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:						
Teacher Education AA Degree: Elementary/Special Education	CEPY 2110	EDUC 1120	EDUC 1190	EDUC 2243	EDUC 2315	EDUC 2375	SPED 2110

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.
The Associate of Arts in Teacher Education degree changed significantly in 2018 and restructured to have two concentrations: Elementary/Special Education and Secondary. In 2019-2020, there were 379 declared majors and 23 graduates in the Elementary/Special Education program. Course completion rates, retention and class fill rates are all above 80%. We started a pilot Teacher Education Fast Track program in Fall 2019 to create a full time Teacher Education cohort specifically for Educational Assistants and beginning freshman from the Educator's Rising dual credit high school students. These students will be completing their associate degree in Fall 2020. Faculty worked to revise curriculum to ensure that the course learning objectives are well aligned to the summative tasks for each class. Online consensus shells have been created to ensure consistency in these learning objectives and related summative assignments for online courses offered and this work will continue for the face-to-face classes as well. We built a high school consensus shell for EDUC 1120/1190 and have been working with the high school dual credit instructors to create more alignment across the sections.

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	23	9	
Number of declared majors	379	220	114
Average class size	21	22	22
Annual Average class retention rate is 70% or above (SAGE 65%)	88%	87%	89%
Annual C-Pass rate for coursework is 60% or above	80%	74%	79%
Average class fill rate at 60% or above capacity within a term or over a year	80%	82%	81%
Transfer numbers/percent	NA	7 (78%)	0%

	18: 32	12: 36	14: 21
Full-time to part-time faculty ratio			

Summarize how your program met or did not meet the target measures based on the data above.
All target measure were met during 2019-2020.

Part 4: PROGRAM LEARNING OUTCOME ANALYSIS.

Learning Outcome	Population or Course(s) Assessed	Assessment Methods	Summary of Assessment Results
Alignment between course learning objectives and course summative assessments	All EDUC AA Courses	Survey.	A student survey was administered in the Fall of 2019 and Spring of 2020 that asked students to rate their level of agreement with the extent to which the course content prepared them to meet course learning objectives. Students were then asked what assignment demonstrated their learning of course objectives and this data was collected as qualitative responses to be used for course improvement. A total of 396 survey responses were collected in the five teacher education courses and students indicated an average rating of 4.64 of alignment between course learning objectives and summative assessments/assignments in the courses (with the highest rating of alignment being a 5). EDUC 1120 = 4.7%; EDUC 2243 = 4.9%; EDUC 2315 =4.5%; EDUC 2375 = 4.5%; SPED 2110 = 4.6%

Interpretation of Assessment findings
Student responses indicate that they perceive a high degree of alignment between course assessments and course learning objectives. In other words, they feel that the course prepared them to meet learning objectives and had qualitative responses about which assignments they felt were best aligned with course learning objectives.

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	The Teacher Education faculty will take a closer look at the student's quantitative and qualitative responses to ensure continued alignment between course content and identified course learning objectives.	Qualitative student data responses on the survey
2020-2021		
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: