

Course	Course Name	Taught By	Learning outcomes taken from 20-21 Documents when new SPED & Gifted Cadre Arrived; These will be updated 2024 to include more CRT and CLRI related learning outcomes. 1. <i>Mastery of Content Knowledge and Skills</i> 2. <i>Disposition to Teach</i> 3. <i>Effective Communication Skills</i> 4. <i>Critical and Reflective Thinking Skills</i> 5. <i>Effective Use of Technology</i> 6. <i>Demonstrates Culturally Relevant/Responsive Teaching</i> 7. <i>Demonstrates Mastery of Culturally and Linguistically Relevant/Responsive Instruction Skills</i>	# Students Assessed	# Students Mastered Objective	Percentage	What Instructional and Teaching Methods/Strategies worked?	What Instructional and Teaching Methods/Strategies did not work?	What Improvements/Updates will be considered to support student's mastery if the course is taught again?
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**DEPARTMENT OUTCOME ASSESSMENT REPORT**

The assessment process also involves understanding and addressing the individual learning needs for our NMHU Special and Gifted Education Department students, and developing and implementing a plan to determine how they will learn based upon SLOs. All assessment planning in the SE&G Dept. includes a variety of means of assessment for each SLO, review and evaluation of student performance results, and the implementation of appropriate responses to academic behavioral needs of our students. In depth analysis of the response to any intervention and/or accommodation, that includes the input of the student, will result in improved student learning.

Our well-developed assessment plan includes:

The crucial need for assessment and progress monitoring engagement demonstrates our department's reputation of meeting the individual needs of all students. Assessment is not only a best practice in higher education that improves student learning to create a better educational environment, it is what Assessment is an ongoing process and all NMHU SE&G Dept. degree programs are engaged in assessment throughout the academic year. This does not mean that faculty and students need to meet weekly or crunch assessment data daily (unless they want to), rather, when we say that assessment is an

Relevancy and Utilization of Results:

SPED 6120	The Special Education Program	Dr. M Uilbarri Horan	1, 4, 6, 7					This course that the department uses for outcome assessment was not offered this semester	
SPED 5010	Diagnosis of the Exceptional Child	Dr. M Uilbarri Horan	1, 3, 4, 5, 6, 7					This course that the department uses for outcome assessment was not offered this semester	
SPED 5100	Curriculum & Methods for Mild to Moderate Disabilities	Dr. M Uilbarri Horan	1, 2, 3, 5, 6, 7					This course that the department uses for outcome assessment was not offered this semester	
SPED 5200	Curriculum & Methods for Severe Disabilities	Dr. M Uilbarri Horan	1, 2, 3, 5, 6, 7					This course that the department uses for outcome assessment was not offered this semester	
SPED 5300	Reading Instruction in Special Education	Dr. M Uilbarri Horan	1, 2, 3, 5, 6, 7					This course that the department uses for outcome assessment was not offered this semester	
SPED 5120	Foundations of Gifted Education	Dr. PJ Sedillo	1, 3, 4, 6, 7					This course that the department uses for outcome assessment was not offered this semester	
SPED 6340	Practicum in SPED	Dr. M Uilbarri Horan	1, 3, 4, 5					This course that the department uses for outcome assessment was not offered this semester	
SPED 6750	Organization and Administration of Special Education Procedures	Dr. M Uilbarri Horan	1, 3, 4, 5, 6, 7	5	4	0.8	1:1 support for each of the students, taking into consideration different learning styles. Direct recorded presentations as well as the opportunity to watch real IDEA meetings being facilitated in "skit" formats and NMPED/CES pre recorded webinars. Classroom Special Guests are provided for the students Q & A as well as opportunities to learn how to maneuver IT in SPED in NM.	Rote memorization of meeting materials, techniques, efficacy, and understanding of compliant IDEA proceedings.	Implementation of NMPED Portfolio template so if the student does not or cannot take and pass the PRAXIS, they have a foundational development of the portfolio they will need to demonstrate their learning and mastery of IDEA and legal procedures that are required of SPED teachers and case managers.