

Special Education Advanced Educator Preparation (Graduate)
2008-2009 Outcomes Assessment Report

School of Education Mission

The School of Education at NMHU carries forward a long-standing tradition of teacher education that dates back to 1893. The School of Education is 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. The School of Education subscribes 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 special education content core.
2. Demonstrate mastery of an elective 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 special education content knowledge and STURDY outcomes, 80% of the students will graduate with a GPA of 3.5 or higher in the core special education courses (SPED 501, 612, 650, and 675).

Assessment. GPA from special education graduate core (SPED 501, 612, 650, and 675).

Results. Objective met. 100% (19/19) of the students graduated with a GPA of 3.5 or higher in the core special education courses. Data were missing for 9 students.

Action. The data confirm that special education students are mastering special education content knowledge and STURDY outcomes. No implications for program modification.

Program Objective 2. To demonstrate mastery of the elective area, 80% of the students will graduate with a GPA of 3.5 or higher in the 12 elective hours.

Assessment. GPA from the 12 elective hours in the student's program of study.

Results. Objective met. 96.2% (25/26) of the students graduated with a GPA of 3.5 or higher in their elective areas. Data were missing for two students.

Action. The data confirm that special education students are performing well in their elective courses. No implications for program improvement.

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 610).

Assessment. GPA for GNED 610 and 605.

Results. Objective met. 92% (23/25) of the students attained a GPA of 3.5 or higher in the research courses. Data were missing for three students.

Action. The data confirm that special education students are demonstrating mastery of research. No implications for program modification.

Program Objective 4. To demonstrate mastery of research, 100% of the students who complete a field project or thesis will earn an orals rating of “3” or higher on the six areas of the orals rating form.

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 fields of specialization).

Results. Objective met. 100% (2/2) of the students who completed a field project or thesis attained an orals rating of “3” or higher on the orals rating form.

Action. The two students who completed a field project or thesis demonstrated mastery of research. No implications for program modification.

Program Objective 5. To demonstrate mastery of special education 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.

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 fields of specialization).

Results. Objective not met. 96.2% (25/26) of the students who took the comprehensive exam attained an orals rating of “3” or higher on the orals rating form.

Action. Although this objective was not met, the data show that overall, a high percentage of graduates who took the comprehensive exam demonstrated mastery of special education content knowledge during their masters orals. No implications for program modification.

Program Objective 6. To demonstrate mastery of special education 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.

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

Results. Objective not met. 69.2% (18/26) of the students who took the comprehensive exam earned a score of at least 80% on the written component of the exam.

Action. Special education faculty will continue a dialogue regarding the current passing criterion of 70% correct, including a review of examples of exams that did not meet the 80% criterion for this objective. Consideration has been given to raising the passing score on the written comprehensive exam. Program faculty will also discuss whether adjustments need to be made in advice given to students regarding exam preparation.

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 manuscript.

Assessment. Rating from the Clearance Form.

Results. Objective met. 100% (2/2) of the students who completed a field project or thesis attained a rating of “acceptable no changes” or “acceptable with changes.”

Action. The two students who completed a field project or thesis both turned in manuscripts that were “acceptable with changes.” No implications for program modification.