

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>Infant Family Studies</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:
Due to an increase in interest and the expansion of the state home visiting programs, we were able to increase enrollment slightly in the 2015-2016 year. This is the first year that we have assessed the Infant Family Studies certificate and is the second year of the stand-alone certificate in the catalog.

Description and Evaluation of Recent Changes Made in Support of Student Learning:
We are continuing to offer these courses online to provide access to students across the state interested in home visiting and early intervention.

PART 3: REPORT ON RECENT ASSESSMENT OF STUDENT LEARNING

Student Learning Outcome(s) Assessed: <small>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</small>	Classes/Cohorts Assessed:
Demonstrate a comprehensive understanding of infant and toddler development.	ECME 2230: Infant Toddler Growth Development and Learning

Demonstrate the importance of culturally relevant practice and supporting healthy relationships in families	ECME 2232: Family Infant Toddler Professionals Families and Communities
Apply effective principles and practices in supporting infant toddler development in the context of healthy family systems through a team-based approach	ECME 2234: Caregiving for Infants and Toddlers

Measurement Tool(s) Used:	Enter X's for type of tool				Initial Achievement Target or Expectation:
	Internal	External	Direct	Indirect	
<i>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</i>					
Course assessments using a common rubric across the certificate classes	x		x		85% of students meet proficiency

Assessment Findings:		
SLO 1: Demonstrate a comprehensive understanding of infant and toddler development.		
Score	# of students	Percent
0	2	5.71%
1	15	42.86%
2	6	17.14%
3	12	34.29%
	35	Total
51.43% of students are meeting proficiency on SLO 1		
SLO 2: Demonstrate the importance of culturally relevant practice and supporting healthy relationships in families		
Score	# of Students	Percent
3	12	100%
	12 total	

100% of students are meeting proficiency in SLO 2

SLO 3: Apply effective principles and practices in supporting infant toddler development in the context of healthy family systems through a team-based approach

Score	# of Students	Percent
1	3	11.11%
2	6	22.22%
3	18	66.67%
	27	Total

88.89% of students are meeting proficiency in SLO 3.

Analysis and Interpretation of Assessment Findings:

The data shows the progression of student understanding and ability to demonstrate skills throughout the certificate program. SLO 1 is addressed in the initial course in the program, ECME 2230/2690 and students are often caught off guard with the challenges of the course and the practicum aspect of applying knowledge in the field. By the second course in the series, ECME 2232, students are demonstrating 100% proficiency on SLO 2. This could be due to the course having a prerequisite of ECME 2230 and they are more serious students vs. the students in ECME 2230 who might just be “testing the waters” to see if this is a field they are interested in. Students in ECME 2234 are demonstrating proficiency on SLO 3 at a rate of 89%. This class is often the final class in the certificate and is an opportunity for students to apply what they have learned in the previous courses to a systems approach of family support.

Overall the data shows that students are improving their understanding while moving through the coursework and that we need to evaluate how to support SLO 1 in ECME 2230/2690 so that more students are able to demonstrate proficiency in the initial course.

Action Plan in Support of Student Learning:

We will continue to look at how we are assessing student learning through course assignment and application of theory to the field in practicum settings.

Recommendations, Proposals, and/or Funding Requests:

We would like to work with CYFD to advocate that home visitors and early intervention practitioners take the certificate coursework as part of their professional development.

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 Family Infant Toddler program 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 a comprehensive understanding of infant and toddler development.	2015-2020	ECME 2230: Infant Toddler Growth Development and Learning	Course assessments using a common rubric
2. Demonstrate the importance of culturally relevant practice and supporting healthy relationships in families	2015-2020	ECME 2232: Family Infant Toddler Professionals Families and Communities	Course assessments using a common rubric
3. Apply effective principles and practices in supporting infant toddler development in the context of healthy family systems through a team-based approach.	2015-2020	ECME 2234: Caregiving for Infants and Toddlers	Course assessments using a common rubric