

CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT
Due to SAAC by October 15

PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information:			
<u>2015-2016</u> Academic Year	<u>Catron Allred</u> Contact Person	<u>Callred2@cnm.edu</u> Email	<u>224-3597</u> Phone Number

Subject of this Assessment Report:		
Program: <u>Human Services</u> <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> AA <input type="checkbox"/> AS <input type="checkbox"/> AAS	Gen Ed Area: _____ Applicable to: <input type="checkbox"/> AA/AS <input type="checkbox"/> AAS	Discipline Area: <u>HSV/CDV</u>

PART 2: EVIDENCE OF OVERALL PROGRAM EFFECTIVENESS

Summary of Program Successes:
<p>In 2015-2016 the CYFD degree with a concentration in Social Work became an AA in Human Services. We started a new 2-year assessment on Multicultural Perspectives and Diversity, one of the CNM Education Programs Core Values. This is the last of the 5 objectives that we will be assessing in this 5-year cycle plan.</p> <p>The Multicultural Perspectives and Diversity assessment gave the department the opportunity to think deeply about how we teach these skills to our students so that they can bring a broadened perspective to their future students. We were able to provide professional development opportunities throughout the year related to diversity so that faculty were able to gain confidence in their own practice related to multicultural perspectives and diversity in their classrooms.</p>

Description and Evaluation of Recent Changes Made in Support of Student Learning:
<p>The faculty worked collaboratively to design an assessment that would give students an opportunity to self-reflect on their own beliefs and values related to multicultural perspectives and diversity and then apply that knowledge in an essay reflecting on how they will use these skills in the helping professions that the Human Services degree supports. It became apparent that many faculty needed support in this area and we provided professional development opportunities to address diversity issues in the classroom with students.</p>

PART 3: REPORT ON RECENT ASSESSMENT OF STUDENT LEARNING

Student Learning Outcome(s) Assessed: <i>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</i>	Classes/Cohorts Assessed:
Analyze how multicultural perspectives shape their interactions with community, parents, and children	HSV 2210: Introduction to Social Work

Measurement Tool(s) Used: <i>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</i>	<i>Enter X's for type of tool</i>				Initial Achievement Target or Expectation:
	Internal	External	Direct	Indirect	
Essay/Rubric	x		x		85% of students are meeting proficiency (6 on a 9 point rubric)

Assessment Findings:					
change from pre to post:	# students:				
-1	2	3.23%	3.23	Worse	
0	6	9.68%	9.68	Same	
1	18	29.03%	87.10%	Improved	
2	16	25.81%			
3	13	20.97%			
4	3	4.84%			
5	4	6.45%			
	62	Total HSV Students			
			# of Students Proficient (6 or higher):	% Proficient	
			27	43.55%	
			55	88.71%	

Analysis and Interpretation of Assessment Findings:

Overall, in the pre essay (done in the first few weeks of class), Human Services students were at a 44% proficiency score (6 or higher) on the essay. On the post essay scores, students were at an 89% proficiency rate. Comparing the pre and the post scores by student, only 3% performed lower on the final essay and 87% showed an improvement. There could be many reasons for the dramatic improvement, such as student interest in the topic, writing skills, and the ability to express application of the principals of diversity and multicultural perspectives in their own lives and future as social workers. This is the first class that students take in the field of social work and could be the first time that they are asked to think about diversity and multicultural perspectives. The content of the course challenges students to broaden their understanding of multicultural perspectives and their increased understanding is evidenced by an 89% improvement. This course is unique in that the data was provided by the full time faculty member and shows more consistency in scoring than the other programs where we are drawing from multiple instructors and courses.

Action Plan in Support of Student Learning:

I will be working with new part time faculty to discuss the results of the assessment to make sure that they are using the rubric in a consistent way and ask for qualitative data as to how they see students applying multicultural perspectives to the coursework and the program.

The instructors have been provided with additional resources and examples so that they scoring will be more consistent in 2016-2017.

Recommendations, Proposals, and/or Funding Requests:**PART 4: EMBEDDED OUTCOMES****Critical Thinking and Life Skills/Teamwork Development within Programs:**

- a) Please describe how Critical Thinking assessment is embedded within your program assessment.
- b) Please describe how Life Skills/Teamwork assessment is embedded within your program assessment.

a) Critical thinking is an essential component of this assessment and is built into the group project framework

b) We are assessing collaboration which is directly related to life skills/teamwork.

PART 5: ASSESSMENT CYCLE PLAN (Copy and paste from original plan if unchanged)

Cycle Years:	Plan Description:
2011-2017	<p>The following outcomes are linked to the five core values of the CNM Education Programs and the competencies we would like our students to master. Students will be assessed on a five year cycle 2011-2017 to evaluate how well we are teaching the core values of the program and whether students are able to apply these values to their profession.</p> <p>**The plan was updated to reflect the changes in the course prefix from CDV to HSV</p>

Student Learning Outcomes/Exit Competencies:	When Measured:	Where Measured:	How Measured:
1. Apply knowledge of the code of conduct and ethics of their profession.	2011-2013	HSV 2210 HSV 2890	Essay Practicum Evaluation

2. Demonstrate professional behaviors in the field setting.	2011-2013	HSV 2210 HSV 2890	Essay Practicum Evaluation
3. Apply knowledge of working with diverse populations to their professional practice	2015-2017	HSV 2890	Essay/Rubric
4. Analyze how multicultural perspectives shape their interactions with community, parents, and children	2015-2017	HSV 2890	Essay/Rubric
5. Demonstrate collaboration and critically reflective practice skills needed to engage in effective and authentic collaborative relationships with colleagues, children, families, and communities.	2013-2015	HSV 2210	Group Projects/Rubric