

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--HSV_CERT--CYFD Substance Abuse Counselor 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>The Substance Abuse Counselor certificate was introduced in the 2016 catalog as an embedded certificate within the Human Services degree. Students can complete the certificate with their program electives and it also serves as a stand-alone certificate for professionals interested in substance abuse counseling. There were 20 declared majors in Fall 2017 and 7 graduates in 2017-2018. We redesigned the certificate for the 2018 catalog to align to national standards in preparation for national accreditation.</p>

Changes Implemented During the Past Year in Support of Student Learning
<p>After hiring a full time faculty member with specialized knowledge in substance abuse counseling, the certificate courses were restructured to meet national accreditation standards and more fully align to the LADAC exam and competencies necessary for licensure. We anticipate a drop in graduates due to new prerequisites and program changes.</p>

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	Substance Abuse Courses	Alignment between course learning objectives and course summative assessments	3.5 out of 5 point scale	100%	Target met
Faculty Survey	Direct & Internal	Substance Abuse Courses	Alignment between course learning objectives and course summative assessments	3.5 out of 5 point scale	100%	Target met

Summary of Assessment Findings

Student and faculty surveys were administered in the Fall of 2017 and the Spring of 2018. In the Fall of 2017, 34 student responses were collected with an average rating of 4.75. In the Spring of 2018, 34 responses were collected with an average rating of 4.6.

Faculty surveys were also administered and in the Fall of 2017, one response was collected with an average rating of 4 reflecting alignment between course objectives and assessments. In the Spring of 2018, two responses were collected with an average rating of 3.95.

Interpretation of Assessment Findings

Students and faculty perceived a high level of alignment between course summative 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.)

Qualitative responses to surveys will be used to determine the assessments that were best aligned to course learning objectives to ensure a focus is placed on the most valuable assignments in these courses.

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
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.	

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	Student and faculty surveys will address the Student Learning Outcomes (SLOs) in each Teacher Education course, as was implemented in Fall 2017.

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