

OUTCOMES ASSESSMENT REPORT 2006-2007

Directions: This is the program information cover sheet for the assessment report. Use a separate one as the top sheet for each program assessment report.

EDUCATION *Early Childhood Multicultural Education*

BA

Department

Program (major or minor)

(Degree)

Carolyn Newman

September 15, 2007

(Print)

Signature

Date

Carolyn Newman

Program Chair (Print)

Signature

Date

Program Starting Date; only needed if within the past three years: _____

Semester

year

CLICK HERE TO SUBMIT REPORT WITH THE COVER SHEET

- I. NMHU's Mission**
- II. Program Goals**
- III. Student Outcomes**
- IV. Means of Assessment**
- V. Summary of Data Results**
- VI. Use of Results from Program Data**

I. New Mexico Highlands University Mission Statement

New Mexico Highlands is a comprehensive state institution offering programs in liberal arts, sciences, and professional disciplines. The university is committed to excellence in teaching, discovering, preserving and applying knowledge and is responsive to new opportunities for teaching, learning, research and public service created by a changing environment.

Acknowledging its commitment to the individual student, New Mexico Highlands University provides personal attention to undergraduates and graduates. Dedicated faculty and staff readily interact with students, supporting both academic and extracurricular activities. The university brings together students from distinctive cultural, socioeconomic, linguistic, geographic, religious, and educational backgrounds. A sensitive admissions policy offers every student educational opportunities, and challenging academic programs create and promote an environment in which all students are encouraged to reach their full potential. The university recognizes its special obligation to undergraduate education and to the preparation of undergraduates for advanced degrees or challenging professional careers.

New Mexico Highlands University is committed to programs that focus on its multiethnic student body, especially the rich heritage of Hispanic and Native American cultures that is distinctive of the State of New Mexico. The university clearly perceives that its success depends upon an appreciation of the region's cultural and linguistic identities. By reinforcing cultural identity and encouraging the use of these assets, the university seeks to empower students and the region's ethnic populations to achieve full involvement in the activities of society. The university recognizes the increasing importance of the Spanish language in the global community and takes advantage of its environment, location and student population to promote the development of interdisciplinary programs involving the Hispanic world. The university encourages international education, the international exchange of students and scholars, and access to global communications.

New Mexico Highlands University's larger obligation is to a society in which all groups participate on an equitable and mutually rewarding basis. The university celebrates diversity in its student and faculty community and promotes an environment in which personal respect, tolerances, and understanding are valued by all. The university aspires to develop broadly literate citizens and leaders, educated in analytical and critical thought and in the appreciation of the arts and sciences. In essence, through educational excellence and a dedication to society's needs, the university is committed to the cultivation and enrichment of the human mind and spirit.

School of Education Mission

The School of Education at New Mexico Highlands carries forward a long-standing tradition of teacher education that dates back to 1893. The School of Education is committed to providing experiences and knowledge to students seeking a degree or licensure in education. The School of Education also promotes continuous personal and professional scholarly development activities and graduate work to achieve lifelong learning. The School of Education subscribes to the philosophy that views optimal living as a function of the personal ability to pursue a meaningful life in work, leisure, and home, while respecting, tolerating and valuing all people.

II. Program's Goals

The early childhood teacher education program includes the principles outlined in the mission statement for New Mexico Highlands University. . The objectives of this program include the “Student Teaching for Understanding, reflection, and Diversity for Youth” (STURDY model) of the NMHU School of Education.

The program prepares classroom teachers and other professionals to work with children from birth to age eight. The Early Childhood Multicultural Education degree prepares students to teach in the communities of Northern New Mexico with its diverse historical, linguistic, and predominately rural culture. Students are also prepared with the knowledge and a perspective that enables them to work in other settings across the nation and to be aware of the changing global world. The requirements fulfill the New Mexico Public Education Department's (PED) early childhood competencies that include child growth, development and learning; health, nutrition, and safety; developmentally appropriate content, learning environments, and curriculum implementation; assessment; and professionalism. The program meets the State of New Mexico's teacher licensure requirements for teaching birth to grade three in the public schools and in addition, the early childhood special education (Developmentally Delayed) preschool classroom.

1. To offer a specialization in early education of children from birth to age eight.
2. To prepare early childhood educators in all competency areas to meet the qualifications and requirements for New Mexico Public Education Department (PED) Teacher Licensure, birth through grade three.
3. To educate professionals to work with children and families of diverse cultures, linguistic backgrounds and developmental levels that are represented in the people of the State of New Mexico
4. To prepare professionals with comprehensive knowledge, skills, and experience in early childhood education to meet the requirements for entering higher education programs to pursue advanced degrees and specializations in early childhood education.

III. Student Outcomes

Educational Outcome I.

Students will demonstrate knowledge of the *six* competency areas of Early Childhood Education with documentation in a portfolio that include: (1) Child growth, development and learning; (2) Health, safety, and nutrition; (3) Family and community collaboration; (4) Curriculum Development and Implementation: (a) developmentally appropriate content; (b) learning environment and curriculum implementation; (5) Assessment of children and programs; (6) Professionalism.

Educational Outcome II. Demonstration of teaching competency skills in the classroom or early childhood settings will be evaluated and documented by the university supervisor. Students must complete 300+ hours of student teaching during which at least three observations will be assessed.

Educational Outcome III. Students will apply the basic content knowledge in the seven competency areas of early childhood education, which will be documented by the weekly, mid-term and final evaluations provided by the cooperating teacher.

IV. Means of Assessment

Educational Outcome I. Written Documentation -Portfolios.

Student portfolios for Field III address each of the six competencies and students demonstrate knowledge and understanding of each competency through documentation materials and a written reflection for each competency. The portfolio grade will be submitted as a requirement for the knowledge of profession class.

Educational Outcome II. Classroom observations.

Three classroom observations will be made by the university supervisor during the 300 hours of student teaching Field III and a written evaluation will be placed in the students file.

Educational Outcome III. Evaluations.

Weekly, mid-term, and a final evaluations of the students performance in the classroom and their knowledge of content in the competency areas will be written by the cooperating teacher and placed in the students file. Successful performance will be indicated in the evaluations by a rating of “effective” for 90% of the performance indicators.

V. SUMMARY OF DATA RESULTS

During the 2006-2007, there were 89 students enrolled in the early childhood multicultural education program on campus, in Rio Rancho, Farmington, Santa Fe, Raton, and Questa. Eighteen students (20%) graduated.

Educational Outcome I. Written Documentation - Portfolios. Portfolios from 18 early childhood education students in Field III student teaching were examined and graded according to the quality of the documentation and the reflection for each competency. The results were that the 18 portfolios were evaluated "Advanced = A).

Educational Outcome II. Classroom observations. The results of the university supervisors evaluations ("passing") for 18 early childhood education student's instructional performance in the classrooms during the Field III experience have indicated that the students were very knowledgeable and successful in implementing the six competencies areas.

Educational Outcome III. Evaluations. All 18 of the early childhood student teachers have received "effective" ratings from the cooperative teachers for the weekly, mid-term, and final evaluations, exceeding the 90% standard.

VI. USE OF RESULTS

Educational Outcome I. Portfolios. The portfolios with documentation and reflections based on the seven competency areas were "Advanced". The portfolios were outstanding examples of the overall performance of the student teacher in the classroom.

However, Field III supervisors have been using common criteria but different evaluation tools. In the future, the program will standardized the portfolio rubric and guidelines in order to plot progress among all of the students across programs. In addition, portfolios will be continually monitored for high quality and professionalism.

Educational Outcome II. Observations. Identified weak areas in the evaluations of the student teachers will be used to improve instruction in the early childhood courses.

While no areas of weakness have been identified at this time in the ECE program as indicated in the evaluations, the evaluations will be monitored to insure continued success in the instructional program. However, in the future classroom management skills will be closely monitored.

Educational Outcome III. Evaluations. The evaluations indicate student teachers have performed well in the six early childhood education competency areas. No identified areas of needs were identified for modifications.

At this time, there are plans for changes in the early childhood education instructional program. The program has been reviewed and the six competencies have been revised and expanded. The early childhood degree program will be revised to fit in with the statewide program that has been aligned standardized for both two-year institutions and four-year institutions.