

OUTCOMES ASSESSMENT REPORT

Early Childhood Multicultural Education

2007-2008

Bachelor of Arts Level

MISSION AND GOALS

I. MISSION STATEMENT--New Mexico Highlands University

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. 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 aspires to develop broadly literate citizens and leaders, educated in analytical and critical thought and in the appreciation of the arts and sciences. (*Abbreviated*)

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 GOALS -- Early Childhood Multicultural Education

The early childhood multicultural 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 competencies of the early childhood multicultural education program were developed by the Early Childhood Higher Education Task Force directed by the New Mexico Public Education Department (PED). The competencies are in alignment with those of the National Association for the Education of Young Children (NAEYC),

the National Association for Bilingual Education (NABE), and the Council of Exceptional Children/ Division of Early Childhood (CEC/DEC).

Goals of the Early Childhood Multicultural Education program include:

- The program prepares classroom teachers and other professionals to teach children from birth to age eight in educational settings.
 - The Early Childhood Multicultural Education degree prepares educators to teach in the communities of Northern New Mexico with its diverse historical, linguistic, and predominately rural culture.
 - Educators 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 of the program fulfill the New Mexico Public Education Department's (PED) early childhood competencies 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*; and (6) *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 (ages 3-5).

III. STUDENT OUTCOMES

Students in the Early Childhood Multicultural Education program will:

Student Outcome 1: Demonstrate mastery of the competencies in courses in the six competency areas to meet the qualifications and requirements for New Mexico Teacher Licensure, birth through grade three.

Student Outcome 2: Demonstrate competency to work in classrooms with children and families of diverse cultures, linguistic backgrounds and developmental levels that are represented in the State of New Mexico

Student Outcome 3: Demonstrate competency in working in various early childhood educational settings with all children from birth to age eight.

Student Outcome 1

Demonstrate master of the competencies in courses in the six competency areas to meet the qualifications and requirements for New Mexico Teacher Licensure, birth through grade three.

Students will demonstrate their knowledge and understanding of the six competency areas of Early Childhood Multicultural Education which 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; and (6) Professionalism.

First Means of Assessment of Outcome 1.

IV. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Multiple assignments and quizzes were administered in the courses preparing future educators in Early Childhood Multicultural Education in the six required competency areas. Student success was measured by their achievement of the final passing grade of “C”/ 70% or better in the course.

V. Summary of Data Results.

Summarized results from data collected.

Course	“C”/ 70%+ = Final Grades	
Summer 2007		
ECME 403 Family & Communities II	15/15	(100%)
ECME 482 EC Special Education	15/15	(100%)
Fall 2007		
ECME 302 Child Growth & Development	6/6	(100%)
ECME 420 Research In Child Growth & Develop (ITV)	8/12	(67%)
ECME 424 Integrated Curriculum (ITV)	11 /13	(85%)
Spring 2008		
ECME 304 Curriculum I	7/8	(88%)
ECME 428 Assessment (ITV)	15/16	(94%)

VI. Use of Results from Program Data

Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

The assessment data was analyzed for the ECME courses.

The four students who did not achieve passing grades of 70% or “C” in ECME 420 were identified.

It was determined that the four unsuccessful students (ECME 420) were transfer students who received the courses through ITV because the students lived in a remote area. It was therefore determined that the students should be closely monitored and additional instructional support and more review be provided in future classes. Also, the requirements for each assignment will contain detailed instructions to assist the students with greater achievement and success. In addition, more onsite visits will be made to the community so that students will feel more connected to NMHU. An effort will be made to provide the struggling students with timely feedback in order for the students to be aware of their achievement and give them opportunities to resubmit assignments to increase their grades.

Second Means of Assessment of Outcome 1.

IV. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

The competencies in the Early Childhood Multicultural Education courses were reviewed and it was determined that more focus on research methods needed to be emphasized in *ECME 420, Research in Child Growth & Development* and *ECME 428 Assessment*, as a result of the demands on schools with the No Child Left Behind (NCLB) act.

V. Summary of Data Results.

Summarized results from data collected.

Fall 2007: ECME 420 Research In Child Growth & Develop (ITV)

In examining the previous syllabus, the course previously emphasized current research in the field of early childhood education to inform students initiatives in family involvement, Head Start, and home visitations.

Spring 2008: ECME 428 Assessment (ITV).

The syllabus for the course and required assessment textbook were examined.

VI. Use of Results from Program Data:

Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

Fall 2007: ECME 420 Research In Child Growth & Develop (ITV)

In examining the course, the studies that were published in the textbook pertained to studies ongoing in Head Start. The course was changed to reflect actual research terminology and methods. Current reported research studies reported in research journals and popular media such as newspapers were included in the assignments and class activities. Some of the studies that were selected for the class included infant studies and brain research studies.

Spring 2008: ECME 428 Assessment (ITV).

The syllabus was examined and the required textbook was changed. It was determined that more emphasis would be placed on terminology to assist students with understanding assessment, evaluation and testing of children and programs. The selected textbook was organized and written very understandably for students in the course who have difficulty with reading expository text.

The text selected was:

Wortham, S.C. (2005). *Assessment in early childhood education (4th ed/5th ed.)*. Upper Saddle River, NJ: Prentice Hall.

Student Outcome 2

Demonstrate competency in working in classrooms with children and families of diverse cultures, linguistic backgrounds and developmental levels that are represented in the State of New Mexico

Competencies that address diversity in cultures, languages, and abilities, are required throughout the coursework in the Early Childhood Multicultural Education program. , Students are required to demonstrate experience in two of three age groups from birth to

age eight—infant & toddler, preschool, or school age. Prior to student teaching, early childhood education students must have nine hours of practicum courses in early childhood settings (300 hours in two of three age groups-) co-requisite with five content courses. Students also complete a student teaching experience in an approved educational setting in one of the three age groups.

First Means of Assessment of Outcome 2.

IV. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

The assessment data consists of the final grades for the practicum courses in which students are required to demonstrate their knowledge of the required competencies in weekly journal entries. Students must receive a grade of 70% or “C” to pass the practicum class.

V. Summary of Data Results: Summarized results from data collected.

<u>Course</u>	<u>“C”/ 70%+ = Final Grades</u>
Fall 2007: ECME 425 Integrated Curriculum Practicum (ITV)	13 /13 (100%)
Spring 2008: ECME 332 Curriculum I Practicum	7/8 (88%)

VI. Use of Results from Program Data: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

All of the thirteen students (100%) in *ECME 424 Integrated Curriculum Practicum* passed the course.

One student in *ECME 332 Curriculum I Practicum* did not pass because of lack of attendance in the early childhood classroom and also, the student did not submit a journal.

The results indicated that students are successful in their practicum settings.

The majority of students in the Early Childhood Multicultural Education program are non-traditional students who are employed in Head Start classrooms, Pre-K programs, preschool programs, and primary classrooms as instructional assistants. The discussion of the competencies during the practicum seminars provided support to the students.

To assist students in fulfilling the practicum requirements, students are permitted to do their practicum assignments in their own classrooms because it is not possible for them to observe in other classrooms without detrimental effects to their assigned classrooms. The decision was made in response to requests from Head Start programs, Elementary schools and early intervention agencies that have made requests for flexibility in practicum and student teaching experiences. The universities and the Early Childhood Higher Education Task Force agreed to permit students to remain in their own settings on a case by case decision. NMHU allows students to remain in their current positions in their practicum settings and in student teaching.

IV. First Means of Assessment of Outcome 3.

Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

The data prepared by the *Office of Institutional Effectiveness* provided information on the graduation rate of ECME students and the number of students currently in the program. The new program, Early Childhood Multicultural Education (ECME), replaced the former program Early Childhood Education (ECED) which is being phased out.

Successful performance in the ECME program is illustrated with data of the graduation rate.

V. Summary of Data Results: Summarized results from data collected.

2005 Graduation Rate from Major Declared in Junior Year

Early Childhood Education	65%
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2006-2007 Degrees Awarded

Early Childhood Education	N=14
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Early Childhood Multicultural Education	N= 5
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2007 Fall - Declared majors

Early Childhood Education	N= 17
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Early Childhood Multicultural Education	N= 54
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VI. Use of Results from Program Data: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

The results indicate that in the Fall of 2007 the ECME program has 71 declared majors. During the 2006-2007 academic year, 19 students graduated with their BA degree. With NCLB and Head Start mandates, individuals in Early Childhood Education are being required to become highly trained. Students in the ECME program are teachers and assistants in Head Start and instructional assistants in the public schools working on the BA degree.

The ECME BA program is a comprehensive major requiring 67 hours with no minor. The ECME program continues to grow in numbers. The ECME BA program is a comprehensive major requiring 67 hours with no minor. . The program has students in Rio Rancho, Santa Fe, Farmington, Raton, and Alamo.

For a number of years, one professor has performed all the student advising, and with the assistance of adjunct instructors, has taught all the ECME courses. As a result of the growth in numbers, two new faculty were added to the program during the Spring of 2008. One tenure-track faculty member was hired for the program on the main campus and for the first time, one new continuing contract faculty member was hired for the ECME program at the Farmington center. Having additional faculty will distribute the responsibilities for the program and serve students more effectively.

While the graduation rate of 65% indicates that 2/3's of the students complete their BA programs, efforts will be made to check that students who have declared ECME as their major are making continual progress towards achieving their BA degree. Because of working, there are few ECME students completing degrees within four years, or within two years from their junior year.