

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 Program Administration</u> <input checked="" type="checkbox"/> Certificate <input 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: <u>ECME</u>

PART 2: EVIDENCE OF OVERALL PROGRAM EFFECTIVENESS

Summary of Program Successes:
<p>2015-2016 is the second year of the Early Childhood Program Administration Certificate. The concentration continues to struggle with enrollment due to the many state CYFD pathways to be a director and no bachelor’s level program for transfer. Many students have said that this is the best professional development that they have ever received and would like for us to continue to support early childhood directors in central New Mexico.</p> <p>In 2014-2015 the faculty met to decide on the student learning outcomes (SLOs) for the certificate and they were implemented in 2015-2016.</p>

Description and Evaluation of Recent Changes Made in Support of Student Learning:
<p>The EC Program Administration faculty decided on three SLOs for the certificate with one SLO linked to each class.</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:
1. Demonstrate comprehensive understanding of managing a program	ECME 2220: Program Management (Class was not offered in 2015-2016)
2. Assess and critique how environment and curriculum lead to high quality program implementation.	ECME 2222/2490: Effective Program Development for Diverse Learners and their Families
3. Identify essential leadership skills for effective program leadership.	ECME 2224/2590: Professional Relationships

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	
Assess and critique how environment and curriculum lead to high quality program implementation. Tool: Essays on classroom environments and curriculum	x		x		85% of students will be at proficiency with a score of a 2 on the assessment.
Identify essential leadership skills for effective program leadership. Tool: Essay: Critical Reflection paper on leadership and program change	x		x		85% of students will be at proficiency with a score of a 2 on the assessment.

Assessment Findings:
<p>SLO 2: Assess and critique how environment and curriculum lead to high quality program implementation.</p> <p># of students/Proficiency</p> <p>1 Beginning = 5.88%</p> <p>1 Proficient = 5.88%</p> <p>15 Advanced = 88.24%</p> <p>17 Total</p> <p>94% of students are at or above proficiency in SLO 2</p>

SLO 3: Identify essential leadership skills for effective program leadership

of students/Proficiency

3	Approaching	30.00%
4	Proficient	40.00%
3	Advanced	30.00%
10	Total	

70% of students are at or above proficiency in SLO 3

Analysis and Interpretation of Assessment Findings:

We decided as a faculty to allow each faculty member to choose the assessment tool from their class to assess the learning objective. With this decision comes some subjectivity as to how the faculty member is assessing the students using the rubric. Overall our students have a strong understanding of how environment and curriculum lead to high quality programs and seem to be struggling more with the leadership skills that are needed to be a program director. Understanding environments and curriculum are foundational skills in the early childhood profession, so it would make sense that our students are stronger in this area. Leadership skills and creating a culture through leadership are much more difficult skills to demonstrate and require a significant mental shift for many students.

Action Plan in Support of Student Learning:

We will continue to work as a faculty to make sure that we are all using the rubric appropriately and reflect on what we can do to increase student understanding in our 3 SLOs for this certificate.

Recommendations, Proposals, and/or Funding Requests:

I would like for CYFD to consider changing the rules on director qualifications to include the EC Program Administration Certificate and remove some of the pathways that do not require coursework.

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:
2015-2020	Using rubrics, we will be assessing the principle Early Childhood Program Administration course learning outcomes. These courses are only offered once an academic year, therefore we will be assessing the learning outcomes in every course.

Student Learning Outcomes/Exit Competencies:	When Measured:	Where Measured:	How Measured:
1. Demonstrate comprehensive understanding of managing an early childhood program	2015-2020	ECME 2220: Program Management	Course assessments using a common rubric
2. Assess and critique how environment and curriculum lead to high quality program implementation.	2015-2020	ECME 2222: Effective Program Development for Diverse Learners and their Families	Course assessments using a common rubric
3. Identify essential leadership skills for effective program leadership.	2015-2020	ECME 2224: Professional Relationships	Course assessments using a common rubric