

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

PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information:			
2014-2015 Academic Year	Fang Chen Contact Person	Fchen2@cnm.edu Email	X50304 Phone Number

Subject of this Assessment Report:		
Program: High School Diploma <input type="checkbox"/> Certificate <input 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: HSE (High School Equivalency) Reading/Writing _____

PART 2: EVIDENCE OF OVERALL PROGRAM EFFECTIVENESS

Summary of Program Successes:
<p>The state sets goals each year for the Adult Basic Education programs, and each of the goals is incentivized. Carol Culver, our ABE director here at CNM writes an annual report for the state, which is where information for this section can be found.</p>

Description and Evaluation of Recent Changes Made in Support of Student Learning:
<p>Since June 2015, the state of New Mexico recognizes two high school diploma exams for adult basic education students. Our high school equivalency program (HSE) here at CNM is geared to provide preparation for both the HiSET, as well as the GED exam. In addition, the syllabi for these courses were revised this past year to better fit the 48 hour class module.</p> <p>The curriculum has undergone a review for three years, first incorporating the Common Core Standards, and then modifying those as the College and Career Readiness Standards were published. Finally, we took a long view of what could actually be accomplished with our students within the given time frame for the course.</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:
All (refer to TABE list of skill descriptors)	All HSE students who achieve 70+ attendance hours

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	
TABE (Tests of Adult Basic Education)		x	x		Following NRS educational functioning levels http://www.nrsweb.org/ , we use the TABE scores to measure level gains in all of our HSE Math courses.

Assessment Findings:
<p>Per the test publishers’ guidelines, 70+ attendance hours, cumulative across all disciplines, is when post testing is administered. According to the National Reporting System for Adult Education report for the period covering July 1, 2014 to June 30, 2015, the following are the “educational gains” results:</p> <ol style="list-style-type: none"> 1. ABE Beginning Literacy level – 100% completed (4 out of 4 students) 2. ABE Beginning Basic Education – 48.78% (20 out of 41 students) 3. ABE Intermediate Level – 53.33% (71 out of 135 students) 4. ABE Intermediate High – 21.05% (12 out of 57 students) 5. ASE Low (11th grade level) – 16.67% (2 out of 12 students) 6. ASE High (12th grade level) – 90% (9 out of 10 students) <p>In summary, 119 out of 259 students (45.9%) completed a level and advanced one or more levels.</p>

Analysis and Interpretation of Assessment Findings:
The above assessment findings give a holistic level-gain rate view, not a view of individual skills assessed. Overall, the 2014-2015 level-gain rate, 45.9%, is down from the previous year’s 54% (133/246) level-gain rate.

Action Plan in Support of Student Learning:
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1. Share revised cycle plan for SAAC with GED Math faculty and post in SAGE GED Blackboard web site.
2. Work towards building common assessments that are reflective of course syllabi.
3. Ongoing peer institution collaboration concerning student success.
4. Strategize how to adapt curricula to the reduced contact hours (from four to three) beginning in Spring 2016.

Recommendations, Proposals, and/or Funding Requests:

This program is grant funded.

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) N/A

b) N/A

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

Cycle Years:	Plan Description:
2014-2019	Following National Reporting Service competencies, SAGE HSE Reading/Writing uses the TABE standardized test scores to measure level gains in all of our HSE Reading/Writing courses.