

**Early Childhood &
Teacher Education
Department**

Academic Year
2017-2019

Luna Community College

Department of Education

The Education Department at Luna Community College has three associate and 1 certificate programs that prepare early childhood teachers and elementary and secondary paraprofessional teachers. With growing student interest in the programs, the department has maintained and worked as a quality unit. The Early Childhood Multicultural Education program is state articulated and offers two concentration tracks. The licensure track Birth through Grade 3 is designed for students who intend to transfer to a 4-year institution and can lead to state licensure. The Family, Infant, Toddler (FIT) track does not lead to licensure at the state level but is recognized and required for professionals working with this population. There has been very little interest in the FIT track in colleges throughout the state. The program is likely to be suspended in most colleges. This department will petition to suspend the FIT program for the next catalog cycle (2019-2021).

Our Teacher Education program is in the process of establishing a formal transfer agreement with New Mexico Highlands University and has, as practice been accepted by most other 4-year state institutions of higher education. For licensure purpose the Teacher Education and ECME Birth through Grade 3 programs prepare students for immediate employment as paraprofessionals within the state public education system.

In Spring 2018, the Education Department began a reassessment of its programs due to the Show Cause Order and efforts led by the LCC Administration. The department began to review every aspect of the programs from recruitment, advisement, admission and retention, course content and sequencing, faculty engagement, and measures of success. The department will engage in ongoing data collection and work toward improvement by continuously studying the the implications of its data. The director is part of the ECED HED Task Force and the State Deans and Directors of Education Programs and is collaborating with colleagues throughout the state to ensure the articulation and transferability of its programs.

The department makes sure to adhere to the teaching standards defined by the New Mexico Public Education Department. Integration of the New Mexico Teacher Evaluation System and New Mexico Early Learning Guidelines to course curricula is in place and used to prepare pre-service teachers.

Courses in the Early Childhood Education program will be updated and as a result of new standards revision and articulation handbook that will be produced by the ECED HED Task Force by the end of 2018. Existing measures of students such as practicum observation protocol, and rubrics for evaluating lesson plans and the materials required will be updated as well. The department has clearly stated program outcomes that are aligned to the ECED HED Task Force standards. The faculty commits to semester evaluation of student, course and program outcomes and presents Program and Course Learning Outcomes data to the general LCC faculty at the end of every semester.. The ongoing evaluation is the most significant result of our work and allows for greater data-driven decisions about the programs in the future.

Department of Education

The department faculty and staff are developing an action plan that will lead to deeper understanding of the entire program and their individual roles in preparing teachers. In spite of the actions taken to date, much work is still in progress including the development of new measures that align to the standards, organization of data into a well-functioning database that can provide information for program improvement and articulation of course outcomes in the newly configured levels of performance at the course and program level.

Data that have remained constant through these changes are student practicum pass rates, end-of-course student satisfaction survey, and success. Nevertheless, the overall number of interested students is lower than in past years. The Department is working to recruit and retain more students for the next academic year by having its advisor contact each student who has been gone from the program for at least one semester. Every student is required to meet with the advisor before registering for classes. The Director and instructors will plan at least one relevant out-of-class experience (field trip) for the students to take part in. The work will enhance the practicum classes that are already successful.

The Education Department develops the knowledge and competence of students interested in teaching or working in related careers with children birth through secondary education. The programs provide theoretical foundations in principles of child growth and development from the prenatal period through the primary years, as well as a functional understanding of programs and curricula appropriate at each instructional level. Skills emphasized include child observation, curriculum planning for diverse learners, advocacy, and interpersonal and communication abilities.

Upon completion students will earn an Associate in Arts degree in Early Childhood Multicultural Education with specific concentration or Teacher Education. Graduates of the Department will be prepared to work as childcare practitioners, directors, teacher assistants and instructional aides. Graduates who wish to become certified teachers will need to transfer and complete an approved licensure program at a four year college or university.

Our curriculum supports the needs of those wishing to pursue a variety of options including transfer, it is highly recommended that students consult program advisors and current catalog at the transferring institution in order to make appropriate course selection.

Department of Education

Clear statements of learning outcomes for your programs, including general education, and methods and strategies for measuring those outcomes.

Program Learning Outcomes: **Early Childhood Multicultural Education**

1. Demonstrate mastery in the six areas of study of children Birth through age eight by completing each program course with a "C" or better.
2. Demonstrate competence 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.
3. Create environments that are healthy respectful, supportive, and encourage each child to reach their full potential.
4. Create respectful, reciprocal relationships that support and empower families and that involve families in their children's learning.
5. Demonstrate knowledge of the goals, benefits, and uses of assessment.
6. Design, implement, and evaluate experiences that promote positive development and learning for all young children.
7. Demonstrate use of ethical guidelines and other professional standards related to early childhood practice.
8. Demonstrate mastery in and application of foundational concepts from general education. Successful completion of 36 hours of general core. *See attachment A: Program Articulation*

Program Learning Outcomes: **Teacher Education**

1. Apply theory of student learning and develop activities that support the intellectual, social and personal development of all students.
2. Differentiate instruction based on how students approach learning and create instructional opportunities that are adapted to diverse learners.
3. Describe the use of formal and informal assessment as it applies to the continuous improvement of teaching and learning.
4. Describe a variety of instructional strategies to encourage student development of critical thinking and problem solving.
5. Model effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interactions in the classroom.
6. Perform as a reflective practitioner who continually assesses the effect of one's own choices and actions.
7. Demonstrate mastery in and application of foundational concepts from general education. Successful completion of 36 hours of general core.

Department of Education

Formal assessment of programs as detailed in the strategic plan provides strategies for targeted assessment directly tied to program objectives while revamping other methods currently in place to support the overall culture of assessment and program improvement.

Program Assessment Objective	Method of Measurement	Deliverable	Resources needed	Persons Responsible	Time Frame
Clear statements of learning outcomes for your programs, including general education, and methods and strategies	Curriculum crosswalk	Faculty will review program crosswalks to ensure complete articulation of curriculum	Planning time	Teaching faculty	December 2017
How the information obtained as a result of program level assessment is incorporated into the decision-making to enhance education quality.	Formative and summative measures developed to improve student learning and program outcomes	<p>Formative measures: Standardized final exams in all courses</p> <p>Program critical indicator assessment</p> <p>Summative measures: Student disposition review</p> <p>Student satisfaction surveys</p>	Formal planning, review, revision of assessment measures.	Teaching faculty	May 2018
How is your department ensuring an institutional culture of	SLOA	Instructors will continue to provide and present SLOA reports for each	Ongoing support and mentoring among education	Teaching faculty	December 2017 May 2018

Department of Education

assessment?		course instructed. Included will be documented assessment methods, outcomes, and recommendations for improvement (if any)	staff		
Evidence of how faculty are systematically involved in assessment to ensure that academic assessment is faculty driven.	Department meeting agenda and minutes	Meeting minutes transcribed as evidence of program assessment collaboration meeting	Meeting/ Planning Time	Director and all Teaching faculty	Ongoing
Documentation of program assessment implementation in your programs, including general education.	Curriculum crosswalks	Articulation of course(s) to program goals	Meeting/ Planning Time	All teaching faculty	December 2017
	Standardized final exams	Update final exams to ensure alignment with new course learning outcomes			May 2018
	Critical Performance Indicator Forms	Develop cornerstone portfolio pieces to be developed by students throughout the course of the program			July 2018
	Student	Semester review			December

Department of Education

	disposition forms	of all student performance based on desired program disposition			2017 May 2018
	Student satisfaction survey at the program level	Student program survey to be administered during the final semester.			December 2017 May 2018
How the role of faculty in program review has been strengthened.	Department meeting minutes	Number of faculty who participate in program assessment and curriculum review	Meeting/ Planning Time	All teaching faculty	Ongoing
	Participation in curriculum committee	Faculty sign in at curriculum committee events	Commitment by faculty to participate and bring information back to the department	Participation of adjunct in curriculum committee	Ongoing
	Attend professional development training	Number of professional development events attended by faculty	Fiscal support for adjunct to participate in program improvement trainings	Interested adjunct faculty	Ongoing
Evidence of curricular changes or improvements resulting in assessment activities.	Curriculum crosswalks		Meeting/ Planning Time	Teaching faculty and director	Spring 2018
	Articulation to state curriculum	Catalog changes Articulation		Director	December 2018

Department of Education

		agreements with 4-yr institutions			
<p>How the results of assessment of student learning and program review inform the planning and budgeting process at LCC.</p>	<p>Student disposition statements</p> <p>Student Program Critical Indicators</p> <p>Success, completion and retention rate of programs</p>	<p>Modification of curriculum or instructional delivery based on assessment results</p>	<p>Fiscal support based on number of adjunct necessary to deliver curriculum</p> <p>Supplemental instructional support based on student disposition and/or critical program indicators (tutorial programs possibly)</p>	<p>Director</p> <p>Teaching faculty</p> <p>Fiscal department</p>	<p>December 2018</p>