A. **College, Department and Date**

1. College: College of Education
2. Department: Individual, Family, & Community Education
3. Date: December 8, 2015

B. **Academic Program of Study**

* Bachelor of Science, Early Childhood Multicultural Education

C. **Contact Person(s) for the Assessment Plan**

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* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).
<table>
<thead>
<tr>
<th>Broad Learning Goal</th>
<th>Student Learning Outcomes</th>
<th>COE C.F./Univ. Goal</th>
<th>When Assessed **</th>
<th>Assessment/ Course if applicable</th>
<th>Direct/Indirect</th>
<th>Score Range</th>
<th>Expected Pass Rate *</th>
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</thead>
<tbody>
<tr>
<td>Prepare Early Childhood Teachers who demonstrate competency in all six competency areas required for state licensure.</td>
<td>Students will apply knowledge gained in pre-student teaching courses in nine credits of pre-student teaching practicum courses. Students will develop knowledge necessary to understand, design, and implement differentiated evidence-based practices.</td>
<td>U, P, I K, S</td>
<td>Fall Semester</td>
<td>Concept Exploration</td>
<td>Direct</td>
<td>0-250</td>
<td>175 out of 250 – Minimum Pass 28 out of 40 Minimum Pass</td>
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<td></td>
<td></td>
<td>U, P, I K, S, R</td>
<td>Spring Term</td>
<td>Integrated Unit Plan</td>
<td>Direct</td>
<td>0-40</td>
<td>73% Min</td>
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<td></td>
<td></td>
<td></td>
<td>Fall Term</td>
<td>Literacy Action Plan</td>
<td>Direct</td>
<td>0-100</td>
<td>73% Min</td>
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<td></td>
<td></td>
<td></td>
<td>Fall Term</td>
<td>Arts-Based Curriculum Project</td>
<td>Direct</td>
<td>0-50</td>
<td>73% Min</td>
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<tr>
<td>Prepare Early Childhood Teachers who possess commitment and competency in advocacy, cultural responsiveness &amp; professionalism</td>
<td>Students will design assessment plans responsive to diverse learners and that are linked to instructional plans. Students will appreciate the significant role of family &amp; community in early education.</td>
<td>U, P, I K, S</td>
<td>Spring Term</td>
<td>Year Long Assessment Plan</td>
<td>Direct</td>
<td>0-100</td>
<td>75 Min</td>
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<td></td>
<td></td>
<td>U, P, I K, S, R</td>
<td>Spring Term</td>
<td>Overall Course Performance in New Course</td>
<td>Indirect</td>
<td>0-100</td>
<td>82 or higher</td>
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<td></td>
<td></td>
<td></td>
<td>Fall Term</td>
<td>Parent Involvement Project</td>
<td>Direct</td>
<td>0-100</td>
<td>73 or higher</td>
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<td></td>
<td>Fall Term</td>
<td>Family Information Bulletin Board</td>
<td>Direct</td>
<td>0-100</td>
<td>73 or higher</td>
</tr>
</tbody>
</table>

*Briefly describe the criteria for success related to each direct or indirect means of assessment. What is the program’s performance target (e.g., is an “acceptable or better” performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.*
1. **Who:** All students who are fully admitted into the ECME degree program. This will be the case for all assessments listed above.

**2. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?** Data will be collected at the end of each semester listed above. Program faculty will review data in the following semester during program meetings. Discussion about the significance of the data will be determined. Upon consensus among the program faculty, action plans for modification will be developed and implemented. Program coordinator will be responsible for collecting data from instructors and for coordinating discussions about the data.

3. **What is the program’s process to analyze/interpret assessment data and use results to improve student learning?**

   1. **Briefly describe:**

      As stated above, individual instructors will be responsible for collecting the evidence, all program faculty will analyze and interpret data. Subsequent action plans/recommendations will be developed on the consensus of all program faculty.

   2. **What is the process for considering the implications of assessment/data for change?**

      a. to assessment mechanisms themselves,
      b. to curriculum design,
      c. to pedagogy in the interest of improving student learning.

      The process for understanding and acting on A-C above will be through mindful dialogue among the stewards of the program. All faculty in the program work daily to discern the implications of the program’s continual commitment to quality. This on going dialogue is amplified by monthly 5 hour meetings of the New Mexico Early Childhood Higher Education Task force that is comprised of faculty of early childhood programs from over 20 IHEs in New Mexico.

   3. **How, when, and to whom will recommendations be communicated?** Written correspondence to college, university, state and community representatives will be communicated upon request. Annual reports as mandated by college, university and accreditation bodies will be articulated at least annually.