



Assessment Report

PART 1: CONTACT & PROGRAM IDENTIFICATION

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

Name of Program:	Courses:						
ATL Special Education Certificate	EDUC 2260	EDUC 2262	EDUC 2264	EDUC 2285	SPED 2250	SPED 2258	SPED 2260
	SPED 2272	SPED 2390					

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 Special Education (grades PreK-12) to fill the statewide shortage for qualified educators in public school classrooms. CNM partnered with APS to create the Special Education Teacher Training (SETT) program to build a residency program for special education teachers and continues to partner with Rio Rancho Public Schools for special education teacher training. CNM consistently has the most special education licensure graduates in the state. There were 151 declared majors and 35 graduates in the academic year 2019-2020 from Alternative Teacher Licensure in Special Education.</p>

Part 3: DATA REVIEW

Program Data (Each Review Year is defined as Summer, Fall, and Spring terms)	Review Year 19-20	Review Year 18-19	Review Year 17-18
Annual number of graduate awards is greater than 10	35	37	39
Number of declared majors	151	121	115
Average class size	21	21	19
Annual Average class retention rate is 70% or above (SAGE 65%)	93%	92%	92%
Annual C-Pass rate for coursework is 60% or above	90%	89%	87%
Average class fill rate at 60% or above capacity within a term or over a year	74%	75%	68%
Transfer numbers/percent	NA	3 (8%)	5 (13%)
Full-time to part-time faculty ratio	15: 27	17: 15	16: 17

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 has been in the mid- to upper-30s for the 3 years of the review cycle. However, the number of declared majors has increased from 115 (17-18) to 151 (19-20), at least in part due to program expansion efforts. Average class retention is consistently in the low 90% range; the average fill rate has ranged from 67 (17-18) to 76% (18-19).

We have partnerships with ENMU and WNMU to accept ATL coursework for master's level coursework in education. According to the ODS jobs data, 100% of ATL Special Education students are employed in NM and 100% are employed in the field (n = 37)

Part 4: PROGRAM LEARNING OUTCOME ANALYSIS.

Learning Outcome	Population or Course(s) Assessed	Assessment Methods	Summary of Assessment Results
------------------	-------------------------------------	--------------------	-------------------------------

<p>Competency in the four domains of the NMTEACH rubric.</p>	<p>SPED 2390</p>	<p>Clinical/practicum evaluation.</p>	<p>Teacher candidates were evaluated in the field at schools during their Supervised Field Experience (SPED 2390) utilizing an assessment tool reflecting the competency domains of the NMTEACH rubric and the aligned course competencies for all courses in the program.</p> <p>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 48 students were assessed in this manner. The average</p>
--	------------------	---------------------------------------	--

Learning Outcome	Population or Course(s) Assessed	Assessment Methods	Summary of Assessment Results
			<p>score for all candidates was a 3.0. Within all domains, 77% 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): 75%; Domain 2 (Learning Environment): 71%; Domain 3 (Teaching Practice): 56%; Domain 4 (Professionalism): 90%</p>

Interpretation of Assessment findings
<p>Overall, program graduates are demonstrating competency with the course learning objectives and NMTEACH rubric guidelines at or above the 75% target. Within individual domains, students scored 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>

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.	Students need more time and opportunity to demonstrate competency than the 2 evaluations during Spring 2020 allowed for.
2020-2021	Faculty are revising curriculum to model and support best teaching practices for remote learning.	We are now doing completely online observations and students are teaching virtually. We are learning about better ways to support online instruction.
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

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