

ASSESSMENT REPORT 2014-2015

Special Education Undergraduate
(Instructional Degree Program)

B.A.
(Degree Level)

Program Mission:

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.

Special Education Mission and Vision

Mission

The NMHU Special Education Department prepares candidates to work successfully with diverse individuals with exceptional needs by applying evidence-based practices in educational and work settings.

Vision

The NMHU Special Education Department will develop highly qualified special education professionals who make a positive difference in the lives of students with exceptionalities and their families.

Student Learning Outcome 1:

Mastery of Content Knowledge and Skills

NMHU Traits Specifically Linked to Student Learning Outcome 1

- Mastery of Content Knowledge and Skills

First Means of Assessment for Outcome 1:

Assessment material. NMTA/NES content knowledge subtest score. Criterion for success. Scale Score ≥ 240 (NMTA).

Summary of Data:

| | | | |
|----------------------------|----|--------------------------------|---|
| Number of Students Meeting | 19 | Number of Students Not Meeting | 0 |
|----------------------------|----|--------------------------------|---|

| | | | |
|------------------------------------|----|--|------|
| Criterion: | | Criterion: | |
| Total Number of Students Assessed: | 19 | Percent of Students Meeting Criterion: | 100% |

Second Means of Assessment for Outcome 1:

Assessment material. University Supervisor FB III, Item I, final observation rating.

Criterion for success. ≥ 3.0

Summary of Data:

| | | | |
|---------------------------------------|----|---|------|
| Number of Students Meeting Criterion: | 19 | Number of Students Not Meeting Criterion: | 0 |
| Total Number of Students Assessed: | 19 | Percent of Students Meeting Criterion: | 100% |

Interpretation of Results for Outcome 1: All program completers met the criterion for the NMTA special education content subtest and the university supervisor's rating of content knowledge (3 out of 4). These results indicate the special education program is adequately preparing special education students in content knowledge. Looking across three years of data on this outcome, the Special Education faculty discussed the possibility of raising the criteria for the two assessments given the nearly 100% pass rates.

Student Learning Outcome 2:

Effective Communication Skills

NMHU Traits Specifically Linked to Student Learning Outcome 2

- Effective Communication Skills

First Means of Assessment for Outcome 2:

Assessment material. University Supervisor FB III, Item III, final observation rating.

Criterion for success. ≥ 3

Summary of Data

| | | | |
|---------------------------------------|----|---|---|
| Number of Students Meeting Criterion: | 19 | Number of Students Not Meeting Criterion: | 0 |
|---------------------------------------|----|---|---|

| | | | |
|------------------------------------|----|--|------|
| Total Number of Students Assessed: | 19 | Percent of Students Meeting Criterion: | 100% |
|------------------------------------|----|--|------|

Second Means of Assessment for Outcome 2:

Assessment material. University Supervisor FB III, Item IX, final observation rating.
Criterion for success. ≥ 3

Summary of Data:

| | | | |
|---------------------------------------|----|---|------|
| Number of Students Meeting Criterion: | 19 | Number of Students Not Meeting Criterion: | 0 |
| Total Number of Students Assessed: | 19 | Percent of Students Meeting Criterion: | 100% |

Interpretation of Results for Outcome 2: 100% of the program completers met the criterion on Items III and IX of the university supervisor rating form. Overall, this suggest that special education program completers demonstrate effective communication skills during their student teaching semester. Looking across three years of data on this outcome, the Special Education faculty discussed the possibility of raising the criteria for the two assessments given the nearly 100% pass rates.

Student Learning Outcome 3:

Critical and Reflective Thinking Skills

NMHU Traits Specifically Linked to Student Learning Outcome 3

- Critical and Reflective Thinking Skills

First Means of Assessment for Outcome 3:

Assessment material. Student Teaching e-portfolio Professional Development rubric score. Criterion for success. ≥ 3

Summary of Data

| | | | |
|---------------------------------------|----|---|-------|
| Number of Students Meeting Criterion: | 18 | Number of Students Not Meeting Criterion: | 1 |
| Total Number of Students Assessed: | 19 | Percent of Students Meeting Criterion: | 94.7% |

Second Means of Assessment for Outcome 3:

Assessment Material. Student Teaching e-portfolio Instruction/Assessment rubric score.
Criterion for success. ≥ 3.0

Summary of Data

| | | | |
|---------------------------------------|----|---|------|
| Number of Students Meeting Criterion: | 19 | Number of Students Not Meeting Criterion: | 0 |
| Total Number of Students Assessed: | 19 | Percent of Students Meeting Criterion: | 100% |

Interpretation of Results for Outcome 3: Ninety-four percent of the program completers met the criterion for the Professional Development section of their e-portfolio, while 100% of the program completers met the criterion for Instruction/ Assessment. Overall, these results indicate that special education students demonstrate effective critical and reflective thinking skills. Special Education faculty have discussed the possibility of adding training and models for Special Education majors on the content of their e-portfolios since they are not required to take Knowledge of the Profession, the course in which student teachers in the Elementary Education program are guided in e-portfolio preparation.

Student Learning Outcome 4:

Effective Use of Technology

NMHU Traits Specifically Linked to Student Learning Outcome 4

- Effective Use of Technology

First Means of Assessment for Outcome 4:

Assessment material. Student Teaching e-portfolio overall rubric score. Criterion for success. Average score ≥ 3.0

Summary of Data

| | | | |
|---------------------------------------|----|---|-------|
| Number of Students Meeting Criterion: | 18 | Number of Students Not Meeting Criterion: | 1 |
| Total Number of Students Assessed: | 19 | Percent of Students Meeting Criterion: | 94.7% |

Second Means of Assessment for Outcome 4:

Assessment material. Student Teaching e-portfolio Multimedia/Technology rubric score.
Criterion for success. ≥ 3.0

Summary of Data

| | | | |
|---------------------------------------|----|---|-------|
| Number of Students Meeting Criterion: | 17 | Number of Students Not Meeting Criterion: | 2 |
| Total Number of Students Assessed: | 19 | Percent of Students Meeting Criterion: | 89.5% |

Interpretation of Results for Outcome 4: Nearly 95% of the program completers met the criterion (rubric rating of 3 out of 4) on the first means of assessment (the overall e-portfolio rubric score), and 89.5% met the criterion on the second means of assessment, the Media and Technology rating. The data suggest the program is doing a good job of preparing students to use media and technology as part of their teaching. As noted for Learning Outcome 3, Special Education faculty have discussed the possibility of adding training and models for Special Education majors on the content of their e-portfolios since they are not required to take Knowledge of the Profession, the course in which student teachers in the Elementary Education program are guided in e-portfolio preparation.