

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

PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information:			
<u>2015-2016</u> Academic Year	<u>Catron Allred</u> Contact Person	<u>Callred2@cnm.edu</u> Email	<u>224-3597</u> Phone Number

Subject of this Assessment Report:		
Program: <u>Early Childhood Multicultural Education and Child Development Certificate</u> <input type="checkbox"/> Certificate <input checked="" 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: _____

PART 2: EVIDENCE OF OVERALL PROGRAM EFFECTIVENESS

Summary of Program Successes:
<p>In 2015-2016 we started a new 2-year assessment on Multicultural Perspectives and Diversity, one of the CNM Education Programs Core Values. This is the last of the 5 objectives that we will be assessing in this 5-year cycle plan. The ECME program at CNM continues to grow its enrollment in the English and Spanish sections of the coursework. The Child Development Certificate (CDC) is an embedded certificate within the ECME programs and many students start with the certificate before moving on to the Associate’s degree.</p> <p>The Multicultural Perspectives and Diversity assessment gave the department the opportunity to think deeply about how we teach these skills to our students so that they can bring a broadened perspective to their future students. We were able to provide professional development opportunities throughout the year related to diversity so that faculty were able to gain confidence in their own practice related to multicultural perspectives and diversity in their classrooms.</p>

Description and Evaluation of Recent Changes Made in Support of Student Learning:
<p>The faculty worked collaboratively to design an assessment that would give students an opportunity to self-reflect on their own beliefs and values related to multicultural perspectives and diversity and then apply that knowledge in an essay reflecting on how they will use these skills in the early childhood profession. It became apparent that many faculty needed support in this area and we provided professional development opportunities to address diversity issues in the classroom with students.</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:
Analyze how multicultural perspectives shape their interactions with community, parents, and children	ECME 2204: Assessment of Children and Evaluation of Programs ECME 2214: Guiding Young Children

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	
Essay/Rubric	x		x		85% of students are meeting proficiency (6 on a 9 point rubric)

Assessment Findings:					
# change from pre essay to post essay:	# of students:	% of total:			
-6	1	0.57%	20.57%	Worse on post	
-5	2	1.14%	33.14%	Unchanged	
-4	2	1.14%	46.29%	Improved	
-3	8	4.57%			
-2	9	5.14%			
-1	14	8.00%			
0	58	33.14%	# of Students Proficient (6 or higher)		% Proficient
1	22	12.57%	103		58.86%
2	24	13.71%	124		70.86%
3	17	9.71%			
4	10	5.71%			
5	5	2.86%			
6	3	1.71%			
175 total ECME Students					

Analysis and Interpretation of Assessment Findings:

Overall, in the pre essay (done in the first few weeks of class), ECME students were at a 59% proficiency score (6 or higher) on the essay. On the post essay scores, students were at a 70% proficiency rate. It was also interesting to see the number of students who performed lower on the post essay than the pre essay at 21%. There could be many reasons for this, such as student interest in the topic, writing skills, and the ability to express application of the principals of diversity and multicultural perspectives in their own lives and future as educators. This is the only program that had a significant number of students who received a lower score on the post essay.

We had to remove many students from the data set due to missing work and some of the instructors did not follow the rubric to score the assessment.

Action Plan in Support of Student Learning:

I will be working with faculty to discuss the results of the assessment to figure out why students were not performing better at the end of the term on the essay portion of the assessment. We may need to continue with faculty professional development related to diversity and multicultural perspectives so that they can improve classroom instruction in this area.

The instructors have been provided with additional resources and examples so that they scoring will be more consistent in 2016-2017.

Recommendations, Proposals, and/or Funding Requests:

Will continue to work with faculty on understanding the assessment and consistency of scoring.

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) Critical thinking is embedded in our program through the Education Program’s core value of critically reflective practice.

b) Life Skills/Teamwork is embedded in our program through the Education Program’s core value of collaboration.

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

Cycle Years:	Plan Description:
2011-2017	The following outcomes are linked to the five core values of the CNM Education Programs and the competencies we would like our students to master. Students will be assessed on a five-year cycle 2011-2017 to evaluate how well we are teaching the core values of the program and

whether students are able to apply these values to their profession.

Student Learning Outcomes/Exit Competencies:	When Measured:	Where Measured:	How Measured:
1. Apply knowledge of the code of conduct and ethics of their profession.	2011-2013	ECME 1109/1190 ECME 2212/2290 ECME 1102	Practicum Evaluation Practicum Evaluation Essay
2. Demonstrate professional behaviors in the field setting.	2011-2013	ECME 1109/1190 ECME 2212/2290 ECME 1102	Practicum Evaluation Practicum Evaluation Essay
3. Apply knowledge of working with diverse populations to their professional practice	2015-17	ECME 2204 ECME 2214	Essay/Rubric
4. Analyze how multicultural perspectives shape their interactions with community, parents, and children	2015-17	ECME 2204 ECME 2214	Essay/Rubric
5. Demonstrate collaboration skills needed to engage in effective and authentic collaborative relationships with colleagues, children, families, and communities.	2013-2015	ECME 2206 ECME 1104	Group Projects/Rubric