



Assessment Report

PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information:		
2019-2020	Catron Allred	callred2@cnm.edu
Academic Year	Contact Person	Email

Name of Program:	Courses:														
Early Childhood Mult Educ Degree: Early Childhood Program Administration	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">ECED 1110</td> <td style="padding: 2px 5px;">ECED 1115</td> <td style="padding: 2px 5px;">ECED 1120</td> <td style="padding: 2px 5px;">ECED 1125</td> <td style="padding: 2px 5px;">ECED 1130</td> <td style="padding: 2px 5px;">ECED 2110</td> <td style="padding: 2px 5px;">ECED 2140</td> </tr> <tr> <td style="padding: 2px 5px;">ECED 2141</td> <td style="padding: 2px 5px;">ECED 2215</td> <td style="padding: 2px 5px;">ECED 2280</td> <td style="padding: 2px 5px;">ECED 2281</td> <td colspan="3"></td> </tr> </table>	ECED 1110	ECED 1115	ECED 1120	ECED 1125	ECED 1130	ECED 2110	ECED 2140	ECED 2141	ECED 2215	ECED 2280	ECED 2281			
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ECED 2141	ECED 2215	ECED 2280	ECED 2281												

PART 2: PROGRAM SUMMARY

Provide a high-level review of the program to include highlights, successes, challenges, significant changes, and significant resources needed to support the program.
<p>The Early Childhood degrees remains a popular field of study at CNM. However, the AA in Program Administration has fewer interested students with 82 declared majors and 5 graduates in 2019-2020. The Early Childhood Program Administration Certificate is embedded within the AA Program Administration concentration and stands alone as a certificate aligned to a state industry certificate through CYFD. Many students who have already completed a degree return to complete the certificate to support their work in early childhood program administration instead of pursuing the full associate degree program. The Program Administration certificate has 67 declared majors and 20 graduates during 2019-2020. We were also able to offer the Crianza program as credit in Spanish during Spring 2020 through a grant from Sandia National Laboratory Foundation. We are working to add this program online and anticipate having the full certificate and concentration online in 2021-2022 which should support larger enrollment numbers.</p> <p>In 2019-2020 the Early Childhood faculty worked on program alignment and developed key assessments in each course backwards designed from the final practicum outcomes. We will be looking at data and refining the key assessments moving forward.</p>

Part 3: DATA REVIEW

Program Data (Each Review Year is defined as Summer, Fall, and Spring terms)	Review Year 19-20	Review Year 18-19	Review Year 17-18
Annual number of graduate awards is greater than 10	5	6	2
Number of declared majors	82	61	57
Average class size	23	22	23
Annual Average class retention rate is 70% or above (SAGE 65%)	89%	91%	93%
Annual C-Pass rate for coursework is 60% or above	80%	83%	87%
Average class fill rate at 60% or above capacity within a term or over a year	80%	76%	81%
Transfer numbers/percent	NA	0 (0%)	0 (0%)
Full-time to part-time faculty ratio	21: 67	16: 74	16: 73

Summarize how your program met or did not meet the target measures based on the data above.

The AA in Early Childhood Program administration is more popular as a certificate than the full AA degree. The AA degree had 5 graduates during 2019-2020 and the certificate had 20 graduates. Many students choose to pursue the Birth-3rd grade pathway and early the certificate in Program Administration or return to CNM to complete the certificate only. All other measures were met and when you combine the embedded certificate and AA graduates there were 25, exceeding the measure for graduates.

Part 4: PROGRAM LEARNING OUTCOME ANALYSIS.

Learning Outcome	Population or Course(s) Assessed	Assessment Methods	Summary of Assessment Results
<p>1. Apply knowledge of the code of conduct and ethics of their profession</p>	<p>ECED 1110, ECED 1115, ECED 1120, ECED 1125, ECED 1130, ECED 2110, ECED 2140, ECED 2141, ECED 2215, ECED 2280, and ECED 2281.</p>	<p>Survey.</p>	<p>The Learning Outcome should be: Alignment between course learning objectives and course summative assessments.</p> <p>Students reported course assignments prepared them to meet course learning objectives in each ECME course offered and surveyed. In the Fall of 2019 and Spring of 2020, a total of 748 survey responses were collected across the 11 early childhood courses with the Program Administration concentration. Students were asked how well the course prepared them to meet the specific course learning objectives, and they were also asked to state which assignments aligned to each course learning objective. The scale of 0-5 allowed students to rate alignment as “very poor” (0), or “excellent” (5). The average rating for Fall 2019 and Spring 2020 was 4.69, slightly up from the previous year.</p>

Interpretation of Assessment findings
Overall, students and instructors feel that the summative assessments are preparing students to meet the course learning objectives (i.e., that there is a high degree of alignment).

Part 6: ADDITIONAL ACTION PLAN IN SUPPORT OF STUDENT LEARNING (IF APPROPRIATE)

Upcoming year	Changes planned for the upcoming year	Data motivating this change
2020-2021	In response to this survey data, we will follow up with the qualitative responses from students and instructors to ensure that we are streamlining the assignments that they feel best prepare students to meet course learning objectives. We are adding this program online during 2021-2022 which should support higher enrollment numbers	Student quantitative and qualitative data
2020-2021		
2020-2021		

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

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

Part 6: COMMENTS

Use this section to record any comments, notes, or questions from individuals who reviewed this report.
School Dean:
SAAC Representative: