

CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT
Due to SAAC by September 30

PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information:			
<u>2013-2014</u>	<u>Catron Allred</u>	<u>Callred2@cnm.edu</u>	<u>224-3597</u>
Academic Year	Contact Person	Email	Phone Number

Subject of this Assessment Report:		
Program: <u>Early Childhood Multicultural 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: _____

PART 2: EVIDENCE OF ACHIEVEMENT OF PROGRAM OUTCOMES

Summary of Program Success in Achieving Desired Outcomes:
<p>During 2011-2013, we were assessing the program outcomes 1. Apply knowledge of the code of conduct and ethics of their profession and 2. Demonstrate professional behaviors in the field setting. The emphasis on professionalism and ethics was extremely important for our students and program which lead us to embed the assessments into the courses beyond the assessment cycle. Students are writing essays on the code of ethics for Early Childhood (NAEYC) and are receiving feedback from site supervisors about their performance in the field that instructors collect every term. These outcomes are extremely important for professionals in the field of early childhood and the faculty feels as though their students are able to meet the outcomes and reflect on their role in the field.</p> <p>In Fall 2013, we started the 2013-2015 cycle assessing outcome 5. Demonstrate collaboration and critically reflective practice skills needed to engage in effective and authentic collaborative relationships with colleagues, children, families, and communities. Overall the data reflects that we are not meeting our desired outcomes with only 75% of the students meeting proficiency. We have found that many students struggle with collaboration and that as teachers we need to provide direct instruction in how to collaborate instead of just assigning group work without supporting collaborative skills. The students taking online courses struggled with collaboration online and it took the instructors some time to figure out the best way to teach collaboration online. We have room to improve in this area and will continue to work on collaboration and critically reflective practice during the 2014-2015 year.</p>

Description and Evaluation of Recent Changes Made in Support of Student Learning:
This was the first year of assessing this outcome, so no changes have been made. We will be working with faculty to make sure that all instructors are actively teaching collaboration as a skill and not just assigning "group work."

PART 3: REPORT ON RECENT ASSESSMENT OF STUDENT LEARNING PROCESSES

Learning Outcome(s)/Exit Competencies Assessed: <i>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</i>	Classes/Cohorts Assessed:
Demonstrate collaboration and critically reflective practice skills needed to engage in effective and authentic collaborative relationships with colleagues, children, families, and communities.	ECME 2206: Family Community Collaboration ECME 1104: Child Growth and Development (18 Sections)

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	
Group Projects/Rubrics <ul style="list-style-type: none"> <input type="checkbox"/> Students will identify and describe critical elements in achieving and maintaining collaborative relationships, <input type="checkbox"/> Students will evaluate their individual role on and contributions to a collaborative team learning activity, <input type="checkbox"/> Students will participate in a collaborative team learning activity to produce a product relevant to their field. 	X		X		Our initial target was for 85% of the students to meet proficiency on the 3 objectives outlined. Proficiency is designated as a 4 or higher on the assessment.

Assessment Results/Findings:

Collaboration Total # of Students ECME

Proficiency = 4 and above

Total# 369

Average 4.65

Mode 6

Median 5

Score:

1	14	369	3.79%
2	34	369	9.21%
3	44	369	11.92%
4	49	369	13.28%
5	60	369	16.26%
6	168	369	45.53%
	277	369	75.07%

277 out of 369 meet
proficiency**% Proficient =
75%****Analysis and Interpretation of Assessment Results/Findings:**

Eighteen sections of ECME 1104 and ECME 2206 participated in the Collaboration assessment during 2013-2014. Students who did not complete the assessments were removed from the data set. Of the students who participated, 277 out of 369 meet proficiency with a score of 4 or higher on the rubric. 75% of the students were considered proficient falling 10% below our target of an 85% proficiency rate.

Action Plan in Support of Student Learning:

Many instructors and students in the online sections (8 out of 18) struggled with how to collaborate effectively in an online environment. Many students were resentful of being asked to collaborate while taking an online class. Over the past year instructors have been working hard to create effective collaboration online and in the classroom and I anticipate that the 2014-2015 scores will be higher. I will be working closer with the faculty to make sure that they understand the 3 objectives outlined in the collaboration and critical thinking assessment and are aligning their projects to the objectives. Effective collaboration is challenging and it is obvious that our students need to learn more effective tools and strategies to collaborate in their classrooms and careers.

Recommendations, Proposals, and/or Funding Requests:**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 an essential component of this assessment and is built into the group project framework

b) We are assessing collaboration which is directly related to life skills/teamwork.

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

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