CNM ANNUAL STUDENT LEARNING ASSESSMENT REPORT

Due to the Student Academic Assessment Committee by October 15

PART 1: REPORT INFORMATION

Report Year and Contact Information			
2017-2018	Catron Allred	Callred2@cnm.edu	50606
Academic Year	**Contact Person**	**CNM Email**	**CNM Office Extension**

Subject of this Report
CHSS--ECME_AA--Early Childhood Multicultural Education (ECME)

PART 2: CONTEXT IN WHICH THE ASSESSMENT TOOK PLACE

Program/Area Highlights and Successes (Wherever applicable, include course completion rates, job placement outcomes, and licensing examination pass rates. See the program information dashboard at https://livecnm.sharepoint.com/sites/Dashboards/SitePages/Program%20Information%20Dashboard.aspx (access restricted to CNM employees) and other reports at https://www.cnm.edu/depts/opie.)

The Early Childhood degree remains a popular field of study at CNM with 863 declared majors and 69 graduates in 2017-2018. The ECME program at CNM continues to grow its enrollment in the English and Spanish sections of the coursework and is the 8th largest AA early childhood program in the country by graduates according to the National Center for Education Statistics (NCES). The Child Development Certificate (CDC) is an embedded certificate within the ECME programs aligned to a state industry certificate and many students start with the certificate before moving on to the Associate's degree. CNM students earned 261 Child Development Certificates in 2017-2018. Out of 69 graduates, 27 were enrolled at a 4 year institution with a 39.1% transfer rate.

2017-2018 was the second year of the Early Childhood Mentor Network (ECMN). The ECMN is a network of trained mentors to support our students in the field. Students are now having higher quality practicum experiences through intensive support in their field work. Through surveys students are reporting that they feel more prepared to work with children and manage classrooms.

Changes Implemented During the Past Year in Support of Student Learning

We started a new assessment cycle in 2017-2018 after a 5-year cycle focusing on the core values of the program. In this assessment cycle we are looking at the student learning outcomes by course and having students and faculty complete a survey on how well they meet the student learning objectives and what assessments were used to support their learning. This is our first attempt to directly assess student learning outcomes and student knowledge on a course level assessment. All syllabi in the education programs have a chart that aligns student learning outcomes directly to assessments so that students and faculty

are aware of what students should be learning in the courses and how learning will be assessed. This survey was designed to help us understand if students and faculty are able to articulate how assessment and SLOs are linked in the courses.

PART 3: REPORT ON ASSESSMENT OF STUDENT LEARNING

Assessment Method	Type of Assessment Tool	Population or Course(s) Assessed	Graduate Learning Outcome(s) Assessed	Mastery Level (E.g., "Minimum score of 3 on a rubric scaled 0-4" or "Minimum score of 75%")	Targeted % Achieving Mastery	Outcome
Student Survey	Direct & Internal	All ECME classes	Alignment between course learning objectives and summative assessments	3.5 on a 5 point scale	100%	Target met
Faculty Survey	Direct & Internal	All ECME Classes	Alignment between course learning objectives and summative assessments	3.5 on a 5 point scale	100%	Target met

Summary of Assessment Findings
Students reported course assignments prepared them to meet course learning objectives in each ECME course offered and surveyed. In the Fall of 2017, there were 546 survey responses collected. Students were asked how well the course prepared them to meet the specific course learning objectives, and they were also asked to state which assignments aligned to each course learning objective. The scale of 0-5 allowed students to rate alignment as "very poor" (0), or "excellent" (5). The average rating in Fall 2017 was a 4.63. In the Spring of 2018, 481 survey responses were collected and the average rating was a 4.72. Instructors were also sent a survey and asked to provide responses about the alignment between summative assignments and course learning objectives. In the Fall of 2017, 28 survey responses were collected and there was an average rating of 4.5 for all ECME courses. In the Spring of 2018, 24 survey responses were collected with an average rating of 4.4.

Interpretation of Assessment Findings
Overall, students and instructors feel that the summative assessments are preparing students to meet the course learning objectives (i.e., that there is a high degree of alignment). It is interesting to note that instructors perceive a slightly lower level of alignment between assessments and course learning objectives. We are also interested to see that instructors appear to be less confident in the students' ability to meet the learning objectives.

Action Plan in Support of Student Learning (Describe changes to be made that are based at least in part on the assessment interpretation. If the assessment did not yield useful information, describe changes to be made in the assessment methodology and/or criteria.)
In response to this survey data, we will follow up with the qualitative responses from students and instructors to ensure that we are streamlining the assignments that they feel best prepare students to meet course learning objectives. We will also be following up with instructors that perceive a lower

degree of alignment between course learning objectives and assessments to find out more specifically what they perceive as misaligned and make changes to assessments or their implementation as needed.

Please select all of the following that characterize the types of changes described in the above action plan:

☐ Assessment criteria revision ☐ Assessment methodology revision ☒ Assignment revision

☐ Budgetary reallocation ☐ Change in teaching approach ☒ Course content revision

☐ Curricular Revision ☐ Faculty training/development ☐ Process revision

Recommendations, Proposals, and/or Funding Requests	Budget Needed
In order to more efficiently collect, analyze, and act upon programmatic data, the Education Program would benefit tremendously from data software. This program assessment provides a glimpse into the alignment and effectiveness of our program, but with more sophisticated data software (e.g., Tk20, LiveText), we could collect more robust data that would allow us to draw better conclusions about what is working well in our program and what improvements should be made on a formative and summative basis.	

PART 4: REMAINING YEARS IN CURRENT ASSESSMENT CYCLE PLAN (including any revisions) **– OR -- UPCOMING ASSESSMENT CYCLE PLAN** (if this was the final year)

Years of Full Cycle	Next Year's Assessment Focus (Describe how the next planned assessment is expected to provide information that can be used toward improving student learning.)
2016-2022	

Graduate Learning Outcomes to Be Assessed	Years in which Assessment Is Planned	Population/Courses to Be Assessed	Planned Assessment Approach
Alignment between course learning objectives and summative assessments		All ECME courses	Student and Faculty Survey