STUDENT LEARNING ASSESSMENT COMMITTEE

ANNUAL REPORT
2017-2018

AUGUST 2018

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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 2017-2018 academic year.

COMMITTEE COMPOSITION

During the 2017-2018 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
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 2017-2018

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 these findings 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 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 2017-2018 academic cycle.

- Ms. Gillard and Dr. Bauler attended the Quality Matters Conference in Fort Worth, TX, on September 24-27, 2017.

- Dr. Bauler attended a Panopto Seminar in Chicago, Illinois, on October 4, 2017.

- Dr. Newsom and Mr. Morris attended the ECMC Project Success Symposium in Washington, D.C., on February 6-7, 2018.

- Dr. F. Kaatz and Dr. P. Kaatz attended the New Mexico Higher Education Assessment and Retention (NMHEAR) Conference in Albuquerque, N.M., on February 21-22, 2018.

- Mr. Morris attended the ACT WorkKeys/National Career Readiness Certificate (NCRC) Proctor Training in Tucumcari, NM, on March 19, 2018.

- Mr. Morris participated in the March 20, 2018, Pearson MyFoundationsLab Training webinar.

- Ms. Gillard and Mr. Morris attended the Higher Learning Commission's Annual Conference in Chicago, Illinois, on April 6-10, 2018.

- Dr. F. Kaatz, Dr. P. Kaatz, Ms. Gillard, Ms. Chavez, and Mr. Morris attended the HLC Persistence and Completion Academy - Third Year Consultation in Tucumcari, NM, on April 16, 2018.

- Ms. Chavez participated in the April 18, 2018, webinar entitled Driving Student Success; Using Holistic Assessment to Improve Retention and Completion Rates.

- Mr. Morris participated in the May 15, 2018, HLC Standard Pathway Question and Answer Webinar.

- Dr. P. Kaatz attended the New Mexico Mathematics Association of Two-Year Colleges in Albuquerque, NM, on May 19-20, 2018.

INSTITUTIONAL LEVEL ASSESSMENT

The following sections describe and summarize the results of those activities the College uses to assess and improve student learning at the institutional-level (including the College's general education competencies (writing, oral communication, information technology, critical thinking, mathematical and scientific reasoning)).

ACCUPLACER

ACCUPLACER is an integrated system of computer-adaptive assessments designed to evaluate students' skills in reading, writing, mathematics, and computer usage. Specifically, the College uses ACCUPLACER to assess students' sentence skills, reading comprehension, arithmetic, elementary algebra, college level math, 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 for placing new students into appropriate courses in lieu of COMPASS. Based on the results of those meetings, the SLAC made a recommendation to the Faculty Council (October 15, 2015) to adopt ACCUPLACER as the Colleges primary placement test. The Faculty Council unanimously approved the recommendation on October 30, 2015.

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

The following table identifies the percentage of students needing remediation based on ACCUPLACER placement testing.

MESALANDS COMMUNITY COLLEGE PERCENTAGE OF STUDENTS NEEDING REMEDIATION ACCUPLACER TESTING 2017-2018 ACADEMIC YEARS		
	Spring 2017	**2017-2018**
Math	50.0% (n=42)	44.8% (n=134)
English	68.9% (n=30)	63.5% (n=167)
Reading	69.2% (n=52)	69.2% (n=195)

When compared to previous SLAC Annual Reports, it appears that the number of students requiring math remediation has significantly decreased since the College transitioned from the use of COMPASS to ACCUPLACER. The reason for this apparent decrease is that previous to the use of ACCUPLACER, Math 101 was considered a remedial course. Therefore, students placing into Math 101 were included in the percentage of students needing remediation. With the reevaluation of the College's developmental math sequence and the addition of Math 108 into the updated math pathways, Math 101 and 108 are considered college-level math courses. This is based on the inclusion of Math 108 in the New Mexico Higher Education Department's General Education Core Course Transfer curriculum (http://www.hed.state.nm.us/institutions/general-ed-core-course-transfer-curriculum.aspx) and the fact that Math 101 and 108 have the same ACCUPLACER placement score. Based on the College's new math pathways and the various plans of study, Math 101 is a prerequisite for Math 110 which is required for the STEM-related degrees while Math 108 is the terminal math course for programs leading directly to employment and transfer.

In order to ensure that students are cognizant of the importance of the high stakes placement testing process and giving their best effort, the following signage is 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 ANALYSIS
OPPORTUNITIES FOR IMPROVEMENT

Problem Area

As a result of the College's participation in the Higher Learning Commission's Student Persistence and Completion Academy, the Persistence and Completion Committee established an annual process of collecting relevant data to measure student success based on student persistence and completion rates. This data is maintained in the *Data Discovery Book*, which is located in the office of the Director of Institutional Research and Development 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

The College Persistence and Completions Committee, which was originally charged with overseeing the Academy action plan, developed a blueprint during the spring 2016 semester to progress students through the pre-collegiate math sequence of Math 99 → Math 100 → Math 101 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.

Action Plan Results

Reenergized and refocused by the work at the HLC Persistence and Completion Midpoint Roundtable in May 2017, the College has since completed the following objectives associate with the Academy Action Plan:

Objective	Action Plan	Timeline	Responsible Parties
Design a Survey of Mathematics 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 Survey of Mathematics course.	**Completed** 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.	**Completed** Fall 2017	• Director of Mathematics and Physical Science • College and Developmental Math Faculty • Program Directors • 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.	**Completed** 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.	**Completed** Spring 2018	• Director of Enrollment Management • Vice President of Academic Affairs • Academic Affairs staff
Design course that combines content of Math 99 (General Math) and Math 100 (Pre-Algebra) into single 3 credit hour lecture and 1 credit hour lab.	Director of Mathematics and Physical Science will establish a meeting schedule with Developmental Math Faculty to design said course.	**Completed** Spring 2018 Pilot Course Summer 2018	• Director of Mathematics and Physical Science • College and Developmental Math Faculty • Educational Services Center Personnel

Investigate how "new" math pathways affect enrollment in the various math courses. The College foresees some math courses losing enrollment while the new Survey of Mathematics course will potentially enroll a significant number of students.	Identify math course enrollment trends over the course of the last two years based on existing program math requirements and plans of study. Compare and apply these numbers to new pathways design/plans of study. This data will help identify faculty workloads and scheduling considerations.	**Complete** Spring 2018	• Director of Mathematics and Physical Science • Director of Institutional Research and Development • College and Developmental Math Faculty • Director of Enrollment Management
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 • Educational Services Center Personnel • Director of Institutional Research and Development • Retention Specialist • Director of Student Success

The College recognizes that this is a long-term action plan and that improving student persistence and completion of Math 100, Math 101 and 108 in a timely manner 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 Collegiate Assessment of Academic Proficiency (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 with a degree and/or those students completing 60 hours of course work by the scheduled test date. 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, Workplace Documents, and Graphic Literacy – 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 could 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 Math*
  …Workplace Documents*
  …Graphic Literacy*
  *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	Workplace Documents	Applied Math	Graphic Literacy
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 in northeast New Mexico. 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 voted to recommend (08.19.16) 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) 2016-2018 ACADEMIC YEARS		
Award	**2016-2017**	**2017-2018**
Platinum	1	6
Gold	6	10
Silver	12	21
Bronze	2	5
N/A	2	1

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

2017-2018 Analysis

The state of New Mexico has a poverty rate 20.4% while 30.1% of children under the age of 18 residing in the state live in poverty. Quay County has a poverty rate of 21.4% while the official poverty rate in the United States is 12.7% (2016). With this in mind, the College continues to support local and regional economic development initiatives put in place to encourage a unified approach to planning and growing the region's economy. One of the many ways the College does this is by requiring students graduating with a degree to take the NCRC assessment:

1) 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 and recognize the CWRC.
2) The North East Economic Development Organization-New Mexico

(NEEDO-NM) is the result of a federally funded program Stronger Economies Together (SET) through the U.S. Department of Agriculture (USDA). NEEDO-NM includes seven counties in northeast New Mexico (Colfax, Guadalupe, Harding, Mora, Quay, San Miguel, and Union). Their second stated goal is to "create a skilled workforce" by establishing "a job clearinghouse for the region to match qualified workers with available jobs in the region". The NCRC plays a critical role in demonstrating that NEEDO-NM has a viable, work-ready workforce.

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 graduating 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 (writing, oral presentation, information technology, critical thinking, scientific and mathematical reasoning) are assessed and reported on by full-time and adjunct faculty each semester depending on what courses they are teaching (see table below). The faculty are required to complete and submit a competency specific General Education Competency Assessment Report at the end of each fall and spring semester for every course they teach. This General Education Competency Assessment Report provides a means to document what specific general education criteria listed in the rubric are not being achieved. The Report also requires faculty to develop and implement an Action Plan to improve upon those criteria not being met. The goal of faculty assessment of the general education competencies 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 of those competencies.

All General Education Competency Assessment Report forms submitted by faculty at the end of the fall and spring semesters are assessed using the Student Learning Assessment Program Report Rubric (see page 100). Assessment results based on this rubric are shared with the faculty during their scheduled faculty appraisal.

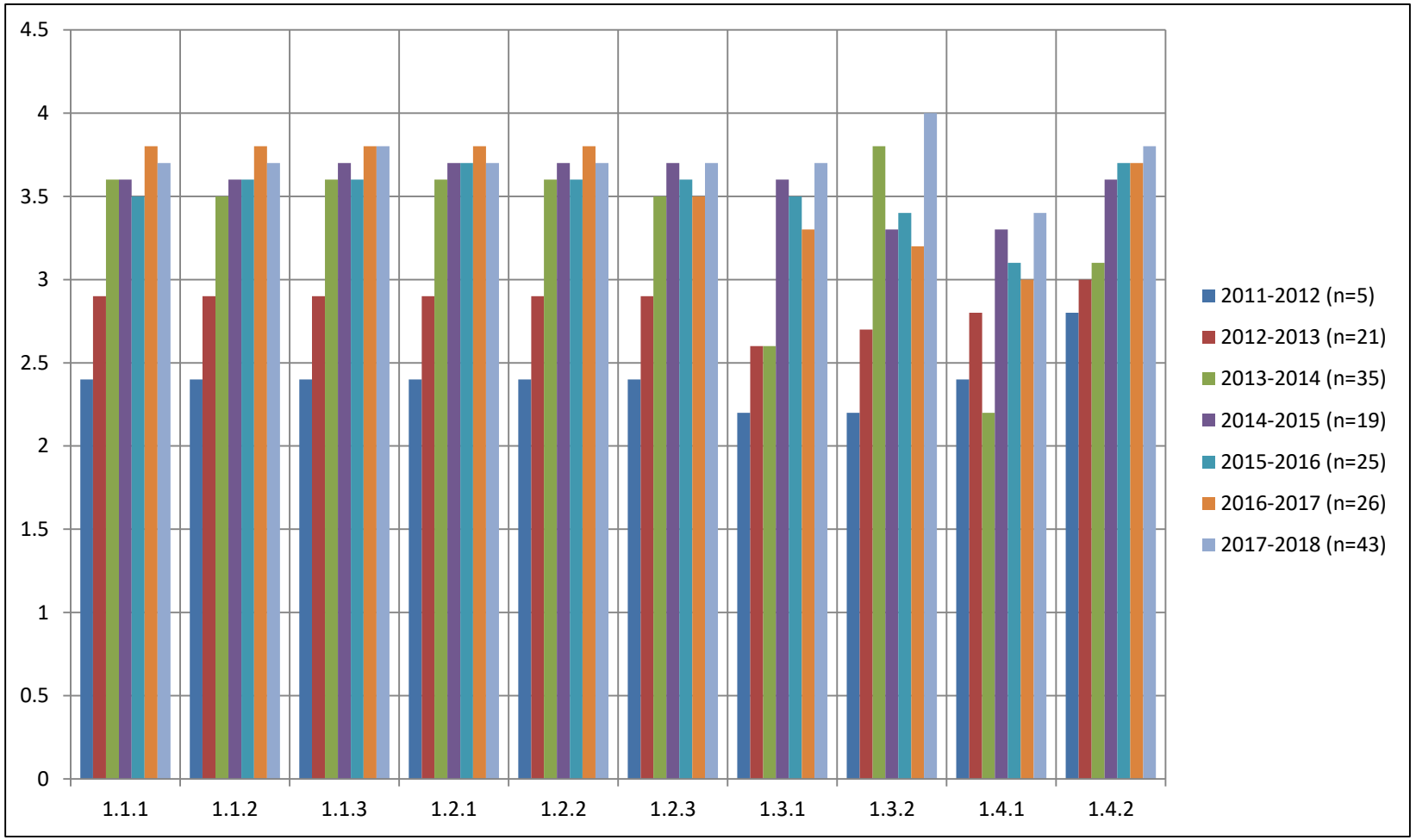
Semester Assessed	General Education Competencies Assessed	During What Courses Will Assessment Occur
Fall Spring	Information Technology	CIS 101: Introduction to Computers
Fall Spring	Oral Communication	COM 101: Interpersonal Communication COM 102: Public Speaking
Fall Spring	Scientific Reasoning	Laboratory 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, 108, 110, 112, 141, 142, STAT 213

ENG 299: Capstone Portfolio Course

In an attempt to assess general education competency attainment of graduating students as well as evaluate the effectiveness of the course level gen ed assessments, 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 (sometimes referred to as signature works) are presented via an electronic portfolio to a faculty committee for review and evaluation. The following describes and summarizes the results of the ENG 299 portfolio assessments the College uses to assess general education competency attainment at the institutional-level.

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**



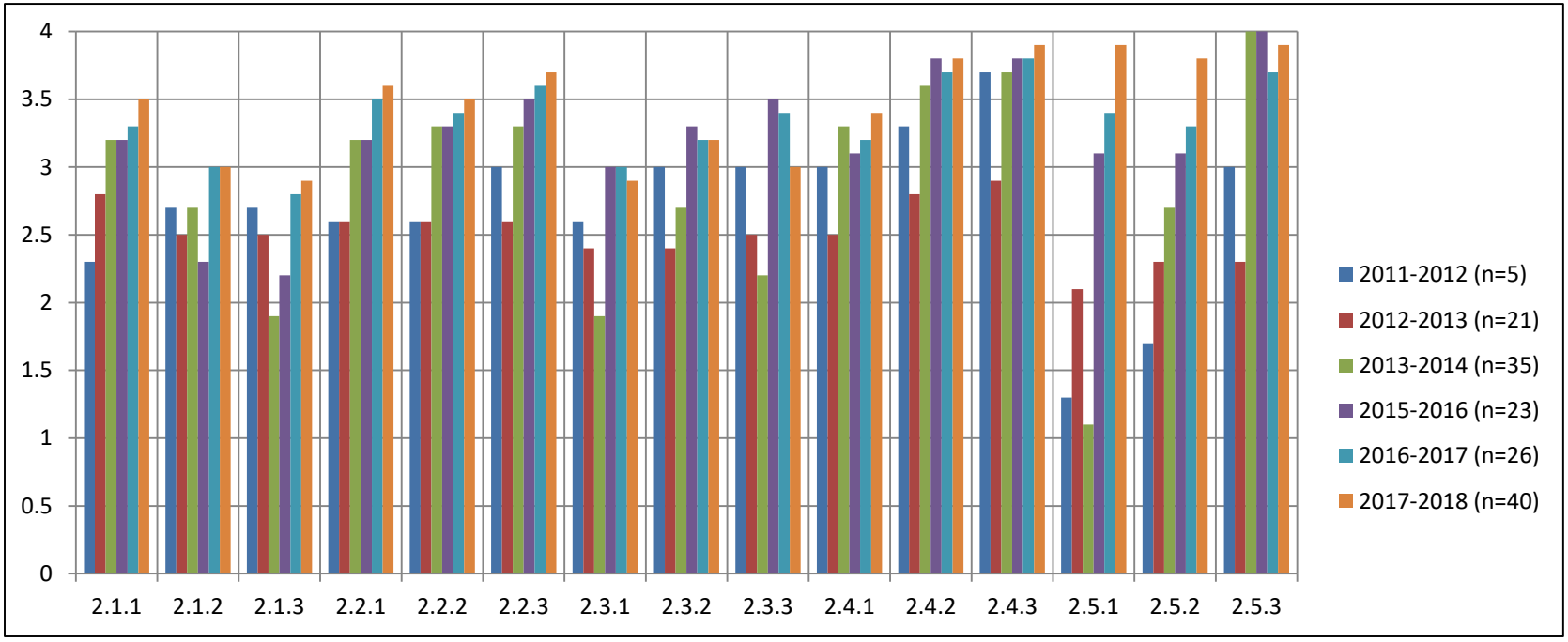
Provides a clear, concise thesis statement
1.1.1 Statement is clear and concise
1.1.2 Statement is well-reasoned
1.1.3 Statement leads to plentiful additional discussion
Provides supporting paragraphs which relate to the thesis
1.2.1 Supporting paragraphs are well-reasoned
1.2.2 Supporting paragraphs 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

When first introduced across the College campus during the 2009-2010 academic cycle, the goal of the Writing Across the Curriculum[1] initiative was to improve the general education competency of writing among all students by reinforcing good writing in every course, however and wherever, it was offered. Based on the above results, the College feels that it has made very good process toward this goal.

[1] The Writing Across the Curriculum movement (which first appeared on college campuses in the 1970's and 1980's) "is largely a reaction against traditional writing instruction that associates good writing primarily with grammatical accuracy and correctness, and thus isolates writing instruction within English departments, the home of grammar experts. The problem with traditional writing instruction is that it leads to a view of writing as a set of isolated skills unconnected to" the students' major and discipline. Learning to write in a discipline is intimately connected to learning to think within that discipline. This will improve both the students' writing abilities as well as their understanding of their major field of study.

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**

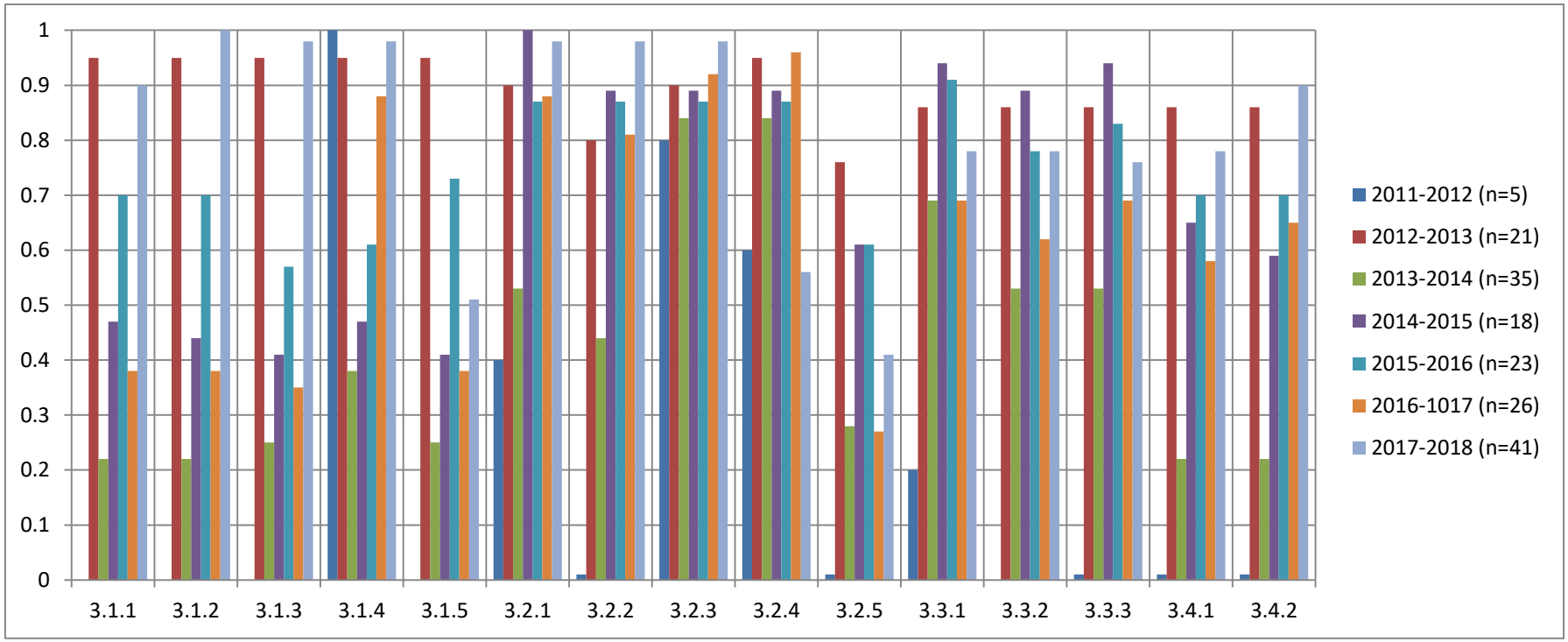


Provides a well-organized speech with appropriate introduction and conclusion
2.1.1 Very well-organized
2.1.2 Attention grabbing introduction
2.1.3 Convincing conclusion
Provides main points that are well-documented, compelling, supported with facts, developed clearly and concisely, and focused on the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

2015-2016 Analysis

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 information technology (IT) competency for continued improvements with the goal of an average score of 80%.

2016-2017 Analysis

There was a decrease in the 2016-17 average information technology scores as compared to the previous two academic cycles. Further granular 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%.

2017-2018 Analysis

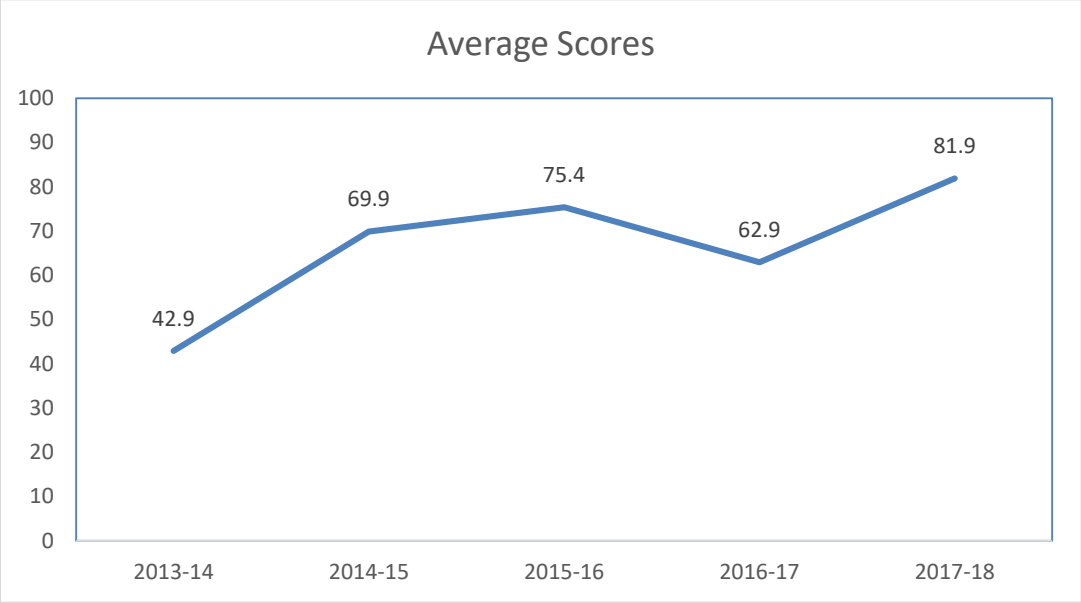
Data indicates that the average score on the IT competency was 81.9% thereby meeting the goal of 80%. In order to continue improving the average score, the following additional instructions will be added to the ENG 299 Moodle course site under the IT heading:

> In order to fully address all the criteria associated with the Information Technology competency, you will, most likely, need to submit numerous artifacts. When submitting the various artifacts, you will want to label and/or somehow identify the specific criteria that each submission focuses

on. In other words, if one of the submitted artifact submissions addresses criteria 3.2.1, 3.2.2, and 3.2.3, identify as such.

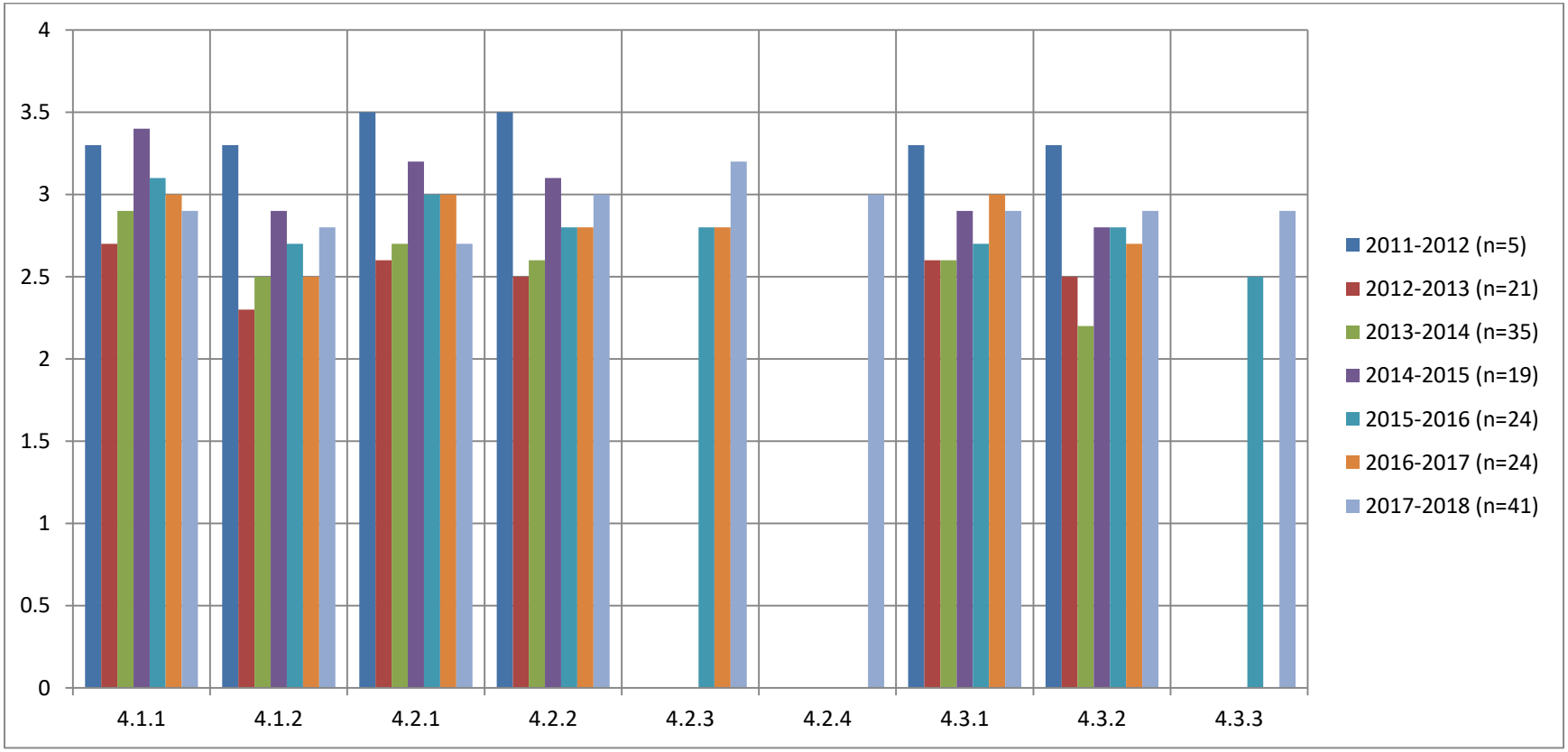
You will want to review the *Information Technology Rubric Checklist* below for ideas on how to address each of the Information Technology criteria.

Results of Continued Monitoring (2017-2018)



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
4.2.4 Answers are labeled correctly, 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
4.3.3 Demonstrates 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.

   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 2.83. 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. Also, the goal of adding the above mentioned statement regarding student saving their work for possible use in the ENG 299 course was not met.

The 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. 4.2.4, 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.

2017-2018 Analysis

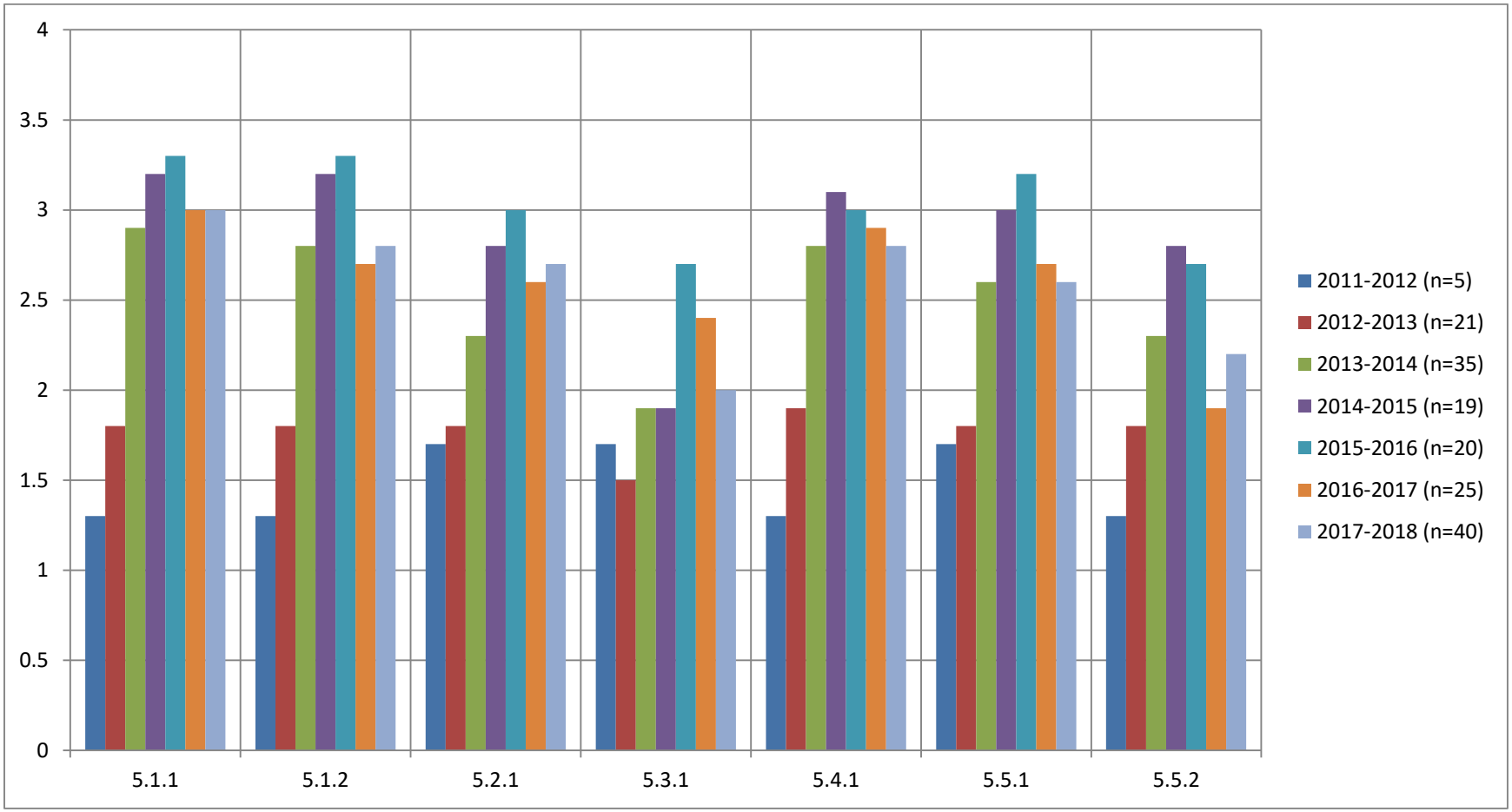
Despite the excellent results during the summer 2017 semester, student performance during the fall 2017 and spring 2018 semesters did not show continued attainment of the mathematical reasoning competency. As with the previous reporting cycle, only 3 of 7 criteria met the minimum goal of “Proficient (3)” while the average score for all criteria only increase from 2.83 to 2.92.

Once again, the SLAC will be responsible for charging all Math 101, 108, and 110 faculty to require a mandatory class assignment that meets all the criteria set forth by the mathematical reasoning rubric. Math faculty will also be asked to tell their students that this specific assignment can be used for the future ENG 299 course and that they should save this work. The goal for the 2018-2019 academic cycle is to see at least a slight increase in the average score of all math rubric criteria to at least a 3.0.

On the positive side, changes were 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 introduced 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. 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.

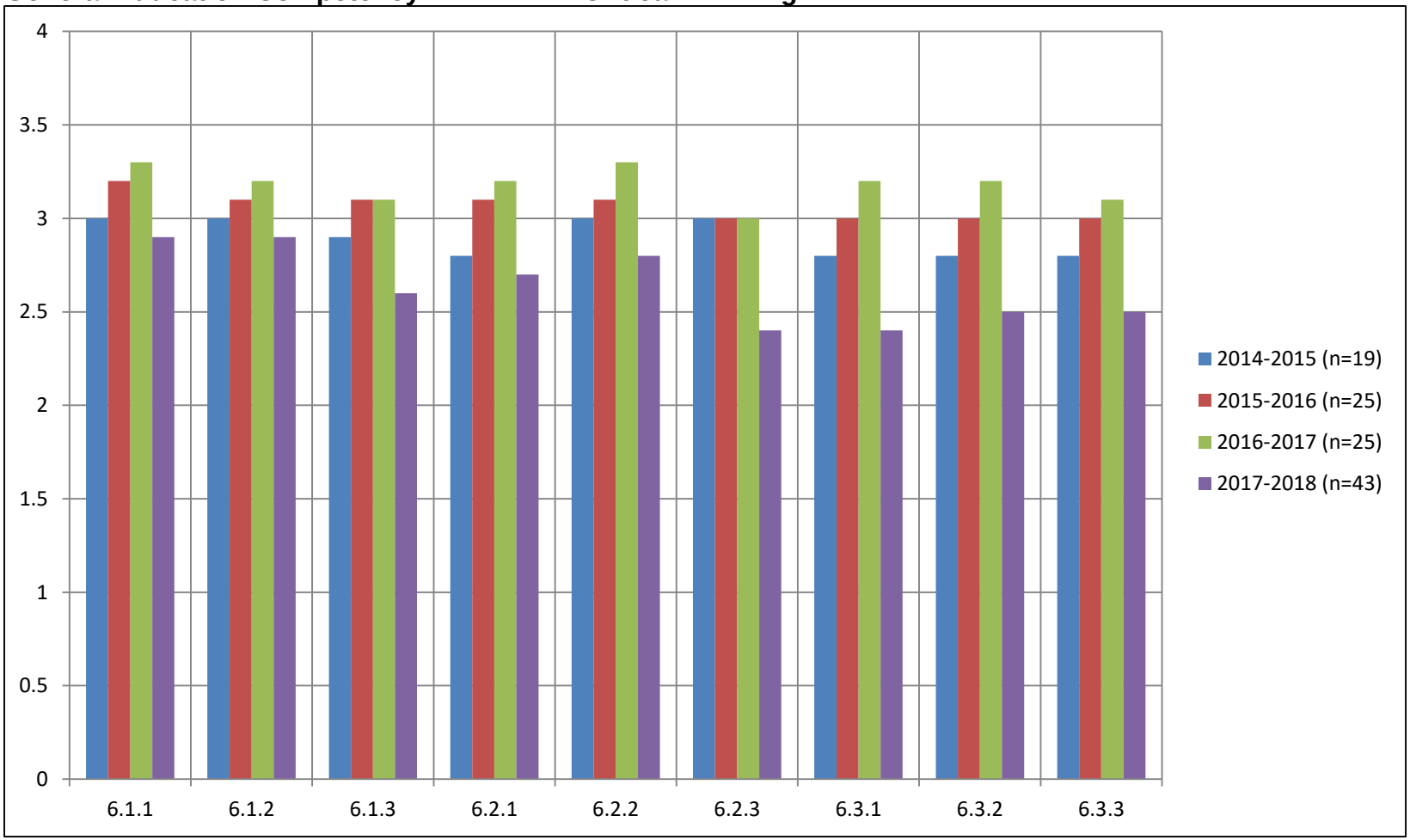
2017-2018 Analysis

Of the 7 scientific reasoning criteria, 3 showed a decrease, 3 showed an increase, and one remained unchanged. The average score on all criteria remained relatively unchanged from 2.60 in 2016-17 to 2.59 in 2017-18.

The SLAC will be responsible for charging all laboratory science faculty to require a mandatory class assignment that meets all the criteria set forth by the scientific reasoning rubric. Laboratory Science faculty will also be asked to tell their students that this specific assignment can be used for the future ENG 299 course and that they should save this work. The goal for the 2018-2019 academic cycle is to see at least a slight increase in the average score of all science rubric criteria to at least a 3.0.

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

2017-2018 Analysis

The general upward trend for the critical thinking scores failed to materialize. The average score fell from a 3.18 in 2016-17 to a 2.63 in 2017-18. The SLAC will continue to monitor the results of the 2018-19 ENG 299 critical thinking scores The goal is to improve the average score to at least a 3.00.

COMPLETION RATES OF GENERAL EDUCATION CORE CLASSES

The data below also includes dual enrollment high school students taking classes through the College. These completion rates of the general education transfer courses are included in the Data Discover Book and reviewed by the SLAC every academic year.

COMPLETION RATES OF GENERAL EDUCATION TRANSFER CLASSES 2014-2018 ACADEMIC YEARS								
Year	2014-2015		2015-2016		2016-2017		2017-2018	
Course	N	%C or better	N	%C or better	N	%C or better	N	%C or better
Area I: Communications								
ENG 102	128	82.03	124	79.84	131	87.02	144	82.64
ENG 104	89	89.89	85	76.47	100	90.00	79	89.87
COM 101	79	83.54	59	72.88	64	65.63	45	75.56
COM 102	62	74.19	46	84.78	58	91.38	35	65.71
Area II: Mathematics								
MATH 110	46	82.61	54	85.19	36	83.33	39	79.49
STAT 213	2	100.00	4	75.00	4	75.00	7	71.43
Area III: Laboratory Science								
BIOL 113	22	95.45	42	78.57	13	84.62	39	94.87
CHEM 113	0		0					
CHEM 115	31	83.87	31	90.32	80	97.50	79	97.47
CHEM 116	17	100.00	13	100.00	62	98.39	45	95.56
GEOL 141	24	87.50	22	77.27	33	75.76	36	69.44
GEOL 151	5	100.00	4	100.00	3	100.00	3	100
PHYS 115	12	83.33	5	80.00	3	100.00	2	100
PHYS 120	40	77.50	NA	NA	30	60.00	7	100
Area IV: Social and Behavioral Science								
ANTH 101	42	83.33	18	88.89	19	89.47	15	93.33
ECON 251	114	82.45	73	94.52	121	81.15	138	97.83
ECON 252	19	78.94	15	80.00	33	75.76	43	81.40
PSCI 102	70	94.29	72	98.61	95	89.47	145	96.55
PSCI 202	4	100.00	0		0		0	
PSY 101	86	79.07	66	86.36	107	94.39	138	92.75
SOC 101	47	78.72	68	73.53	60	93.33	34	97.06
SOC 212	6	83.33	9	100.00	11	81.81	15	93.33
Area V: Humanities and Fine Arts								
ART 101	46	84.78	41	80.49	27	81.48	27	88.89
MUS 101	75	85.33	58	86.21	62	79.03	20	75.00
HIST 101	7	85.71	10	70.00	5	40.00	9	77.78
HIST 102	8	87.50	0		5	40.00	9	88.89
HIST 121	13	92.31	6	100.00	1	100.00	4	75.00
Total Number of Students Enrolled and Overall %C or Better Averages								
Totals	1094	84.10	925	80.43	1163	85.81	1157	89.28

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 assessing student success by collecting information about the success of its graduates in employment and transfer as well as students' perceptions of their education at the College. The ultimate goal is to utilize this institutional survey data to improve student success as it relates to learning, persistence, and completion.

The Director of Student Success and Wellness and academic program directors developed Graduate Survey instruments to gather pertinent information on students' academic experiences while attending the College and on graduates' success six to nine-months post-graduation. The College completed its first cycle of data collection. The results are reported below.

Graduate Survey Results

Semester:	2015 30 (Spring)	n = 53
	2016 10 (Summer) and 2016 20 (Fall)	n = 16
		N = 69

First mailing: July 13 and 14, 2017
Second Mailing: Sept. 12, 2017

Response Rate: 12/69 = 17.4%

1) MCC prepared me to write effectively.
   83% agreed or strongly agreed; 17% neutral

2) MCC prepared me to speak to individuals and groups effectively.
   66% agreed or strongly agreed; 25% neutral; 8% disagreed

3) MCC prepared me to use the Microsoft Suite (Word, PowerPoint, Excel) effectively.
   92% agreed or strongly agreed; 8% neutral

4) MCC prepared me to use critical thinking skills effectively.
   92% agreed or strongly agreed; 8% neutral

5) MCC prepared me to apply the scientific method effectively.
   57% agreed or strongly agreed; 34% neutral; 8% disagreed

6) MCC prepared me to apply various math skills to different situations effectively.
   84% agreed or strongly agreed; 8% neutral; 8% disagreed

7) Did you take any online Moodle courses at Mesalands? **Yes (91%) No**

   a. If yes, the online experience compared favorably to the "live" classes.
      73% agreed or strongly agreed; 27% neutral

8) I would choose to attend Mesalands again.
   100% agreed or strongly agreed

9) The overall quality of education at Mesalands Community College.
   25% excellent; 33% above average; 42% average

10) Mesalands helped me be a successful student.
    100% agreed or strongly agreed

11) As it relates to your major program of study, were your overall expectations met?
    100% indicated "yes"

12) Would you choose the same major again? **Yes (56%) No (44%)**

13) Mesalands effectively prepared me for continuing my education.
    100% agreed or strongly agreed

14) The overall quality of education in your major area of study.
    44% excellent; 23% above average; 33% average

2017-2018 Analysis

The College's goal is to improve on the current survey response rate of 17.4%. Although the 17.4% response rate for an external survey is consider adequate, the absolute number of 12 respondents needs to be improved upon. In order to accomplish the goal of a 25% response rate, the following will be implemented:

1) The survey will be converted into an electronic survey using either Survey Monkey or Google Forms.
2) Personal email addresses will be collected from all graduating students during GradFest which is held at the end of the spring semester. This and additional contact information from each graduate will be collected on the *Graduating Student Request for Information* form.
3) Graduate Surveys will continue to be sent out six-to-nine months post-graduation.

While 56% of respondents specified that they would “choose the same major again”, 44% indicated they would not. The SLAC identified the number of students who would not choose the same major as concerning.

Currently, the College does offer career exploration services through the Career Services Center. Students are able to explore various career options through the use of different inventories. These inventories assist students by matching various professions to their self-identified personality, interests, values, and skills. These inventories are available to students either via hard copy or electronically online (https://www.mesalands.edu/current-students/support-services/career-services-center/steps-to-exploring-careers/). The Director of Career Services will more actively promote these services by completing the following:

1) Sending the above mentioned link out to all new, incoming students via the MyMeslands “Communication Flow” with an accompanying description describing the how an early decision on a major increases students’ persistence and completion.
2) Offering dual enrollment high school career counselors the use of the SuperStrong Interest Inventory which will provide each counselor with student usage data specific to their individual schools. This will be completed in conjunction with the Educational Credit Management Corporation (ECMC) Project Success initiative which the College is an active member.
3) Promoting these services to faculty teaching the ACS 100: Student College Success course.

The goal is to decrease the number of graduating students from the present 44% who identify that they would not choose the same major again. Although the goal is to see a gradual decrease in that number, this decrease would not materialize until those new, incoming students (identified above) graduate with either a degree or certificate and are eligible to be surveyed.

The Director of Student Success and Wellness and academic program directors also developed Employer Survey instruments to gather pertinent information from employers of our graduates, with the goal of assessing competencies in soft skills, program-specific skills, and wage and employment data. Wage-related results for Wind Energy Technology graduates is reported below.

Wind Energy Technology Mesalands Community College Graduate Employment 2016-2017						
Employment/ Wage Data **Degree/ Certificate Type**	Total Graduates	Employed in Training Related Job	Percent Employed in Training Related Job	Minimum Hourly Wage	Maximum Hourly Wage	Average Hourly Wage
Wind Energy Technology A.A.S	28	8	29%	$20	$22	$21.38
Wind Energy Technology Applied Science Certificate	7	4	57%	$20	$23.50	$21.88
Wind Energy Technology Occupational Certificate	16	9	56%	$19	$22	$21.00
Totals	**51**	**21**	**41%**	**19**	**$23.50**	**$21.31**

2017-2018 Analysis

Based on the above mentioned 17.4% response rate for the Graduate Survey, not enough employer information was captured to then send out an Employer Survey that would produce any significant, meaningful data. The goal is that once the electronic version of the Graduate Survey is complete and the College reaches its goal of a 25% response rate that this will lead to a greater number of Employer Survey results.

PROGRAM LEVEL ASSESSMENT

The following sections describe and summarize the results of those activities the College uses to assess and improve 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.

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 below) focuses on the plan-do-study-adjust cycle of the annual assessment action plans. Degree and certificate programs are required to complete a Student Learning Assessment Program Report documenting their annual assessment activities.

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
- Artistic Silversmithing
- Wind Energy Technology

STUDENT LEARNING ASSESSMENT PROGRAM REPORT

Program Name	Animal Science (ANSC)
Program Description	The Animal Science program at Mesalands Community College provides opportunity and instruction towards employment as well as continuing education opportunities at the university level. The 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 require a 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 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	2017-18

Table 1

Outcomes: List the one program objective that was not met.	**Assessment Methods/Measures/Tools:** How and when was the data collected on whether this objective was met? What students were assessed?	**Performance Goals/Benchmarks:** How well should students be able to do on the assessment?	**Assessment Results and Data Interpretations:** What does the data show?	**Action Plan:** What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? What, if any, financial or additional resources will be required to achieve your Action Plan? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).
3. The student will apply sound financial and management practices as well as principles utilized in the agricultural industry.	**How Management Practice:** **Artificial Insemination Process & Equipment.** The ANSC 275 class went to the Tucumcari Feed yard on 3 different occasions to synchronize estrus and A.I. 50 heifers. Oral quizzes, follow-up quizzes, and a Final Exam was given after the process was complete. AI is a very important management practice that is utilized in multiple facets of the agriculture industry including cattle, sheep, horses, deer, etc. **When:** Spring 2018	Students were expected to meet the following requirements: • Identify equipment and drugs for Artificial Insemination • Clearly state the process and timing of events for successful AI Including: **Factrel** - (Gonadotropin Releasing Hormone, GnRH) **Lutalyse-** (Prostaglandin) **CIDR's-** Progesterone **Semen Straws**	**Data and Interpretations:** Oral quiz on drug identification: • **1/8 students (12.5%)** could correctly state that Factrel was the hormone GnRH, Lutalyse was the hormone Prostraglandin, and CIDR's were the hormone progesterone. • **1/8 students (12.5%)** correctly	One specific change that has to be made is student attendance both in-class and in the field (trips like the Tucumcari Feed yard). Only 3/8 (37.5%) students were present when Dr. James Tompkins put the semen straws in the heifers at the feed yard. **I have to address the attendance problem in all ANSC courses. I must increase the % of the final grade that comes from attendance. It currently is 10% of the final grade.** Secondly, if students could be certified in Artificial

	Students Assessed: All in ANSC 275 Principles of Nutrition; my biggest class of the 2017-18 academic year. N = 8 students 6 out of 8 students (75%) have passed other ANSC courses. **Artificial Insemination is discussed in ANSC 100, ANSC 150, ANSC 230, ANSC 245, ANSC 270** 2 out of 8 students (25%) This was their first ANSC class.	**AI Gun and how to load it properly** **Water Bath & Temperature** **Liquid Nitrogen and its temperature**	answered the in-class quiz question "What hormone was given at breeding?" (Factrel/GnRH) • **3/8 students (37.5%)** correctly answered the in-class quiz question "When CIDR's are removed what hormone does that remove?" (Progesterone) • **6/8 students (75%)** correctly identified the veterinarian who A.I.'d the cattle on the Final Exam • **2/8 students (25%)** correctly answered "False" on the water bath temperature question on the Final Exam.	Insemination and actually get to breed some cattle instead of just watching Dr. Tompkins, maybe that would increase participation and attention to detail such as drugs and equipment. I have contacted a company called "Cattle Management Services" that is willing to come to Tucumcari and put on a two-day in depth Artificial Insemination School. The cost would be $300/ student with a 10 student minimum. For an additional $125 students can become certified and licensed to practice Artificial Insemination in New Mexico. The additional cost to tuition is a concern as well as the 10 student minimum, but I would really like for this school to happen. I think it would increase participation and student learning. Data could be collected and analyzed on

			• **7/8 students (87.5%)** correctly answered the liquid nitrogen temperature question on the Final Exam. The data shows that the majority of the students, less than (50%) can correctly identify drugs and protocols for Artificially Inseminating cattle.	whether or not the school improved knowledge and practice of Artificial Insemination.

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

Table 2

Previous Action Plan (Copy last semester's or last year's Action Plan section and paste it into this column)**: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
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. 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	During the 2017-18 academic year, mathematics was incorporated into almost every lecture, quiz, and exam that was given in the Animal Science courses. Examples include: **ANSC 100 - Introduction to Animal Science** Mid Term Exam Calculating Commodity Prices: • Feeder corn • Steers • Heifers • Cows • Bulls 6/6 students received 80% or better when calculating agriculture commodity prices. **ANSC 230 Animal Health and Diseases** iCEV online "Mathematic Applications in Veterinary Science" 2/2 students averaged 90% on Assessments I-VII

	ANSC 245 Animal Breeding Final Exam: Calculate the cost to Artificially Inseminate 20 heifers. 5/7 students = 71% of students were within a reasonable dollar amount for the cost to AI heifers. **RGSC 294 Range Management** Mid Term Exam: Converting clipped grass (grams) to pounds of grass per acre. 3/4 students or 75% of class correctly converted the equation. **ANSC 275 Principles of Nutrition** Mid-Term Exam: Calculating Gain on Bull Test Bulls 4/5 students = 80% correctly calculated gain on 122 days of feed. **ANSC 270 Meat and Carcass Evaluation** iCEV online “Beef Carcasses: Yield Grading” 2/2 students = 100% correct calculated a Beef Carcass Yield Grade calculation including +/- adjustments for: Fat Opposite of the Ribeye, Rib Eye Size, Hot carcass weight, Kidney/Pelvic/Heart Fat. I believe that adding more mathematical applications did improve student learning as represented in the data. I will continue including mathematical applications in all ANSC/RGSC classes.

	I have a set of calculators that I keep in my classroom so that students always have access to a calculator if needed. Cooper Glover from Citizens Bank did visit with all ANSC students in the Fall of 2017. There was not a follow up quiz following his presentation, but I feel the incorporation of agriculture loans and calculating interest on loans could be added to the ANSC program in 2018.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT[2]

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	2017-18

[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: How and when was the data collected on whether these objectives were met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?** .		**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? What, if any, financial or additional resources will be required to achieve your Action Plan? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**
The student will demonstrate abilities and skills appropriate to basic general construction – Students will be able to apply techniques of laying out walls.	Students were given a copy of a blueprint and were asked to lay out the walls from the blueprint. BT 201: Exterior Finishing Spring Semester 2018	Students should be able to read a blueprint and lay out the walls from that blueprint with at least a 75% accuracy.	Students were not able to meet the required standard of achievement. Average assessment score was 65%.	More time will be spent in reinforcing the necessary practices and procedures necessary for the students to be able to read a blueprint and lay out a wall with an average assessment score of 75%. Results will be reported on the 2018-2019 Report.

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

Table 2

Previous Action Plan (Copy last semester's or last year's Action Plan section and paste it into this column)**: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
More time will be spent in reinforcing the necessary practices and procedures for safety when working around electrical hazards. During the Spring 2017 semester I will teach an extra lesson on safe work procedures to use around electrical hazards. The same written assessment will be given to achieve an average assessment score of 70%.	The Action Plan that was put in place for this learning objective made the outcome achievable. The average score on the same assessment improved from a 65% to a 75%.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT[3]

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	2017-2018

[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: How and when was the data collected on whether these objectives were met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?**	**Assessment Results and Data Interpretations: What does the data show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? What, if any, financial or additional resources will be required to achieve your Action Plan? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**
The student will demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth through age eight.	The students were assessed through course projects including teaching assignments, observations, interviews, and research papers. All students were assessed who were enrolled in ECE 103, ECE 104, ECE 111, ECE 112, ECE 207, ECE 214, and ECE 215.	The goal is to have a 80% pass rate and a mean score of 85%.	ECE 103: 100% pass rate, Mean 90%. ECE 104: 100% pass rate, Mean 84%. ECE 111: 100% pass rate, Mean 95%. ECE 112: 100% pass rate, Mean 79%. ECE 207: 83% pass rate, Mean 73%. ECE 214: 83% pass rate, Mean 77%. ECE 215: 83% pass rate, Mean 76%.	The goal to increase the pass rate to 80% and the mean score for all classes to 85% was not 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 except one. That was the ECE 214 class which had a practicum component with it. 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 about it. There were relatively small numbers in these classes and if one or two students don't complete work, it does lower the average.
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 103, ECE 104, ECE 111, ECE112, ECE 207, 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 94% pass rate and a mean of 80%.	The pass rate and the mean scores are good. I will continue to strive to keep these numbers that high. 100% 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. One of the challenges we faced this year were finding centers where students could do their practicums. That is an issue that needs to be worked on.
The student will demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals.	Students were assessed through research papers and an oral presentation in the following class: ECE 104. This is the only class that had both requirements this year. The assessment was done using the college's general education rubrics in writing and oral presentation. The other classes did have a writing component, but not a research paper. They also shared regularly in class about child interaction projects, but was not a formal oral presentation.	90% of the students should be able to score an excellent, proficient, or adequate rating in both writing and oral presentation.	100% of the students scored an excellent, proficient, or adequate rating on the oral presentation rubric. On the writing rubric, 85% scored an excellent, proficient, or adequate rating in the ECE 104 class.	The area where students had difficulty was in the area 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 did do that this year and feel that the students did improve. I will continue to require students to write and give oral presentations in all classes. In the 111 and 214 class, there were no formal papers or oral presentations, but students did a lot of writing while evaluating how interactions with children went and they also shared orally about lessons that were taught

				and what could be done to improve them. My goal is to have 90% of the students score an excellent, proficient, or adequate rating in writing and oral assignments in the classes that require this component.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT

Program Name	Farrier Science
Program Description	Farrier Science is primarily a self-employed field; therefore, farriers must be knowledgeable and skilled in all facets of the business. The Farrier Science degree program offers hands-on experience in horsemanship, trimming and shoeing, forging and welding. Instruction in anatomy and physiology, business management, and other aspects of horseshoeing are provided in the classroom. The degree program also offers an in-depth study of therapeutic and pathological shoeing, including the physiology, forging and application of shoes.
Program Objectives	Upon completion of an Associate Degree in Farrier Science students will: 1. Apply knowledge of the anatomy and physiology of the equine limb as it relates to a sound horse according to American Farriers Association (AFA) standards. 2. Perform and defend keg shoe modifications according to AFA standards or veterinary prescription. 3. Identify equine gaits and gait faults according to AFA standards or veterinary prescription. 4. Identify pathological conditions of the equine limb and successfully apply the appropriate therapeutic shoeing technique according to AFA standards or veterinary prescription.
Program Director	Paul Leonard
Academic Year	2017-2018

Table 1

Outcomes: List the one program objective that was not met.	**Assessment Methods/Measures/Tools: How and when was the data collected on whether this objective was met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?**	**Assessment Results and Data Interpretations: What does the data show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? What, if any, financial or additional resources will be required to achieve your Action Plan? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**
1) Apply knowledge of the anatomy and physiology of the equine limb as it relates to a sound horse according to American Farriers Association (AFA) standards. 2) Perform and defend keg shoe modifications according to AFA standards or veterinary prescription.	The data is collected using written exams, practical exams and verbal presentations and demonstrations. The Anatomy class that is required along with the Farrier Science classes requires much more written type work and memorization than the Farrier Classes which are more "hands on". The Final Exam for the Farrier Science portion is a practical exam in which the student will shoe a live horse while I "act" as the customer, asking questions and assessing their overall horsemanship while	How well the student does on these assessments will depend on the level that they are in in the program. Students in their first semester are likely to have a harder time than a student in their third or fourth semester. The exams are geared to get more difficult as student's progress in their education. I expect that all the students in the program should be able to achieve a 70% score in all aspects of the program.	The data shows that all the students who attend 90% of the classes in a semester are able to achieve a 70% or above score overall in the program. The students who struggle are students who fail to regularly attend class.	As a result of previous Action Plans, I will continue to focus on attendance for my current Action Plan. I just can't stress enough how critical attendance is. Although I've made some changes I think my attendance policy still needs adjustment. I'm thinking about times when I have signed a student's A.P.F. even though they have unexcused absences for the week. As all of the Program Objectives are

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	they work. All the students that are assessed are expected to be able to achieve a 70% score on both the written and practical portions of the Final Exams.			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'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 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 3 unexcused absences. Realistically, I think I can expect 75-80 percent of the class to have 0 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 (Copy last semester's or last year's Action Plan section and paste it into this column)**: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
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 10% 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 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 3 unexcused absences. Realistically, I think I can expect 75-80 percent of the class to have 0 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.	Although I've made some changes in response to the Action Plan from the previous semester, I didn't accomplish all of the steps from that action plan. Attendance as a whole for the year has slightly improved, however this second semester I had two students who regularly missed classes, even though I routinely counseled them on the importance of attendance. The result of their continued absence was one student scoring in the 70% range and the other student scored in the 60% range. In the first semester of the year, attendance and scores were much better.

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	Joel Kiser
Academic Year	2017-2018

Table 1

Outcomes: List the one program objective that was not met.	**Assessment Methods/Measures/Tools: How and when was the data collected on whether this objective was met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?**	**Assessment Results and Data Interpretations: What does the data show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? What, if any, financial or additional resources will be required to achieve your Action Plan? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**
The student will demonstrate the ability to defend projects using fine arts criteria.	**How:** Fine Arts Faculty reviewed one project of a random sample from one third of the students in Drawing, Painting, and Photography Classes. Projects are then digitally archived. Ten students were assessed across three classes. Student art work techniques were evaluated using a three tier rubric. **Scoring methodology/Rubric:** A three tier rubric was used for assessment. For the Rubric; the scale was 0, unsatisfactory;	Students should be able to defend their work within the following arts criteria**:** **A. Use of visual media with technical proficiency,** **B. (artwork and written thesis): Conceptualize thought process in visual media,** **C. (written thesis): Articulate critical theory.**	In analyzing the results of the foundations assessments, there were variations between media. **Students in the drawing class** did the best at achieving the learning outcomes: 1.5 out of 2; Painting averaged 1.4 out of 2; photography 1.3 out of 2. **In the photography results**, the technical quality of the prints was the area in which the	**We found it difficult, with this scale, to really determine what was an acceptable rate of achievement**. If a grade of 1 was satisfactory, even the 1.3 could seem a reasonable achievement. We do not think this actually is an acceptable level, however. **Although we are not likely to continue using this compressed scale for the next assessment.** We consider 1.5 a reasonable

	1 satisfactory, 2 excellent. The fine arts faculty committee used these rubrics to score the projects. After scoring, the averages were computed, and all scores and averages were compared and discussed. **When:** Ten student were assessed across Art 112, Art 113, and Art 216 during the spring and fall semesters.	The art works presented for critiques to meet requirements should at least score into the satisfactory category. This would indicate the students' abilities to verbalize ideas/concepts of artworks. These evaluations also indicate the professor's effectiveness in communicating these visual principles of design to our students.	greatest problems existed (1.1), with students' abilities in capturing light and shadow (1.4) being their best area (although still not as good as the best areas in drawing or painting). Conversely, use of light and shadow was an apparent problem area (0.8) for painter, though some of this may be due to our assignment, which did not specifically require an emphasis on light and shadow; and our rubric, which did not describe the criteria carefully enough. **For painters,** their use of color was the area in which they showed the highest achievement (1.7). The emphasis on understanding color and using it well has clearly been a successful aspect of our painting curriculum. Drawing students were overwhelmingly best at	minimum goal on this current scale, meaning that our drawing results meet that goal, while painting and photography are not quite where we'd like them to be. **More specifically, most useful to note was that the range and type of studio art courses that students stated were most helpful was varied (skills-based, personal vision, conceptual, various special topics, all media). This showed us that we seem to be hitting all the key areas, and that the balance in the program appears to be fairly solid.** Additions to the curriculum and changes to improve the program, often correlated well with our established long-term plans (that are impossible in the short-term); with changes already in process.

			composition (1.7), but tended to deal well with line (1.5), and with light and shadow (1.5). They seemed to have their greatest problems (1.0) with linear perspective, but this was due to the assignment. Linear perspective could not be clearly measured in drawings produced by this particular assignment. Our drawing sample size is larger than those of the other courses, due to more sections of drawing being taught. However, as with all of these results, we do not feel that our sample size is sufficient. Of most concern, using the work from only three students in drawing and three in painting has not given us an accurate assessment of these courses.	

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

Table 2

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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.**	More open lab times were added during this semester giving fine art students more time to develop their work and more potential contact time with their instructors. In looking specifically at studio classes such as Art 112 Drawing I; the additional studio time yielded positive results within the drawing I portfolios. The areas that need the most work (proportion, light & shadow) can be focused on in more depth in specific assignments that will allow more practice with these issues. The action plan also addressed the hiring of an Art Labs Coordinator/Lab Technician to assist in the support of the labs and techniques delivery. This goal has also been realized providing much needed studio support from our new faculty hire. The hiring of the Art Lab Coordinator/Lab Technician also brings a wealth of knowledge in the area of New/Digital Media in the arts. This serves to provide our students with valuable foundations in the ever changing digital arts field and builds more options within the fine arts program.

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	2017-2018

Table 1

Outcomes: List the one program objective that was not met.	**Assessment Methods/Measures/Tools: How and when was the data collected on whether this objective was met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?**	**Assessment Results and Data Interpretations: What does the data show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? What, if any, financial or additional resources will be required to achieve your Action Plan? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**
Problem Area Objective 5: Skills to conduct and present a scientific research project	GEOL 235 Research in Natural Science I (Fall 2017: 3 students) and GEOL 236 Research in Natural Science II (Fall 2017: 2 students; Spring 2018: 1 student)	Modified performance goal: "The student will demonstrate the skills to conduct and present a scientific research project under guidance of the instructor, by passing one or more measurable performance goals developed and formulated for each individual research project by instructor and student within the first two weeks of class"	See analysis for 2017/18 below	1. Modify performance goal in syllabi of GEOL 235 and 236, as well as in Student Learning Assessment Program Report; implement in GEOL 235 (fall 2018) and GEOL 236 (spring 2019) 2. Assess and report the practicability/success/ challenges of individual performance goals in Student Learning Assessment Program Report 2018/19

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

Table 2

Previous Action Plan (Copy last semester's or last year's Action Plan section and paste it into this column)**: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
Problem Area Objective 5: Skills to conduct and present a scientific research project "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" **Action Plan 2016-17**: In Fall 2017 [and Spring 2018], 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.	The action plan was implemented over two semesters in the classes GEOL 235 Research in Natural Science I (Fall 2017: 3 students) and GEOL 236 Research in Natural Science II (Fall 2017: 2 students; Spring 2018: 1 student). 1. One module taught in all two research classes due to the nature of the research projects of the students ("Principles of phylogenetic analysis") was assessed by two practical written assignments: 1.1 An exercise in GEOL 235 derived from a class "Cladistic phylogenetic analysis" attended by the instructor as undergraduate student, in which a given constructed character data of a selection of hypothetical organisms set is analyzed step by step and the phylogenetic relationships of the organisms are reconstructed. Because of the nature of the data, there is only one correct outcome of each step leading to one unambiguous phylogenetic scenario, and thus the exercise is easily assessed. All 3 students solved the exercise correctly. 1.2 Formulation of phylogenetic significant characters and determination of character states, using data from the actual research specimen(s) of each student project and from the relevant technical literature. For one student project, a research visit to the collection of Texas Tech University was arranged to examine comparative specimens, because data from the literature proved insufficient to determine character states. The student's written

	analysis was assessed by the instructor, corrected when necessary by the student, and condensed version prepared by the student to be incorporated in the final presentation. 2. Instructor kept track of the progress of each research project by recording and journaling the assessments above, in addition to recording down when and how goals of the projects where achieved, and changes in direction of the research project (e.g., reformulation of goals that turned out to be too ambitious, or new avenues of research were recognized. 3. As a consequence of analyzing the outcomes of 1.2 and 2, I conclude that it is impossible to formulate a valid universal benchmark to assess student success in GEOL 235 and 236. Instead, measurable performance goals must be developed individually for each research project. Thus, I changed the performance goal to “The student will demonstrate the skills to conduct and present a scientific research project under guidance of the instructor, by passing one or more measurable performance goals developed and formulated for each individual research project by instructor and student within the first two weeks of class”. The practicability of this approach will be tested in GEOL 235 and GEOL 236 in 2018/19.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT

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	Shannon Sommers
Academic Year	2017-2018

Table 1

Outcomes: List the one program objective that was not met.	**Assessment Methods/Measures/Tools: How and when was the data collected on whether this objective was met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?**	**Assessment Results and Data Interpretations: What does the data show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? What, if any, financial or additional resources will be required to achieve your Action Plan? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**
Students will demonstrate basic patient care and principles of basic infection control.	Data was collected on infection control during lab time when isolation requirements and personal protective equipment were explained. Students would demonstrate back to me the proper personal protective equipment (PPE) to wear for different isolations and also how to properly don and doff PPE without cross-contamination.	Students should be able to demonstrate back to the instructor the proper donning and doffing of PPE to avoid cross-contamination. Students should be able to identify all the proper PPE for each type of specific isolation (Contact, Contact-D, Airborne, and reverse)	The data was not monitored strictly during lab time. Students were simply verbally taught the correct information regarding isolation precautions by the instructor and through reading the correlating Chapter 3 on infection control in the phlebotomy book. The instructor observed that students did not seem to retain the information regarding PPE compliance.	Specific changes that will be made are: the creation and implementation of an objective measurement tool for this particular lab assessment. The instructor will create a check off list and check off the students after review of Chapter 3 and review of PPE use during lab time. Additionally, the check off lists in the back of the chapter 3 list will be used for teaching, during lab time. Students being assessed with this checkoff list should score at an 80% or higher. An in-class quiz will also be given to assess this learning objective. Again, a score of 80% or higher is the goal.

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

Table 2

Previous Action Plan (Copy last semester's or last year's Action Plan section and paste it into this column)**: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
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.	Due to the change in faculty, I was not aware of the previous action plan. I did not see it necessary to have students complete all sections of the workbook. In fact, I saw it as detrimental to their grade and their motivation. I did not have them complete the questions at the end of Chapter 10 textbook because they already complete the "end of chapter review questions" at the end of the workbook assignments, which are very similar to the questions at the end of the textbook. The average workbook grade for Chapter 10 was 88.5%. Additionally, there was a glucometer, test strips, and lancets which the students used during lab time. Students were required to demonstrate 10 capillary sticks during lab time.

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	2017-2018

Table 1

Outcomes: List the one program objective that was not met.	**Assessment Methods/Measures/Tools: How and when was the data collected on whether this objective was met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?**	**Assessment Results and Data Interpretations: What does the data show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? What, if any, financial or additional resources will be required to achieve your Action Plan? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**
Students will demonstrate written and oral communication skills necessary in the field for effective social work practice.	SW 218- Introduction to Social Welfare first time implementation of agency documents and will learn assessment practices within the field of Social Work. They will do mock assessments on one another using scenarios from the book and video excerpts. All students will be required to do an assessment scenario. This exercise will take place during the generalist and practice setting chapters in the book, when students are introduced to the different types of agencies within the field and the requirements for those positions.	Students will be expected to score at least a 70% on communication portion, and 80% or better on the written portion based on the Writing-Communications Rubric.	This is the first year of applying this assessment in SW 218- Introduction to Social Welfare.	Students in SW 218- Introduction to Social Welfare will be introduced to agency protocols and writing requirements during the generalist and practice setting chapters in the book. In order to understand how different agencies work, and what paperwork is required, Students will have guest speakers from different agencies explaining what is necessary in case notes, and all documentation at agency level. We will do several exercises in class to learn proper writing for the field. As

				well as Social Worker verbal and non-verbal interviewing. Every aspect of assessment practice in the field will be covered through visual learning exercises, lecture, outside agency presentation and then exercised through student presentation that will be graded based on the Writing- Communications Rubric. This will prepare students for Generalist Practice coursework at the next level and give better understanding of agency positions and responsibilities. Students will be expected to score at least a 70% on communication portion, and 80% or better on the written portion based on the Writing-Communications Rubric.

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

Table 2

Previous Action Plan (Copy last semester's or last year's Action Plan section and paste it into this column)**: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
More outside speakers from the field. One speaker who can give a specific overview of NASW (National Association of Social Work), 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.	We could not have guest speakers because at the beginning of the course, the Code was not yet up as the entire document and NASW website was being updated. Professionals in the area were not comfortable giving instruction on the Code as it was not yet available and would be revised. Students were still tasked with learning one area of the Code of Ethics once it was available to present to the class. Students all presented and passed the Code of Ethics portion of the course with a 90% or better based on the Writing- Communications Rubric.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT[4]

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	G. Howard
Academic Year	2017 -2018

[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: How and when was the data collected on whether these objectives were met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?**	**Assessment Results and Data Interpretations: What does the data show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? What, if any, financial or additional resources will be required to achieve your Action Plan? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**
N/A – There were no students enrolled in this certificate for this academic year, nor were there any of this certificate awarded in the 2017-18 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 revived in Spring 2016 with 2 students. There was one student who took this course in Spring 2018 , but as a substitution for an unavailable Business course – not as part of this program.	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. 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% competence. The feedback on material and content was very positive overall.	Complete previous cycle action plan (syllabi and rack cards) during summer 2018. Brief recruiter(s) and advisors to encourage them to 'pitch' this program – perhaps as an alternative to the generic 'university studies' option?

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

Table 2

Previous Action Plan (Copy last semester's or last year's Action Plan section and paste it into this column)**: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
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 SLAC and Academic Standards 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.	Syllabus for ENG 235 updated and submitted for approval. Still working on the others. Rack cards featuring this Certificate Program AND the Business Program are being worked on and should be available by Fall 2018 (on schedule).

STUDENT LEARNING ASSESSMENT PROGRAM REPORT[5]

Program Name	Artistic Silversmithing
Program Description	The Artistic Silversmithing certificate program 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 Artistic 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	2017-18

[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: How and when was the data collected on whether these objectives were met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?**	**Assessment Results and Data Interpretations: What does the data show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? What, if any, financial or additional resources will be required to achieve your Action Plan? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**
3.Layout and design projects and overlay and inlay precious and semi-precious metals.	All students in the Art 145 course were required to produce at least one project that involved inlay. Students were to have the inlay project completed before finals week. There were a total of 6 students.	70% accuracy. Student projects were graded according to a rubric.	I had unusually low numbers this semester due to exogenous factors. There were a total of six students in the program. Five of those students completed a project that involved inlay. One of the five performed at 70% accuracy.	Unfortunately, the project requiring inlay was the signal bit fabricated in ART 145 which was due at semester end. At that point I realized students were not going to be able to inlay with 70% accuracy and there was not enough time remaining in the semester for remediation. I will make two changes next semester The first change will be to teach inlay on a practice plate at the beginning of the semester. The second change will require students to complete their cheek pieces which involve inlay by midterm and work on the mouthpiece and chains the last 8 weeks. That order was reversed this semester and order of operation is irrelevant. The goal continues to be 70% accuracy. Student projects will be graded according to a rubric.

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

Table 2

Previous Action Plan (Copy last semester's or last year's Action Plan section and paste it into this column)**: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
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 student's 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 acquire this skill.	Five students were in the program this year. Of those five only four completed the semester. Those four were all able to design and cut interlocking scrolls with 70% accuracy. Small class size most likely played a significant role in achieving better outcomes.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT

Program Name	Wind Energy Technology
Program Description	The Wind Energy Technology program at Mesalands Community College offers an educational program to meet the growing demand for trained and qualified wind energy technicians that provide maintenance on the turbines. The Occupational Certificate in Wind Energy Technology provides instruction in electrical theory and application, hydraulics theory and application, mechanical theory and application, wind energy theory, field safety theory and application, and turbine climbing and application. The Associate of Applied Science Degree in Wind Energy Technology provides instruction in wind turbine technology, turbine placement and construction, turbine operations and maintenance, monitoring and communications technology, tower safety, mechanical systems, electrical theory, power generation and distribution, hydraulics, and digital electronics in addition to those found in the Occupational Certificate. Students in these programs will be prepared for rewarding and profitable careers in this growing field.
Program Objectives	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.
Program Director	Andrew G. Swapp
Academic Year	2017-2018

Table 1

Outcomes: List the one program objective that was not met.	**Assessment Methods/Measures/Tools: How and when was the data collected on whether this objective was met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?**	**Assessment Results and Data Interpretations: What does the data show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? What, if any, financial or additional resources will be required to achieve your Action Plan? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**
The student will authoritatively discuss the market realities and future potential of wind energy technology and the employment opportunities it represents.	The data was collected in the WET 101: Intro to Wind class. Students are assigned to report on industry progress and potential.	Students should be able to report at least 70% of the time pertaining to this objective.	The data shows that several students did not grasp the concept of following the wind industry trends. 21% of the class reported on industry progress and potential.	The students will be assigned to report on the trade organization of the industry and other journals that show industry progress and potential. Free subscriptions available to schools will be brought into class and put out for student use. I will arrange for this via the Web sites. Web sites will be posted as to where to get the needed information. Starter quizzes will be used to check knowledge. I expect to see a rise to 70% of the class report and discuss industry progress and potential.

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

Table 2

Previous Action Plan (Copy last semester's or last year's Action Plan section and paste it into this column)**: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
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.	The laboratory was used to reinforce classroom discussion of AC and DC electricity. The oscilloscope was used to depict the sign wave of an AC signal and the straight line of a DC signal. The DMM was also used to physically test AC and DC signals. This reinforcement brought mastery of approx. 85% with eventual 100% mastery with a second iteration in the lab.

ASSESSING PROGRAM ASSESSMENT 2017-2018

This Assessing Program Assessment 2017-2018 section focuses on how well programs are assessing both program objectives and general education competencies.

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 via the following Student Learning Assessment Program Report Rubric . The goals of assessing the assessment with the Rubric 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 and is used in the following ways:

1) These reports are 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 these evaluations are included as part of the annual faculty appraisal process.

2) Results of this evaluation are shared with the faculty during the August Faculty Council meeting.

Secondly, this report will also 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.

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

DO*

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

ADJUST*

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

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

COURSE LEVEL ASSESSMENT

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

The goal of faculty assessment of student learning at the 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 2017-2018

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 feedback from this assessment of course assessment are included as part of the annual faculty appraisal process. Second, this report will help the College identify how it can facilitate faculty assessment efforts with the goal of improving the continual process of student learning and assessment.

STUDENT LEARNING ASSESSMENT COURSE REPORT RESULTS 2016-2017*; 2017-2018**								
Rating / Criteria	Undeveloped		Developing		Established		Exemplary	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Plan	11.5%	19.5%	41.4%	43.8%	18.5%	14.1%	1.3%	.8%
Do	12.7%	20.2%	40.1%	43.4%	18.5%	14.0%	1.3%	.8%
Study	18.5%	21.1%	33.8%	43.8%	19.1%	12.5%	1.3%	.8%
Adjust	12.1%	20.3%	40.8%	43.0%	18.5%	14.1%	1.3%	.8%

***2016-2017 (n = 157); no closing the loop 27.4%**
****2017-2018 (n = 130); no closing the loop 28.0%**

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 2016-2018		
Category of Change	**2016-2017 (n=114)**	**2017-2018 (n=151)**
Course Content	12.3%	10.6%
Methodology	46.5%	45.0%
Classroom Environment	<1%	3.0%
Evaluation Method	17.5%	15.9%
Additional Technology/ Classroom Tools	17.5%	21.9%
Other	5.3%	4.0%

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 Wellness 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 and Wellness will be charged with developing, capturing, and linking this lecture to the website.

Results from 2017-2018 and Action Plan for 2018-2019

The goal of increasing the number of “Established” reports to 23% for each of the four criteria (plan, do, study, adjust) was not met. In fact, the number of “Established” reports decreased anywhere between 4.4% for both the plan and adjust criteria to 6.6% for the study criterion.

The Action Plan of capturing the Panopto classroom assessment lecture and making it available to faculty was not met. The Director of Student Success and Wellness will again be charged with developing, capturing, and linking this lecture to the Assessment page of the College website. The goal is to see the number of “Established” reports increase 5 to 10%.