

OUTCOMES ASSESSMENT REPORT

Early Childhood Multicultural Education 2008-2009

Bachelor of Arts Level

MISSION AND GOALS

I. MISSION STATEMENT--New Mexico Highlands University

Education through teaching, research, and service.

School of Education Mission

The NMHU School of Education will provide programs of transformation to prepare thoughtful professional educators and counselors. The School of Education population will graduate ready to engage as reflective practitioners for employment in diverse and inclusive professional environments.

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 environments and curriculum implementation,* (5) *Assessment of children and programs,* 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 (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 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.

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 2008		
ECME 420 Research In Child Growth & Develop (ITV)	11/11	(100%)
Fall 2008		
ECME 306 Curriculum Development & Implementation II	9/9	(100%)
ECME 328 Assessment of Programs & Evaluation of Children I	9/9	(100%)
ECME 420 Research In Child Growth & Develop (ITV)	21/23	(91%)
ECME 424 Integrated Curriculum (ITV)	15/19	(79%)
ECME 426 Methods & Materials in Primary Grades	7/7	(100%)
Spring 2009		
ECME 300 Professionalism	4/4	(100%)
ECME 301 Health Safety & Nutrition	8/8	(100%)
ECME 303 Families & Communities I	8/8	(100%)

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 two (2) students who did not achieve passing grades of 70% or "C" in ECME 420 were identified. It was determined that the two (2) unsuccessful students (ECME 420) and the four (4) students in (ECME 424) were transfer students who received the courses through ITV because the students lived in a remote area in the southern part of the State. After consulting with the students it was determined that the students would receive an "I" and retake the class in Fall 2009. 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. It was determined that more focus on research methods and understandings of validity, reliability, and standardized testing needed to be emphasized in *ECME 420, Research in Child Growth & Development* and *ECME 428 Assessment*.

V. Summary of Data Results.

Summarized results from data collected.

The results of the passing rates of students in the ECME courses, the syllabi and the textbooks were examined.

Fall 2008:

ECME 420 Research In Child Growth & Develop (ITV)

In examining the previous syllabus, the assignments were changed to require students to practice research methods discussed in the course, such as conducting interviews and checklists in the assignments.

ECME 306 Curriculum I I

The textbook for the course was examined and determined to be inadequate for the class and therefore a new text will be selected for the course in the future.

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 2008:

ECME 420 Research In Child Growth & Develop (ITV)

The course was changed to emphasize actual research terminology and research methods. Current reported research studies reported in research journals and popular media such as newspapers were included in the assignments and class activities.

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-s-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.

Course	"C"/170 %)+ = Final Grades	
Fall 2008		
ECME 425 Integrated Curriculum Practicum	16/19	(84%)
ECME 334 Curriculum II Practicum	9/9	(100%)
<u>VI. Use of Results from Program Data</u>		
Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.		
<i>ECME 425 Integrated Curriculum Practicum.</i>		
Sixteen (16) of the 19 students passed the course. It was determined that the a change would be made in requiring students to demonstrate mastery of the competencies and questions would be more explicit for the next year.		
<i>ECME 334 Curriculum I Practicum</i>		
In examining the results of the student outcomes and the syllabus, the assignments for the Practicum were reviewed and it was determined that the assignments needed to be more rigorous. Students will be required to submit 3 lessons plans from a standard lesson plan to be taught which must be approved by the classroom teacher and the university professor who will observe the practicum student in the classroom.		
<p><i>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 institutional assistants. The discussion of the competencies during the practicum seminars provide 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 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 assignments. The Early Childhood Higher Education Task Force has agreed to permit students to remain in their own settings in a case by case decision . NMHU allows students to remain in their current positions in their practicum settings and in student teaching as long as the classroom is an approved setting.</i></p>		

Second 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 <i>ECME 300 Professionalism</i> . It is the first course that students take in the Early Childhood Multicultural Education program. The course was formerly listed as <i>Introduction to Early Childhood Education</i> .		
<u>V. Summary of Data Results.</u>		
Summarized results from data collected.		
Spring 2008		
ECME 300 Professionalism	4/4	(100%)
<u>VI. Use of Results from Program Data:</u>		

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

All the students passed the initial course. The course is taught bi-annually because most of the early childhood students transfer from community colleges and take the upper division courses to finish the BA degree. The class was taught by a new professor who will make changes to the class when it is taught again in two years.

Student Outcome 3

Demonstrate competence in working in various early childhood educational settings with all children from birth to age eight.

Upon successful completion of all teacher licensure general education coursework, successful completion all discipline required coursework for the major in Early Childhood Multicultural Education, students are admitted into Student Teaching. Students must complete ECME 452 Field II Experience (grade = "Passing/P") and GNED 442 Knowledge of the Profession with a minimum grade of "C" in order to graduate from NMHU with a BA degree.

First Means of Assessment of Outcome 3.

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

Upon successful completion of all teacher licensure general education coursework, successful completion all discipline required coursework for the major in Early Childhood Multicultural Education, students are admitted into Student Teaching Students must complete ECME 452 Field II Experience (grade = "Passing/P") and GNED 442 Knowledge of the Profession with a minimum grade of "C" in order to graduate from NMHU with a BA degree.

V. Summary of Data Results.

Summarized results from data collected.

<u>Course</u>	<u>" Pass " or</u>	<u>"C"/70 %)+ = Final Grades</u>
Fall 2008-Spring 2009		
ECME 452 Field Base III	5/5	100%
GNED 442 Knowledge of the Profession	5/5	100%

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.

No program changes will be made at this time.

Second Means of Assessment of Outcome 3.

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

The data from the New Mexico Teacher Competency exams indicate the pass rate of students taking the exam in Early Childhood Education Program.

V. Summary of Data Results.

Summarized results from data collected.

Identified Students in ECME 2008-2009

Total	18
Pass	9
Not Pass	9
Percentage Rate	50%

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 students in ECME are experiencing difficulty passing the Teacher Competency test which is the content of the discipline. It is recognized that the majority of the coursework in ECME is taken in community colleges by the majority of the ECME students, before the students enroll in NMHU to complete the BA degree. The following strategies are suggested:

- 1) Increase the number of math classes that are presently required from two to three.
- 2) Require that one of the math classes be college algebra or higher.
- 3) Emphasize more essay writing in all the ECME classes.
- 4) Suggest that students enroll in the NMTA Test taking class that is offered each spring.