

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> Academic Year	<u>Catron Allred</u> Contact Person	<u>Callred2@cnm.edu</u> CNM Email	<u>50606</u> CNM Office Extension

Subject of this Report
CHSS--ATLSECE_CERT--ATL/Secondary Education Certificate

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 https://livecnm.sharepoint.com/sites/Dashboards/SitePages/Program%20Information%20Dashboard.aspx (access restricted to CNM employees) and other reports at https://www.cnm.edu/depts/opie.)</p> <p>During the 2018-2019 academic year, the Alternative Teacher Licensure certificate program continued to prepare licensed teachers in Secondary Education (grades 7-12) 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 119 declared majors and 45 graduates in the academic year 2018-2019 from Alternative Teacher Licensure in Secondary.</p>

Changes Implemented During the Past Year in Support of Student Learning
<p>In the 2017-2018 academic year, full time faculty 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</p>

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

Assessment Method	Type of Assessment Tool	Population or Course(s) Assessed	Graduate Learning Outcome(s) Assessed	Mastery Level (E.g., "Minimum score of 3 on a rubric scaled 0-4" or "Minimum score of 75%")	Targeted % Achieving Mastery	Outcome
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 partially met
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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 38 students were assessed in this manner. The average score for all candidates was a 3.03. Within all domains, 85% 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): 80%; Domain 2 (Learning Environment): 74%; Domain 3 (Teaching Practice): 74%; Domain 4 (Professionalism): 88%

Interpretation of Assessment Findings

Overall, program graduates are not demonstrating competency with the course learning objectives and NMTEACH rubric guidelines at or above the 75% target for Domains 2 and 3. Within individual domains, Domains 2 (Culture and Environment) and 3 (Teaching Practice) were the domains 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.)

The Supervised Field Experience faculty plan to look further into the elements of Domains 2 and 3 to pinpoint where exactly student performance is at a threshold less than 75% at a score of 3 or higher. Based on those findings, adjustments will be made to program curriculum in order to achieve better outcomes for all students and meet targets within each domain individually as well as overall.

Please select all of the following that characterize the types of changes described in the above action plan:

- | | | |
|---|--|---|
| <input type="checkbox"/> Assessment criteria revision | <input type="checkbox"/> Assessment methodology revision | <input checked="" type="checkbox"/> Assignment revision |
| <input type="checkbox"/> Budgetary reallocation | <input checked="" type="checkbox"/> Change in teaching approach | <input type="checkbox"/> Course content revision |
| <input checked="" type="checkbox"/> Curricular Revision | <input checked="" type="checkbox"/> Faculty training/development | <input type="checkbox"/> 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)

Years of Full Cycle	Next Year's Assessment Focus (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.

Graduate Learning Outcomes to Be Assessed	Years in which Assessment Is Planned	Population/Courses to Be Assessed	Planned Assessment Approach
2017-2022	2017-2022	EDUC 2190	Observational Evaluation
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