

**ASSESSMENT REPORT  
2016-2017**

**Special Education Graduate**

**M.A.**

**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. MA written comprehensive exam. Criterion for success.  $\geq 70\%$

**Summary of Data:**

Number of Students Meeting Criterion:	31	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	31	Percent of Students Meeting Criterion:	100%

## Second Means of Assessment for Outcome 1:

Assessment material. MA orals rating form. Criterion for success.  $\leq 3$  on "Command of Subject Matter"

### Summary of Data:

Number of Students Meeting Criterion:	30	Number of Students Not Meeting Criterion:	1
Total Number of Students Assessed:	31	Percent of Students Meeting Criterion:	97%

### Interpretation of Results for Outcome 1:

The documentation in the above chart indicates that one student did not meet Criterion 1 "Command of Subject Matter". As the chair of that Comprehensive Exam the failure to meet the criterion was very confusing. After checking with the Accreditation Director, it was discovered that there were scores that either were not averaged or were listed as N/A. A score of N/A indicates missing data, not failure to master. When this anomaly was accounted for, the final score was mastered.

100% of NMHU Special Education preservice candidates met the Special Education Assessment Outcome 1 which indicates that these students are proficient with all content areas tested and that they can develop, implement, and evaluate appropriate and developmentally correct curriculum at the 3.0 or above level.

### 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. Gned 610 literature review rubric score. Criterion for success.  $\geq 8/10$

### Summary of Data

Number of Students Meeting Criterion:	13	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	13	Percent of Students Meeting Criterion:	100%

## Second Means of Assessment for Outcome 2:

Assessment material. MA orals rating form. Criterion for success.  $\leq 3$  on "Command of English"

### Summary of Data:

Number of Students Meeting Criterion:		30	Number of Students Not Meeting Criterion:	1
Total Number of Students Assessed:		31	Percent of Students Meeting Criterion:	97%

### Interpretation of Results for Outcome 2:

The documentation in the above chart indicates that one student did not meet Criterion 2 "Command of English". As the chair of that Comprehensive Exam the failure to meet the criterion was very confusing. After checking with the Accreditation Director, it was discovered that there were scores that either were not averaged or were listed as N/A. A score of N/A indicates missing data, not failure to master. When this anomaly was accounted for, the final score was mastered.

Of the students who took GNED 610 100% of NMHU Special Education Graduate level candidates met the Special Education Assessment outcome 2 by passing the requirement as set by the literature review rubric. Compencies 2A and B indicate that our students completed and passed the Research concepts presented in GNED 610 and have attained an acceptable command of English which will enable them to collect, write about, and disseminate information in American schools.

### 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. Masters orals rating form. Criterion for success.  $\leq 3$  on "Application of subject matter to solution of problems"

### Summary of Data

Number of Students Meeting Criterion:	29	Number of Students Not Meeting Criterion:	2
Total Number of Students Assessed:	31	Percent of Students Meeting Criterion:	94%

### Second Means of Assessment for Outcome 3:

Assessment Material. Masters orals rating form. Criterion for success.  $\leq 3$  on "Use of relevant factors in arriving at conclusions"

### Summary of Data

Number of Students Meeting Criterion:	29	Number of Students Not Meeting Criterion:	2
Total Number of Students Assessed:	31	Percent of Students Meeting Criterion:	94%

### Interpretation of Results for Outcome 3:

The documentation in the above chart indicates that one student did not meet Criterion 3 "Application of subject matter to solution of problems" and "Use of relevant factors in arriving at conclusions". As the chair of that Comprehensive Exam, the failure to meet the criterion was very confusing. After checking with the Accreditation Director, it was discovered that there were scores that either were not averaged or were listed as N/A. A score of N/A indicates missing data, not failure to master. When this anomaly was accounted for, the final score was mastered.

Of the students who sat for their comprehensive exams, 100% of NMHU Special Education Graduate level candidates met the Special Education Assessment outcome 3 by passing the requirements on the orals and written exams. Competencies 3A and B indicate that our students are able to apply their knowledge to solving ethical and practice based problems related to Special Education.

### 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. Masters orals rating for. Criterion for success.  $\leq 3$  on "PowerPoint rating"

#### **Summary of Data**

Number of Students Meeting Criterion:	29	Number of Students Not Meeting Criterion:	1
Total Number of Students Assessed:	30	Percent of Students Meeting Criterion:	97%

#### **Second Means of Assessment for Outcome 4:**

Assessment material. GNED 605 grade. Criterion for success. "B" or higher in gned 605

#### **Summary of Data**

Number of Students Meeting Criterion:	31	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	31	Percent of Students Meeting Criterion:	100%

#### **Interpretation of Results for Outcome 4:**

The documentation in the above chart indicates that one student did not meet Criterion 1 "PowerPoint" and "GNED 605 grade of B or better." After checking with the Accreditation Director, it was discovered that there were scores that either were not averaged or were listed as N/A. A score of N/A indicates missing data, not failure to master. When this anomaly was accounted for, the final score was mastered.

Of the students who sat for their comprehensive exams, 100% of NMHU Special Education Graduate level candidates met the Special Education Assessment outcome 4B by passing the requirements GNED 605 Statistics. Competencies 4A and B indicate that our students are able to disseminate their knowledge using common technology and understand what they read from a statistical point of view.

#### **Utilization of Results:**

Results were difficult to use as some of the data collected were incorrectly labeled as failure to master when in fact the data was missing and labeled as N/A. Students have been found to be proficient with content area, research, statistics, and technology. They are also seen as able to communicate with colleagues and other professionals. This is an indicator that the information in the courses of study have been mastered.

### **Changes to Program Based on Results:**

While a solid understanding of the content, research, and statistics is important, it is also important for all students to be able to express how they meet technology needs of their future students. Therefore, these areas of expansion might include experience with technology used in today's classrooms, and other common resources such as twitter, Blogs, Smart board, chat d2l, flipped classroom. This might be accomplished with a technology questionnaire which could be implemented to better understand needs of students at NMHU SOE and student comfort with technology.

### **Retention Strategies:**

Increase recruitment efforts at Santa Fe, Farmington, and Rio Rancho Centers and feeder institutions. Update required orientation for new students. Implement faculty advising for all students ever semester. The NMHU Special Education Department offers courses in a wide variety of ways including face-to-face, live online/synchronous, hybrid online courses and asynchronous in order to differentiate and best meet the learning styles of all of our students.