

ASSESSMENT REPORT 2016-2017

Special Education Undergraduate

B.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. NMTA NES content knowledge subtest score. Criterion for success. Scale Score ≥ 240 (NMTA), ≥ 220 (NES).

Summary of Data:

Number of Students Meeting Criterion:	9	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	9	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:	9	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	9	Percent of Students Meeting Criterion:	100%

Interpretation of Results for Outcome 1:

100% of NMHU Special Education preservice candidates met the Special Education Assessment outcome 1 by passing the NMTA NES SPED content knowledge subtest score and University Supervisor FB III, Item I, final observation rating 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 material. University Supervisor FB III, Item III, final observation rating.
 Criterion for success. ≥ 3

Summary of Data

Number of Students Meeting Criterion:	9	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	9	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:	9	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	9	Percent of Students Meeting Criterion:	100%

Interpretation of Results for Outcome 2:

Outcome 2 data indicates that 100% of NMHU Special Education pre-service teachers completing this objective communicates well with their students and gives feedback that enhances learning in their classroom as indicated by University Supervisor FB III, Item III, final observation rating and University Supervisor FB III, Item IX, final observation rating. These competencies also indicate that pre-service candidates are able to manage collaborative interactions with care-givers, outside agencies, community agencies, and other professionals.

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:	9	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	9	Percent of Students Meeting Criterion:	100%

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:	9	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	9	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 Student Teaching e-portfolio Professional Development rubric scores, 100% of NMHU Special Education 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 material. Student Teaching e-portfolio overall rubric score. Criterion for success. Average score ≥ 3.0

Summary of Data

Number of Students Meeting Criterion:	9	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	9	Percent of Students Meeting Criterion:	100%

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:	9	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	9	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 overall rubric score and the Student Teaching e-portfolio Multimedia Technology rubric score. 100% of NMHU Special Education students, as demonstrated by use of the 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 Sped program. Students completing their BA in the 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 Sped data sheet Outcomes Assessment 2. The information on the 2016-2017 UG SPED 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 classrooms. 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.