



# Assessment Report

## PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information:		
2019-2020	Catron Allred	callred2@cnm.edu
<b>Academic Year</b>	<b>Contact Person</b>	<b>Email</b>

Name of Program:	Courses:																
ATL Elementary Education Certificate	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">EDUC</td> </tr> <tr> <td style="text-align: center;">2190</td> <td style="text-align: center;">2250</td> <td style="text-align: center;">2260</td> <td style="text-align: center;">2262</td> <td style="text-align: center;">2284</td> <td style="text-align: center;">2285</td> <td style="text-align: center;">2286</td> <td style="text-align: center;">2286</td> </tr> </table>	EDUC	2190	2250	2260	2262	2284	2285	2286	2286							
EDUC	EDUC	EDUC	EDUC	EDUC	EDUC	EDUC	EDUC										
2190	2250	2260	2262	2284	2285	2286	2286										

## PART 2: PROGRAM SUMMARY

Provide a high-level review of the program to include highlights, successes, challenges, significant changes, and significant resources needed to support the program.
<p>During the 2019-2020 academic year, the Alternative Teacher Licensure certificate program continued to prepare licensed teachers in Elementary Education (grades K-8) to fill the statewide shortage for qualified educators in public school classrooms. There were 108 declared majors and 31 graduates in the academic year 2019-2020 from Alternative Teacher Licensure in Elementary. The Alternative Licensure was a face-to-face program that quickly moved online during Spring 2020.</p>

**Part 3: DATA REVIEW**

<b>Program Data</b> <b>(Each Review Year is defined as Summer, Fall, and Spring terms)</b>	<b>Review Year</b> <b>19-20</b>	<b>Review Year</b> <b>18-19</b>	<b>Review Year</b> <b>17-18</b>
Annual number of graduate awards is greater than 10	28	27	40
Number of declared majors	108	96	107
Average class size	25	22	23
Annual Average class retention rate is 70% or above (SAGE 65%)	91%	91%	93%
Annual C-Pass rate for coursework is 60% or above	86%	88%	89%
Average class fill rate at 60% or above capacity within a term or over a year	77%	75%	75%
Transfer numbers/percent	NA	4 (15%)	6 (15%)
Full-time to part-time faculty ratio	15: 26	17: 17	19: 15

**Summarize how your program met or did not meet the target measures based on the data above.**

All target measures were exceeded. The annual number of graduate awards have been in high 20's for the last 2 years of the review cycle, with the highest number of graduates in 17-18. However, the number of declared majors has remained steady from 107 (17-18) to 108 (19-20). Average class retention is consistently in the low 90% range; the average fill rate is consistently around 77%

We have partnerships with ENMU and WNMU to accept ATL coursework for master's level coursework in education. According to the ODS jobs data, 96% of ATL Elementary students are employed in NM and 93% are employed in the field (n = 27).

#### **Part 4: PROGRAM LEARNING OUTCOME ANALYSIS.**

Learning Outcome	Population or Course(s) Assessed	Assessment Methods	Summary of Assessment Results
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<p>Competency in the four domains of the NMTEACH rubric.</p>	<p>EDUC 2190</p>	<p>Clinical/practicum evaluation.</p>	<p>Teacher candidates were evaluated in the field at schools during their Supervised Field Experience (EDUC 2190) utilizing an assessment tool reflecting the competency domains of the NMTEACH rubric and the aligned course competencies for all courses in the program. Fall 2019 students were assessed on three separate occasions with the first two evaluations used as formative assessment, and the final as summative assessment. Due to school closures and alternate instructional delivery models instituted in response to the COVID-19 pandemic, Spring 2020 students were assessed on two separate occasions with the first evaluation used as formative assessment and the second/final as summative assessment.</p> <p>The scores reflected here are from the final, summative assessment of student performance in the field. In the fall of 2019 and the spring of 2020, a total of 22 students were assessed in this manner. The average score for all candidates was a 3.1.</p>
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Learning Outcome	Population or Course(s) Assessed	Assessment Methods	Summary of Assessment Results
			<p>Within all domains, 59% of candidates scored a cumulative average score of 3 or higher (mastery level as defined above). Within each individual domain, students scored at 3 or above at the following percentages: Domain 1 (Preparation and Planning): 68%; Domain 2 (Learning Environment): 68%; Domain 3 (Teaching Practice): 68%; Domain 4 (Professionalism): 86%</p>

Interpretation of Assessment findings
<p>Overall and within individual domains, students scored lower than the target of 75% and lower than they did in the past academic year. Scores were significantly lower in Domains 1, 2, and 3. The skills in those domains take time to develop. Because the spring 2020 term was shortened and students had only 2 observations (vs 3), students did not have the usual time to receive and respond to feedback. We expect that a return to a typical 15-week, 3 observation term will produce results more in line with past results. No tests were done in the data analysis phase to examine the statistical significance between the difference of target percentages in each domain.</p> <p>No tests were done in the data analysis phase to examine the statistical significance between the difference of target percentages in each domain.</p>

**Part 6: ADDITIONAL ACTION PLAN IN SUPPORT OF STUDENT LEARNING (IF APPROPRIATE)**

Upcoming year	Changes planned for the upcoming year	Data motivating this change
2020-2021	Return to 3 observations for each student during the 2020-2021 cycle.	Data Motivating: Students need more time to demonstrate competency than the shortened assessment cycle allowed during Spring 2020 due to Covid-19.
2020-2021	Faculty are revising curriculum to model and support best teaching practices for remote learning.	This is the first year we are teaching and observing in a virtual environment and we are building a library of best practices as well go.
2020-2021		

**Please Select all the following that characterize the types of changes described in the above action plan:**

- Assessment criteria revision
- Assessment methodology revision
- Assignment revision
- Budgetary reallocation
- Change in teaching approach
- Course content revision
- Curricular Revision
- Faculty training/development
- Process revision

**Part 6: COMMENTS**

<b>Use this section to record any comments, notes, or questions from individuals who reviewed this report.</b>
<b>School Dean:</b>
<b>SAAC Representative:</b>