



## **OUTCOMES ASSESSMENT REPORT**

### **Early Childhood Multicultural Education 2009-2010**

#### **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 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).

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 (6) *Professionalism*.

Goals of the Early Childhood Multicultural Education program include:

- The program will meet 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).
- The Early Childhood Multicultural Education degree will prepare educators to teach in the communities of Northern New Mexico with its diverse historical, linguistic, and predominately rural culture.

- Educators will also be 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.

### **III. STUDENT OUTCOMES**

Students in the Early Childhood Multicultural Education program will demonstrate the following outcomes:

**Student Outcome 1:** To demonstrate mastery of the six PED competency areas, 70% or more of the ECME students will complete the upper level courses with a 3.0 (Internal Assessment)

**Student Outcome 2:** To demonstrate mastery of the competency areas in classrooms with children and families of diverse cultures, linguistic backgrounds and developmental levels that are represented in the State of New Mexico, 70% or more of the ECME students will receive final evaluations in the upper level practicum courses with a 3.0. (Internal Assessment)

**Student Outcome 3:** To demonstrate mastery of the PED competency areas in ECME classrooms and settings with children from birth to age eight, 80% or more of the ECME students will pass the NMTA Teacher Competency exam with a score of 240 or better. (External Assessment)

#### **Student Outcome 1**

**Internal assessment.**

*To demonstrate mastery of the six PED competency areas, 70% or more of the ECME students will complete the upper level courses (ECME 403, ECME 420, ECME 424, ECME 426, and ECME 411) with a 3.00 (B) or better.*

### **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.**

The ECME program is competency based and therefore all assignments must indicate which competencies are achieved.

Multiple assignments and quizzes are administered in the courses preparing future educators in Early Childhood Multicultural Education in the six required competency areas. Student success is measured by the achievement of a final passing grade of "B" or 3.0 or better for the courses.

#### **V. Summary of Data Results.**

Summarized results from data collected for six upper level ECME courses.

<u>Course</u>	<u>Numbers of Students &amp; Final Grades: Percentages</u>		
<b>Fall 2009</b>			
<u>Course</u>	<u>Grades</u>		
ECME 420 Research In Child Growth & Develop (ITV)	N= 24 : A=16, B=6, C=2		(92%)
ECME 424 Integrated Curriculum (ITV)	N= : A=10, B= 5, C=1, D=1		(88%)
ECME 426 Methods & Materials in Primary	N= : A=10, B= 7, C=1, D=2		(85%)
<b>Spring 2010</b>			

ECME Outcomes Assessment Report  
2009-2010

ECME 411 Read & Write in Primary Grades N= 20: A=10, B= 7, C=1, D=2 (85%)

ECME 428 Assess of Child & Eval of Progs N= 17: A=10, B= 5, C=1, D=1 (88%)

**Summer 2010**

ECME 403 Families & Communities II N= 30: A =25, B= 3, C= 2 (93%)

**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.**

**Results:**

The objective for Outcome I was met.

Overall, more than 70% of the students in each course achieved passing grades of at least “B” or 3.0 for the course.

**Use of Data for program improvement:** The courses were analyzed to determine that the competencies are being implemented in the assignments.

**How decisions are implemented :**

Rubrics will be developed for the course assignments so that students will be better informed of the assignment expectations.

**Student Outcome 2**

**Internal assessment.**

To demonstrate mastery of the six competency areas in ECE classrooms with children and families of diverse cultures, diverse linguistic backgrounds, and diverse developmental levels that are represented in New Mexico, 70% or more of the ECME students will achieve final evaluations in the upper level practicum course with a grade of “B” or 3.0.

**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 (1) final grades for the practicum courses in which students are required to demonstrate their knowledge of the required competencies in weekly journal entries, and (2) final evaluations from the supervising teachers in the practicum classrooms. Student success is measured by the achievement of a final passing grade of “B” or 3.0 or better for the practicum courses.

**V. Summary of Data Results.**

Summarized results from data collected.

**Practicum Course** **Number of Students & Final Grades: Percentages**

**Fall 2009**

ECME 425 Integrated Curriculum Practicum

**Spring 2010**

ECME 412 Read & Write in Prm Grds Pract

N= 20: A=9, B= 5, C=4, D=2 (70%)

#### **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 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 appropriate and approved setting.*

#### **Results:**

The objective for Outcome II was met.

In the two upper level practicums, at least 70% of the students achieved a “B” or = 3.0 in the course.

#### **Use of Data for Program Improvement**

In examining the results of the student outcomes and the syllabus, the assignments for the Practicum were reviewed and it was determined that the journal assignments needed to be more rigorous and focused.

#### **How decisions are implemented :**

Each week, a different competency was addressed in the students journals. In addition, focus questions were included so that students were required to write more indepth and make more critical observations in their practicum settings. Students were required to (1) address the competencies and to (2) write how the experience linked to their classroom discussions, their text readings, and their experiences.

### **Student Outcome 3**

#### **External evaluation.**

To demonstrate mastery of the six PED competency areas in ECME classrooms and settings with children from birth to age eight, 80% of the ECME students will pass the NMTA Teacher Competency ECE exam , with a score of 240 or better.

### **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.**

The assessment data consists of scores for the New Mexico Teacher Assessment Teacher Competency ECE exam. Success will be measured by 80% of the students who take the exam will pass with a score of 240 or better.

#### **V. Summary of Data Results.**

##### **2009-2010 Results for Teacher Competency ECE**

Number of Students taking the exam =	26
Number of Students passing the exam=	14
Percentage of Students passing the exam =	54%

**Results:**

**The objective for Outcome III was not met.**

Only 54% of the students passed the exam and NCATE requires a pass rate of 80%.

**Use of Data for Program Improvement:**

The results indicate that students in ECME are experiencing difficulty passing the Teacher Competency test . 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 for program improvement:

- 1) Emphasize more essay writing in all the ECME classes.
- 2) Suggest that students enroll in the NMTA Test taking class GNED 210 “NMTA Preparation”

**How decisions are implemented :**

To improve ECME students’ performance on the NMTA Teacher Competency exam the following decisions will be implemented:

- Students who do not pass the NMTA Teacher Competency will be:
  - 1) required to take GNED 210 “NMTA Preparation”
  - 2) required to take classes in content areas that indicate weaknesses in areas of the NMTA test

**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 assessment data consists of scores for the New Mexico Teacher Assessment Teacher Competency ECE sub tests Success will be measured by the students who take the exam, 80% will pass each of the sub tests .

**V. Summary of Data Results.**

**The objective was not met. Out of five sub tests, only one sub test was passed.**

**Teacher Competency – Early Childhood Education**

No. Testing	No. Passing	% Passing
45	14	31

**Teacher Competency – Early Childhood Education Sub Tests**

	No. Testing	No. Passing	% Passing
<b>Childhood Development &amp; Learning</b>	45	31	69
<b>Inst, Assessment &amp; Learning Environment</b>		41	91
<b>The Professional Environment</b>		29	64
<b>Restricted Response (Essay)</b>		20	44
<b>Extended Response (Essay)</b>		15	33

**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.

**Results:**

**The objective for Outcome III was not met.**

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**Use of Data for Program Improvement:**

The results indicate that students in ECME are experiencing difficulty passing the Teacher Competency test . 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 for program improvement:

- 1) Emphasize more essay writing in all the ECME classes.
- 2) Suggest that students enroll in the NMTA Test taking class GNED 210 “NMTA Preparation”

**How decisions are implemented :**

To improve ECME students’ performance on the NMTA Teacher Competency exam the following decisions will be implemented:

- More writing assignments will be required in the 300 and 400 level ECME courses
- Students who do not pass the NMTA Teacher Competency will be:
  - required to take GNED 210 “NMTA Preparation”
  - required to take classes in content areas that indicate weaknesses in areas of the NMTA test