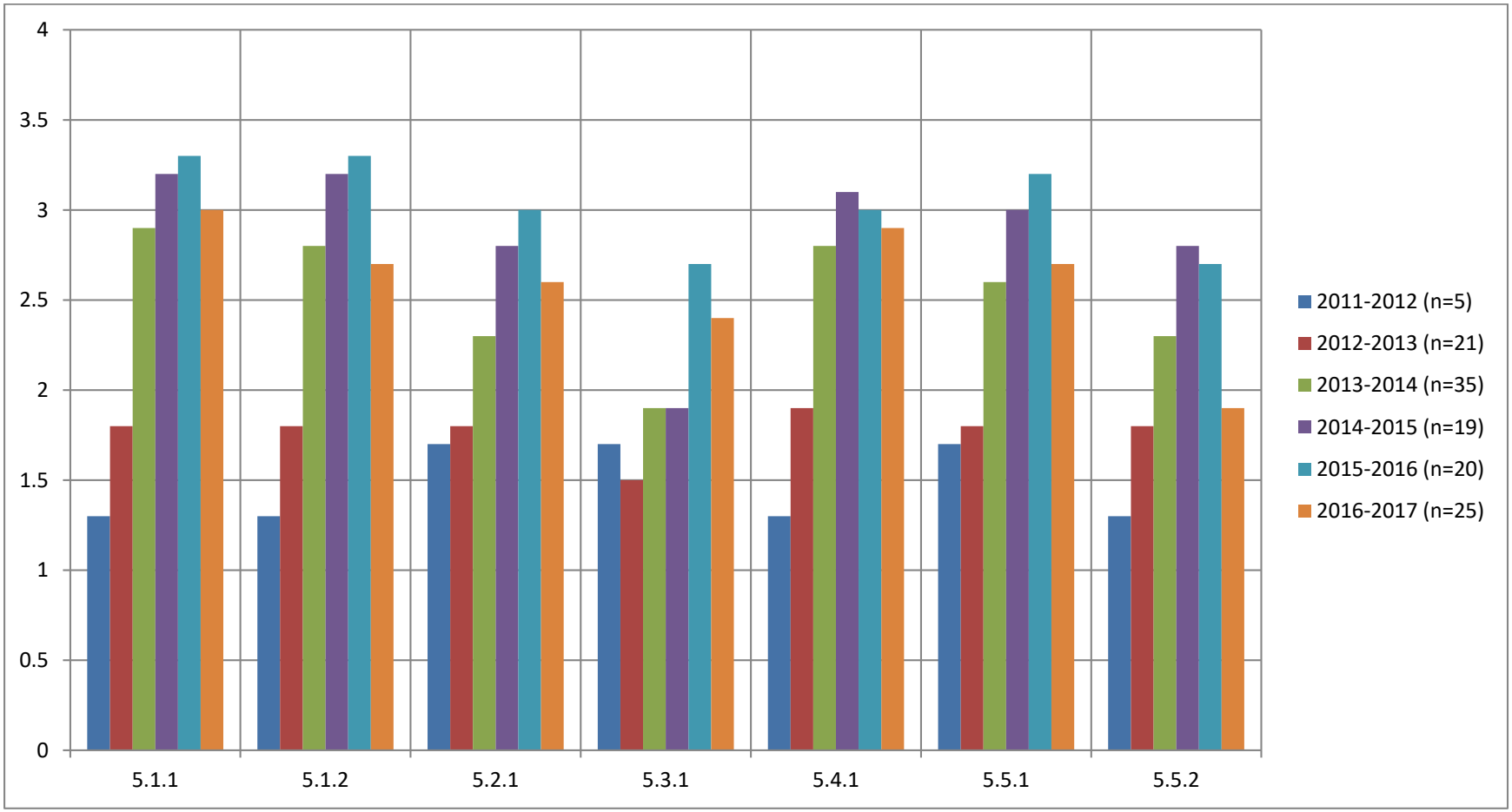
During the 2016-2017 reporting cycle, only 3 of the 7 criteria measured met the minimum goal of “Proficient (3)” while the average score for all criteria was 2.8. Based on this data as well as from a closer look at the mathematical reasoning artifacts submitted, students continue to create work specifically for this competency. In addition, it also appears that the College is still not doing an adequate job identifying appropriate course work that could be submitted by students to address the mathematical reasoning criteria.

This lack of improvement prompted the Director of Student Success and the Program Director of Mathematics and Physical Science to review the summer 2017 ENG 299 mathematical reasoning artifact results. Ten students completed the summer 2017 ENG 299 course. One-hundred percent of those students scored an “Excellent (4)”. It was theorized that the action plan identified above did result in the College meeting the goal and that it took longer than one academic year to realize that goal. The Student Learning Assessment Committee will continue to monitor the ENG 299 mathematical reasoning results to ensure continued improvement.

Finally, it has come to the attention of the SLAC that there are two different versions of the mathematical reasoning rubric in use at the College. The rubric in the *Student Learning Assessment Guide for Faculty* differs from that used to assess the students in ENG 299. This explains why criteria 4.2.3 and 4.3.3 have not been consistently assessed. Changes will be made to ensure that the same mathematical reasoning rubric is published and used across the College.

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

OPPORTUNITIES FOR IMPROVEMENT
2016-2017 PDSA CYCLE ANALYSIS

Problem Area

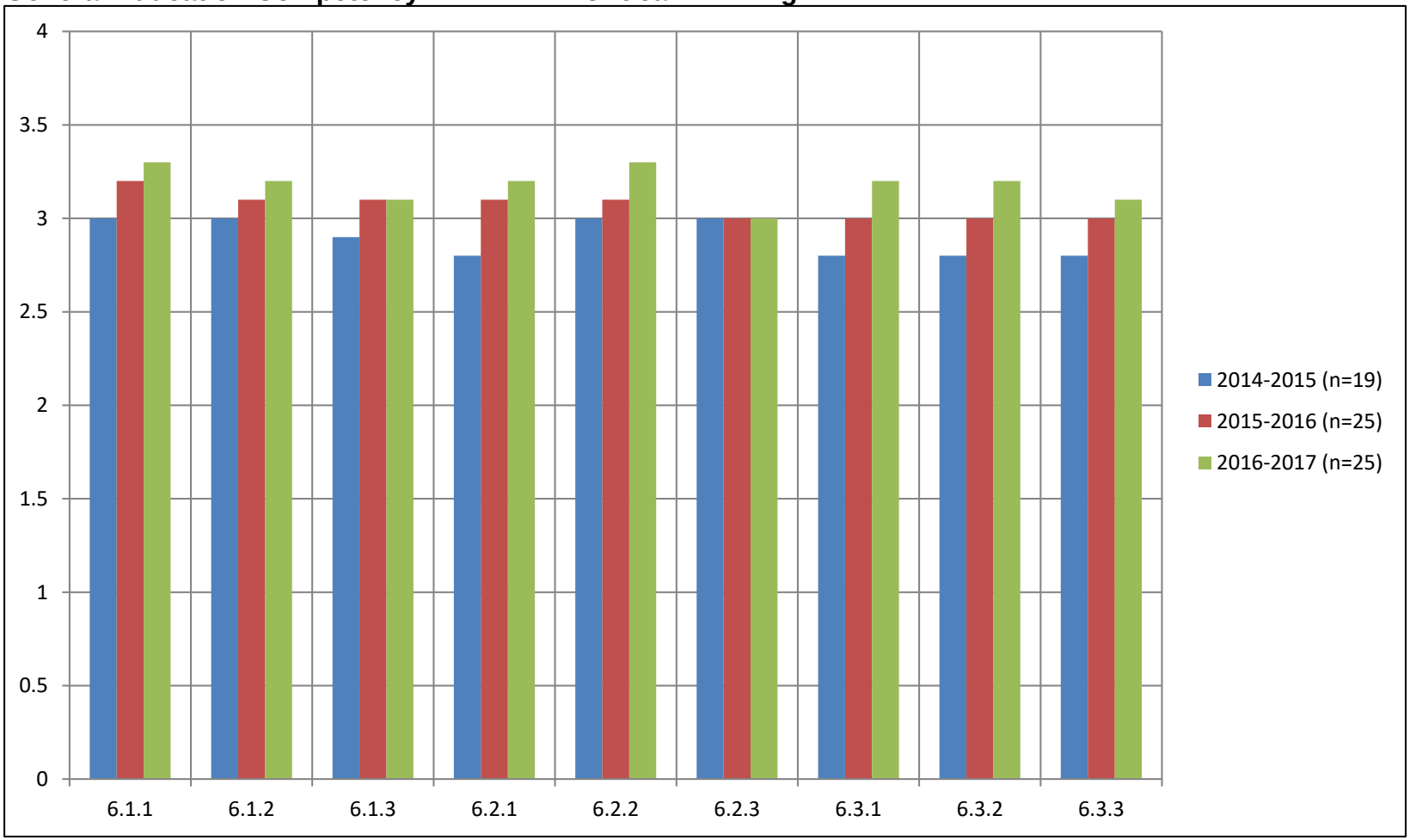
From 2011-2016, the data demonstrated an overall increase in all seven evaluated scientific reasoning criteria. The College interpreted this result to two factors that were instituted in this time span:

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.

Results during the 2016-2017 reporting period show a decrease in all criteria competencies. The SLAC will continue to monitor the scientific reasoning competency for continued improvements. A second consecutive decrease in criteria averages will elicit a response and action plan. In the meantime, faculty teaching laboratory science courses will be reminded of the importance of creating scientific method-related lesson plans and how that relates to ENG 299 requirements.

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

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 2012-2017 ACADEMIC YEARS

Year	2012-13		2013-14		2014-2015		2015-2016		2016-2017	
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	193	87.05	182	88.46	128	82.03	124	79.84	131	87.02
ENG 104	142	92.25	143	96.5	89	89.89	85	76.47	100	90.00
COM 101	76	67.11	73	93.15	79	83.54	59	72.88	64	65063
COM 102	82	92.68	59	84.75	62	74.19	46	84.78	58	91.38
Area II: Mathematics										
MATH 110	50	80.00	25	75.55	46	82.61	54	85.19	36	83.33
STAT 213	8	75.00	2	100.00	2	100.00	4	75.00	4	75.00
Area III: Laboratory Science										
BIOL 113	45	86.67	45	93.33	22	95.45	42	78.57	13	84.62
CHEM 113	10	60.00	0		N/A		N/A		N/A	
CHEM 115	18	55.56	25	88.00	31	83.87	31	90.32	80	97.50
CHEM 116	0		14	100.00	17	100.00	13	100.00	62	98.39
GEOL 141	30	80.00	16	100.00	24	87.50	22	77.27	33	75.76
GEOL 151	5	80.00	11	100.00	5	100.00	4	100.00	3	100.00
PHYS 115	5	60.00	10	90.00	12	83.33	5	80.00	3	100.00
PHYS 120	23	78.26	25	96.00	40	77.50	N/A		30	60.00
Area IV: Social and Behavioral Science										
ANTH 101	10	80.00	18	88.89	42	83.33	18	88.89	19	89.47
ECON 251	91	94.79	108	90.74	114	82.45	73	94.52	121	81.15
ECON 252	10	100.0	10	40.00	19	78.94	15	80.00	33	75.76
PSCI 102	89	96.63	94	97.87	70	94.29	72	98.61	95	89.47
PSCI 202	29	79.31	23	100.00	4	100.00	N/A		N/A	
PSY 101	57	87.72	62	75.81	86	79.07	66	86.36	107	94.39
SOC 101	52	86.54	57	85.96	47	78.72	68	73.53	60	93.33
SOC 212	0		13	100.00	6	83.33	9	100.00	11	81.81
Area V: Humanities and Fine Arts										
ART 101	73	68.49	44	77.27	46	84.78	41	80.49	27	81.48
MUS 101	46	86.96	48	91.67	75	85.33	58	86.21	62	79.03
HIST 101	34	79.41	24	100.00	7	85.71	10	70.00	5	40.00

HIST 102	28	96.43	19	100.00	8	87.50	N/A		5	40.00
HIST 121	10	60.00	0		13	92.31	6	100.00	1	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	1163	85.81

INSTITUTIONAL SURVEYS

In alignment with the Mesalands Community College's *Strategic Plan 2015-2020* (goals 1.2.1 and 2.7.1), the institution began the process of improving student success by collecting information about the success of its graduates in employment and transfer. The ultimate goal is to utilize this institutional survey data to improve teaching and learning as it relates to graduating students.

The Director of Student Success and academic program directors developed Graduate Survey instruments to gather pertinent information on graduates' success six to nine months post-graduation. The College is presently collecting this data and will report on it in the 2017-2018 report.

The Director of Student Success and academic program directors also developed Employer Survey instruments to gather pertinent information from employers on our graduates, with the goal of assessing competencies in soft skills and program-specific skills. These surveys cannot be completed until the Graduate Surveys have been collected and fully analyzed. Data garnered from the Graduate Survey is needed before the Employer Survey can be sent out.

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 LISTED

- Animal Science
- Building Trades
- Early Childhood Education
- Farrier Science
- Fine Arts
- Natural Sciences
- Phlebotomy
- Social Work
- Technical and Professional Writing
- Western Arts
- Wind Energy Technology

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	2016-17

Table 1

Outcomes: **List the one program objective that was not met.**	**Assessment Methods/Measures/Tools:** • **Data Collection Methodology** • **Was the objective met** • **Students assessed**	**Performance Goals/Benchmarks:** • **Student Performance level expectations (score of 4>)**	**Assessment Results and Data Interpretations:** • **Assessment Outcome**	**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 apply sound financial and management practices as well as principles utilized in the agricultural industry.	How: (1) Ranch Management Plan Presentation – Grading Rubric (2) Final Exam – Break even pricing on stocker steers When: May 3, 2017 Students assessed: All students in ANSC 255 Beef Production (n=4)	All students in ANSC 255 should be able to apply sound financial practices to a ranch management plan as well as a written test. • Ranch Management Plan students were expected to score 4 or better on the rubric under “Provide financial overview for the operation” Scale is 0 to 5; 5 being excellent 0 being poor. Each student was evaluated by	Ranch Management Plan: Grading Rubric Criteria: “Provide a financial overview for the operation including cattle purchase, income and operating costs” Average score: **2.25** Data shows that the students missed the	Based on the data from the two sources (oral presentations and written exam), I realize that we need to implement more mathematical applications in-class. I need to do weekly mathematical/financial applications in all Animal Science program courses. Feedback from Paul Leonard, our guest evaluator for the Ranch Management evaluations, showed that more emphasis needs to be placed on financial applications and management.

		two faculty members at Mesalands Community College using the rubric provided by the instructor. • Written Final Exam: Students were given a management situation to figure break-even pricing on stocker steers. Seven questions were presented. All students in ANSC 255 have completed similar tasks in other courses such as ANSC 100, ANSC 170 which are taken either prior to or in the current semester as ANSC 255 Beef Production.	benchmark of 4 by a substantial margin. Written exam: Students were given a scenario to purchase cattle, figure operating costs and calculate a break-even price. 3/4 (75%) of the class incorrectly calculated the initial purchase price of the cattle. 3/4 (75%) of class incorrectly calculated the death loss of 5.0% 4/4 (100%) of the class incorrectly calculated the break-even price of the steers.	I also plan to have Cooper Glover, an agriculture loan officer at Citizens Bank, in class to guest lecture about agriculture loans and financial management. This will be for all Animal Science students in the Fall of 2017. My goal is for 75% of the students to score at least 4 out of 5 points (80%) on the Ranch Management Plan : "Provide a financial overview for the operation including cattle purchase, income and operating costs" I would like 75% of future students to correctly calculate "Break Even Prices" on a written final exam. Correct calculations should include: • Initial purchase price • Death loss % • Break-even price

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

Table 2

Previous Action Plan: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
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 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".	Due to time and budget constraints, the previous action plan was not executed in 2016-17. During the 2015-16 academic year our program was still under the STEM grant, which provided the resources for printing the large posters that we made. This year, we were not able to print the posters due to budget constraints. I also was not able to organize the group projects for videos or posters due to time constraints. I had to teach five additional HPE courses in the spring of 2017 in the unexpected, interim role of Head Coach of the Rodeo Team. As an animal science program we only had time to collect the data for the Bull Test. We had very little time and organization in order to analyze the data on a poster or video. Next year, 2017-18, I will re-implement the poster presentations and try to build a video. I need to work with the Paleontology department to budget the ink needed for printing the posters, as they have the necessary equipment.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT[1]

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	2016-2017

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

Table 1

Outcomes: What are the expected program objectives?	**Assessment Methods/Measures/Tools:** • **Data Collection Methodology** • **Was the objective met** • **Students assessed**	**Performance Goals/Benchmarks:** • **Student Performance level expectations (score of 4>)**	**Assessment Results and Data Interpretations:** • **Assessment Outcome**	**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).**
Explain fall protection, ladder, stair, and scaffold procedures and requirements.	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 2017 BT 112 Construction Technology II	Students should be able to define and describe safe working procedures that are to be used when working on and around ladders, stairs, and scaffolding.	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 on and around ladders, stairs, and scaffolding. In the spring 2018 semester I will teach an extra lesson on safe working procedures to use around ladders, stairs, and scaffolding. The same written assessment will be given to achieve an average assessment score of 70%. Results will be report on the 2017-2018 Annual Report.

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

Table 2

Previous Action Plan: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
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 hazard. The same written assessment will be given to achieve an average assessment score of 70%.The results will be reported on 2016-2017 Annual Report.	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[2]

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	2016-2017

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

Table 1

Outcomes: What are the expected program objectives?	**Assessment Methods/Measures/Tools:** • **Data Collection Methodology** • **Was the objective met** • **Students assessed**	**Performance Goals/Benchmarks:** • **Student Performance level expectations (score of 4>)**	**Assessment Results and Data Interpretations:** • **Assessment Outcome**	**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 106, ECE 111, ECE 112, ECE 113, ECE 214, ECE 215, and ECE 265.	The goal is to have a 80% pass rate and a mean score of 85%.	ECE 103: 100% pass rate, Mean 91% ECE 104: 100% pass rate, Mean 80%. ECE 106: 100% pass rate, Mean 95%. ECE 111: 100% pass rate, Mean 92%. ECE 112: 100% pass rate, Mean 93%. ECE 113: 100% pass rate, Mean 86%. ECE 214: 100%	The goal to increase the pass rate to 80% and the mean score for all classes to 85% was met this year. I will continue to keep that as a goal for the next year. I would like for the students to have more experience in hands-on work with young children. I did add projects that involved interactions with children to each class that I taught this year. I will continue to include that component in each class that is offered. I feel that it is important to be able to apply the information that is studied and not just read it and write

			pass rate, Mean 92%. ECE 215: 100% pass rate, Mean 93%. ECE 265: 89% pass rate, Mean 82%.	about it. Some of these classes were directed study classes with only one student. Pass rates and means may change with more students enrolled.
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 104, ECE 106, ECE 113, ECE 265, ECE 112, and ECE 215. In the first four classes, 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 215 were practicums.	The goal is to have a 80% pass rate and a mean score of 80%.	Students scored at a 91% pass rate and a mean of 88%.	The pass rate and the mean scores are good. I will continue to strive to keep these numbers that high. One-hundred percent of the classes had a child interaction component added. This encourages students to seek out young children and practice skills or observe behaviors. I will continue to add this component to all classes being taught in the coming year. I had two students complete practicums and I did meet with their supervising teachers to see how they were doing. I did not get to go observe them in the classrooms. That will continue to be a priority for me this next year.
The student will demonstrate effective written and oral communication	Students were assessed through research papers and an oral presentation in the following classes: ECE 104 and ECE 265. The	80% of the students Should be able to score an excellent, proficient, or adequate rating in	100% of the students scored an excellent, proficient, or adequate rating	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.

skills when working with children, families, and early care, education, and family support professionals.	assessment was done using the college's general education rubrics in writing and oral presentation.	both writing and oral presentation.	on the oral presentation rubric. On the writing rubric, 88% scored an excellent, proficient, or adequate rating in the ECE 104 and ECE 265 classes.	Go over the rubric with students and make sure they understand how they will be scored in these areas. Most students in these classes completed these assignments. 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 111, and ECE 214. My goal is to have 80% of the students score an excellent, proficient, or adequate rating in writing and oral assignments in the above listed courses.

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

Table 2

Previous Action Plan: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
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.	89% of classes had a pass rate of 70% or better. Seventy-eight percent had a mean score of 80%. One-hundred percent 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 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.	I had two students complete practicums this year. I did not get to visit my students in the classroom setting due to teaching other classes. I would still like to incorporate that aspect into the practicums. I did get a chance to visit with each supervising teacher during the practicum experience and received feedback on the student. I should have larger practicum classes this year, and a corresponding curriculum class. This gives us more time for input into the practicums.
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	The results were better for the students in these classes this year. I think the review helped and the emphasis placed on the rubric was positive. We did do writing assignments in ECE 113, but did not do oral presentations. I will strive to add this the next time I teach the course. Our classes are small, so we do have a lot of oral interactions with each other and much discussion. The goal

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.	of 75% was met during this calendar year. I will keep the goal for next year as students change and academic levels vary. This year 89% of students scored an excellent, proficient, or adequate rating on this writing rubric. Eighty-five percent scored an excellent, proficient, or adequate rating on the oral presentation form. I will continue to use the rubric forms and stress the importance of these two components.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT[3]

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	2016-2017

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

Table 1

Outcomes: What are the expected program objectives?	**Assessment Methods/Measures/Tools:** • **Data Collection Methodology** • **Was the objective met** • **Students assessed**	**Performance Goals/Benchmarks:** • **Student Performance level expectations (score of 4>)**	**Assessment Results and Data Interpretations:** • **Assessment Outcome**	**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 eight students, three were in their first semester and three were in their second semester. One student is in his third semester and one is fourth semester. Of course, the students at different levels in their education are at different skill levels. The practical exams get more difficult as the student progresses.	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. Of course, students in their first and second semester may not be able to do all of these things without help from an instructor, but they should be able	The data shows that the students who attend more regularly learn the skills much earlier in the year allowing us to move on to other topics. Students missing a lot of classes hold up the rest of the class because the instructor is constantly having to repeat information that those students	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 behind at a faster pace. I tried linking attendance to ten percent of the grade in the class. It did not have the effect that I had hoped for. I'm not sure 100% attendance is attainable, but that's the goal. At the beginning of next year, my first lecture will be on the importance of attendance. I

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		upon graduation. I would expect that all students in their first semester would be able to apply the appropriate therapeutic shoeing technique 60% of the time. According to A.F.A. requirements.	missed, and slow the advancement of other students who are coming to class. Farrier Science is a physical skill that requires a certain amount of physical strength. Which is built thru repetition. Students that miss a lot of class are also slower developing physically. All of the students who attended regularly scored in the 90% range on the final exam. Of the three students that had more than three unexcused absences, one scored 80% while the other two scored in the low 70% range.	will link the students grade to attendance by making it 20% of the overall grade in the class. I will also reward students according to the number of horses that the student takes part in shoeing, whether it's on an individual level, or as part of a class project. I will make unexcused absence unacceptable, and notify administration when a student has three unexcused absences. Realistically, I think I can expect 75-80 percent of the class to have zero unexcused absences. This in turn will lead to a more successful group of students. My goal would be for 100% of the class achieve a score of 75% on the Final Practical Exam at the end of the program.

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

Table 2

Previous Action Plan: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
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 behind at a faster pace. 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 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.	Although, attendance was better this year, I still had some problem getting students to attend every class. The excuses vary, from working another job to just sleeping in and not wanting to come to class. In either case it doesn't seem that taking a percentage of their grade is the answer. The ones that are concerned about their grades are not the students at issue. It seems that only about 25 to 50% percent of these students are really going to pursue this trade for a lifetime, the remainder are just experimenting with options and may change their mind several times before choosing a career. Of eight students, all were able to pass the final practical exam. However, some of them struggled with the time limit. The ones that struggled with the time limit were generally the ones who missed more classes.

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 arts criteria. 3. The student will demonstrate the ability to produce an idiosyncratic body of work.
Program Director	D'Jean Jawrunner
Academic Year	2016-2017

Table 1

Outcomes: List the one program objective that was not met.	**Assessment Methods/Measures/Tools:** • **Data Collection Methodology** • **Was the objective met** • **Students assessed**	**Performance Goals/Benchmarks:** • **Student Performance level expectations (score of 4>)**	**Assessment Results and Data Interpretations:** • **Assessment Outcome**	**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 produce fine art by demonstration of technical skills in 2D and/or 3D medium.	How: Ten advanced students were assessed across two classes. Student art work techniques were evaluated using a five tier rubric. When: Ten student were assessed in Art 205 01 and Art 225 01.	Students should be able to score at least 75% or higher using a rubric to evaluate technical achievements in their work.	The data indicated that 8 of the 10 (80%) students scored above the 75% bar demonstrating sufficient technical skills in production of each artwork. 2 students scored 70% (C-). 6 students scored 80% (B-+). 2 students scored 90% (A-+).	Data indicated that 80% (8 of 10) of the student assessed performed techniques meeting the benchmark. We will continue to stress the importance of technical skills in the fine arts program. We will also continue to evaluate technical skills through the five tier rubric system. The goal is to achieve an 80% score in each of the five rubric tiers. Additional resources to better realize our action plan would include the hiring of Lab Technician to assist in the delivery and implementation of new artwork techniques and

				materials. This would also allow for more lab hours for the students to better develop their technical skills through practice. The goal is to establish an extra four to eight hours a week for extra lab time.

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

Table 2

Previous Action Plan: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measurable, 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?**
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 have 100% of students earn 100% based on the rubric to evaluate ability to defend projects with fine art criteria.	The action plan results indicated that students who presented finished works during critiques were able to better defend and publicly speak about their artwork. Of the 20 students tested, 16 scored 80% or better on critique testing. The remaining four students (20%) scored less than 80%. Data indicates that the action plan was successful. The changes in the action plan promote more opportunities for our students' to talk about their work in public places. Addition changes would include creating a student gallery space to address the professional aspects of exhibiting art work. I think that our art students need more exposure to museums and art galleries.

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	2016-2017

Table 1

Outcomes: List the one program objective that was not met.	**Assessment Methods/Measures/Tools:** • **Data Collection Methodology** • **Was the objective met** • **Students assessed**	**Performance Goals/Benchmarks:** • **Student Performance level expectations (score of 4>)**	**Assessment Results and Data Interpretations:** • **Assessment Outcome**	**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).**
Problem Area Objective 5: Skills to conduct and present a scientific research project	GEOL 190 Internship in Geoscience: Fall 2016; GEOL 235 Research in Natural Sciences I: Summer 2016, Fall 2016; 236 Research in Natural Sciences II: Spring 2017; n = 5, program (2) and non-program (3) students	"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"	Although all students passed the benchmark, it soon became obvious that the measurement is de facto meaningless: In the course of the research project and the development of the presentation, the student work is consistently assessed and all deficiencies and problems are immediately	In Fall 2017, new assessment techniques will be employed and tested in GEOL 235 Research in Natural Sciences I. These will include: 1. Written examinations of selected class modules 2. Journaling of assessments, outcomes, and changes on the basis of the assessment by the instructor, recorded individually for each student. 3. Development of appropriate measurable performance goals.

			remedied in cooperation with the instructor. Thus, it is factually impossible for a student to **not** match the criterion at the end of the class. A different way to measure the achievement of the research and presentation skills must be developed.	

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

Table 2

Previous Action Plan: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
Problem Area Objective 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 2015-16**: Given that the Theory of Evolution is a central concept in paleontology, it should be assessed by more than one module that is taught in a class with a two-year turn only. The following action plan will be implemented: • assessment data will be collected from Biol 113 Intro to Biology (requirement class for paleontology students). To guarantee this, communication channels and coordination between faculty members need to be established. **Action Plan Result 2015-16**: *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.*	In the reporting cycle 2016/17, this learning outcome was assessed (n = 3, all program students) using four measures from two classes: 1. Chapter test "Evolution of Populations", 2. Chapter test "Evolution of Biological Diversity" (both from BIOL 113 Introduction to Biology), 3. Practical assignment "Evolution in the Fossil Record", and 4. Practical Assignment "Caminalcules and Phylogenetic Reconstruction" (both lab assignments from GEOL 210 History of Life). Whereas all three students produced practical assignments with a passing grade, only two students fulfilled the criterion for the exams (averages of 92% and 96%, respectively). The third student did not pass this part of the assessment with a test average of 75%. In conclusion, the now implemented change provides a better understanding and assessment of student learning in this objective: On the basis of the assessment in GEOL 210 alone, the deficiencies of the failing student would most likely not have been detected. The additional assessment data was easily obtained from the adjunct instructor in biology. Assessment cooperation among instructors of different disciplines taught within a program should therefore be encouraged (or mandated) to improve the assessment process.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT[4]

Program Name	Phlebotomy
Program Description	The Phlebotomy Occupational Certificate Program is based on the American Society for Clinical Pathology (ASCP) standards of practice and is designed to provide students with the necessary skills for gainful employment as a phlebotomist, working under the supervision of a clinical laboratory supervisor. The phlebotomist is responsible for the proper collection, processing, and testing of blood specimens and various other medical samples in accordance with Occupation Safety & Health Administration (OSHA) safety regulations and standards. Upon successful completion of this program, the student will be eligible for application to the national licensing examination through the American Society for Clinical Pathology.
Program Objectives	Upon completion of the Phlebotomy Occupational Certificate Program: 1. Students will demonstrate basic patient care and principals of infection control. 2. Students will identify the correct technique and equipment to facilitate the venipuncture process as well as procedural errors that lead to failure when drawing blood. 3. Students will describe and discuss the risk factors and appropriate responses to complications that may arise from phlebotomy procedures. 4. Students will demonstrate the proper handling and labeling of lab specimens. 5. Students will be able to read and decipher patient requisitions for laboratory procedures and identify problems with requisitions. 6. The student will demonstrate a high degree of readiness to take and successfully pass the national boards by successfully completing curricular assignments, written and practical examinations, and clinical experiences based on the American Society for Clinical Pathology.
Program Director	Jeanne Moralez
Academic Year	2016-2017

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

Table 1

Outcomes: What are the expected program objectives?	**Assessment Methods/Measures/Tools:** • **Data Collection Methodology** • **Was the objective met** • **Students assessed**	**Performance Goals/Benchmarks:** • **Student Performance level expectations (score of 4>)**	**Assessment Results and Data Interpretations:** • **Assessment Outcome**	**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).**
Define and articulate the importance of capillary puncture procedures and how it relates to the overall venipuncture and specimen collection for accurate results.	Fall 2016 Chapter exam chapter 10 included multiple choice questions and fill in the blank question. Workbook assignment Chapter 10 and Forum discussion question Chapter 10.	Would like an overall total average of 80% among the students as I feel this chapter is an important part of Phlebotomy as well as an important procedure, especially for diabetics.	Chapter 10 quiz test overall grade was 58.6% and workbook overall grade was 71.25%. Forum discussion question overall average was 82.5%.	Fall 2017 for chapter 10 they will be required to answer the questions at the end of the chapter for a homework assignment that will be graded. The workbook, instead of certain sections, they will be required to do all sections for a more thorough understating of the chapter. Goal is to have most students score above 80%. Order equipment to use in the lab portion of the class to actually teach students how to test capillary blood.

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

Table 2

Previous Action Plan: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
Spring 2017 for chapter 6 they will be required to answer the questions at the end of the chapter for a homework assignment that will be graded. The workbook, instead of certain sections, they will be required to do all sections for a more thorough understating of the chapter. Goal is to have most students score above 80%.	The Chapter 6 quiz grades were 2-A's, 1-B, and 1-C. The changes did improve the students learning of the circulatory system. I feel that the changes to this chapter were sufficient. This semester the Quiz Average was 80.8%, Forum 78%, and Workbook 83%. The forum score was brought down due to 1 student not completing the work resulting in a zero in the gradebook bringing the average down.

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	2016-2017

Table 1

Outcomes: List the one program objective that was not met.	**Assessment Methods/Measures/Tools:** • **Data Collection Methodology** • **Was the objective met** • **Students assessed**	**Performance Goals/Benchmarks:** • **Student Performance level expectations (score of 4>)**	**Assessment Results and Data Interpretations:** • **Assessment Outcome**	**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 recognize the National Association of Social Workers Code of Ethics and Preamble and discuss steps involved in becoming a member of the national organization.	Prior to this year, the National Association of Social Workers was briefly mentioned, but never explained to students. This information has always been minimal simply because students are not near completion of their degree and subsequent work in the field. This is necessary for students who plan to practice social work in order that they know the steps at onset of practice to join the organization and begin their insurance and membership privileges.	Tool: Presentation by NASW member to the class. This member and current social worker will demonstrate the steps necessary to becoming a member. This member will also give the necessary reasons to become a member once in practice.	Eighty percent of students score 80% or better	More outside speakers from the field. One speaker who can give a specific overview of NASW membership. Students will be required to write papers on guest speakers and give specifics on steps to acquire membership. Students will score 80% or better showing a more than average understanding of NASW.

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

Table 2

Previous Action Plan: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
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.	Students were actually given a better opportunity to demonstrate communication skills. Students organized a college event working with different departments to then host the entire 4th grade here on campus. This gave the children an overview of college and campus life. As well as providing information on careers for the future. The SW 218 students were completely responsible for the organization and creation of the program. This gave a macro-level social work experience also providing a great example of trying to create positive experiences without funding as often occurs in the non-profit sector. As well as hands-on networking with outside agencies to provide programming. Students had to write programs, information to create interest, thank you notes to staff and classes and write a report on the experience itself. One-hundred percent of students scored above 80%.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT[5]

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 computers 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 document classes, such as reports, proposals, grants, and presentations, and successfully produce documents which address the 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	2016 -2017

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

Table 1

Outcomes: What are the expected program objectives?	**Assessment Methods/Measures/Tools:** • **Data Collection Methodology** • **Was the objective met** • **Students assessed**	**Performance Goals/Benchmarks:** • **Student Performance level expectations (score of 4>)**	**Assessment Results and Data Interpretations:** • **Assessment Outcome**	**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 2016-17 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. It will be offered cyclically in even-numbered Spring semesters (Spring 2018, Spring 2020, etc.).	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 2016-17 graduation cycle. Students enrolled in the newly-revived program component course ENG 235 pilot completed the course with better than 80%	Fall 2017: Update syllabi for three courses in program which have not been taught recently: ENG 268, ENG 268A, and ENG 293. These will be submitted to the Student Learning Assessment Committee, Curriculum Coordinating Committee and Academic Standards and Issues Committee for review and approval by the end of 2017-2018 school year, so that they will be in place for Fall 2018. We should have 'rack cards' or other recruitment materials by then as well.

			competence. The feedback on material and content was very positive overall.	
A significant objective moving forward will be to set a numeric goal and recruit students to this certificate program, potentially including targeting undecided and dual enrollment students during registration.	Progress through the certificate program would be assessed in terms of completion of core courses within the 150% graduation time frame.			

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

Table 2

Previous Action Plan: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
There were no students enrolled in this program, so the only possible numeric goals are related to recruitment. The action plan for the 2016-17 cycle had three objectives: a) Increased publicity/public awareness of program b) 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) c) Actively recruit among current ENG 102/104 students (undecided) in my own courses	There is currently one (returning) student newly enrolled in this program, with a planned completion date of Fall '17 or Spring 2018. Additionally, there are two other possible candidates who may soon declare for this program. This is not really the result of recruitment, but the Registrar's office has expressed that they will make better mention of it, and we are looking into doing rack cards for next year.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT[6]

Program Name	Silversmithing
Program Description	The Silversmithing certificate at Mesalands Community College offers training to meet a growing demand for skilled workers. The Certificate 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 walk away with 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	Upon completion of the Silversmithing certificate. Students will be able to: 1. 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.). 2. Perform different styles of engraving (bright cut, western, and single point) on student designed projects. 3. Layout and design projects and overlay and inlay precious and semi-precious metals. 4. Identify and correctly apply steps involved in bringing various projects to desired finish.
Program Director	Eddy Mardis
Academic Year	2016-2017

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

Table 1

Outcomes: What are the expected program objectives?	**Assessment Methods/Measures/Tools:** • **Data Collection Methodology** • **Was the objective met** • **Students assessed**	**Performance Goals/Benchmarks:** • **Student Performance level expectations (score of 4>)**	**Assessment Results and Data Interpretations:** • **Assessment Outcome**	**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).**
2.Perform different styles of engraving (bright cut, western, and single point) on student designed projects	All students are required to produce a capstone project at semester end. One of the areas students are tested in is engraving interlocking scrolls	70% accuracy	Only five of eighteen (28%) could engrave interlocking scrolls at 70% accuracy.	Obviously if only 22% are passing, I need to concentrate more of my time on teaching the skill and students need more assignments with feedback. Next fall as a part of students end-of-semester capstone, I am going to make the following changes: Semester two students will be required to draw interlocking scrolls as a portion of their capstone. The drawing of the scroll will be equally weighted with other components. Third semester students will be required to engrave an interlocking scroll pattern with

				the interlocking scroll equally weighted with other components. Fourth semester students will be required to cut an interlocking scroll with 70% accuracy before they begin their capstone as a mid-semester exam. Students who cannot complete with 70% accuracy will be given remediation. This should ensure that students completing the program have acquired this skill.

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

Table 2

Previous Action Plan: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
The lead faculty and lab technician 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.	Eighteen students were in the program this year. Twelve of the eighteen were able to tig weld with 70% accuracy by semester end. That is an improvement of 67% passing from only 22% passing the previous year. While that is an improvement I would like to see all students at 70% accuracy. The six who were not at 70% did pass the proficiency test but failed to practice the skill the rest of the semester. Rather than tig weld their projects they went back to mig welding because they were more comfortable with the mig weld. I did not make tig welding mandatory because I assumed they would tig weld over mig weld as clean-up is easier on a tig weld. Next year I am going to make it mandatory that all students tig weld their projects after the first semester. Students need to not only be able to pass the proficiency test at the beginning of the semester but also apply the skill to an actual product with 70% accuracy. That requires students to apply and use what skills they acquire initially.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT[7]

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	Upon completion of the Wind Energy Technology Associate of Applied Science Degree Program: 1. 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. 2. 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. 3. The student will authoritatively discuss the market realities and future potential of wind energy technology and the employment opportunities it represents. 4. 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.

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

	5. 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. 6. 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:** • **Data Collection Methodology** • **Was the objective met** • **Students assessed**	**Performance Goals/Benchmarks:** • **Student Performance level expectations (score of 4>)**	**Assessment Results and Data Interpretations:** • **Assessment Outcome**	**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 a functional understanding of numerous electrical concepts and components, including AC/DC theory and its application within electronic subsystems and power generation technologies	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. If students have a job interview before the end of the semester I do inquire about questions they may have felt uncomfortable with due to a lack of knowledge.	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 two job interviews students had a difficult time explaining the difference between AC and DC electricity. In review of test data 33% of the class could not accurately describe the difference.	More time will be spent on explanation and demonstration of the two types of electricity (AC and DC). An oscilloscope will be used to visually depict the sign wave of AC and the straight line of DC voltage. A hands on test using the DMM to measure AC and DC voltage will be included that mastery of 70% will be required.

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

Table 2

Previous Action Plan: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
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%.	The specific results of the changes made were a resounding 100% of students could point out and correctly name an Anemometer whether on top of the Nacelle or on a MET tower. Vocabulary added to in class quizzes and the tower climbs have been effective means to increase the use and understanding of wind turbine vocabulary. In reviewing actual job interviews with our student's vocabulary was a huge confidence builder going into the interview and factor of remaining calm during. Last year I had students asking me what different things meant, such as, the acronym LOTO, or Lock Out Tag Out. This year there were no vocabulary quandaries in interviews and the quiz and test questions dealing with vocabulary only were approximately 80% correct.

ASSESSING PROGRAM ASSESSMENT 2016-2017

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 program directors to take "ownership" of their respective programs in terms of whether or not students are learning what faculty say they are learning as identified in the 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. Assessment of student learning is an important part of the faculty appraisal procedure. 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 2016-2017** 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 (1) Technical and Professional Writing (S)	Building Trades (S) Fine Arts (2) Phlebotomy (N) Social Work (S) Western Arts (N)	Animal Science (S) Early Childhood Education (3) Natural Sciences (3) Wind Energy Technology (1)

DO*

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

*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.

STUDY*

Undeveloped (1) No or minimal analysis of data	**Developing** (2) Partial analysis of some data	**Established** (3) Analysis of all pertinent data	**Exemplary** (4) Detailed analysis of all data resulting in the full understanding of student performance
Technical and Professional Writing (2)	Animal Science (4) Building Trades (3) Farrier Science (1)	Fine Arts (2) Phlebotomy (N) Social Work (S) Western Arts (N)	Early Childhood Education (3) Natural Sciences (3) Wind Energy Technology (1)

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
Technical and Professional Writing (2)	Animal Science (4) Farrier Science (1)	Building Trades (S) Fine Arts (2) Phlebotomy (N) Social Work (S) Western Arts (N)	Early Childhood Education (3) Natural Sciences (3) Wind Energy Technology (1)

*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 Student Learning Assessment Program Reports are comprised of two separate reports. The first report, the *Student Learning Assessment Overview*, documents each certificate and degree programs' process of assessing student attainment of their respective program objectives and general education competencies. This report 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 (see http://www.mesalands.edu/academic-programs/assessment/) . The second Student Learning Assessment Program Report (see above identified reports) focuses on the plan-do-study-adjust cycle of the annual assessment action plans.

COURSE LEVEL ASSESSMENT

The goal of faculty assessment of student learning at the course level is to identify what has and has not worked at increasing learning in the classroom and how this information is and will be used in present and future courses to further improve learning. All full-time and adjunct faculty are required to complete and submit the *Student Learning Assessment Course-Level Report* at the end of each fall and spring semester for every course they teach. This *Student Learning Assessment Course-Level Report* provides a means to document what specific course objectives/learning outcomes listed in the course syllabus are not being achieved. The *Report* also requires faculty to develop and implement an Action Plan to improve upon those outcomes not being met. The following describes and summarizes the results of those activities the College uses to assess student learning at the course-level.

All *Student Learning Assessment Course-Level Report* forms submitted by faculty at the end of the fall and spring semesters are assessed using the previously identified *Student Learning Assessment Program Report Rubric*. As with program level assessment, Mesalands Community College encourages faculty to take "ownership" of their specific courses in terms of whether or not students are learning what faculty say they are learning as identified in the course objectives.

ASSESSING COURSE ASSESSMENT 2016-2017

In order to improve the plan→do→study→adjust cycle of course assessment, the SLAC assesses course assessment on an annual basis. The goals of assessing course assessment are twofold. First, this information 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 student learning in the classroom. To that end, assessment of student learning at the course level is an important part of the faculty appraisal procedure. Results and concurrent feedback from this assessment of course assessment is included as part of the annual faculty appraisal process. Second, this report will help the College identify how it is doing in terms of its own assessment efforts with the goal of improving the continual process of student learning and assessment.

STUDENT LEARNING ASSESSMENT COURSE REPORT RESULTS
2016-2017
(N=157)

Rating / Criteria	Undeveloped	Developing	Established	Exemplary
Plan	11.5%	41.4%	18.5%	1.3%
Do	12.7%	40.1%	18.5%	1.3%
Study	18.5%	33.8%	19.1%	1.3%
Adjust	12.1%	40.8%	18.5%	1.3%

All objectives met: 1.9%
First time teaching the course; therefore, no "closing the loop" on previous action plan: 25.5%

As more data becomes available, the SLAC would like to see a greater percentage of course level assessment moving towards "established" and "exemplary" indicating more comprehensive and meaningful assessment efforts. It is SLAC's goal to facilitate this movement.

The number and types of course level changes implemented by faculty as identified in their action plans to improve student learning are listed below.

CATEGORY OF CHANGE
BASED ON ACTION PLAN
(N=114)

Category of Change	2016-2017
Course Content	12.3%
Methodology	46.5%
Classroom Environment	<1%
Evaluation Method	17.5%
Additional Technology/Classroom Tools	17.5%
Other	5.3%

PDSA CYCLE 2016-2017 ANALYSIS
OPPORTUNITIES FOR IMPROVEMENT

Problem Area

As stated above, the SLAC would like to see a greater percentage of course level assessment moving towards “established” and “exemplary” indicating more comprehensive and meaningful assessment efforts. It is SLAC’s goal to facilitate this movement.

Goal

The goal is to increase the number of “Established” reports to 23% for each of the four criteria (plan, do, study, adjust).

Action Plan

The primary mode of communications between the Director of Student Success and adjunct faculty as it relates to assessment of student learning is through the College email and the *Student Learning Assessment Guide for Faculty*. It is sometimes difficult to tutor faculty (especially faculty not familiar with the assessment process) on how to complete the classroom assessment forms via these methods. In addition to the above mentioned approaches, a more interactive method of acquainting faculty with the process of completing the necessary forms will be added in the form of Panopto. Panopto is a software package that allows for capture of a live lecture. A link to this lecture will be placed on the Assessment page of the College website. This way, faculty can have immediate access to a demonstration on how to complete the assessment forms. The Director of Student Success will be charged with developing, capturing, and linking this lecture to the website.

Results

To be discussed in the 2017-2018 report.