

# 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--ATLELEM_CERT--ATL/Elementary Education Certificate

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

<b>Program/Area Highlights and Successes</b> (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> .)
During the 2018-2019 academic year, the Alternative Teacher Licensure certificate program continued to prepare licensed teachers in Elementary Education (grades K-8) to fill the statewide shortage for qualified educators in public school classrooms. CNM continued to perform at the top of the New Mexico Public Education Department's scorecards for Educator Preparation Programs (EPP) based on a variety of factors including admissions procedures, graduate promise in the field, graduate hiring and retention in the field, and classroom performance over the past three years. There were 96 declared majors and 27 graduates in the academic year 2018-2019 from Alternative Teacher Licensure in Elementary.

<b>Changes Implemented During the Past Year in Support of Student Learning</b>
In the 2017-2018 academic year, full time faculty have worked to continue revising the curriculum in the Alternative Teacher Licensure 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 NMTEACH teacher evaluation system framework, this revision work was guided by the goal to create teacher education experiences that accurately reflect the

demands of the teaching profession. This multi-year effort is ongoing, iterative, and informed by the data collection done regarding student performance in the field during their final semester in the program.

**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>
Observational Assessment of Teacher Candidate Competency in the Field	Direct & Internal	EDUC 2190	Cumulative learning objectives from all courses within the program as represented by the four domains of the NMTEACH rubric.	Minimum score of 3 on a rubric scaled 0-4	75%	Target met
Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.
Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.
Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.
Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.
Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.
Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.
Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.

Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.
Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.
Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.

### Summary of Assessment Findings

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 NMTEACH rubric and the aligned course competencies for all courses in the program. Students were assessed on three separate occasions with the first two evaluations used as formative assessment, and the final as summative assessment. The scores reflected here are from the final, summative assessment of student performance in the field. In the fall of 2018 and the spring of 2019 a total of 26 students were assessed in this manner. The average score for all candidates was a 3.05. Within all domains, 92.75% 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): 93%; Domain 2 (Learning Environment): 90%; Domain 3 (Teaching Practice): 93%; Domain 4 (Professionalism): 95%

### Interpretation of Assessment Findings

Overall, program graduates are demonstrating competency with the course learning objectives and NMTEACH rubric guidelines at or above the 75% target. Within individual domains, Domain 3 (Teaching Practice) was the only domain where the number of individuals scoring a 3 or higher was less than 75%. No tests were done in the data analysis phase to examine the statistical significance between the difference of target percentages in each domain.

### 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.)

SFE Faculty analyzed data from the prior year to target Domain 3 and make adjustments. It appears that curricular changes have made a difference in student competency in this domain and faculty will continue to look at the details of the SFE data to maintain course improvement efforts that are positively impacting data.

**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>Teacher Education programs are critically underfunded at CNM. Despite training effective teachers at the highest level in the state according to the NMPED scorecard, and at numbers exceeding most institutions of higher education in New Mexico, CNM's Teacher Education department works on a shoestring budget that pales in comparison to the funding at peer institutions. Most/all full time faculty teach overload just to fulfill the specific teaching needs within the program, and far exceed their college service hours supporting program needs and improvements. It should be noted that all full time faculty in Education (four positions total) split their responsibilities between Alternative Teacher Licensure and AA programs in Teacher Education. Staff and administration in the Education Department are equally over-worked. It should be noted that the Director of Education Programs is responsible for multiple programs (Alternative Teacher Licensure, AA in Teacher Education, AA in Early Childhood, TLOL coursework, and Human Services programs).</p>	<p>More full time faculty and administrative staffing.</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	Faculty will continue to assess student outcomes in Supervised Field Experience using the rubrics and tools in place.

<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>
Competency in the four domains of the NMTEACH rubric.	2017-2022	EDUC 2190	Observational Evaluation
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

