

# CNM ANNUAL STUDENT LEARNING ASSESSMENT REPORT

*Due to the Student Academic Assessment Committee by October 15*



## PART 1: REPORT INFORMATION

Report Year and Contact Information			
<u>2018-2019</u> <b>Academic Year</b>	<u>Catron Allred</u> <b>Contact Person</b>	<u>Callred2@cnm.edu</u> <b>CNM Email</b>	<u>50606</u> <b>CNM Office Extension</b>
Subject of this Report			
CHSS--HSV_AA--Human Services Degree			

## PART 2: CONTEXT IN WHICH THE ASSESSMENT TOOK PLACE

Program/Area Highlights and Successes
<p>(Wherever applicable, include course completion rates, job placement outcomes, and licensing examination pass rates. See the program information dashboard at <a href="https://livecnm.sharepoint.com/sites/Dashboards/SitePages/Program%20Information%20Dashboard.aspx">https://livecnm.sharepoint.com/sites/Dashboards/SitePages/Program%20Information%20Dashboard.aspx</a> (access restricted to CNM employees) and other reports at <a href="https://www.cnm.edu/depts/opie">https://www.cnm.edu/depts/opie</a>.)</p> <p>The Human Services program had 537 declared majors in the 2018-2019 fiscal year, and awarded 76 degrees. All courses specific to the HSV program have over 60% fill-rate, over 70% retention rates, and over 60% pass rate (C or better). The Human Services degree is designed for students who wish to work in a wide variety of settings with a focus on helping others. The Human Services associate degree is articulated for transfer to most bachelor's level Social Work programs in New Mexico.</p> <p>The Human Services degree accommodates students' diverse learning in these areas: substance abuse counseling, child development, family studies, sociology, psychology, and criminal justice.</p>

Changes Implemented During the Past Year in Support of Student Learning
<p>The HSV program added 2 Professional Skills classes to the degree requirements to better prepare students to meet workforce needs as entry level paraprofessionals in Fall 2018. The larger project was redesigning the Substance Abuse Counseling program to better prepare students for the field. This will be accomplished by ensuring the 123 standards of practice required in the field are taught in a manner consistent with national NASAC accreditation standards so the program can become accredited in the near future. Toward this end, 2 new courses were created and others were redesigned to accommodate all required standards previously mentioned. The certificate is now 24 credits. All syllabi in the Human Services program have a chart that aligns student learning outcomes directly to</p>

assessments so that students and faculty are aware of what students should be learning in the courses and how learning will be assessed. This survey was designed to help us understand if students and faculty are able to articulate how assessment and SLOs are linked in the courses.

**PART 3: REPORT ON ASSESSMENT OF STUDENT LEARNING**

<b>Assessment Method</b>	<b>Type of Assessment Tool</b>	<b>Population or Course(s) Assessed</b>	<b>Graduate Learning Outcome(s) Assessed</b>	<b>Mastery Level</b> (E.g., "Minimum score of 3 on a rubric scaled 0-4" or "Minimum score of 75%")	<b>Targeted % Achieving Mastery</b>	<b>Outcome</b>
Student Survey	Direct & Internal	Human Services Courses HSV 2210 & HSV 2890	Alignment between course learning objectives and course assessments	3.5 on a 5 point scale	100%	Target met
Faculty Survey	Direct & Internal	HSV Courses HSV 2210 & HSV 2890	Alignment between course learning objectives and course assessments	3.5 on a 5 point scale	100%	Target met
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**Summary of Assessment Findings**

Students were given a survey asking them to rate how well the course prepared them to meet the course learning objectives. With their rating, they described the assignment that aligned to each course learning objective. The students' average rating for course alignment to learning objectives was 4.72 as indicated by 42 survey responses across Fall 2018-Spring 2019.

**Interpretation of Assessment Findings**

Both students and faculty report a high level of alignment between course assessments and course learning objectives.

**Action Plan in Support of Student Learning** (Describe changes to be made that are based at least in part on the assessment interpretation. If the assessment did not yield useful information, describe changes to be made in the assessment methodology and/or criteria.)

In support of student learning, the qualitative information collected from this survey in the form of student and instructor responses related to the assignments and course learning objectives will be evaluated to ensure that the appropriate focus is placed upon assignments that best align to the course learning objectives and any necessary revisions will be made.

**Please select all of 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

Recommendations, Proposals, and/or Funding Requests	Budget Needed
<p>In order to more efficiently collect, analyze, and act upon programmatic data, the Education Program would benefit tremendously from data software. This program assessment provides a glimpse into the alignment and effectiveness of our program, but with more sophisticated data software (e.g., Tk20, LiveText), we could collect more robust data that would allow us to draw better conclusions about what is working well in our program and what improvements should be made on a formative and summative basis.</p>	<p>Click or tap here to enter text.</p>

**PART 4: REMAINING YEARS IN CURRENT ASSESSMENT CYCLE PLAN** (including any revisions) – **OR -- UPCOMING ASSESSMENT CYCLE PLAN** (if this was the final year)

<b>Years of Full Cycle</b>	<b>Next Year's Assessment Focus</b> (Describe how the next planned assessment is expected to provide information that can be used toward improving student learning.)
2017-2022	Student and faculty surveys will address the Student Learning Outcomes (SLOs) in each Teacher Education course, as was implemented in Fall 2017.

<b>Graduate Learning Outcomes to Be Assessed</b>	<b>Years in which Assessment Is Planned</b>	<b>Population/Courses to Be Assessed</b>	<b>Planned Assessment Approach</b>
Alignment between course learning objectives and course assessments	2017-2020	HSV Courses	Student and Faculty Surveys
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