



Assessment Report

PART 1: CONTACT & PROGRAM IDENTIFICATION

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

Name of Program:	Courses:
Career Technical Educ Teaching Cert	EDUC 2190 EDUC 2240 EDUC 2242 EDUC 2244 EDUC 2246

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 Career Technical Education Teaching certificate program prepared teachers for licensure in Career Technical Education Fields (NMPED Vocation-Technical license, grades 7-12) to fill the statewide shortage for qualified career technical educators in public school classrooms. There were 14 declared majors and 7 program completers in the academic year 2019-2020 from the Career Technical Education Teaching certificate program. This program is a limited entry program that requires a separate application, like the Alternative Teacher Licensure Programs. We intend to offer this program on an “as needed” basis as a cohort program in partnership with school districts and NMPED.</p> <p>In the 2019-2020 academic year, full-time faculty worked to update the curriculum in the Career Technical Education Teaching certificate program to reflect a competency-based approach to teaching and learning. Drawing on the work of Charlotte Danielson and reflecting the competencies highlighted in the New Mexico Interim Feedback and Observation Plan (NMIFOP) evaluation system framework, this work was guided by the goal to create teacher education experiences that accurately reflect the demands of the teaching profession. This effort is ongoing, iterative, and informed by the data collection done regarding student performance in the field during their final semester in the program.</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	7	4	0
Number of declared majors	14	7	0
Average class size	15	14	38
Annual Average class retention rate is 70% or above (SAGE 65%)	96%	94%	97%
Annual C-Pass rate for coursework is 60% or above	93%	89%	96%
Average class fill rate at 60% or above capacity within a term or over a year	44%	41%	69%
Transfer numbers/percent	NA	0 (0%)	0 (0%)
Full-time to part-time faculty ratio	5: 9	7: 6	4: 6

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

2019-2020 is the second year that we offered the CTE Teacher Licensure Program aligned to the Secondary-Vocational License (7-12) at NMPED. It is a small cohort program designed to support current -12 CTE teachers with licensure requirements and best practices in CTE Education. We plan to offer this program in partnerships with district and NMPED to meet the demand for CTE teachers and do not plan to offer it every year. We did not offer the cohort during the 2020-2021 academic year. To support the state and the need for more teachers, we offered the program below 60% enrollment. You can see from the high completion rate and pass rate that students in cohorts tend to complete at higher rates, but our numbers are low due to the initially low cohort numbers. We are excited that 7 new CTE teachers came through our program!

Part 4: PROGRAM LEARNING OUTCOME ANALYSIS.

Learning Outcome	Population or Course(s) Assessed	Assessment Methods	Summary of Assessment Results
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<p>1. Identify career and technical education (CTE) history, philosophical foundations, pedagogical practices, policies, goals and objectives, and professional organizations</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 NMIFOP rubric and the aligned course competencies for all courses in the program.</p> <p>Due to the cohort nature of the program, EDUC 2190 was only offered in Spring 2020. Students were assessed on three separate occasions with the first two evaluations used as formative assessment, and the final as summative assessment. Due to the COVID-19 pandemic, third and final observations were done in a atypical manner with teacher candidates engaging in virtual online instruction (synchronous and asynchronous).</p> <p>The scores reflected here are from the final, summative assessment of student performance in the field. In the spring of 2020, a total of 7 students were assessed in this manner. The average total score for all candidates was a 3.1. Within all</p>
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Learning Outcome	Population or Course(s) Assessed	Assessment Methods	Summary of Assessment Results
			<p>domains, 75% 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): 86% (Average Score:3.1); Domain 2 (Learning Environment): 71% (Average Score 3.1); Domain 3 (Teaching Practice): 43% (Average Score 2.7); Domain 4 (Professionalism): 100% (Average Score 3.3)</p>

<p>2. Apply theories of backwards design toward development of curriculum, assessment, and evaluation for the CTE classroom</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 NMIFOP rubric and the aligned course competencies for all courses in the program.</p> <p>Due to the cohort nature of the program, EDUC 2190 was only offered in Spring 2020. Students were assessed on three separate occasions with the first two evaluations used as formative assessment, and the final as summative assessment. Due to the COVID-19 pandemic, third and final observations were done in a atypical manner with teacher candidates engaging in virtual online instruction (synchronous and asynchronous).</p> <p>The scores reflected here are from the final, summative assessment of student performance in the field. In the spring of 2020, a total of 7 students were assessed in this manner. The average total score for all candidates was a 3.1. Within all</p>
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<p>3. Develop teaching methods, instructional strategies, classroom management and assessment in CTE with a focus on the integration of technological resources</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 NMIFOP rubric and the aligned course competencies for all courses in the program.</p> <p>Due to the cohort nature of the program, EDUC 2190 was only offered in Spring 2020. Students were assessed on three separate occasions with the first two evaluations used as formative assessment, and the final as summative assessment. Due to the COVID-19 pandemic, third and final observations were done in an atypical manner with teacher candidates engaging in virtual online instruction (synchronous and asynchronous).</p> <p>The scores reflected here are from the final, summative assessment of student performance in the field. In the spring of 2020, a total of 7 students were assessed in this manner. The average total score for</p>
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<p>4. Apply approaches to teaching that support the needs of diverse learners in the CTE classroom</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 NMIFOP rubric and the aligned course competencies for all courses in the program.</p> <p>Due to the cohort nature of the program, EDUC 2190 was only offered in Spring 2020. Students were assessed on three separate occasions with the first two evaluations used as formative assessment, and the final as summative assessment. Due to the COVID-19 pandemic, third and final observations were done in an atypical manner with teacher candidates engaging in virtual online instruction (synchronous and asynchronous).</p> <p>The scores reflected here are from the final, summative assessment of student performance in the field. In the spring of 2020, a total of 7 students were assessed in this manner. The average total score for</p>
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Interpretation of Assessment findings
<p>Overall, within all domains, program graduates are demonstrating competency with the course learning objectives and NMIFOP rubric guidelines at or above the 75% target. Scores were highest in Domain 4, followed by domains 1, 2, and 3. The only domain with an average score below 3 was in Domain 3 (Teaching Practice). The skills in that domains take time to develop and have historically been the most challenging for teacher candidates to master in our sister alternative licensure programs (ATLP). Due to the shift in instruction type because of the COVID-19 pandemic, final (third) summative evaluations likely did not reflect the competency students would have demonstrated had they continued with in-person instruction. 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	<p>THE CTE Teacher certificate program is currently on hold for the 2020-2021 academic year with no immediate plans to begin another cohort in the near future. Should statewide stakeholders (NMPED, HED, school districts, RECs, etc.) decide to support this training in the future, we are prepared to offer this program again. In the meantime, faculty are revising curriculum to model and support best teaching practices for remote learning.</p>	<p>Enrollment numbers</p> <p>Students need more time to demonstrate competency than the shortened assessment cycle allowed during Spring 2020 due to Covid-19.</p> <p>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.</p>
2020-2021		

Upcoming year	Changes planned for the upcoming year	Data motivating this change
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

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