

Outcomes Assessment Report
Curriculum & Instruction
2007-2008

Master of Arts Graduate Program

New Mexico Highlands Mission Statement:

New Mexico Highlands is a comprehensive state institution offering programs in liberal arts, sciences, and professional disciplines. The university is committed to excellence in teaching, discovering, preserving and applying knowledge and is responsive to new opportunities for teaching, learning, research and public service created by a changing environment. New Mexico Highlands University is committed to programs that focus on its multiethnic student body, especially the rich heritage of Hispanic and Native American cultures that is distinctive of the State of New Mexico. The university aspires to develop broadly literate citizens and leaders, educated in analytical and critical thought and in the appreciation of the arts and sciences. (Abbreviated)

School of Education Mission Statement:

The School of Education at NMHU carries forward a long-standing tradition of teacher education that dates back to 1893. We are committed to providing experiences and knowledge to students seeking a degree or licensure in education. The School of Education also promotes continuous personal and professional scholarly development activities and graduate work to achieve lifelong learning. We subscribe to the philosophy that views optimal living as a function of the personal ability to pursue a meaningful life in work, leisure and home, while respecting, tolerating and valuing all people.

Program Outcomes:

1. Demonstrate mastery of the Curriculum and Instruction content core.
2. Demonstrate mastery of an emphasis area.
3. Demonstrate mastery of research methods.
4. Demonstrate mastery of STURDY outcomes (student-centered approach for a diverse population, understanding of content, reflective practitioner).

Program Objective 1.

To demonstrate mastery of Curriculum and Instruction core content Knowledge and STURDY outcomes, 80% of the students will graduate with a GPA of 3.5 or higher in the core content block (GENED 641, GENED 663, GENED 615 and GENED 675).

Assessment: GPA from curriculum & instruction core content courses (GENED 641, GENED 663, GENED 615 and GENED 675).

Program Objective 1:**Summary of Data Results:**

The program objective was met for the academic year 2007-2008. A review of the data results shows that 95% of the students who graduated attained a grade point average of 3.5 or higher in the core content block (GNED 641, GNED 663, GNED 615 and GNED 625).

Use of Results from Program Data:

A review of the program of study completed by the students who graduated indicates that the EDLD 625 course was substituted in several instances. Because the course EDLD 6235 is offered on the main campus only in the fall semester, the students who don't take it in the fall must substitute it with another comparable class or wait until the next fall to take it. To better meet the needs of the students, a change is proposed in the core requirements. It is proposed that students be given the option of taking GNED 645, Social Cultural Factors Affecting Education or EDLD 625 to meet the core content requirement. This will give the students the flexibility that they need to complete their programs in a timely manner.

Program Objective 2.

To demonstrate mastery of the emphasis area, 80% of the students will graduate with a GPA of 3.5 or higher in the 12 hours of emphasis hours.

Means of Assessment:

GPA for the 12 hours of emphasis courses.

Summary of Data Results:

This program objective was met for the academic year 2007-2008. A review of the data shows that 95% of the students who graduated in the academic year 2007-2008, attained a grade point average of 3.5 or higher in the emphasis hours. A study of the programs of study indicates that the majority of the student elected Reading, Bilingual Education or TESOL/ESL as an emphasis .

Use of Results from Program Data:

Because students seeking emphasis in Bilingual Education are limited in the number of classes taught in Spanish, the language of instruction for one of the reading classes, Reading 516: Teaching Reading and Language Arts in the Bilingual Classroom, was changed to better meet the needs of the students seeking Bilingual Education as an emphasis area. The change requires that the class be taught primarily in Spanish. The change has been approved by both the School of Education and Academic Affairs Committee and will be reflected in the new NMHU catalog. The class is also approved for the ESL /TESOL emphasis.

Program Objective 3.

To demonstrate mastery of research, 80% of the students will graduate with a GPA of 3.5 or higher in the research courses (GNED 605 and GNED 610).

Means of Assessment:

GPA for GNED 610 and GNED 605

Summary of Data Results:

This program objective was met for the academic year 2007-2008. The results show that 100% of the students who graduated in the academic year 2007-2008 achieved a grade point average of 3.5 or higher in the research courses (GNED 605 and GNED 610).

Use of Data Results:

A review of the syllabus for the class, GENED 610, shows that one requirement of the class is the preparation of a Research Proposal that would meet the criteria for a field project or thesis. Because the students in the C&I graduate program now have the option of electing to do a comprehensive examination instead of a field project or thesis, the course requirement for the research proposal needs to be re-examined and or revised to meet the needs of students who choose the comprehensive examination option.

Program Objective 4.

To demonstrate mastery of research, 100% of the students who complete a field project or thesis will earn orals rating of "3" or higher on the six areas of the orals rating form.

Means of Assessment:

Rating from the orals rating form (Command of English, command of subject matter, application of subject to the solution of problems, use of relevant factors in arriving at conclusions, consistency of thinking, knowledge of literature in field of specialization).

Summary of Data Results:

This program objective was not met for the academic year 2007-2008. A review of the results for the students who completed the oral presentation component of the field project/thesis requirement shows that 95% of the students who graduated in the 2007-2008 academic year attained a rating or 3 or higher on the rating scale of 1 to 5 where 1 is the highest rating and 5 is the lowest.

Use of Data Results:

To better meet the needs of the students, it is proposed that graduate students be provided more support for designing and delivering effectively oral presentations for academic and professional audiences. A pilot study of a 3 hour thesis/field project class has been approved for a cohort of 30 students who are seeking a graduate degree in C&I with emphasis in TESOL. The purpose of the class is to provide more effective guidance and support by grouping the students into 3 small classes of ten students. The students will meet with an instructor on a weekly basis.

Program Objective 5.

To demonstrate mastery of Curriculum and Instruction content knowledge and attainment of STURDY outcomes, 100% of students who take the comprehensive exam will earn an orals rating of "3" or higher on the six areas of the orals rating form.

Means of Assessment:

Ratings from the orals rating form (Command of English, command of subject matter, application of subject to the solution of problems, use of relevant factors in arriving at conclusions, consistency of thinking, knowledge of literature in field of specialization).

Summary of Data Results:

This program objective was met for the academic year 2007-2008. A review of the results shows that 100% of the students in C&I who took the comprehensive exam attained an orals rating of "3" or higher on the six areas of the orals rating form where a rating of 1 is the highest score and a rating of 5 is the lowest.

Use of Data Results:

While 100% of the students met this objective, it is important to continue to provide the students with the support, content knowledge, and guidance that will enable them to maintain this level of attainment and mastery. One change that has been proposed is to develop and utilize a new rating scale or rubric. A new rubric has been developed and proposed by one of the faculty members and will be discussed by the C&I faculty for possible replacement of the current rating scale.

Program Objective 6:

To demonstrate mastery of curriculum and instruction content knowledge, research knowledge and STURDY outcomes, 90% of the students who take the comprehensive exam will earn a score of at least 80% correct on the written component of the exam.

Means of Assessment:

Percent correct score on the written portion of the comprehensive exam.

Summary of Data Results:

This program objective was not met for the academic year 2007-2008. The data results show that 56% of the students who took the comprehensive exam earned a score of at least 80% on the written component of the exam.

Use of Date Results:

At the SOE retreat on November 24-25, 2008 faculty members strongly voiced the need to provide more support, guidance, and instruction to help graduate student improve their writing skills. At the retreat, a proposal was made to add a class such as an Introduction to Graduate Studies through which students could be provided the support they need and which would be required for all graduate student in the School of Education. For the spring 2009 semester, Reading 650 will be offered as a seminar which will focus on the research and best practices for teaching writing.

Program Objective 7:

To demonstrate mastery of research, 100% of the students who complete a field project or thesis will attain a rating of "acceptable no changes" or "acceptable with changes" on their field project or thesis manuscripts.

Means of Assessment:

Rating from the Clearance Form.

Summary of Data Results:

This program objective was met for the academic year 2007-2008. Eighteen students completed a field project and 100% of the students attained a rating of "acceptable no changes" or "acceptable with changes" on their field project or thesis manuscript. The results show that 67% of the students received a rating of approved with no changes.

Use of Data Results:

Through program review, the C&I program will continue to build in support to help the students strengthen their writing skill so that they will continue to achieve the same results at a high level of mastery. The pilot class being offered to the students in the ESL cohort in Santa Fe is the first step towards this goal. A more immediate response to the data results has been to add the requirement of a written paper to the core content classes (GNED 641, 615, and 663)for the cohort students in Santa Fe. It is proposed that through program review, the change in the syllabi will be made for all the students in the program.

