

**ASSESSMENT REPORT
2016-2017**

Elementary Ed/Special Education Dual Major

BA

Program Mission:

The New Mexico Highlands Teacher Education Program prepares caring and competent teachers to become decision makers for the diverse contexts of classrooms, schools, and communities.

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 documentation- University Supervisor Field Base 3, Final Observation, Competency - "The teacher accurately demonstrates appropriate knowledge of the content area". Criterion for success: Rating 3.0 +

Summary of Data:

Number of Students Meeting Criterion:	7	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	7	Percent of Students Meeting Criterion:	100%

Second Means of Assessment for Outcome 1:

Assessment documentation- NES assessment- Teacher Content-Elementary & Special Education"). Criterion for success: Rating 220 +

Summary of Data:

Number of Students Meeting Criterion:	7	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	7	Percent of Students Meeting Criterion:	100%

Interpretation of Results for Outcome 1:

100% of NMHU Elementary/Special Education Dual preservice candidates met the Special Education and Elementary Education Assessment outcome 1 by passing the

Competency 1 and 4 A which indicates that these students are proficient with their content areas and that they can develop, implement, and evaluate appropriate and developmentally correct curriculum at the 3.0 or above level. Competencies 1 and 4A indicates that our students understand children’s development needs and interests with respect to language, home experiences and cultural values.

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 documentation- University Supervisor Field Based 3, Final Evaluation, Competency III (“The teacher communicates with and obtains feedback in a manner that enhances student learning and understanding”). Criterion for success: 3.0+

Summary of Data

Number of Students Meeting Criterion:	6	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	6	Percent of Students Meeting Criterion:	100%

Second Means of Assessment for Outcome 2:

Assessment documentation- Cooperating Teacher Field Based 3,Final Evaluation, Competency IV.A (“ Understands the importance of including parents and community members in classroom and school curriculum development and the decision making process”). Criterion for success: 3.0+

Summary of Data:

Number of Students Meeting Criterion:	7	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	7	Percent of Students Meeting Criterion:	100%

Interpretation of Results for Outcome 2:

Outcome 2 data indicates that 100% of NMHU Elementary/Special Education Dual pre-service teachers completing this objective communicates well with their students and gives feedback that enhances learning in their classroom as indicated by Competency 2 and 2A. These competencies also indicate that pre-service candidates are able to manage collaborative interactions with care-givers, outside agencies, community

agencies, and other professionals.

The information on the 2016-2017 UG SPED/ELEM Data sheet indicates that one student was not evaluated on Criterion 2, yet they graduated. This information is problematic, as all student must be evaluated for the UG level if they do graduate. The information appears to be corrected on the date shown above on this report. The data shown on this report and the 2016-2017 UG SPED/ELEM Data sheet indicates a very low number of ELEM/SPED students are graduating from the School of Education.

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 documentation- University Supervisor Final Disposition Evaluation, Disposition 7 (“ Adjusts performance based upon reflection and/or input). Criterion for success: 3.0+

Summary of Data

Number of Students Meeting Criterion:	7	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	7	Percent of Students Meeting Criterion:	100%

Second Means of Assessment for Outcome 3:

Assessment documentation- E-Portfolio, Outcome V, (“Professional Development- routinely engages in reflection to analyze instruction and performance to implement change for improvement”). Criterion for success: 3.0+

Summary of Data

Number of Students Meeting Criterion:	7	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	7	Percent of Students Meeting Criterion:	100%

Interpretation of Results for Outcome 3:

According to the data collected for outcome 3, at the 3.0 or better level, as

demonstrated by criterion 7, 100% of NMHU Elementary/Special Education Dual students welcome critical feedback and that they reflect on that feedback to change and grow their professional practice.

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 documentation- Student Teaching E-Portfolio, Outcome III-("Uses Chalk & Wire effectively to create a portfolio that is clearly organized and easy to navigate") .
 Criterion for success- overall portfolio rubric score: 3.0+

Summary of Data

Number of Students Meeting Criterion:	7	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	7	Percent of Students Meeting Criterion:	100%

Second Means of Assessment for Outcome 4:

Assessment documentation- Student Teaching E-Portfolio, Outcome III ("Multimedia/Technology- integration of educational technologies and multimedia enhances instruction"). Criterion for success: 3.0+

Summary of Data

Number of Students Meeting Criterion:	7	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	7	Percent of Students Meeting Criterion:	100%

Interpretation of Results for Outcome 4:

According to the data collected for outcome 4, at the 3.0 or better level, as demonstrated by Student Teaching E-Portfolio, Outcome III ("Multimedia/Technology-integration of educational technologies and multimedia enhances instruction, 100% of NMHU Elementary/Special Education Dual students, as demonstrated by use of the Chalk & Wire electronic program to create a portfolio of their student teaching experience. This outcome is an example of their ability to use and intergrate educational technologies and multimedia which may enhance the educational experiences of their K-12 students.

Utilization of Results:

Program strengths are higher numbers of upper class (Junior/Senior) students in the Elementary/Sped program. Students completing their BA in the Dual Elementary SPED program appear to be eligible for licensure immediately after graduation. This assumption is derived from the high percentage of pass rates (100 %) on Outcomes 1, 2, 3 and 4 as described in this report. There was a discrepancy on the 2016-2017 Elementary Sped data sheet Outcomes Assessment 2. The information on the 2016-2017 UG SPED/ELEM Data sheet indicates that one student was not evaluated on Criterion 2, yet they graduated. This information is incorrect, as all students must be evaluated for the UG level if they do graduate. Data is stated as 100% pass rate on this form but the number of students represented on the first means and second means are different than on other outcomes assessment items.

Changes to Program Based on Results:

Discussions with program members indicate that we should look into expanding observations of technology beyond those indicated by proficiency with Chalk and Wire. These areas of expansion might include relevant experience with required technology in today's classroom, and other common resources such as twitter, Blogs, Smart board, chat d2l, flipped classroom. Additionally, cooperating teacher observation should be shared with university supervisors. Finally a technology questionnaire should be implemented to better understand needs of students at NMHU SOE and student comfort with technology.

Retention Strategies:

Implement an orientation for all university and cooperating supervisors via zoom prior to the beginning of the semester. Implement earlier and more consistent use of Dispositions throughout program. Increase recruitment efforts at Santa Fe, Farmington, and Rio Rancho Centers and feeder institutions. Update Implement required orientation for new students. Implement faculty advising for all students ever semester. Offer intensive courses for students who are working on passing their teaching licensure tests.