

# 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>2017-2018</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--ECFAM_CERT--ECME Family, Infant & Toddler 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 <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 Infant Family Studies certificate is embedded in the AA ECME degree with a concentration in Infant Family Studies. This pathway was developed in partnership with the Department of Health, CYFD, and the UNM Center for Development and Disability specifically for students and professionals in the fields of home visiting, early intervention and early head start. There are very few educational requirements in the field of home visiting and many providers in early intervention have unrelated degrees, but the state has had difficulty in implementing additional education requirements in the state. The state agencies are continuing to move forward on supporting educational attainment in the workforce and we are working closely with them to support the workforce.</p> <p>In the Fall of 2017, there were 33 declared majors and there were 6 certificates awarded in 2017-2018.</p>

Changes Implemented During the Past Year in Support of Student Learning

**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
Student Survey	Direct & Internal	All ECME classes	Alignment between course assessments and course learning objectives.	3.5 out of 5 point scale	100%	Target met
Faculty Survey	Direct & Internal	All ECME classes	Alignment between course assessments and course learning objectives.	3.5 out of 5 point scale	100%	Target met

**Summary of Assessment Findings**

A student and faculty survey was administered in the Fall of 2017 and the Spring of 2018. There was only one course offered for this certificate program, and it was EDUC 2230 in the Fall of 2017. 6 survey responses were collected from students with an average rating of 4.5. One instructor survey was administered and the average rating of course learning objectives to summative assessments was a 5.

**Interpretation of Assessment Findings**

Both students and faculty perceive strong alignment between course learning objectives and the assessments designed to demonstrate proficiency in those 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.)

An examination of qualitative responses will help us to ensure that we are maintaining a focus on the assessments that have the greatest impact on student achievement of course learning objectives.

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

- Assessment criteria revision
- Budgetary reallocation
- Curricular Revision
- Assessment methodology revision
- Change in teaching approach
- Faculty training/development
- Assignment revision
- Course content revision
- 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>	

**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 summative assessments	2017-2020	All ECME Courses related to Certificate	Student and Faculty Surveys