

**OUTCOMES ASSESSMENT REPORT  
2021-2022 & 2022-2023 (2-year cycle)**

**Outcomes ASSESSMENT REPORT  
2021-2022**

**Department of Curriculum and Instruction Alternative Teacher Certificate Program (ATCP)**

The School of Education at NMHU carries forward a long-standing tradition of teacher education that dates back to 1893. We are committed to providing experiences and knowledge to students seeking a degree or licensure in education. The School of Education also promotes continuous personal and professional scholarly development activities and graduate work to achieve lifelong learning. We subscribe to the philosophy that views optimal living as a function of the personal ability to pursue a meaningful life in work, leisure and home, while respecting, tolerating and valuing all people.

Department of Curriculum and Instruction's (C&I) mission, vision and core values are oriented with commitment to serve quality education for preservice and in-service teachers including alterative licensure student teachers. Department of C&I serves two focus areas: a Master's degree program (MA) and an Alternative Teacher Certificate program (ATCP).

**Program Mission (ATCP):**

The purpose of the Alternative Teacher Certificate Program (ATCP) at New Mexico Highlands University (NMHU) is to transform the educational landscape of New Mexico so that students and teachers embrace creative, curious and critical thinking, and collaborative problem solving. The ATCP is a competency-based, professional program that prepares teachers to address educational inequalities through the design of cohesive, rigorous curriculum and assessment, and meaningful instruction. ATCP graduates value and support student diversity and individual student needs by enhancing the college, career, and life aspirations of their students.

**Program Vision:**

We immerse our students in authentic academic and professional settings, providing them with opportunities to bridge theory and practice and to engage in critical reflection that informs action.

**Student Learning Outcome 1:**

- Mastery of Content Knowledge and Skills

**NMHU Traits Specifically Linked to Student Learning Outcome 1**

- Mastery of Content Knowledge and Skills

**First Means of Assessment for Outcome 1:**

Assessment material: Earn NMPED Alternative License. Criterion for success: Score  $\geq$  100%

**Summary of Data:**

Number of Students Meeting Criterion:	44	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	44	Percent of Students Meeting Criterion:	100%

**Second Means of Assessment for Outcome 1:**

Assessment material: Earn a B or Better in EDUC 5420 Effective Teaching I. Criterion for success: Course grade of B or better. Score  $\geq$  80%

**Summary of Data:**

Number of Students Meeting Criterion:	44	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	44	Percent of Students Meeting Criterion:	100%

**Interpretation of Results for Outcome 1:**

The data demonstrated that all of the program completers met the New Mexico Public Education Licensure requirement earning a two-year alternative teaching license. Forty-four out of 44 students (100%) of the program completers met the criterion for the first means of assessment by obtaining their alternative teaching license. All students met the second means of assessment, 44 of 44 students (100%) of the completers met the criterion for the second means of assessment, by earning a rating a grade of 80% and above, which indicates course grade B or better in EDUC 5420 Effective Teaching I. Candidates in this course demonstrated mastery of current educational learning theories and evidence-based classroom practices. This data demonstrates a consistency in the completers' quality work in the program.

**Student Learning Outcome 2:**

- Effective Communication Skills

**NMHU Traits Specifically Linked to Student Learning Outcome 2**

- Effective Communication Skills

**First Means of Assessment for Outcome 2:**

Assessment material: Earn a B or Better in EDUC 5500 Seminar/Internship I. Criterion for success: Course grade of B or better. Score  $\geq$  80%

**Summary of Data**

Number of Students Meeting Criterion:	43	Number of Students Not Meeting Criterion:	1
Total Number of Students Assessed:	44	Percent of Students Meeting Criterion:	98%

**Second Means of Assessment for Outcome 2:**

Assessment material: Earn a B or Better in EDUC 5501 Seminar/Internship II. Criterion for success: Course grade of B or better. Score ≥ 80%

**Summary of Data:**

Number of Students Meeting Criterion:	44	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	44	Percent of Students Meeting Criterion:	100%

**Interpretation of Results for Outcome 2:**

Ninety-eight percent of the program completers met students met the criteria for success in EDUC 5500 Seminar Internship I, rating a grade of 80% and above, which indicates course grade B or better. The data presented indicates 98% of students demonstrated mastery of effective communication skills. The second means of assessment data demonstrated that 100% of the students met the criteria for success in EDUC 5501 Seminar Internship II, rating a grade of 80% and above, which indicates course grade B or better. During the internship courses candidates demonstrated mastery of communicating learning outcomes and assessments to their students. This data demonstrates a consistency in the completers’ quality work in the program.

**Student Learning Outcome 3:**

- Critical and Reflective Thinking Skills

**NMHU Traits Specifically Linked to Student Learning Outcome 3**

- Critical and Reflective Thinking Skills

**Means of Assessment for Outcome 3:**

Assessment material: Earns a B or Better on their dispositional assesment in their EDUC 5502 Seminar/Internship III. Criterion for success: Course grade of B or better on the Dispostional Assement. Score ≥ 80%

**Summary of Data**

Number of Students Meeting Criterion:	43	Number of Students Not Meeting Criterion:	1
Total Number of Students Assessed:	44	Percent of Students Meeting Criterion:	98%

**Interpretation of Results for Outcome 3:**

Ninety-eight percent of completers met the criterion for the Dispositional Assessment indicating that they demonstrate effective critical thinking skills. The data indicate that all of students demonstrated mastery of Critical and Reflective Thinking Skills. Candidates in the ATCP program are subject to greater examination because of their interactions with students, parents, and the school community. School of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession. The School of Education

has instituted processes to ensure that candidates are during EDUC 5502 using a dispositional rubric. Candidates are evaluated via dispositional assessment and formal classroom observation and are able to engage in self- and peer-evaluations.

**Student Learning Outcome 4:**

- Effective Use of Technology

**NMHU Traits Specifically Linked to Student Learning Outcome 4**

- Effective Use of Technology

**First Means of Assessment for Outcome 4:**

Assessment material: Criterion for success: EDUC 5500 Seminar/Internship I Course Assignment: Use of technology in teaching. Based on a supervisor’s observation and evaluation using NMPED educator evaluation rubric. Score ≥ 80%

**Summary of Data**

Number of Students Meeting Criterion:	43	Number of Students Not Meeting Criterion:	1
Total Number of Students Assessed:	44	Percent of Students Meeting Criterion:	98%

**Second Means of Assessment for Outcome 4:**

Assessment material: Criterion for success: EDUC 5501 Seminar/Internship II Course Assignment: Use of technology in teaching. Based on a supervisor’s observation and evaluation using NMPED educator evaluation rubric. Score ≥ 80%

**Summary of Data**

Number of Students Meeting Criterion:	44	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	44	Percent of Students Meeting Criterion:	100%

**Interpretation of Results for Outcome 4:**

Ninety-eight percent of students met the criterion for the use of technology on their NMPED evaluation during their EDUC 5500 Seminar/Internship I course, earning grade of 80% or above, on their evaluations. The second means of assessment data also showed that 100% of the students met the criteria for success for the use of technology on their NMPED evaluation during their EDUC 5501 Seminar/Internship II course, earning grade of 80% or above, on their evaluations. This data demonstrates a consistency in the completers’ quality work in the program. All program completers demonstrated effective use of technology resources, including computer technology. Teachers used technology to enhance learning opportunities for their students. The data indicates that all of the program completers demonstrated mastery of Effective Use of Technology.

### **Utilization of Results:**

The data is used to review the outcomes of the Alternative Teacher Certificate Program in Curriculum and Instruction provided information that was reviewed by the Department of Curriculum and Instruction. What the data shows is that the ATCP completers have successfully mastered the School of Education's student learning outcomes.

### **Changes to Program Based on Results:**

Based on the results of the assessment, the department recognizes that the continuous success in retaining students in the program and resulting in a hundred percent of completers are the outcome of individual and personalized academic advisement. The department will continue to work with students on an individual basis and provide the personalized advising that students need to sustain the positive learning outcomes, dispositions, and promoting the graduate program. One area that the department plans to refine is the dispositional assessment of ATCP candidates that is used as an assessment for Student Learning Outcome 3: Critical and Reflective Thinking Skills.

The goal is that ATCP candidates must demonstrate the mastery of critical and reflective thinking at the end of each internship course in their program of study. Each university supervisor will assess students' critical thinking and reflection in each of the required seminar courses (EDUC 5500, 5501, and 5502). Candidates will be evaluated via dispositional assessment and formal classroom observation, and they are required to engage in self-evaluations. Evaluating dispositions in each seminar will ensure candidates are regularly observed and given feedback based on a performance-based protocol aligned to the New Mexico Public Education's evaluation process. Additionally, this process will foster strong partnerships with districts to ensure candidates receive quality support from the university.

*During the 2022-23, the C and I department reviewed all key assessments to ensure all standards are assessed while students are in the program and to avoid duplication of assessments. These key assessments meet the requirements of the NMPED portfolio that begins during the 2023-24 year. Using key assessments that are aligned with the standards will provide detailed information and data to the department which will allow us to determine areas for growth.*

### **Retention Strategies:**

The strength of the Alternative Certificate Licensure Program is that each candidate is provided personalized advising by ATCP supervisor, faculty, and the director. Considering students in the ATCP come from diverse linguistic, cultural, socioeconomic, and intellectual background, this personalized academic advising has been key to the students' success. The department will continue to promote this strategy in order to help students complete the requirements of their program and move toward graduation, and that eventually helps their professional growths.

**Outcomes ASSESSMENT REPORT  
2022-2023**

**Department of Curriculum and Instruction Alternative Teacher Certificate Program (ATCP)**

The School of Education at NMHU carries forward a long-standing tradition of teacher education that dates back to 1893. We are committed to providing experiences and knowledge to students seeking a degree or licensure in education. The School of Education also promotes continuous personal and professional scholarly development activities and graduate work to achieve lifelong learning. We subscribe to the philosophy that views optimal living as a function of the personal ability to pursue a meaningful life in work, leisure and home, while respecting, tolerating and valuing all people.

Department of Curriculum and Instruction's (C&I) mission, vision and core values are oriented with commitment to serve quality education for preservice and in-service teachers including alterative licensure student teachers. Department of C&I serves two focus areas: a Master's degree program (MA) and an Alternative Teacher Certificate program (ATCP).

**Program Mission (ATCP):**

The purpose of the Alternative Teacher Certificate Program (ATCP) at New Mexico Highlands University (NMHU) is to transform the educational landscape of New Mexico so that students and teachers embrace creative, curious and critical thinking, and collaborative problem solving. The ATCP is a competency-based, professional program that prepares teachers to address educational inequalities through the design of cohesive, rigorous curriculum and assessment, and meaningful instruction. ATCP graduates value and support student diversity and individual student needs by enhancing the college, career, and life aspirations of their students.

**Program Vision:**

We immerse our students in authentic academic and professional settings, providing them with opportunities to bridge theory and practice and to engage in critical reflection that informs action.

**Student Learning Outcome 1:**

- Mastery of Content Knowledge and Skills

**NMHU Traits Specifically Linked to Student Learning Outcome 1**

- Mastery of Content Knowledge and Skills

**First Means of Assessment for Outcome 1:**

Assessment material: Earn NMPED Alternative License. Criterion for success: Score  $\geq$  100%

**Summary of Data:**

Number of Students Meeting	49	Number of Students Not Meeting	0
----------------------------	----	--------------------------------	---

Criterion:		Criterion:	
Total Number of Students Assessed:	49	Percent of Students Meeting Criterion:	100%

**Second Means of Assessment for Outcome 1:**

Assessment material: Earn a B or Better in EDUC 5420 Effective Teaching I. Criterion for success: Course grade of B or better. Score  $\geq$  80%

**Summary of Data:**

Number of Students Meeting Criterion:	49	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	49	Percent of Students Meeting Criterion:	100%

**Interpretation of Results for Outcome 1:**

The data demonstrated that all of the program completers met the New Mexico Public Education Licensure requirement earning a two-year alternative teaching license. Forty-nine out of 49 students (100%) of the program completers met the criterion for the first means of assessment by obtaining their alternative teaching license. All students met the second means of assessment, 49 of 49 students (100%) of the completers met the criterion for the second means of assessment, by earning a rating a grade of 80% and above, which indicates course grade B or better in EDUC 5420 Effective Teaching I. Candidates in this course demonstrated mastery of current educational learning theories and evidence-based classroom practices. This data demonstrates a consistency in the completers' quality work in the program.

**Student Learning Outcome 2:**

- Effective Communication Skills

**NMHU Traits Specifically Linked to Student Learning Outcome 2**

- Effective Communication Skills

**First Means of Assessment for Outcome 2:**

Assessment material: Earn a B or Better in EDUC 5500 Seminar/Internship I. Criterion for success: Course grade of B or better. Score  $\geq$  80%

**Summary of Data**

Number of Students Meeting Criterion:	47	Number of Students Not Meeting Criterion:	2
Total Number of Students Assessed:	49	Percent of Students Meeting Criterion:	95%

**Second Means of Assessment for Outcome 2:**

Assessment material: Earn a B or Better in EDUC 5501 Seminar/Internship II. Criterion for success: Course grade of B or better. Score  $\geq$  80%

**Summary of Data:**

Number of Students Meeting Criterion:	49	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	49	Percent of Students Meeting Criterion:	100%

**Interpretation of Results for Outcome 2:**

Ninety-five percent of the program completers met students met the criteria for success in EDUC 5500 Seminar Internship I, rating a grade of 80% and above, which indicates course grade B or better. The data presented indicates 95% of students demonstrated mastery of effective communication skills. The second means of assessment data demonstrated that 100% of the students met the criteria for success in EDUC 5501 Seminar Internship II, rating a grade of 80% and above, which indicates course grade B or better. During the internship courses candidates demonstrated mastery of communicating learning outcomes and assessments to their students. This data demonstrates a consistency in the completers' quality work in the program.

**Student Learning Outcome 3:**

- Critical and Reflective Thinking Skills

**NMHU Traits Specifically Linked to Student Learning Outcome 3**

- Critical and Reflective Thinking Skills

**Means of Assessment for Outcome 3:**

Assessment material: Earns a B or Better on their dispositional assesment in their EDUC 5502 Seminar/Internship III. Criterion for success: Course grade of B or better on the Dispositional Assesment. Score  $\geq$  80%

**Summary of Data**

Number of Students Meeting Criterion:	49	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	49	Percent of Students Meeting Criterion:	100%

**Interpretation of Results for Outcome 3:**

One hundred percent of completers met the criterion for the Dispositional Assessment indicating that they demonstrate effective critical thinking skills. The data indicate that all of students demonstrated mastery of Critical and Reflective Thinking Skills. Candidates in the ATPC program are subject to greater examination because of their interactions with students, parents, and the school community. School of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession. The School of Education has instituted processes to ensure that candidates are during EDUC 5502 using a dispositional rubric. Candidates are evaluated via dispositional assessment and formal classroom observation and are able to engage in self- and peer-evaluations.

**Student Learning Outcome 4:**

- Effective Use of Technology

**NMHU Traits Specifically Linked to Student Learning Outcome 4**

- Effective Use of Technology

**First Means of Assessment for Outcome 4:**

Assessment material: Criterion for success: EDUC 5500 Seminar/Internship I Course Assignment: Use of technology in teaching. Based on a supervisor’s observation and evaluation using NMPED educator evaluation rubric. Score ≥ 80%

**Summary of Data**

Number of Students Meeting Criterion:	47	Number of Students Not Meeting Criterion:	2
Total Number of Students Assessed:	49	Percent of Students Meeting Criterion:	95%

**Second Means of Assessment for Outcome 4:**

Assessment material: Criterion for success: EDUC 5501 Seminar/Internship II Course Assignment: Use of technology in teaching. Based on a supervisor’s observation and evaluation using NMPED educator evaluation rubric. Score ≥ 80%

**Summary of Data**

Number of Students Meeting Criterion:	49	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	49	Percent of Students Meeting Criterion:	100%

**Interpretation of Results for Outcome 4:**

Ninety-five percent of students met the criterion for the use of technology on their NMPED evaluation during their EDUC 5500 Seminar/Internship I course, earning grade of 80% or above, on their evaluations. The second means of assessment data also showed that 100% of the students met the criteria for success for the use of technology on their NMPED evaluation during their EDUC 5501 Seminar/Internship II course, earning grade of 80% or above, on their evaluations. This data demonstrates a consistency in the completers’ quality work in the program. All program completers demonstrated effective use of technology resources, including computer technology. Teachers used technology to enhance learning opportunities for their students. The data indicates that all of the program completers demonstrated mastery of Effective Use of Technology.

**Utilization of Results:**

The data is used to review the outcomes of the Alternative Teacher Certificate Program in Curriculum and Instruction provided information that was reviewed by the Department of

Curriculum and Instruction. What the data shows is that the ATCP completers have successfully mastered the School of Education's student learning outcomes.

**Changes to Program Based on Results:**

Based on the results of the assessment, the department recognizes that the continuous success in retaining students in the program and resulting in a hundred percent of completers are the outcome of individual and personalized academic advisement. The department will continue to work with students on an individual basis and provide the personalized advising that students need to sustain the positive learning outcomes, dispositions, and promoting the graduate program. One area that the department plans to refine is the dispositional assessment of ATCP candidates that is used as an assessment for Student Learning Outcome 3: Critical and Reflective Thinking Skills.

The goal is that ATCP candidates must demonstrate the mastery of critical and reflective thinking at the end of each internship course in their program of study. Each university supervisor will assess students' critical thinking and reflection in each of the required seminar courses (EDUC 5500, 5501, and 5502). Candidates will be evaluated via dispositional assessment and formal classroom observation, and they are required to engage in self-evaluations. Evaluating dispositions in each seminar will ensure candidates are regularly observed and given feedback based on a performance-based protocol aligned to the New Mexico Public Education's evaluation process. Additionally, this process will foster strong partnerships with districts to ensure candidates receive quality support from the university. *Beginning in the AY 23-24, all candidates will complete two detailed dispositional assessments and both assessments will be part of their required portfolio. These assessments will be scored using the department developed rubrics that align to the NMPED requirements.*

*During the 22-23 AY, the ATCP program developed more detailed and robust outcome assessments for AY 2023-24 measuring performance on specific assignments that align to InTASC standards and NMPED accreditation. The department will review each required assessment submitted by candidates. The department is creating a crosswalk to demonstrate how the portfolio assessments meet NMPED requirements and align to NMHU's student learning outcomes.*

**Retention Strategies:**

The strength of the Alternative Certificate Licensure Program is that each candidate is provided personalized advising by ATCP supervisor, faculty, and the director. Considering students in the ATCP come from diverse linguistic, cultural, socioeconomic, and intellectual background, this personalized academic advising has been key to the students' success. The department will continue to promote this strategy in order to help students complete the requirements of their program and move toward graduation, and that eventually helps their professional growths.