

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>Teacher Education</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: <u>EDUC/SPED</u>

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.</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	EDUC 1102: Introduction to Teaching SPED 2201: Introduction to Special Education

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:			
-3	1	0.71%	2.13%	Worse on post	
-2	1	0.71%	48.23%	Unchanged	
-1	1	0.71%	49.65%	Improved	
0	68	48.23%			
1	20	14.18%			
2	15	10.64%			
3	30	21.28%	# of Students Proficient (6 or higher):	119	% Proficient 84.40%
4	2	1.42%		128	90.78%
5	0	0.00%			
6	1	0.71%			
9	2	1.42%			
141 Total EDUC/SPED Students					

Analysis and Interpretation of Assessment Findings:

Overall, in the pre essay (done in the first few weeks of class), Teacher Education students were at an 84% proficiency score (6 or higher) on the essay. On the post essay scores, students were at a 90% proficiency rate. Comparing the pre and the post scores by student, only 2% performed lower on the final essay and 50% showed an improvement. There could be many reasons for the dramatic improvement, 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. It is also interesting to note that 48% of the students performed the same on the pre essay as on the post. It warrants further conversation with faculty to understand the dramatic

improvement in the teacher education students compared to the early childhood program.

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 make sure that they are using the rubric in a consistent way and ask for qualitative data as to how they see students applying multicultural perspectives to the coursework and the program.

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:
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1. Apply knowledge of the code of conduct and ethics of their profession.	2011-2013	EDUC 1102 SPED 2201 SPED 2290	Essay Essay Practicum Evaluation
2. Demonstrate professional behaviors in the field setting.	2011-2013	EDUC 1102 SPED 2201 SPED 2290	Essay Essay Practicum Evaluation
3. Apply knowledge of working with diverse populations to their professional practice	2015-2017	EDUC 1102 SPED 2201	Essay/Rubric Essay/Rubric
4. Analyze how multicultural perspectives shape their interactions with community, parents, and children	2015-2017	EDUC 1102 SPED 2201	Essay/Rubric Essay/Rubric
5. Demonstrate collaboration skills needed to engage in effective and authentic collaborative relationships with colleagues, children, families, and communities.	2013-2015	EDUC 2204 EDUC 2207	Group Projects/Rubric