STUDENT LEARNING ASSESSMENT COMMITTEE

ANNUAL REPORT 2018-2019

December 2019

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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 2018-2019 academic year.

COMMITTEE COMPOSITION

During the 2018-2019 academic year, the Student Learning Assessment Committee consisted of the following members:

Tom Morris	Co-Chair, Director of Academic Initiatives and Student Success
Dr. Forrest Kaatz	Co-Chair, Director of Institutional Research and Development
Dr. John Bauler	Director of Distance Education
Rose Chavez	Retention Specialist
Donna Garcia	Director of Academic Affairs
Natalie Gillard	Vice-President of Academic Affairs
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. conducting 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 2018-2019

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 2018-2019 academic cycle.

- Dr. P. Kaatz and Mr. Morris participated in the Quality Matters Applying the QM Rubric online course from August 9-23, 2018.

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

- Mr. Morris attended the New Mexico Higher Education Assessment and Retention (NMHEAR) Conference in Albuquerque, N.M., on February 21-22, 2019.

- Ms. Gillard attended the Higher Learning Commission's Annual Conference in Chicago, Illinois, on April 5-8, 2019.

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.

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**	**2018-2019**
Math	50.0% (n=42)	44.8% (n=134)	39.6% (n=106)
English	68.9% (n=30)	63.5% (n=167)	66.1% (n=277)
Reading	69.2% (n=52)	69.2% (n=195)	65.1% (n=327)

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 has been 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 is available for review upon request. After a full review of the data by both the Persistence and Completion Committee and 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 completed the following objectives associate with the Academy Action Plan:

- Design a Survey of Mathematics (Math 108) course based on the liberal arts math competencies listed by the New Mexico Higher Education Department
- Faculty identified Math Pathways based on academic and employment needs of students in various programs
- Present Math Pathways to Faculty Council for discussion and formal approval
- Update Plans of Study to reflect approved Math Pathways
- 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

- Investigate how “new” math pathways affect enrollment in the various math courses
- Implement new Math Pathways beginning Fall 2018
- Evaluate data on success of action plan (ongoing)

Preliminary results (as it relates to progressing students through the precollegiate math sequence) show that 11 students enrolled in the new Math 100/100L course during the Fall 2018 semester. Eight students passed the course. Five of those students who passed the course enrolled in either Math 101 or Math 108 during the Spring 2019 semester. All 5 of those students passed their math course. The College will continue to monitor student persistence and completion.

Although the Persistence and Completion Academy ended on May, 30, 2019, the College administration continues to support the costs associated with implementing the project. 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)

The College uses the ACT National Career Readiness Certificate (NCRC) for two purposes:

1) As a means to summatively assess general education competency attainment in a more applied way.
    a. The ACT NCRC assesses 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 signed by the Governor of New Mexico based on their results. The NCRC is recognized by 14,037 employers nation-wide.
2) Support the College’s role in the local and regional economic development initiatives put in place to encourage a unified approach to planning and growing the region’s economy.
    a. 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.
    b. 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.

National Career Readiness Certificate (NCRC) Results

MESALANDS COMMUNITY COLLEGE ACT NATIONAL CAREER READINESS CERTIFICATE (NCRC) 2016-2019 ACADEMIC YEARS			
Award	**2016-2017**	**2017-2018**	**2018-2019**
Platinum	1	6	6
Gold	6	10	10
Silver	12	21	9
Bronze	2	5	9
N/A	2	1	2

Three Assessments: Applied Mathematics, Workplace Documents, Graphic Literacy

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

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. Assessment results based on this rubric are shared with the faculty during their scheduled faculty appraisal.

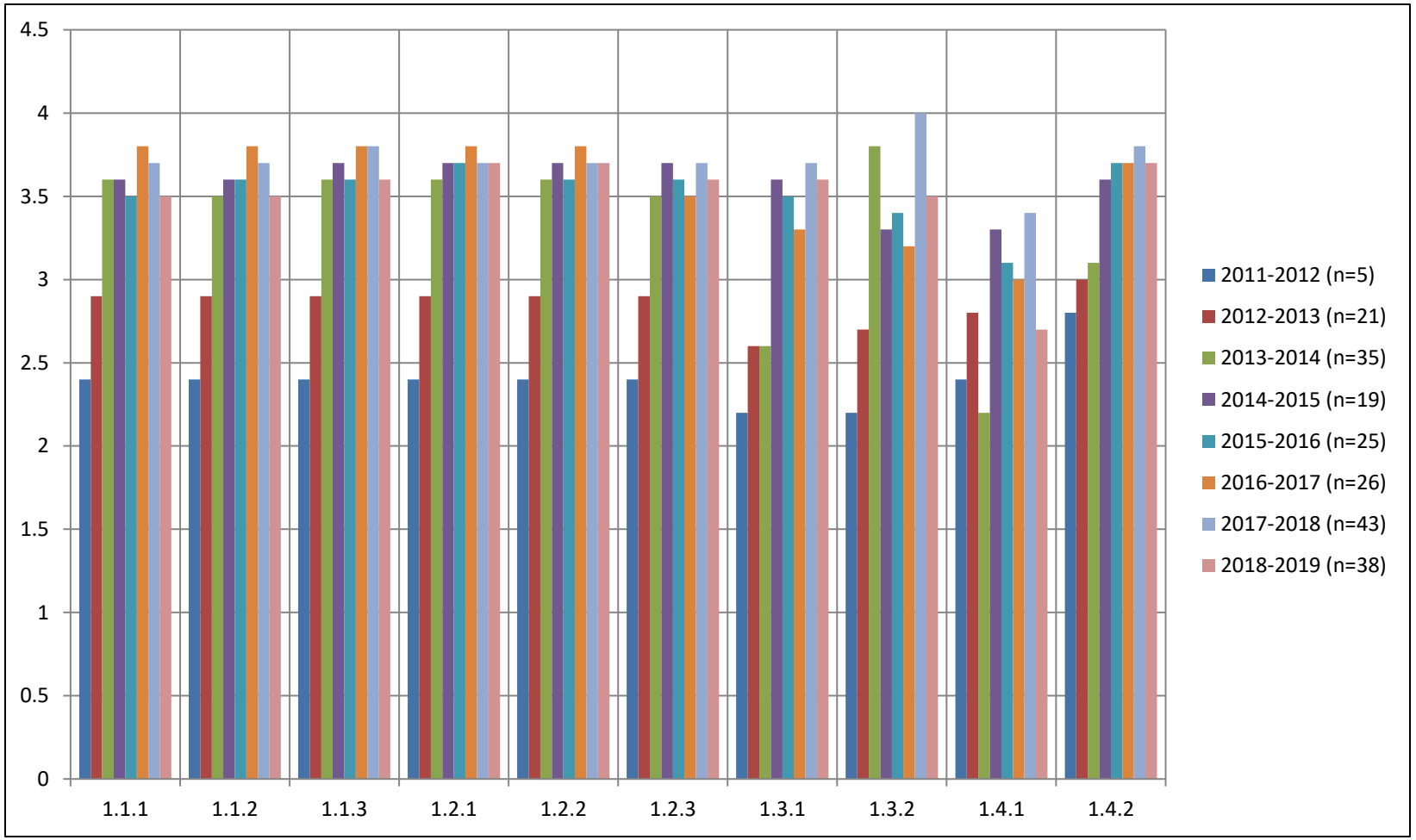
Semester Assessed	General Education Competencies Assessed	During What Courses Will Assessment Occur
Fall Spring	Information Technology	CIS 101: Introduction to Computers
Fall Spring	Oral Communication	COM 101: Interpersonal Communication COM 102: Public Speaking
Fall Spring	Scientific Reasoning	Laboratory 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**



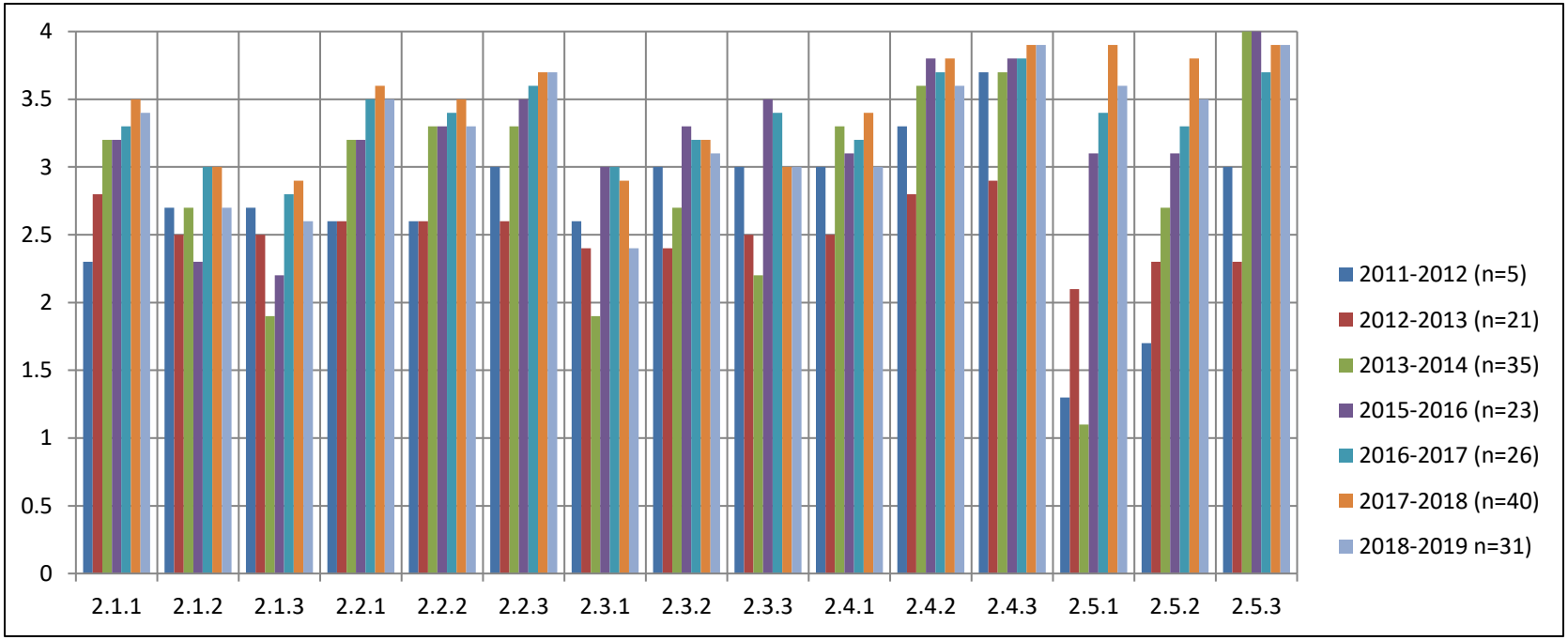
Provides a clear, concise thesis statement
1.1.1 Statement is clear and concise
1.1.2 Statement is well-reasoned
1.1.3 Statement leads to plentiful additional discussion
Provides supporting paragraphs which relate to the thesis
1.2.1 Supporting paragraphs are well-reasoned
1.2.2 Supporting paragraphs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

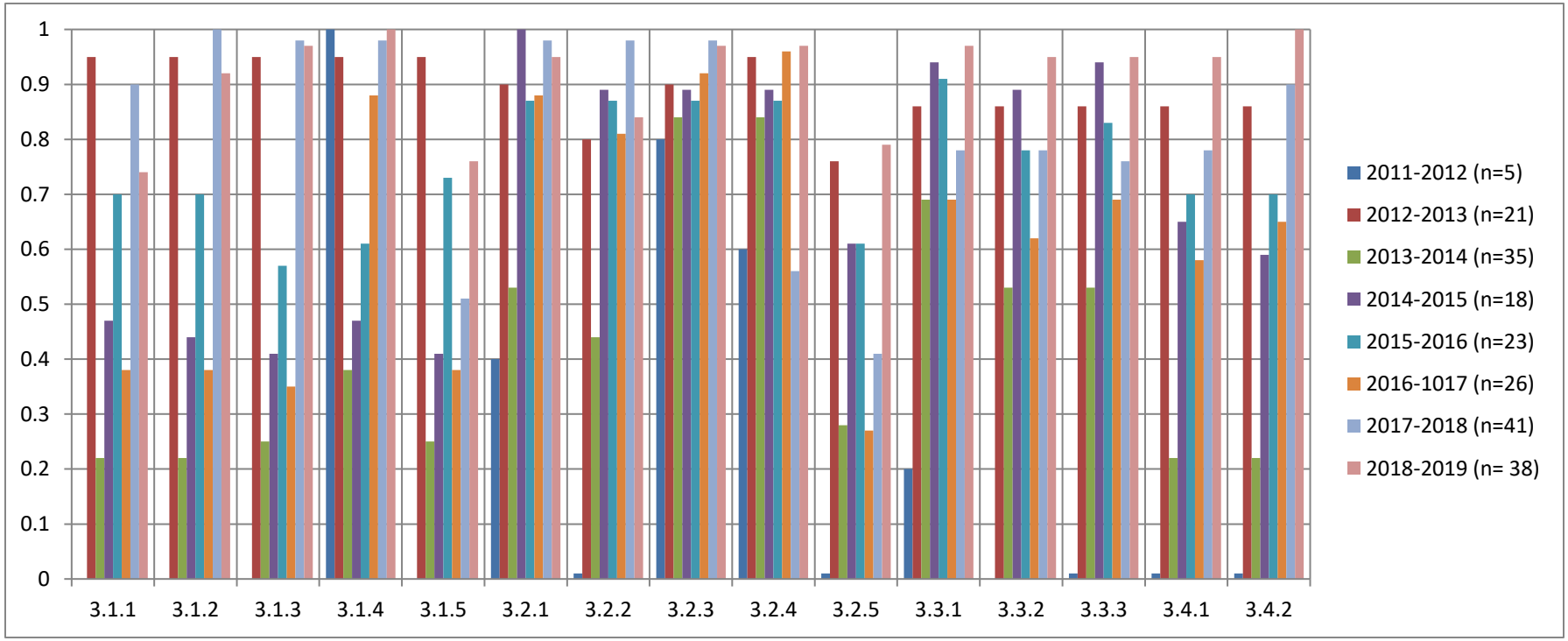


Provides a well-organized speech with appropriate introduction and conclusion
2.1.1 Very well-organized
2.1.2 Attention grabbing introduction
2.1.3 Convincing conclusion
Provides main points that are well-documented, compelling, supported with facts, developed clearly and concisely, and focused on the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

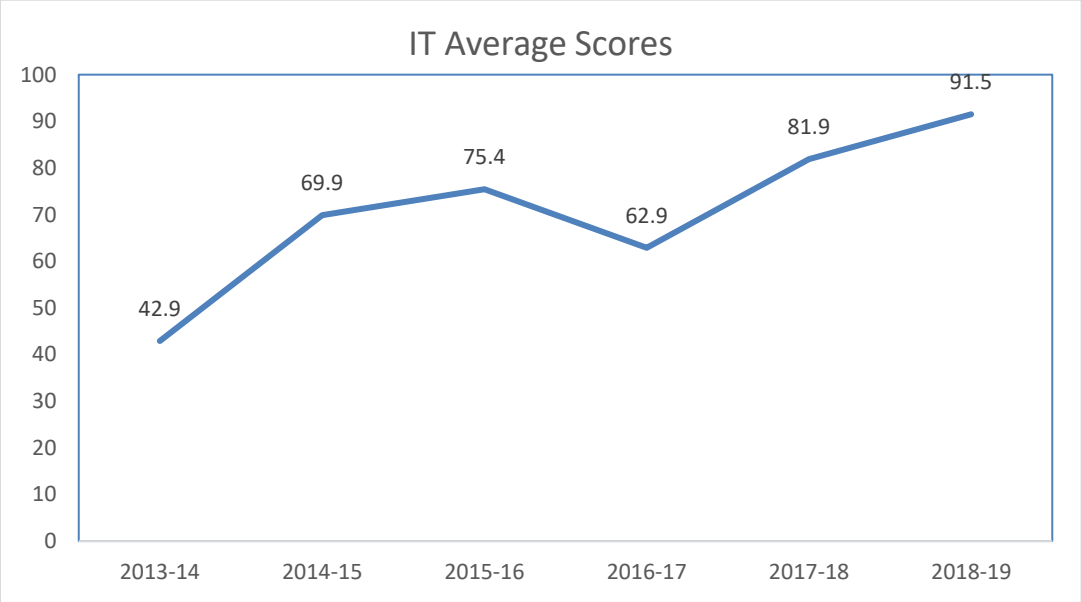
on. In other words, if one of the submitted artifact submissions addresses criteria 3.2.1, 3.2.2, and 3.2.3, identify as such.

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

2018-2019 Analysis

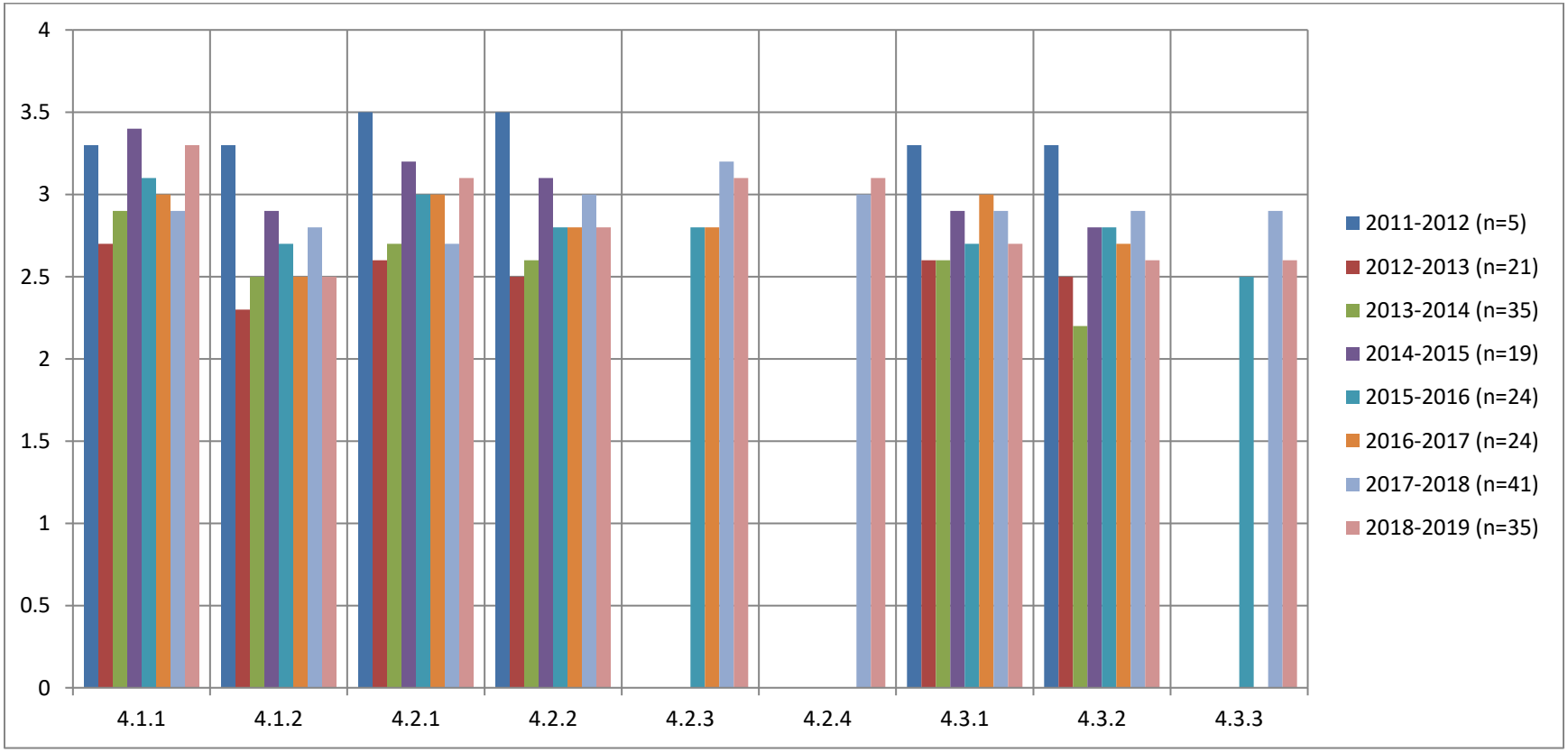
Data indicates that the average score on the IT competency increase from 81.9% to 91.5%. It appears that the additional instructions (identified above) added to the ENG 299 Moodle course site may have helped further improve the average IT score.

Results of IT Continued Monitoring (2016-2019)



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 2018-2019 ANALYSIS
OPPORTUNITIES FOR IMPROVEMENT

Problem Area

The faculty committee that assesses the Mathematical Reasoning Artifact continues to identify 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.

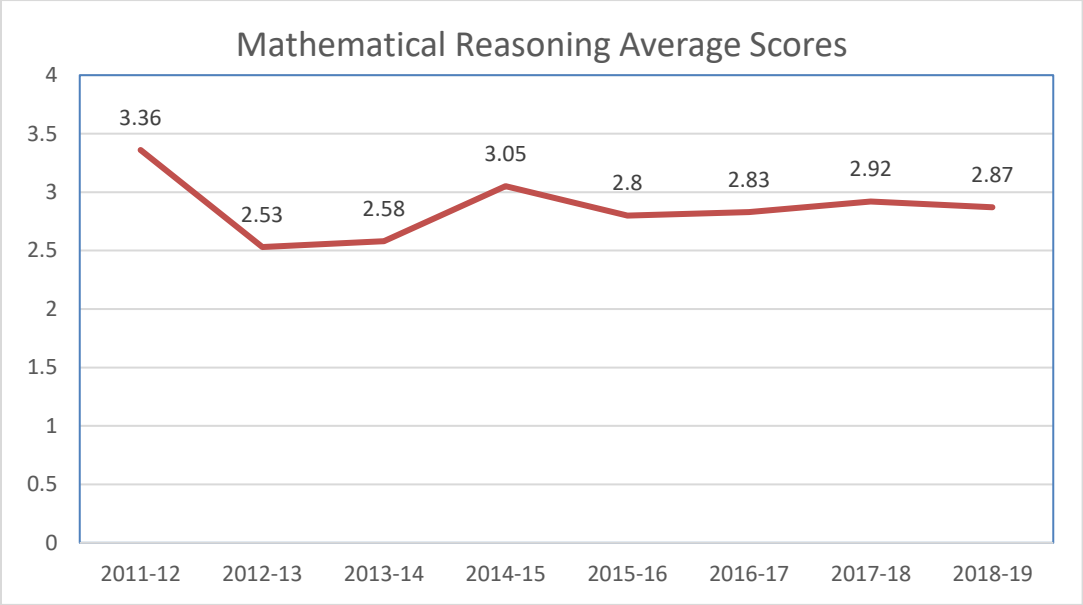
   All full-time and adjunct math faculty will also be further instructed as to the importance of reviewing the mathematical reasoning rubric with their students and addressing how they can demonstrate competency in the criteria. Faculty will be asked to use specific examples on meeting the criteria with the goal of improving their performance in ENG 299. The Director of Academic Initiatives and Student Success will add these instructions to the *Student Learning Assessment Guide for Faculty 2020-2021*. The goal is to improve

the performance of 100% of students to a minimum score of at least a “Proficient (3)”.

2018-2019 Analysis

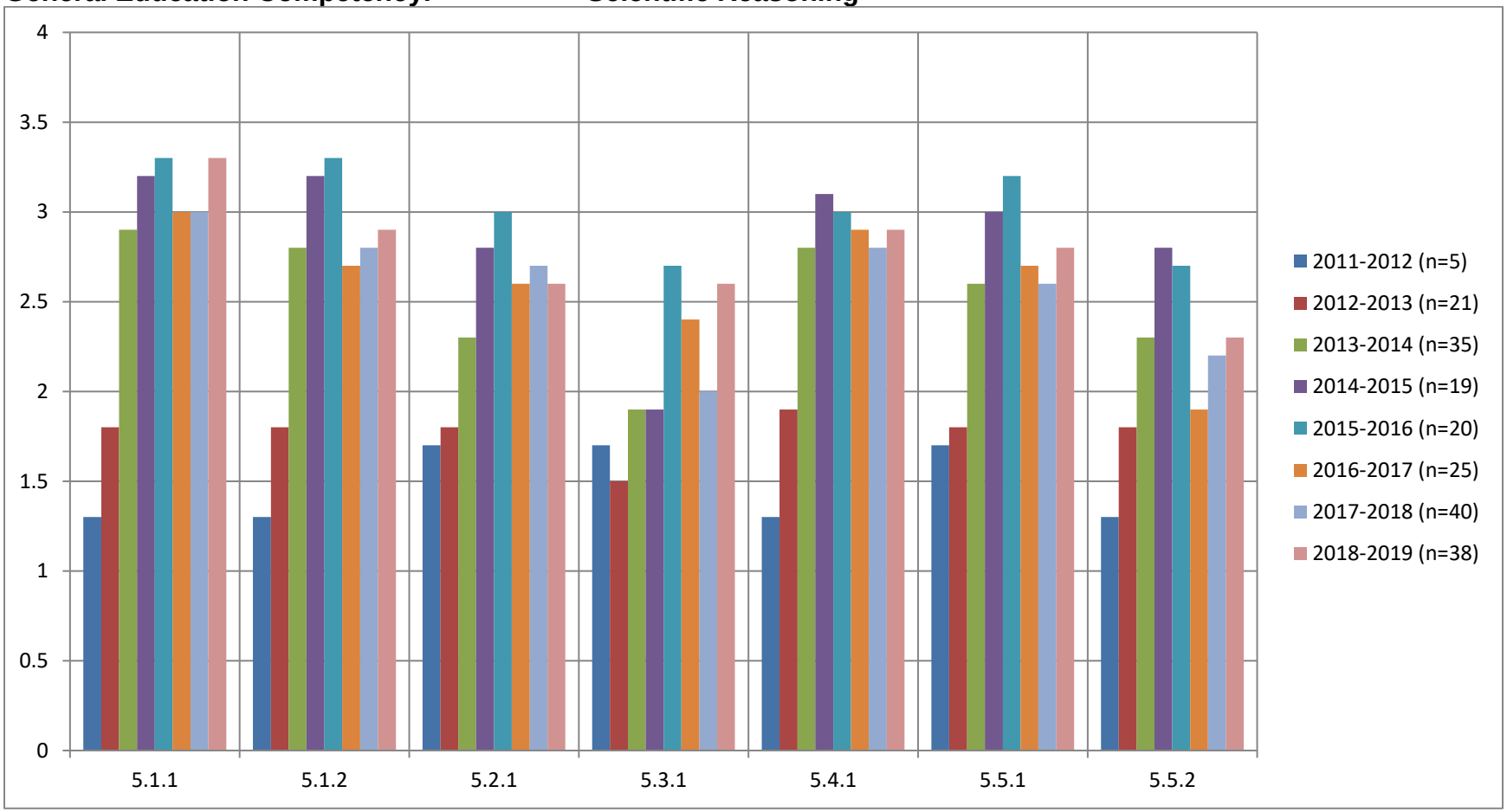
Analysis of the 2018-19 data show that only 4 of 9 criteria met the minimum goal of “Proficient (3)” while the average score for all criteria decreased from 2.92 to 2.87.

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 2020-2021 academic cycle is to see at least a slight increase in the average score of all math rubric criteria from 2.87 to a 3.0.



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**

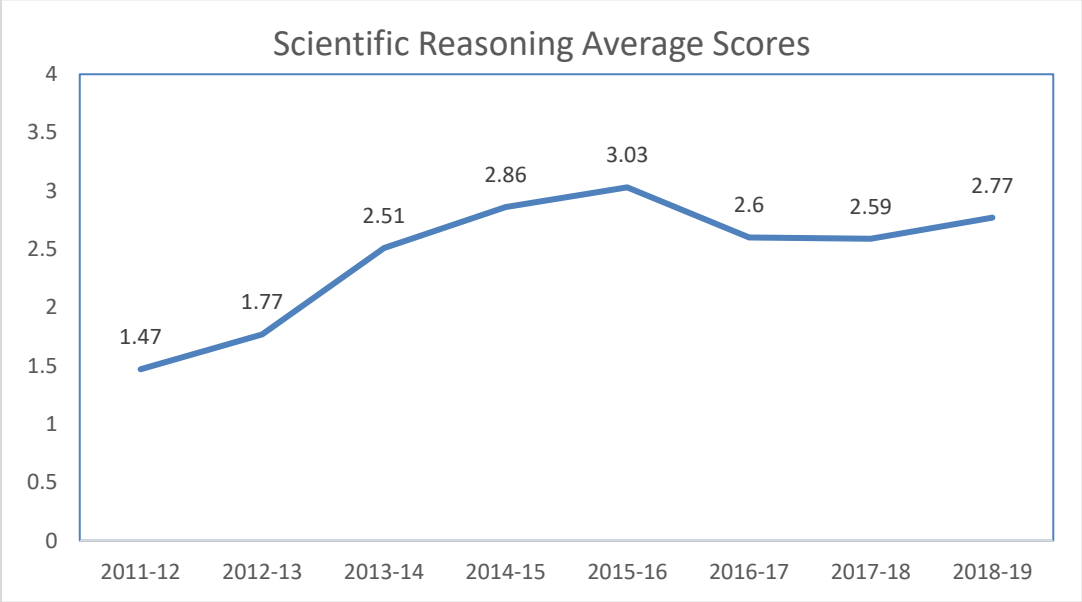


Problem is recognized and investigative question is formulated
5.1.1 Problem is recognized and explained in detail
5.1.2 Investigative question is clearly formulated
Reasonable, testable hypothesis is presented
5.2.1 Hypothesis is reasonable, clearly stated, and fully explains question
Prediction is 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
PDSA CYCLE ANALYSIS

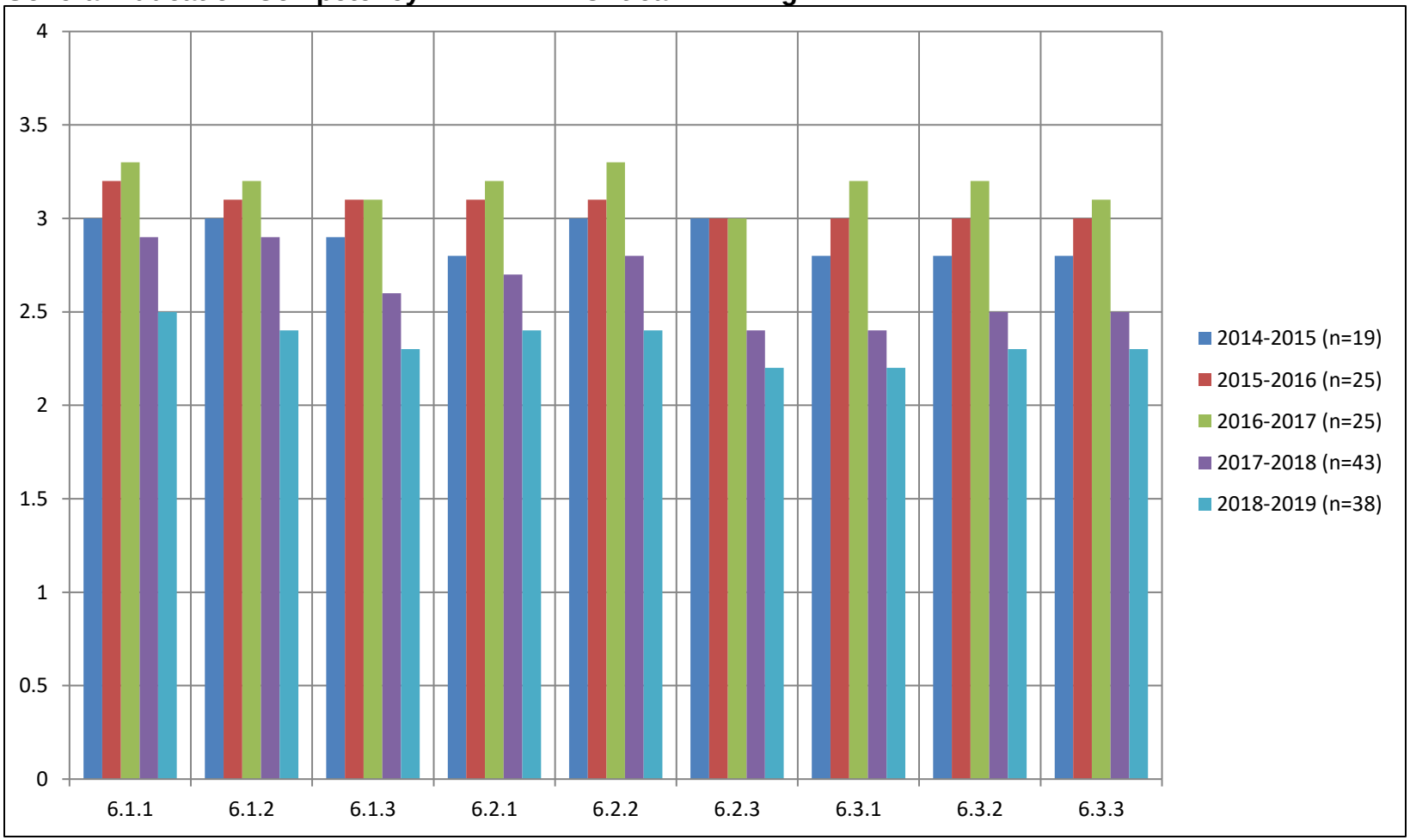
2018-2019 Analysis

The average score for all criteria showed an increase over the previous year from 2.59 to 2.77. Despite this increase, the goal of reaching a consistent average score of 3.0 has not been met since the 2015-16 reporting cycle. The SLAC will once again 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 2019-2020 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)”

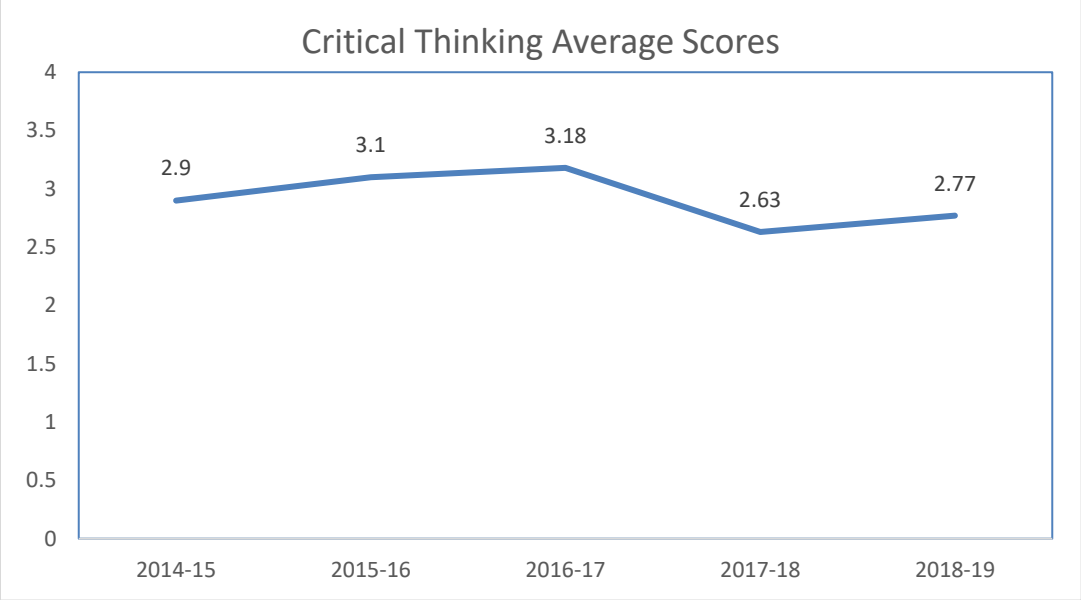
General Education Competency: **Critical Thinking**



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

2018-2019 Analysis

The goal to improve the average score to at least a 3.00 has not materialized. Faculty teaching science laboratory courses are charged with assessing both scientific reasoning and critical thinking at the same time. The SLAC will not prioritize the critical thinking competency at this time. The focus will be on improving the scientific reasoning competency first and then moving on to critical thinking. This is not to say that the College is minimizing the importance of critical thinking skills; in fact, the SLAC has considered using the "Writing Across the Curriculum" model to enhance critical thinking skills.



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 2015-2019 ACADEMIC YEARS								
Year	2015-2016		2016-2017		2017-2018		2018-2019	
Course	N	%C or better	N	%C or better	N	%C or better	N	%C or better
Area I: Communications								
ENG 102	124	79.84	131	87.02	144	82.64	122	77.05
ENG 104	85	76.47	100	90.00	79	89.87	73	83.56
COM 101	59	72.88	64	65.63	45	75.56	57	77.19
COM 102	46	84.78	58	91.38	35	65.71	54	90.74
Area II: Mathematics								
MATH 108	0	NA	0	NA	0	NA	23	56.52
MATH 110	54	85.19	36	83.33	39	79.49	43	79.07
STAT 213	4	75.00	4	75.00	7	71.43	5	100.00
Area III: Laboratory Science								
BIOL 113	42	78.57	13	84.62	39	94.87	14	64.29
CHEM 113	0	NA	0	NA	0	NA	0	NA
CHEM 115	31	90.32	80	97.50	79	97.47	86	88.37
CHEM 116	13	100.00	62	98.39	45	95.56	20	95.00
GEOL 141	22	77.27	33	75.76	36	69.44	52	88.46
GEOL 151	4	100.00	3	100.00	3	100	24	16.67
PHYS 115	5	80.00	3	100.00	2	100	0	NA
PHYS 120	0	NA	30	60.00	7	100	0	NA
Area IV: Social and Behavioral Science								
ANTH 101	18	88.89	19	89.47	15	93.33	16	93.75
ECON 251	73	94.52	121	81.15	138	97.83	134	92.54
ECON 252	15	80.00	33	75.76	43	81.40	53	75.47
PSCI 102	72	98.61	95	89.47	145	96.55	71	87.32
PSCI 202	0	NA	0	NA	0	NA	2	100.00
PSY 101	66	86.36	107	94.39	138	92.75	116	85.34
SOC 101	68	73.53	60	93.33	34	97.06	74	87.84
SOC 212	9	100.00	11	81.81	15	93.33	40	90.00
Area V: Humanities and Fine Arts								
ART 101	41	80.49	27	81.48	27	88.89	66	65.15
MUS 101	58	86.21	62	79.03	20	75.00	40	57.50
HIST 101	10	70.00	5	40.00	9	77.78	8	50.00
HIST 102	0	NA	5	40.00	9	88.89	16	75.00
HIST 121	6	100.00	1	100.00	4	75.00	6	50.00
Total Number of Students Enrolled and Overall %C or Better Averages								
Totals	925	80.43	1163	85.81	1157	89.28	1215	80.58

INSTITUTIONAL SURVEYS

In alignment with the Mesalands Community College's *Strategic Plan 2015-2020* (goals 1.2.1 and 2.7.1), the institution is in its second year 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.

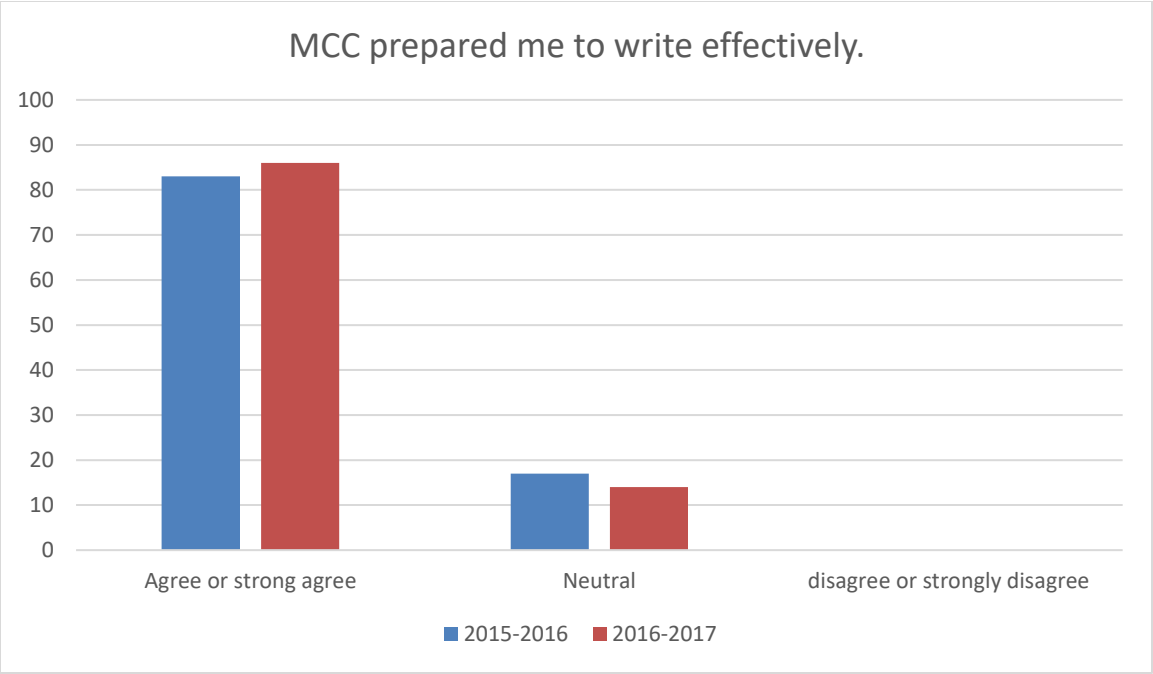
The Graduate Survey instrument gathers pertinent information on students' academic experiences while attending the College and on graduates' success six to nine-months post-graduation. The College completed its second cycle of data collection. The results are reported below.

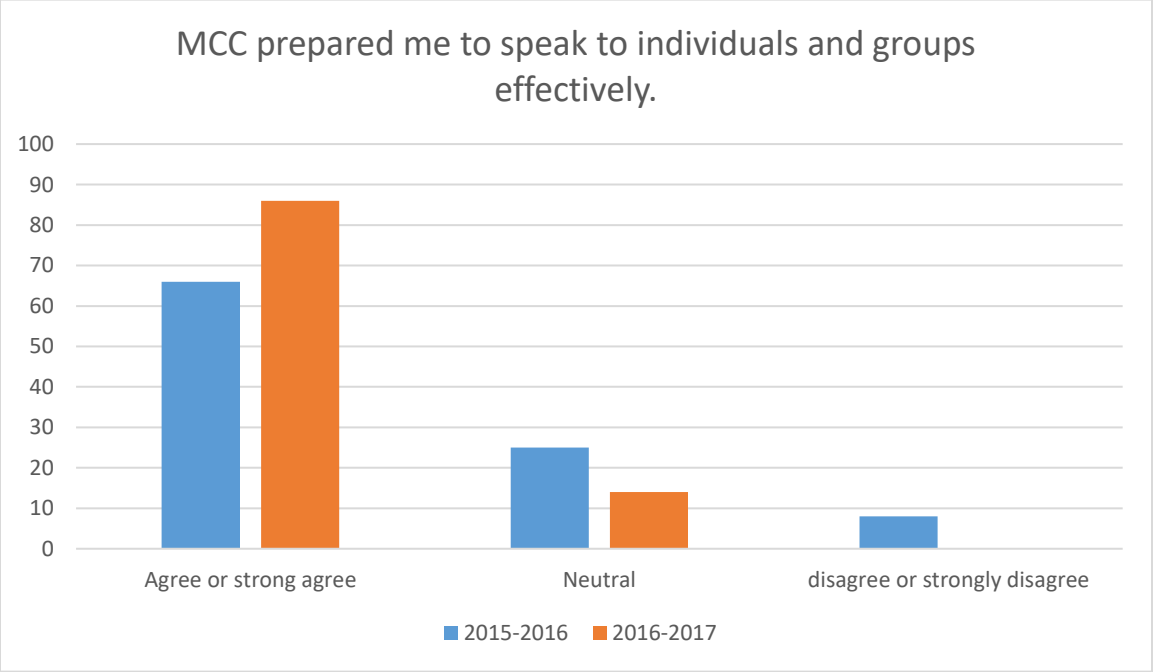
Graduate Survey Results 2016-2017

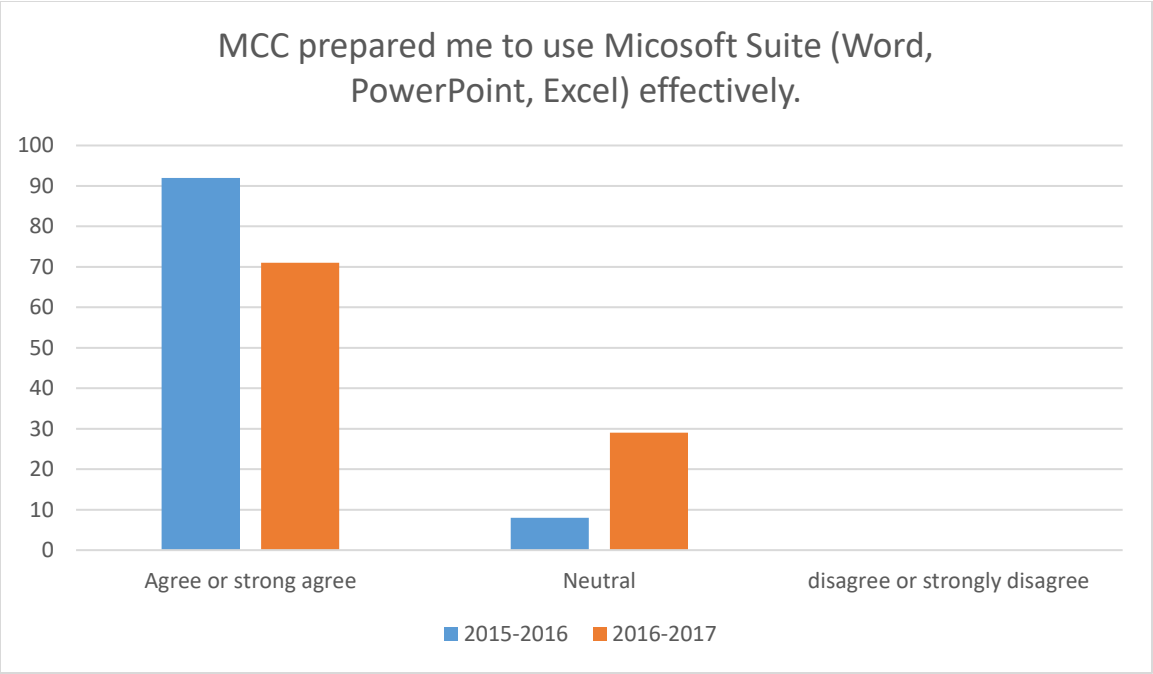
Semester:	2016 30 (Spring)	n = 85
	2017 10 (Summer) and 2016 20 (Fall)	n = 13
		N = 98

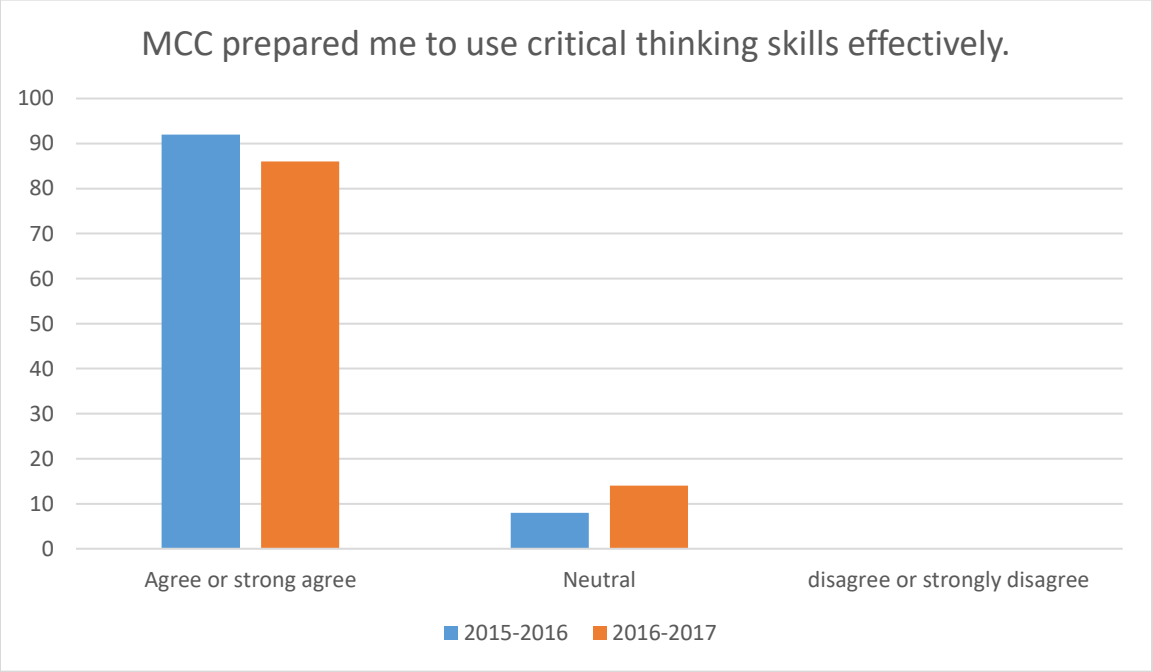
Electronic Survey mailing: August 1, 2018
Second Postal Survey mailing: September 19, 2018

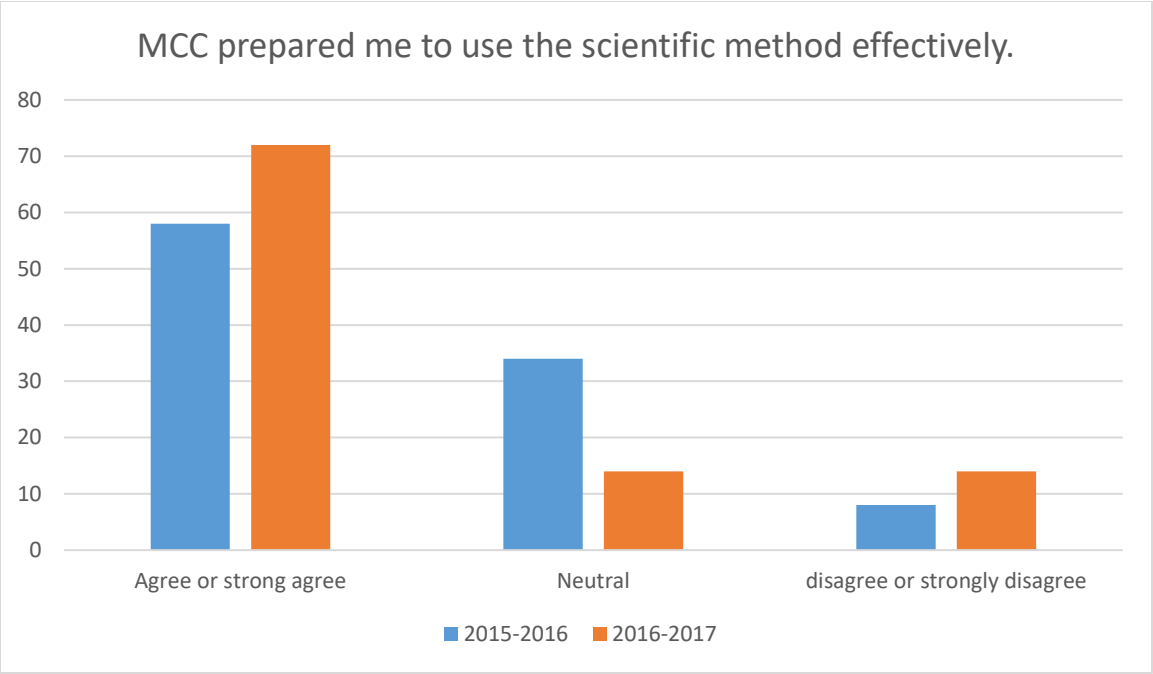
Response Rate: 7/98 = 7.1%

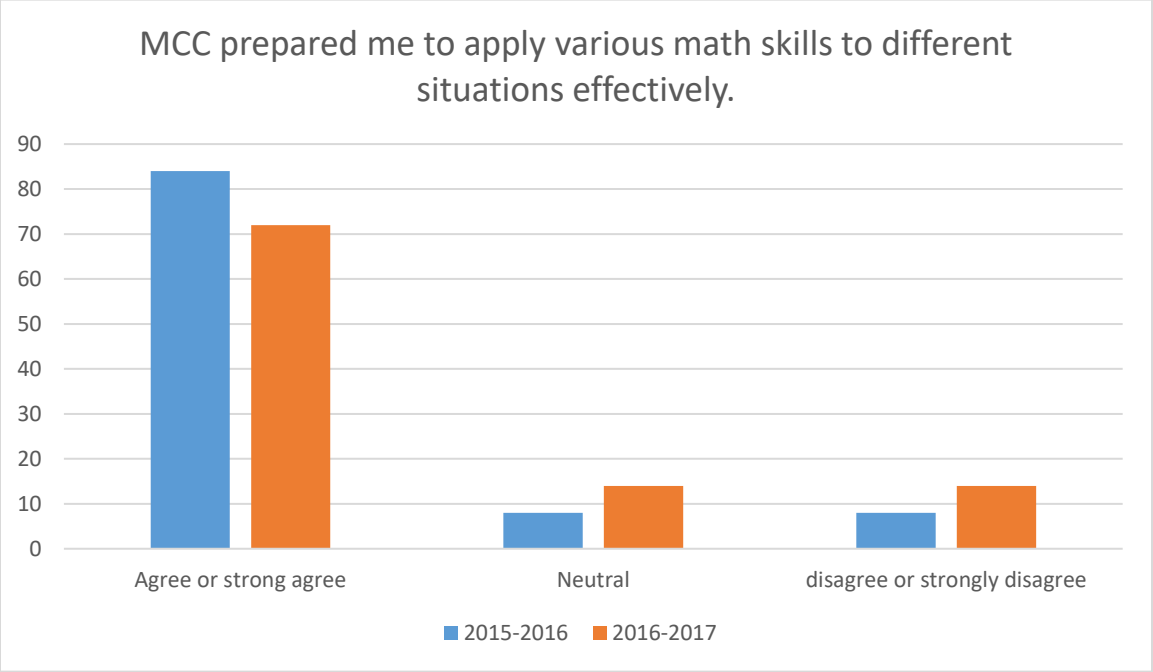

MCC prepared me to write effectively.
100
90
80
70
60
50
40
30
20
10
0
Agree or strong agree
Neutral
disagree or strongly disagree
2015-2016
2016-2017

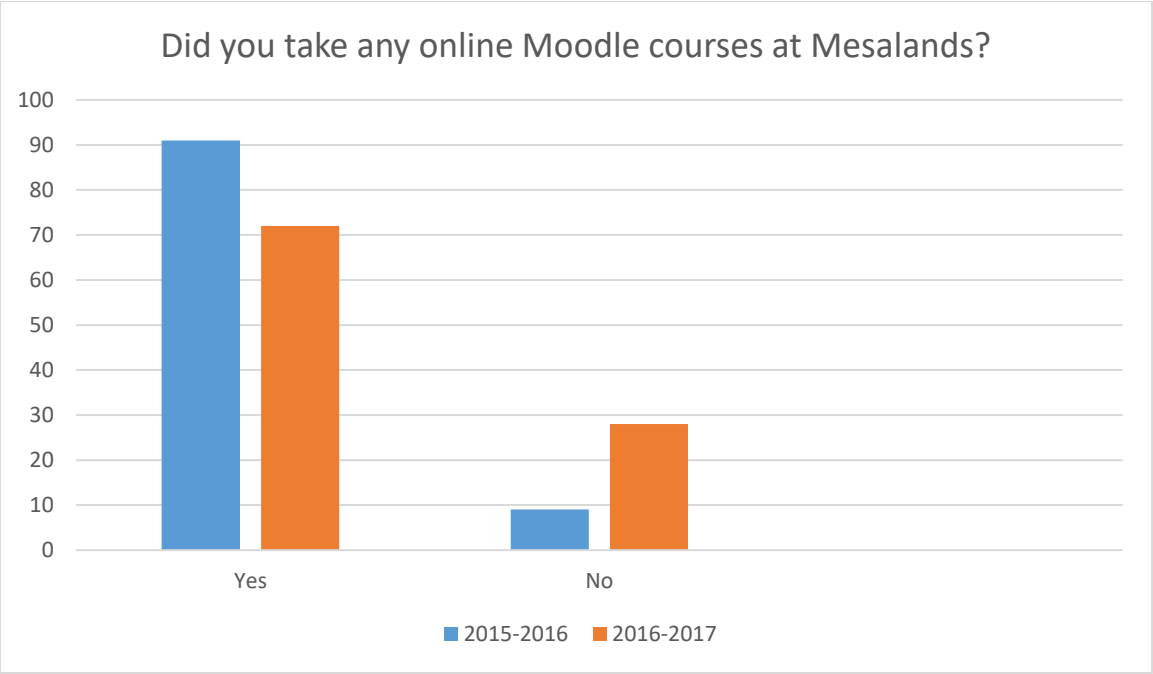

MCC prepared me to speak to individuals and groups effectively.
100
90
80
70
60
50
40
30
20
10
0
Agree or strong agree
Neutral
disagree or strongly disagree
2015-2016
2016-2017

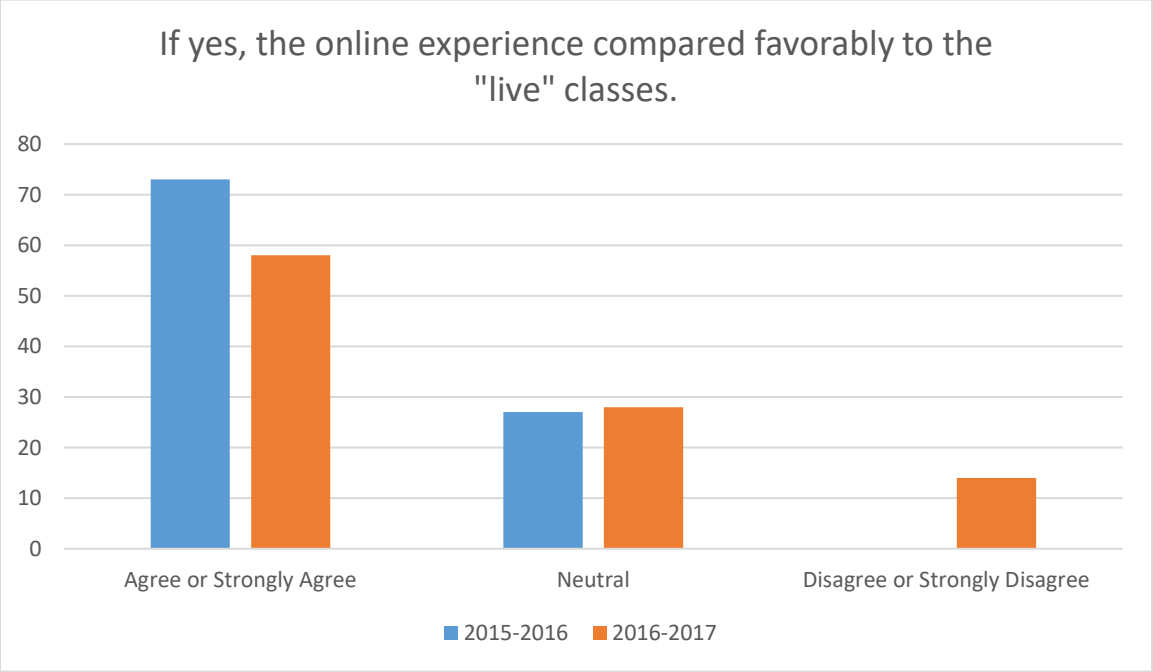

MCC prepared me to use Micosoft Suite (Word, PowerPoint, Excel) effectively.
100
90
80
70
60
50
40
30
20
10
0
Agree or strong agree
Neutral
disagree or strongly disagree
2015-2016
2016-2017

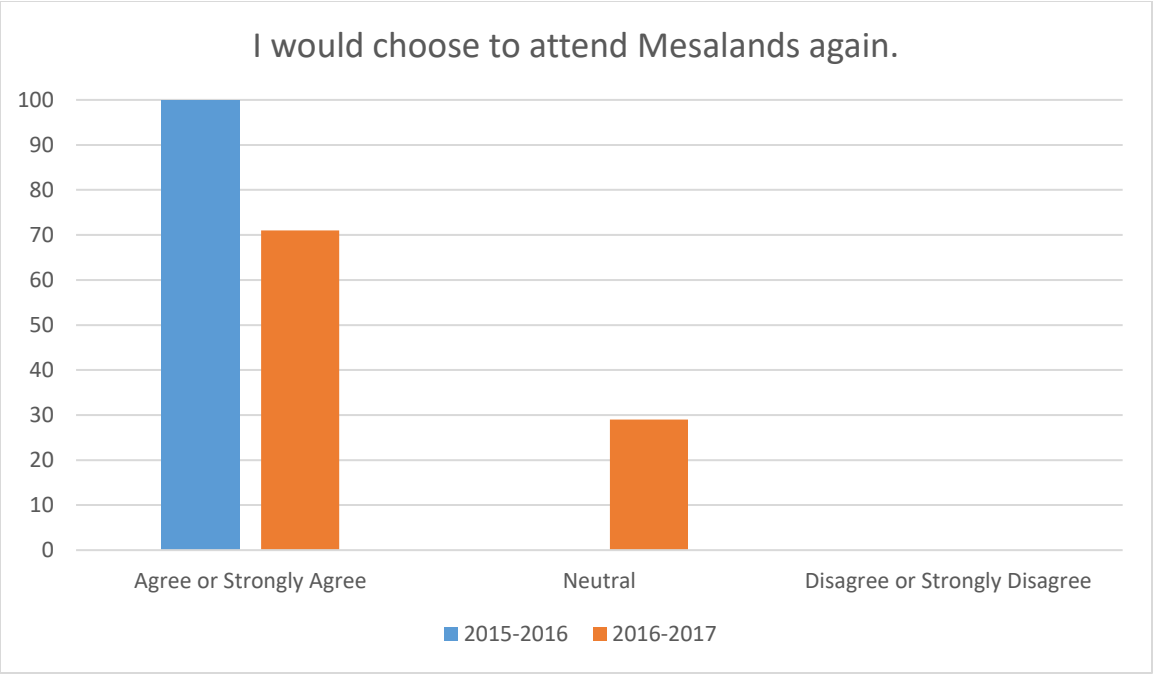

MCC prepared me to use critical thinking skills effectively.
100
90
80
70
60
50
40
30
20
10
0
Agree or strong agree
Neutral
disagree or strongly disagree
2015-2016
2016-2017

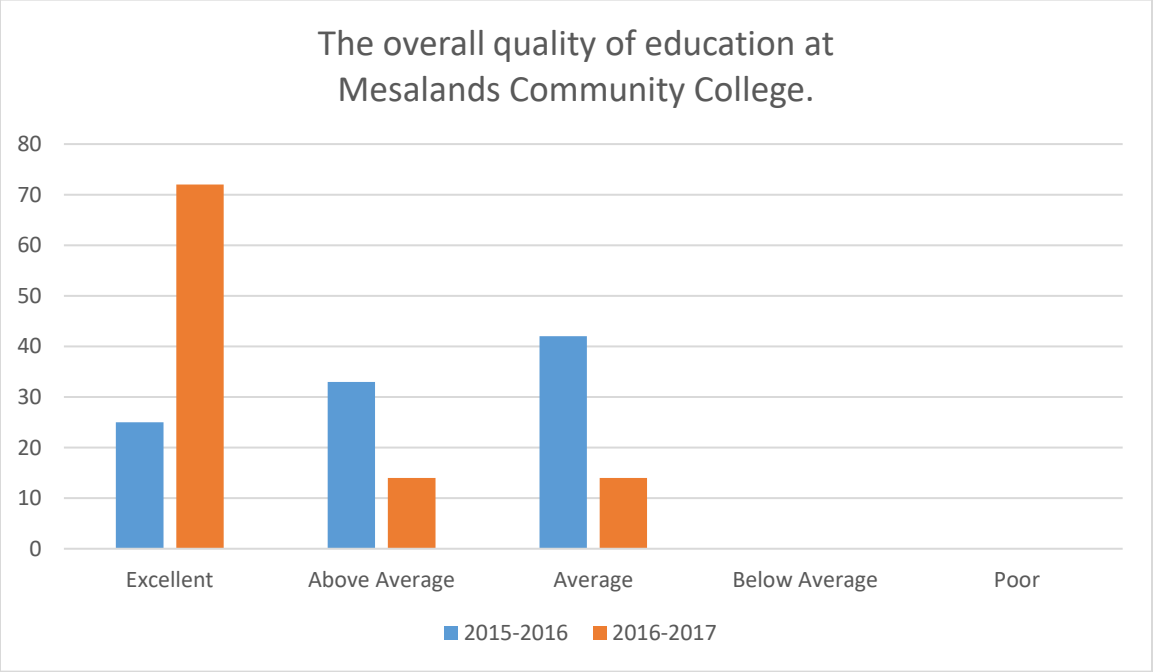

MCC prepared me to use the scientific method effectively.
80
70
60
50
40
30
20
10
0
Agree or strong agree
Neutral
disagree or strongly disagree
2015-2016
2016-2017

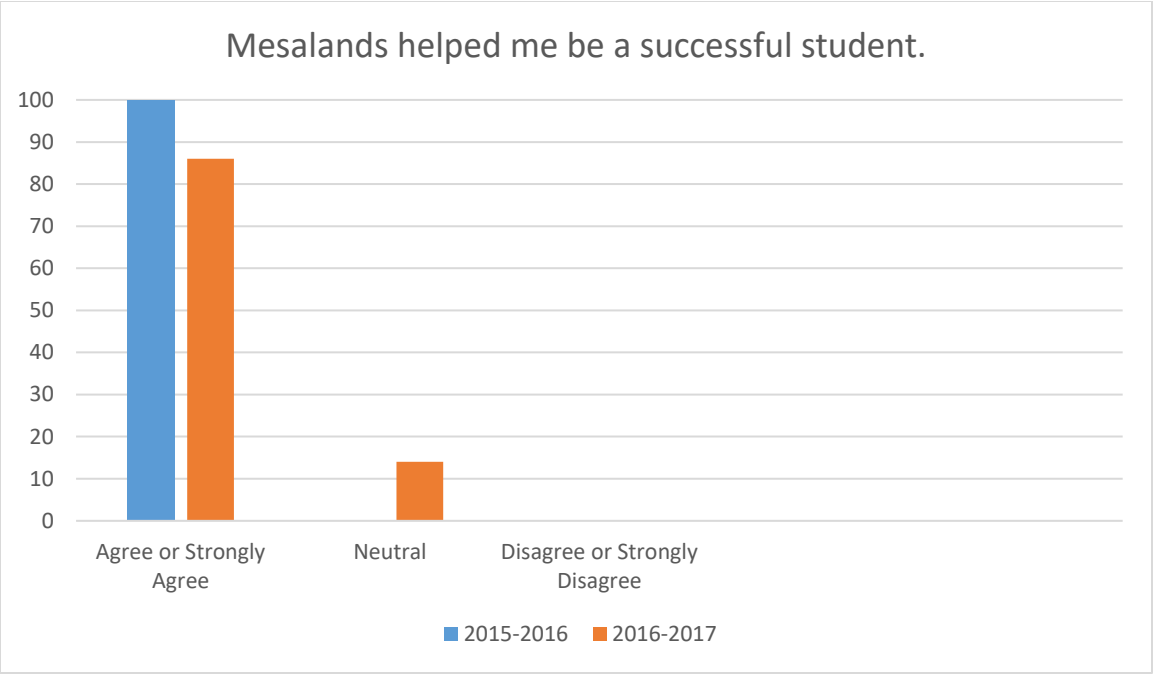

MCC prepared me to apply various math skills to different situations effectively.
90
80
70
60
50
40
30
20
10
0
Agree or strong agree
Neutral
disagree or strongly disagree
2015-2016
2016-2017

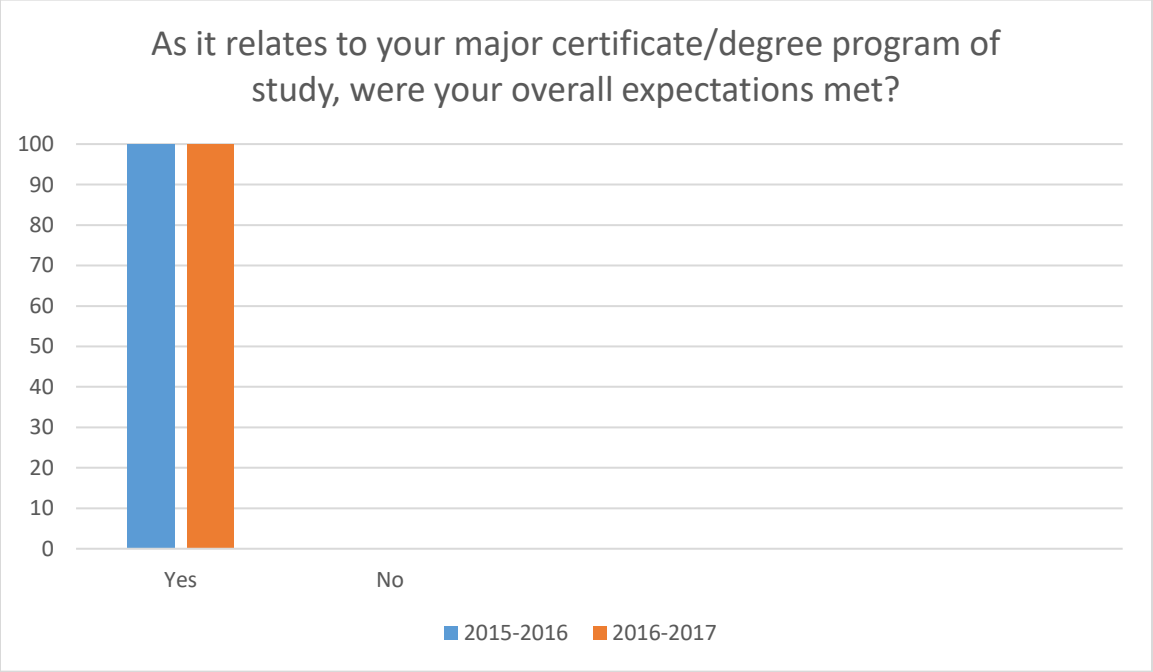

Did you take any online Moodle courses at Mesalands?
100
90
80
70
60
50
40
30
20
10
0
Yes
No
2015-2016
2016-2017

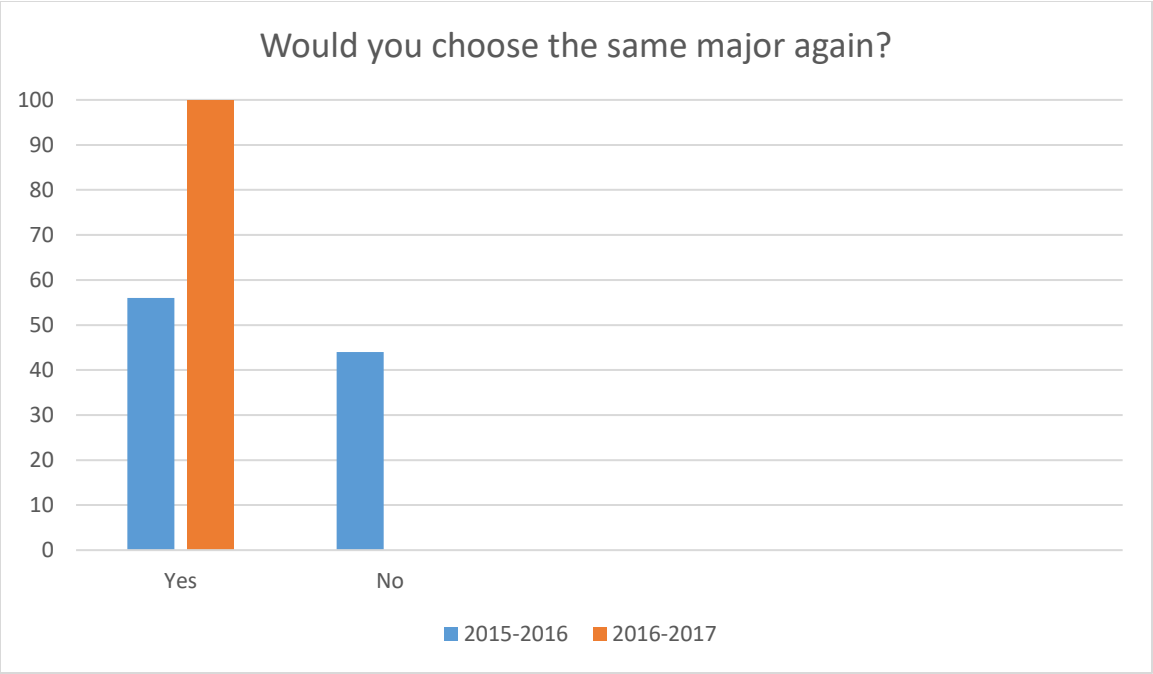

If yes, the online experience compared favorably to the "live" classes.
80
70
60
50
40
30
20
10
0
Agree or Strongly Agree
Neutral
Disagree or Strongly Disagree
2015-2016
2016-2017

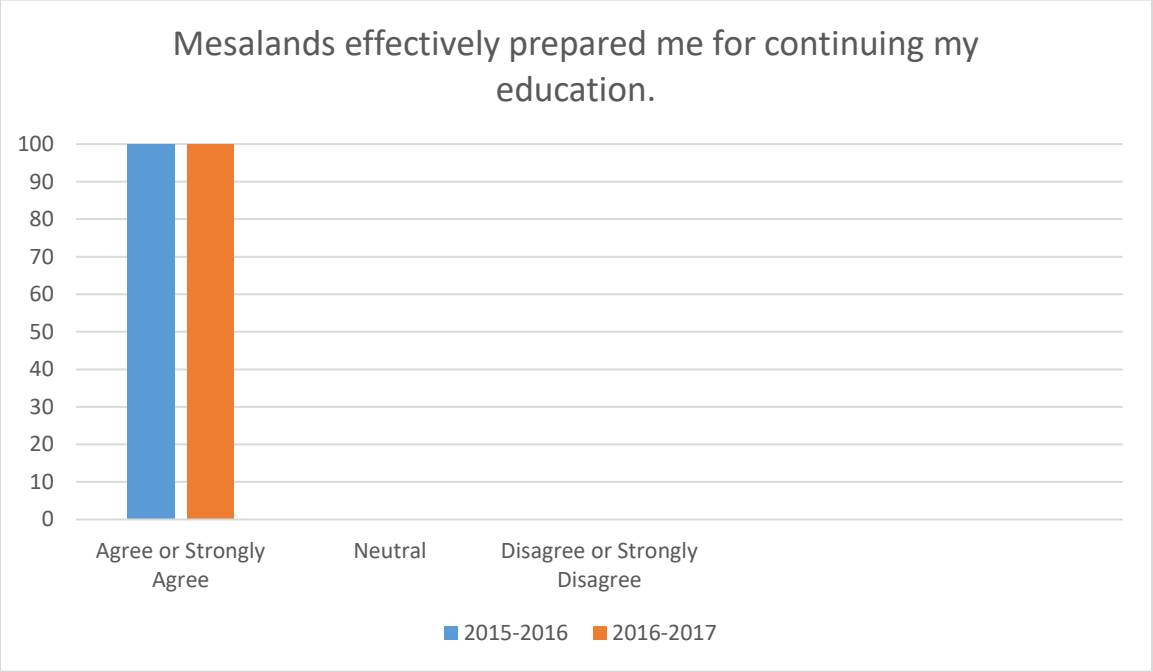

I would choose to attend Mesalands again.
100
90
80
70
60
50
40
30
20
10
0
Agree or Strongly Agree
Neutral
Disagree or Strongly Disagree
2015-2016
2016-2017

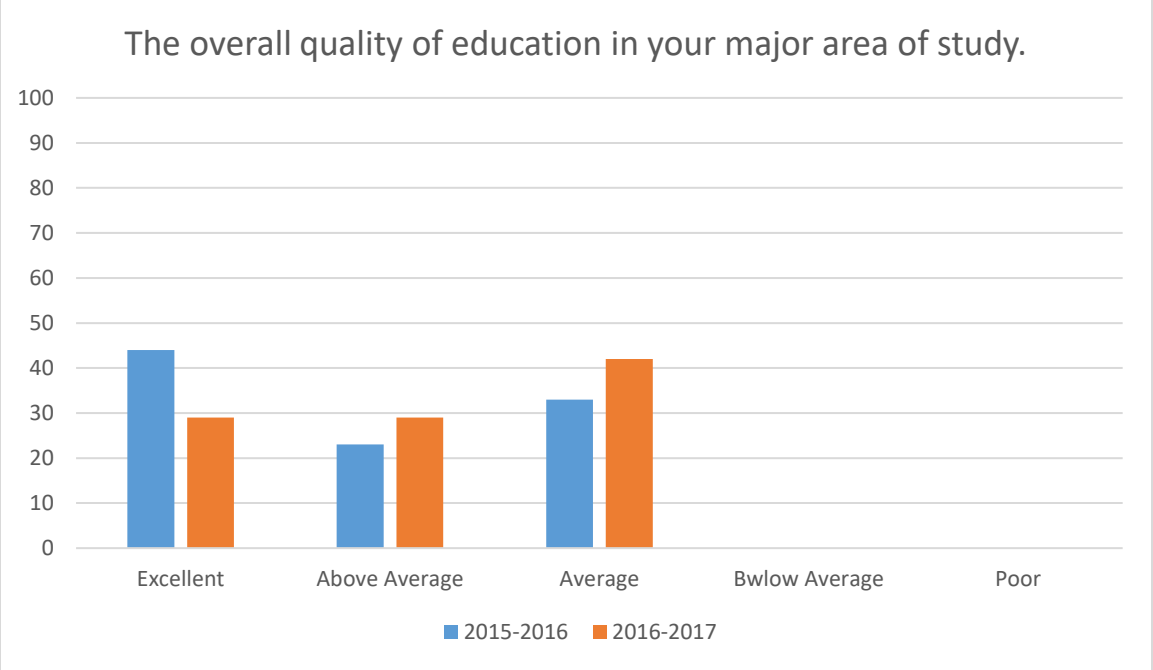

The overall quality of education at Mesalands Community College.
80
70
60
50
40
30
20
10
0
Excellent
Above Average
Average
Below Average
Poor
2015-2016
2016-2017


Mesalands helped me be a successful student.
100
90
80
70
60
50
40
30
20
10
0
Agree or Strongly Agree
Neutral
Disagree or Strongly Disagree
2015-2016
2016-2017


As it relates to your major certificate/degree program of study, were your overall expectations met?
100
90
80
70
60
50
40
30
20
10
0
Yes
No
2015-2016
2016-2017


Would you choose the same major again?
100
90
80
70
60
50
40
30
20
10
0
Yes
No
2015-2016
2016-2017


Mesalands effectively prepared me for continuing my education.
100
90
80
70
60
50
40
30
20
10
0
Agree or Strongly Agree
Neutral
Disagree or Strongly Disagree
2015-2016
2016-2017



2018-2019 Analysis

The College's goal to improve on the 2015-2016 survey response rate of 17.4% was not meet. In fact, the 2016-2017 response rate was a disappointing 7.1%. In order to accomplish the long term 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.

One-hundred percent of students responding to the 2016-2017 survey indicated that they would "choose the same major again". This is a significant increase from the 54% who stated that they would "choose the same major again" in the 2015-2016 survey. This improvement is not a reflection of those changes implemented during the 2018-2019 academic cycle. The student population surveyed could not be influenced by the previous identified changes (see below) since these services and changes were not implemented until after they graduated.

Previously Identified Action Plan (2017-2018)

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 continue to 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.

Employer Survey

The goal of the Employer Survey is 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. Based on the above mentioned 7.1% 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 completed and the College reaches its goal of a 25% response rate that this will lead to the ability to collect Employer Survey data.

Wage-related results for Wind Energy Technology graduates is captured by the Wind Energy Technology Program Director and reported below.

Wind Energy Technology Mesalands Community College Graduate Employment 2017-2018						
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	16	8	50%	$20	$28	$21.50
Wind Energy Technology Applied Science Certificate	6	6	100%	$20	$23.	$20.
Wind Energy Technology Occupational Certificate	5	5	100%	$19	$23	$20.50
Totals	**27**	**19**	**70%**	**$19**	**$28**	**$20.98**

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/or 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
- Early Childhood Education
- Farrier Science
- Fine Arts
- Natural Sciences
- 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	2018-19

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).**
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	How: Tucumcari Bull Test, Perez Bull Sale, Diamond 7 Angus Bull Sale, Large Animal Emergency Rescue Training, Southwest Beef Conference. Artificial Insemination Practicum. Guest Lectures: 5 Rivers Feedlot, JC Angus, Oklahoma Panhandle State **(After each educational program or bull sale a quiz, written paper, or homework assignment is given)**	• Students are required to attend each beef cattle conference or sale. Attendance=100% • Students are required to turn in a written paper or other homework if assigned after each conference or sale. (100%) • Students are also given quizzes, mid-	Data shows that student participation at these conferences and bull sales is very low, therefore written papers and quiz grades are very low as well. • **Tucumcari Bull Test Sale Day** only 4 out of 10 students	This will be my last semester as the ANSC program director and lead instructor. In the future, I would suggest that the new program director take some time to decide what direction they want the program to go. We currently do not have a campus farm or ranch, so we go on many field trips and have speakers come in to the college. The college will provide transportation for all field trips and supports this

to critically evaluate industry issues.	When: Spring 2019 Students Assessed: All in ANSC 270, ANSC 275, ANSC 150 N= 10 students	term or final exam questions from these beef production conferences, lectures, or sales. Students should score 75% or higher on these exams.	attended the sale. (40%) • **Perez Bull Sale:** 9 out of 10 students (90%) attended the sale, but only 2 out of 10 students turned in the required homework. They were to write down the sale price of at least 15 bulls and average the price in an excel spreadsheet. • **NMSU "Large Animal Emergency Rescue Training"** only 4 out of 10 students attended on time as asked. (40%) The other 6 students were	effort. However, it is very time consuming to schedule these trips and student participation is lacking as seen in the data. We also help with Tucumcari Bull Test and Sale at the NMSU Ag Science Center in Tucumcari. They will provide a scholarship to a Mesalands Student to help with the test. However, the two students who have received the scholarship felt the workload expected of them far out-weighed the scholarship money. Overall, student participation and work ethic at the Bull Test has declined in the last two years. Part of that is on our students, but part of it is the leadership and lack of cohesiveness with the NMSU staff who runs the Bull Test. It is a great learning opportunity, but the labor load expected from Mesalands can overstep the mutual benefits in my opinion.

			told there would be a homework assignment, so they attended the conference at the last minute. Only 3 out of 10 written papers were submitted on time. (30%) • **NMSU Artificial Insemination school:** Students attended 1 session out of a two-day conference with 8 sessions. 4 out of 10 written papers from the conference were turned in on time. (40%) • **Five Rivers Feedlot guest lecture:** Students	I hope that whoever takes this position will be able to improve student learning, participation, and bring in some new and innovative ways to engage students within the ANSC classes. I have left a list of local ranchers and agriculture businesses that support the ANSC program. I have also include contacts at Five Rivers Feedlot, Panhandle State University and New Mexico State University. These businesses and Universities want to partner with the Mesalands ANSC program and support student learning.

			listened to the internship opportunities at Five Rivers Feedlot. The Feedlot Representatives interviewed students individually. Only 2 out of 10 students (20%) made it past the interview process to be considered for an internship. 0 students accepted the internship opportunity.	

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?**
If students could be certified in Artificial 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 whether	Two students received scholarships from the NM Cattle Growers Association & NMSU to attend a conference called "Raising Young Ranchers & Applied Reproductive Strategies in Beef Cattle." 2/2 students got load an insemination pipette and practice on an artificial cow model during the conference. I think this opportunity greatly improved student learning about artificial insemination. They received professional guidance and both successfully "bred" the cow. In the future, a similar model could be purchased for around $2,500 from www. realityworks.com "Bovine Breeder: AI Simulator". New Mexico State University Extension also has a breeding/dystocia model that they could bring to Tucumcari for a demonstration. Contact Graig Gifford cgifford@ad.nmsu.edu for more information. We did not have "Cattle Management Services" put on an Artificial Insemination school in Tucumcari. One reason was the overall cost. A second reason was lack of

or not the school improved knowledge and practice of Artificial Insemination.	community support. There was a lot of community opposition when I contacted local business for support of the AI school.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT[2]

Program Name	Early Childhood Education
Program Description	What early childhood professionals know and can do significantly influence children's development, learning, and success in school. Since the period of early childhood spans the first eight years of a child's life, these early care and education professionals are being prepared to work in varied settings that include child care centers, family child care homes, Head Start, early intervention programs, public and private schools through third grade, preschools, and family support programs. Professionals may refer to themselves as teachers, educational assistants, assistant teachers, teacher aides, caregivers, or providers. In the final analysis, they all teach and they all provide care.
Program Objectives	Upon completion of the Early Childhood Education Associate Degree Program: 1. The student will incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice. 2. The student will demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth through age eight. 3. The student will demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals.
Program Director	Janet Griffiths
Academic Year	2018-2019

[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?**	**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	The students were assessed through course projects including teaching assignments, observations, interviews, and research papers. All students were assessed who were enrolled in ECE 104, ECE 106, ECE 113, ECE 209, and ECE 265.	The goal is to have a 80% pass rate and a mean score of 85%.	ECE 104: 87% pass rate, Mean 71%. ECE 106: 100% pass rate, Mean 87%. ECE 113: 86% pass rate, Mean 75%. ECE 209: 100% pass rate, Mean 91%. ECE 265: 88%	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. All classes taught this year did have a hands-on component. I wanted students to have opportunities to interact

children from birth through age eight.			pass rate, Mean 81%.	with children in each class. I did discuss this aspect of the class with the students and they felt that it did help move the information from just book theory to actual implementation and practice. The smaller class numbers do affect the outcomes of pass rates and mean scores. I will continue to keep the goal of 80% pass rate and an 85% mean score.
The student will incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice.	Students were assessed in the following classes: ECE 104, ECE 106, ECE 113, ECE 209, and ECE 265. In all of the classes, they had a course project where they actually had to interact with a child and put the course work into practice.	The goal is to have a 80% pass rate and a mean score of 80%.	Students scored at a 92% pass rate and a mean of 81%.	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.

The student will demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals.	Students were assessed through research papers and an oral presentation in the following classes: ECE 104, ECE 106 and ECE 265. These were the only classes 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.	95% of the students scored an excellent, proficient, or adequate rating on the oral presentation rubric. On the writing rubric, 82% scored an excellent, proficient, or adequate rating.	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 went over the oral presentation rubric briefly and also briefly went over the writing rubric. I need to dedicate an amount of time in each class and teach on these rubrics. 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; "CLOSING THE LOOP" ON PREVIOUS ACTION PLAN

Table 2

Previous Action Plan (Copy last semester's or last year's Action Plan section and paste it into this column)**: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
The goal to increase the pass rate to 80% and the mean score for all classes to 85% was met this year. I will continue to keep that as a goal for the next year. I would like for the students to have more experiences in hands-on-work with young children. I did add projects that involved interactions with children to each class that I taught each year. I will continue to include that component in each class that is offered. I feel that it is important to be able to apply the information that is studied and not just read it and write about it. Some of these classes were directed study classes with only one student. Pass rates and means may change with more students enrolled.	The 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 next year. 100% of the classes did have a hand-on-work project for the students to interact with young children. I would like to increase that aspect further. I am thinking about having the students coordinate an event for young children. I will brainstorm that with the students during the next year and see if we can come up with an event that will give them more experiences. Perhaps work with Adventure Camp or a fun event for children of college staff.
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	I didn't teach any practicum classes this year. The practicum classes will be held during the next school year. I did realize last year that many centers have tightened up on letting students into the classrooms without background checks, etc. My goal is to communicate with centers initially to let them know what students will be coming for practicums and to see if that

faced this year was finding centers where students could do their practicums. That is an issue that needs to be worked on.	will help with access. I have more students who will be involved in practicums next year. I still need to set a goal to find time to observe students in their practicum experience. That will continue to be a goal. It is hard because students go at various times and to various centers, and I teach a variety of classes. But, I will strive to continue that goal of more input into their practicums. Goals for next year are to contact centers initially and to spend time observing them in their practicum settings.
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 classes there were no formal papers of 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. One of my goals is to increase enrollment in the early childhood education program by 10%.	I will continue to stress the importance of writing and oral presentations. Again, I need to spend more time going over the rubric with the students in both writing and oral presentations. I will be having practicum classes again next year and I plan to require them to present lessons taught to the whole class. This gives them more practice in oral presentations, but also gives students a chance to observe what types of lessons were taught in the early childhood centers. That makes a great learning experience for all. I will continue my goal of having 90% of my students score an excellent, proficient, or adequate rating in writing and oral assignments. Last Spring, I had 6 students enrolled in Early Childhood. Three of those graduated with an AA degree in Early Childhood. This Fall, I had 10 students enrolled in Early Childhood classes. I didn't meet my goal of a ten percent increase, but enrollment did increase and the students are enrolled for the next school year. I will continue to strive for a 10% increase in enrollment for Early Childhood.

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	2018-2019

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).**
Learning Outcome 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 costumer, asking questions and assessing their overall horsemanship and	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. For example, 3rd and 4th semester	Although I demonstrated many of these modifications, and had students practice many of them. I failed to collect data on their progress.	Performing keg shoe modifications leans toward the blacksmithing portion of the Farrier Science program. The Farrier industry is changing. Twenty years ago only the most basic shoes were available to buy from a factory. Every other shoe had to be built buy the farrier at the location and custom fit to the horse that is being worked on. Now in 2019, almost any shoe that a farrier can imagine is mass produced and readily available to order online. I

	professionalism while 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.	students are expected to shoe 4 feet to a set standard in 2 hours. 1st and 2nd semester students shoe 2 feet in 1 hour to a similar standard. I expect that all the students in the program should be able to achieve a 70% score in all aspects of the program.		think that the skills are still important to learn for the beginning farrier, but maybe not as critical as they once were. Therefore, the focus of the class is shifting away from modifying keg shoe and focusing more on the application of available shoes. However, I'm reluctant to remove these learning objectives from the syllabus. I will continue to evaluate the need to incorporate these outcomes, or if they need to be changed or removed. I will talk to other professionals in the industry to determine what's appropriate.

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

Table 2

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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 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	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 1 student scoring in the 70% range and the other scored in the 60% range. In general, I think I'm making progress on attendance.

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

Program Name	Fine Arts
Program Description	**Mission Statement:** The mission of the Fine Arts Program is to cultivate the creativity and develop the skills of those who have the aptitude and the desire to communicate through visual language. The program supports students to formulate, create, exhibit, and market a body of work informed by a wide variety of media. The program emphasizes knowledge of historical and contemporary artists and encourages students to think critically. The program is committed to student equity, diversity, and success. The Fine Arts program strives to develop creativity, confidence, and art-entrepreneurial abilities in students in preparation for art-business and professional careers and/or transfer to an Art/Design school or university. **Program Description:** The Fine Arts program offers an AA degree with an option for studio arts or New Media/ Graphic Design. The primary goal of this degree is to provide the student a foundation of knowledge and technical abilities for studio arts. Elective courses allow for preparedness specific to industry. All lower division courses are sequenced to optimize transferability to an art or design program at a four-year university. Along with the transferability aspect of this program, the associate degree in the fine arts will also provide students with basic studio art competencies. Studio Arts courses are offered in a spacious classroom (D515) which allows for students to explore both two and three dimensional media. The program also utilizes outdoor lab spaces equipped with state-of-the-art equipment for foundry bronze, aluminum, and cast iron production. In addition to these work spaces students have access to a welding shop, blacksmithing equipment, woodshop, and various technology spaces throughout the shop. Through intensive program area teamwork, and with the technical assistance of the Program Director and MCC Lab Coordinator, intermediate level students are able to cast in metal various metals every semester. Courses in the existing program allow beginning level students the

	acquisition of skills in 2 and 3 - dimensional design, printmaking, painting, mold-making, digital media, composites, 3-D printing, and various technologies, along with creative problem-solving skills.
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	2018-2019

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 produce fine art by demonstration of technical skills in 2d and/or 3d medium. Specifically, students will be able to identify and utilize the basic ideas, forms, terminology, and processes that are from historical	**Art 261 Art History:** Comprehensive Departmental Pre/Post Testing. **2D, Studio:** Art 112 Drawing is required for all majors. The final portfolio review would not	**Art 261 Art History:** 100% of students must show a 33% increase from the pre-test to the post test. **2D, Studio:** Art 112 Drawing is an entry level course that most majors	**Art 261 Art History:** 71% (5 of 7) students showed a gain in post-test scores ranging from 17-41% with an average increase of 29.6%. 29% (2 of 7) students' scores were not recorded for the post-test. **2D, Studio:** Students majoring in 2-D and Graphic Arts are	**Art 261 Art History:** These results, when collected, are used to improve teaching in all media. Items missed on the test by the majority indicate a need to change teaching strategies to cover this information. **2D, Studio:** students need more production oriented

references to modern and contemporary art within the range of the disciplines offered in the department.	necessarily represent a student's last review before completing the AA degree. **3D, Studio:** The final portfolio review for ART 104 (3D-Design) is used to assess this learning outcome.	should take in the first year of study. Therefore, a grade of "C" or better on the final portfolio is used to measure the learning outcome. **3D, Studio:** In the final portfolio project students should be able to score a "C" level or higher.	successful able to construct basic ideas within historical contest of media, but need greater experience in application and integration of skills. Among the students who presented their work in the ART 112 final portfolio reviews, 85% earned at least a "C" (spring 2019). However, the quantity and quality of portfolio work suggest that most 2D majors are not fully trained to go directly in the workforce. **3D, Studio:** In Art 104 (3D-Design) the "Identity and Agency" projects married art history with a studio assignment; all (8 of 8) students performed	classes, which a new certificate will address. **3D, Studio:** more collaboration with Graphic Design and cross listing of upper lever 3D courses are planned to expand student experience in technique and contextual idea development. Guest speakers would be helpful

	Graphic Design/New Media: The final portfolio review for ART 123 (Digital Media), Art 216 (Photography) is used to assess this learning outcome.	**Graphic Design/New Media:** In the final portfolio project students should be able to score a "C" level or higher	above the "C" level in this outcome (Fall 18). However, a Spring 19 assessment for 3-D (not focused on specific class or assignment) noted the need for higher-level courses to be cross-listed with intro courses, so that more experienced students could act as academic tutors. **Graphic Design/New Media:** 78% of the students assessed scored at least a "C" or higher on their final portfolio defense.	addition to the programing, in that sharing their experience emphasizes to students the importance of production (quality and quantity). However, there is no clear path to direct funds for guest speakers. **Graphic Design/New Media:** Portfolio reviews in all Graphic and New Media art classes indicate that students' lack of reading literacy impedes their understanding of visual and historic art concepts. Students will be directed to the drop-in reading/writing lab; course advisories will be reexamined in the next Curriculum Review. Outreach to the high school counselor is planned to ensure dual students are being properly placed.

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

Table 2

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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 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.	The Fine Arts Program underwent significant change during the 2018-2019 academic year with regards to a faculty member retirement while at the save time not replacing the position created a burden of extra classes and lab technician maintenance to be spread across two faculty members instead of three. In response to this void, the Fine Arts Program was allowed to hire adjunct positions for additional help. In order to increase enrollment and excitement in the Fine Arts Program new courses have been developed for a more engaging Fine Arts Menu, several courses in the art program became new studio elective offerings: Some data to be assessed will be inconclusive until students have advanced through the new majors added that year. In addition to the new class offerings we have been reaching out to regional high schools and again the same burden of trying to teach off site, recruit, and maintain the onsite studios is wearing thin across

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.	the two faculty members. This means that areas of the shop are no longer being maintained regularly due to lack of time/coverage. In Fall 2018, the Fine Art Program completed a joint assessment of the 2D-Studio Arts and Graphic Arts tracks, in anticipation of the new considering the need for more tracks of focus. The assessment for indicated the need to develop production-oriented classes that would train students for workforce entry; at this time, a certificate is being developed and new courses written to address this issue. Additional program assessments indicated the need to clarify course sequencing for students, and make the path to each option clearer. To that end, the course titles and descriptions of New Media course have been modified; posters have been created to advertise course sequencing for each track. The assessment of the Art History course, also conducted in Fall 2018, indicated the need for stronger links between reading and writing assignments, as well as the need for a greater number of smaller assignments, designed to incrementally build students' reading, writing, research, and analytical skills. Towards that goal, a reader/workbook with perforated pages is in the works for each lecture course, to act as a comprehensive resource. Ideas of the workbook being built into the Moodle platform are currently being considered as well. Weekly exercises follow each reading, and students are encouraged submit their responses through Moodle as well. These small exercises are designed to build confidence as well as skills, so that the longer, typed research paper that is required later in the semester will be less daunting, more students will submit the assignment, and more students will complete the assignment successfully.

	Faculty members have agreed to maintain the current criteria as assessed above. The faculty will continue to assist the students in preparing for their portfolio reviews and will work on ways to improve motivation in students that need timelines for better accountability on meeting goals. The administering of pre- and post-tests is currently being revised to meet the requirements of the new curriculum adopted during the 2018-2019 academic year. More data will be available for each area of emphasis as post-tests are issued during the student's final portfolio review.

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	2018-2019

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 7: Understanding of the components of the Theory of Evolution	This objective is currently being assessed by the combination of 1 examination and 1 laboratory exercise in BIOL 113 Introduction to Biology (introducing the basics of the theory of evolution), and 1 examination and 1 laboratory exercise in GEOL 210 History of Life (covering more advanced aspects of the theory). Both classes are mandatory courses for students in the Paleontology Program.	**"**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."	Because I am not teaching BIOL 113 anymore it proved difficult to obtain meaningful data for assessment. A practical solution to retrieve enough data (from 3 independent sources) on this objective has to be developed.	1. Develop an additional laboratory exercise on an evolutionary topic. 2. Incorporate the exercise in a course mandatory for the Paleontology Program in Fall 2019 or Spring 2020, depending on course scheduling. These could be GEOL 210 History of Life, GEOL 190 Internship in Geoscience, or GEOL 235/236 Research in Natural Sciences. 3. Modify the course content in the course syllabi to reflect the changes made.

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" **Analysis from Action Plan 2016-17**: 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	Because both classes are scheduled for program students in their second year of study, the practicability of item 2 from the 2017-2018 cycle will be implemented and tested in GEOL 235 (scheduled for Fall 2019; 3 students) and GEOL 236 (scheduled for Spring 2020; 4 students), and the results reported in the 2019-2020 cycle.

approach will be tested in GEOL 235 and GEOL 236 in 2018/19. **Follow-up on Action Plan 2017-18**: 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

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 M. Garcia
Academic Year	2018-2019

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. Students will summarize knowledge of the history of social welfare, past and present. **3.** Students will demonstrate written and oral communication skills necessary in the field for effective social work practice.	The data collected was all work associated with program objective 1 and 3. This class focused on becoming familiar with agencies in the field, their duties, and workloads. Students had to interview speakers from the agency they chose, set up the presentation, and test on that specific agency duties.	Students scored in the 90 percentile on agency duties and mission. Students scored in 80 percentile with the oral portion and interaction with the agency professionals.	The data shows students grasp agency protocols and missions. Students also communicate and interact effectively with professionals in the field.	This coming semester, students will continue inviting agencies and professionals from the field. Each student will be required to bring in one agency. The student will interview the professional from that agency that will be providing the presentation to learn professional interaction and get to know social work professionals and their work. Students will write a paper on the agency including the interview data and citing that interview and other sources. The class is expected to take notes and will test on each agency presentation about their mission and duties. Students will be expected to test in the 80 percentile for both written exam on agency history and 80 percentile for professional interaction.

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?**
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.	Students scored well in the 90 percentile on the written portion and in the 80 percentile for the communication portion. Students were a bit doubtful in their speaking ability with professionals from the field, but did do better than expected given apprehensions with public speaking. Given the fact that students work through several chapters on history, the agency presentations gives students a clear understanding of present-day social work in the field completing the loop in past and present history. It also helps develop oral skills with the interaction of the interview and presentation questions. Writing skills will also be developed through the writing of the paper about the agency in APA (American Psychological Association) style writing.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT

Program Name	Technical and Professional Writing
Program Description	The Technical and Professional Writing Occupational Certificate program provides students with a selection of courses designed to enhance professional opportunities in a variety of communication fields. The program is intended to develop written, verbal, and digital communication skills to advance students in their fields of study. Taken alone, the Certificate serves as a basis for entry level positions in administrative or communication industries. Students will participate in a capstone project to create a deliverable product to illustrate their technical and professional communication skills.
Program Objectives	Upon completion of the Technical and Professional Writing Occupational Certificate program: 1. The student will write in an academic style (MLA, APA, Chicago) that can be utilized across the curriculum. 2. The student will create a comprehensive technical communication project that is measurable by current technical communication standards. 3. The student will utilize computers and emerging technology to produce technical communication products that are measurable by current standards. 4. The student will be able to identify and adapt to the varying needs of specific document classes, such as reports, proposals, grants, and presentations, and successfully produce documents which address the individual standards. 5. The student will demonstrate and consistently maintain industry ethical standards for professionalism, accuracy and quality in all projects.
Program Director	Gregg A. Howard
Academic Year	2018 -2019

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 2018-19 graduation cycle. An institutional goal is the revision of this program to make it more marketable and	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 (which are offered nearly every semester), and ENG 235 (Advanced Comp) which is only offered in even-numbered Spring semesters; the next session will be in Spring 2020.	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	There were no students enrolled in this certificate for this academic year, nor were there any of this certificate awarded in the 2018-19 graduation cycle.	No changes to assessment, but there are changes to the program in progress: In conjunction with new Business Faculty, we will complete syllabi revisions as part of redeveloping and streamlining this program to mesh better with existing and modified Business degrees and certificates, as well as the proposed reconfiguration of the General Studies Occupational Certificate to offer both an Experiential Learning track and a

‘student-friendly’ – along with redesign of Occupational Certificate and Business course offerings.		courses for certificate within 150% of graduation time frame.		Workforce-ready track. These should be ready for submission and approval during the 2019-2020 year.

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?**
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?	Syllabus for ENG 235 revised in 2018, and ENG 268 and 268A were revised in Spring 2019, updated and submitted for approval. Program revisions are in progress – pending the input of the new business faculty member.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT

Program Name	Artistic Silversmithing
Program Description	The Western Arts program at Mesalands Community College offers training to meet a growing demand for skilled workers. The Associate of Applied Science Degree 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	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	2018-19

Table 1

Outcomes: What are the expected program objectives?	**Assessment Methods/Measures/Tools: How and when was the data collected on whether these objectives were met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?**	**Assessment Results and Data Interpretations: What does the data show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? What, if any, financial or additional resources will be required to achieve your Action Plan? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**
1. Apply knowledge of 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.).	All students are required to produce at least one project required tig welding.	70% accuracy	3 of 14 were able to tig weld with 70% accuracy.	When I designed the Cowboy Arts program, I designed it where each semester a type of welding would be a focus. For example mig welding in Art 141 and Tig in 143. Students are experiencing success in mig and stick but not Tig. What I discovered is that most students were taught mig and stick in high school and also TSC 100 here. The problem is that they have no previous experience Tig and it is not being taught here. I only have one Tig welder in the shop and it is not doable for me to teach Tig welding from scratch in 143. To correct this deficiency I have asked Andy the welding instructor here to focus on Tig welding in TSC 100 and he has agreed to make that change.

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?**
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.	I only had one student in 145 this semester and that student was successful. Unfortunately, one student is not a large enough number to determine if the previous action plan is successful.

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	2018-19

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).**
5. The student will identify electrical, mechanical, and hydraulic components found within various styles and vintages of wind machines, and demonstrate an	The data was collected by telephone poll to employers of alumni and supervisors of our summer interns. Interns and recent graduates were assessed	Students should be able to identify and have a basic working knowledge of wind turbine hydraulics and find faulty parts 70% of the time.	The data shows that several students did not grasp the concept of troubleshooting hydraulic. 100% of the alumni that worker for diamond engineering on the cap rock wind farm did not know what	We have met with the Cap Rock wind farm owner and Diamond Engineering so we can work together to overcome this deficit in our training. Cap Rock is willing to donate an old Geo hyd. Unit to our program along with other parts to create a training station for our students. Having actual hydraulic equipment from the industry will improve student

understanding of their functions and maintenance requirements.			a geo hydraulic unit was on a Mitsubishi wind turbine. 100% of the interns that went to work for Cooke services did not know sizes of hydraulic hoses and pressures involved.	familiarity by 100%. We will need time and transportation to get the donated equipment and we will need budget to wire it in and make it work. Then write curriculum to support training on the unit.

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, measurable, attainable, realistic, and timely (SMART).**	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective?**
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.	The assigned reading and reporting on trade organizations and industry journals has brought awareness up. Starter quizzes indicate that approximately 85% of students are looking at the AWEA web site and subscribing to their weekly news brief. The students are better informed as to the changes in the industry and new wind farms being built and they are aware of the effects of policy. In the news will be a forum in Moodle.

ASSESSING PROGRAM ASSESSMENT 2018-2019

This Assessing Program Assessment 2018-2019 section focuses on how well programs are assessing both program objectives and/or 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/or 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 (S)	Early Childhood Education (3) Fine Arts (3)	Artistic Silversmithing (S) Farrier Science (2) Natural Sciences (S) Social Work (2) Wind Energy Technology (S)	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)	Early Childhood Education (3) Farrier Science (S) Fine Arts (3) Social Work (S)	Artistic Silversmithing (2) Natural Sciences (S) Wind Energy Technology (S)	Animal Science (S)

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

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

*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

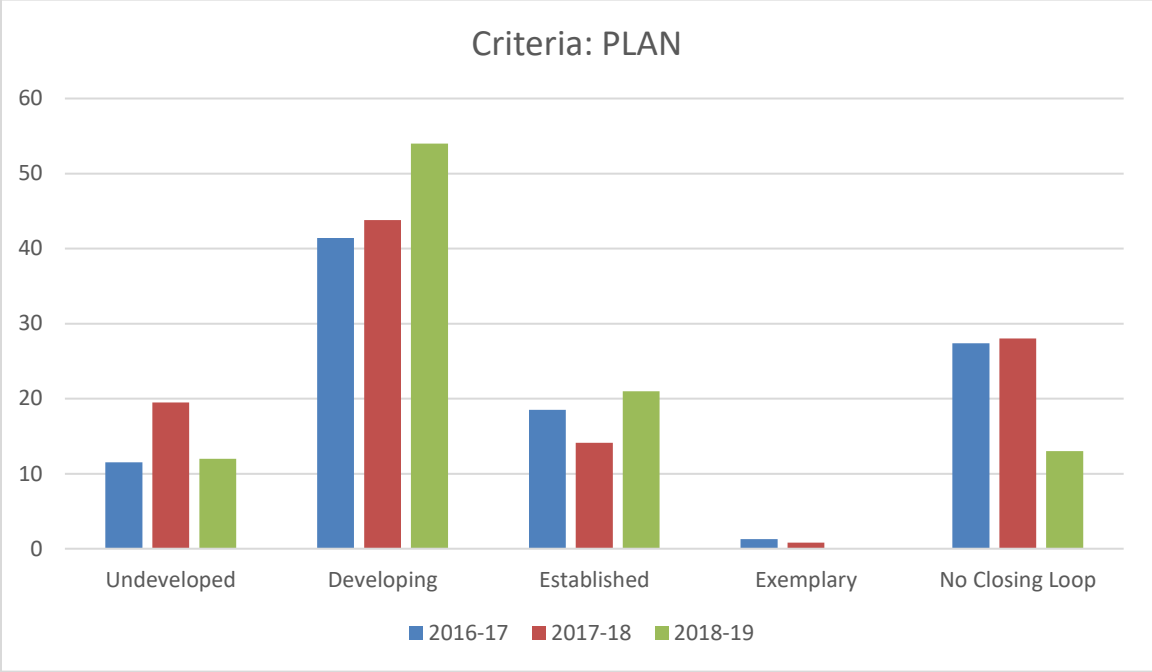
The following sections describe and summarize the results of those activities the College uses to assess student learning at the course-level.

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 2018-2019

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 ultimate goal of improving student success.


Criteria: PLAN
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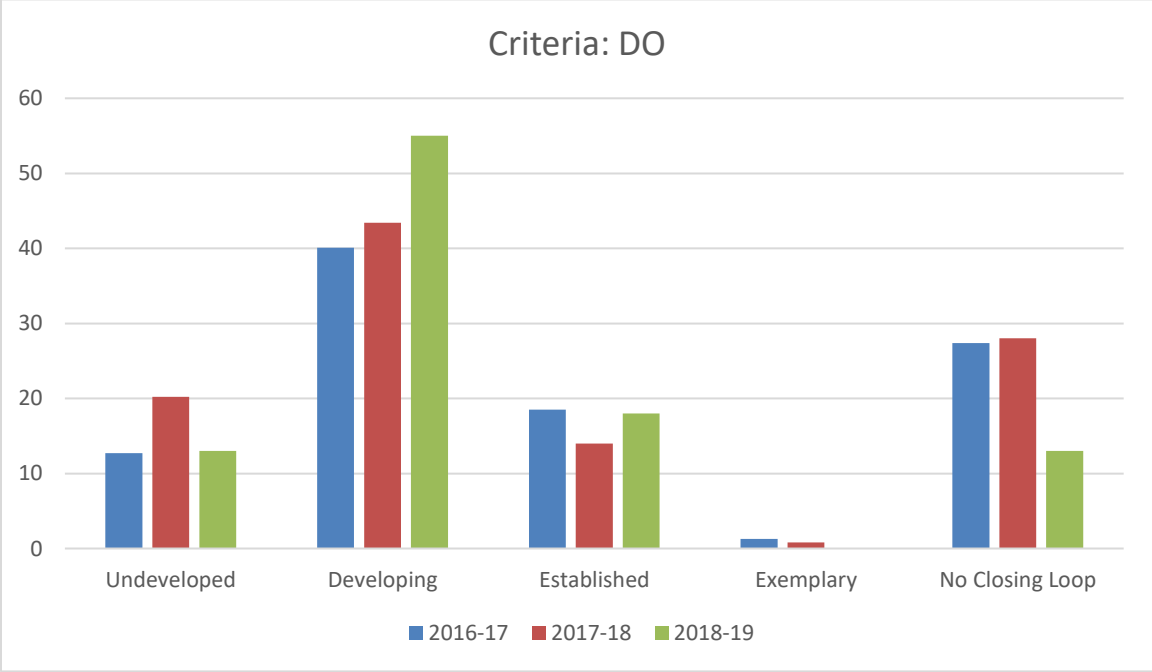
Developing
Established
Exemplary
No Closing Loop
2016-17
2017-18
2018-19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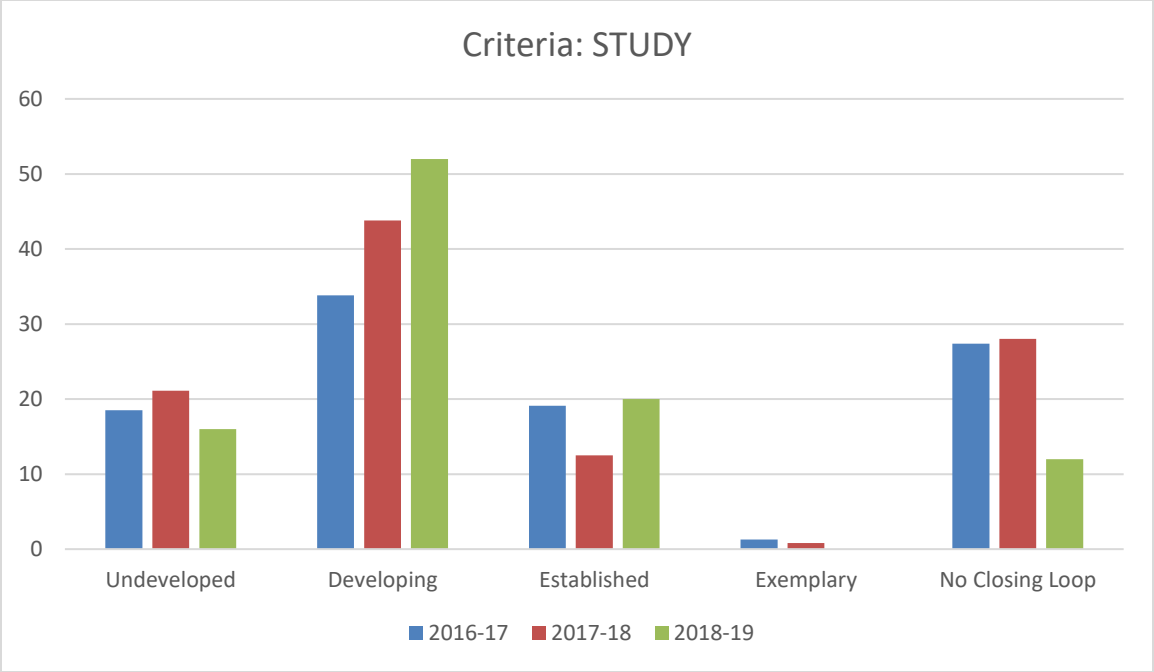

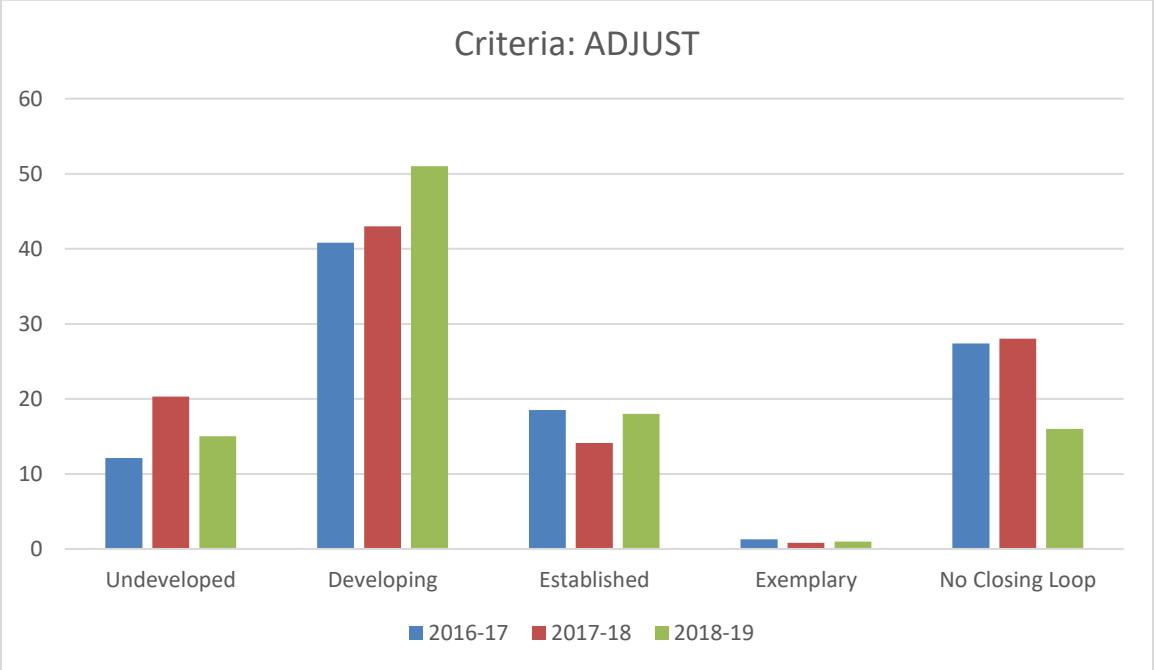

*2016-2017 (n = 157); no closing the loop 27.4%
**2017-2018 (n = 130); no closing the loop 28.0%
***2018-2019 (n=92); no closing the loop 14%

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 2016-2019			
Category of Change	**2016-2017 (n=114)**	**2017-2018 (n=151)**	**2018-2019 (n=84)**
Course Content	12%	11%	4%
Methodology	47%	45%	45%
Classroom Environment	<1%	3%	6%
Evaluation Method	18%	16%	10%
Additional Technology/ Classroom Tools	18%	22%	23%
Other	5%	4.0%	0%
Financial Support Requested/Granted	None	None	None

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

Results

The goal of increasing the number of “Established” reports to 23% for each of the four criteria (plan, do, study, adjust) was not met but did improve. “Established” reports for the “Plan” section increased from 14.1 to 21%. “Established” reports for the “Do” section increased from 14 to 18%. “Established” reports for the “Study” section increased from 12.5 to 20%. “Established” reports for the “Adjust” section increased from 14.1 to 18%.

The Action Plan of capturing the Panopto classroom assessment lecture and making it available to faculty was not met. The Director of Academic Initiatives and Student Success 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 to 23% for each section of the criteria.