

ASSESSMENT REPORT FOR

Master of Science in Generic Special Education (MS)
Instructional Degree Program

Fall 2003
Assessment Period Covered

January 28, 2004
Date Submitted

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference:

Texas A&M International University, a Member of The Texas A&M University System, is committed to the preparation of students for leadership roles in their chosen profession and in increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University is a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

College/University Goal(s) Supported:

The mission of the College of Education at Texas A&M International University is to provide for educators a comprehensive and coherent professional development system that links all aspects of the educational profession. Through educational experiences provided by this system, educators will be prepared to provide learner-centered instructional experiences that promote excellence and equity for all students in the field.

Intended Administrative Objectives:

- 1.** Students completing the special education masters program will demonstrate the ability to review and critique professional literature.
- 2.** Students completing the special education masters program will demonstrate an understanding of current issues in the special education field.
- 3.** Students completing the special education masters program will demonstrate an understanding of current issues in their minor field.

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Intended Educational (Student) Outcome:

NOTE: There should be one form for each intended outcome listed. The intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

1. Students completing the special education masters program will demonstrate the ability to review and critique professional literature.

First Means of Assessment for Outcome Identified Above:

1a. Means of Program Assessment & Criteria for Success:

Students will demonstrate the ability to review and critique professional literature in special education in the thesis or professional paper as determined by the graduate committee. The evaluation criteria will be the unanimous decision of the graduate committee.

1a. Summary of Assessment Data Collected

100% (N=2) of the graduate students successfully completed professional papers, and 100% (N=1) successfully completed a thesis.

1a. Use of Results to Improve Unit Services:

None at this time. May change when more students complete the program.

Second Means of Assessment for Outcome Identified Above:

1b. Means of Program Assessment & Criteria for Success:

Students will demonstrate the ability to review and critique professional literature in special education through a portfolio defense using a common rubric. The evaluation criteria for the rubric will be 70% of stated portfolio requirements.

1b. Summary of Assessment Data Collected:

100% (N=4) of graduate students scored a mean of 100% of stated portfolio requirements; students earned a mean of 83% on the standard questions of the rubric.

1b. Use of Results to Improve Unit Service:

Based on the standard questions, special education courses need to focus on the referral process, and the roles of the individuals at ARD/IEP meetings.

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2. Students completing the special education masters program will demonstrate an understanding of current issues in the special education field.

First Means of Assessment for Outcome Identified Above:

2a. Means of Program Assessment & Criteria for Success:

Students will demonstrate understanding of the current issues in the field with completion of thesis or professional paper as determined by the graduate committee. The evaluation criteria will be the unanimous decision of the graduate committee.

2a. Summary of Assessment Data Collected

100% (N=2) of the graduate students successfully completed professional papers, and 100% (N=1) successfully completed a thesis.

2a. Use of Results to Improve Unit Services:

None at this time. May change when more students complete the program.

Second Means of Assessment for Outcome Identified Above:

2b. Means of Program Assessment & Criteria for Success:

Students completing the special education masters program will provide evidence of knowledge and performance of special education through a portfolio defense using a common rubric. The evaluation criteria for the rubric will be 70% of stated portfolio requirements.

2b. Summary of Assessment Data Collected:

100% (N=3) of graduate students scored a mean of 96.67% of stated portfolio requirements.

2b. Use of Results to Improve Unit Service:

None at this time. May change when more students complete the program.

Third Means of Assessment for Outcome Identified Above:

2c. Means of Program Assessment & Criteria for Success:

The students will successfully complete an ExCET/TEXES Review and earned a minimal of 80% on the ExCET/TEXES Pretest in special education. Currently, the special education department is transitioning from the ExCET examination to the Texas Examinations of Educator Standards (TEXES), the current state-mandated certification examination.

2c. Summary of Assessment Data Collected:

50% (N=2) of graduate students scored 90%+ on the ExCET/TEXES Pretest, 25% (N=1) of graduate students scored 80+% and 25% (N=1) of graduate students scored 70%.

2c. Use of Results to Improve Unit Service:

The special education department needs to revise the Review and Pretest to meet the new domains and standards of the TEXES, the current state-mandated certification examination.

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3. Students completing the special education masters program will demonstrate an understanding of current issues in their minor field.

First Means of Assessment for Outcome Identified Above:

3a. Means of Program Assessment & Criteria for Success:

Students completing the special education masters program will provide evidence of knowledge and performance in current issues in their minor fields through a portfolio defense using a common rubric. The evaluation criteria for the rubric will be 70% of stated portfolio requirements.

3a. Summary of Assessment Data Collected

100% (N=3) of graduate students scored a mean of 96.67% of stated portfolio requirements.

3a. Use of Results to Improve Unit Services:

When additional students complete the program, then the faculty will consider making recommendations for changes.

Second Means of Assessment for Outcome Identified Above:

3b. Means of Program Assessment & Criteria for Success:

The students will successfully complete an ExCET/TEXES Review and earned a minimal of 80% on the ExCET/TEXES Pretest in their minor field.

3b. Summary of Assessment Data Collected:

50% (N=2) of graduate students scored 90%+ on the ExCET/TEXES Pretest, 25% (N=1) of graduate students scored 80+% and 25% (N=1) of graduate students scored 70%.

3b. Use of Results to Improve Unit Service:

The special education department needs to revise the Review and Pretest to meet the new domains and standards of the Texas Examinations of Educator Standards (TEXES), the current state-mandated certification examination.

SUPPORT DOCUMENTATION

SOURCE	LOCATION/Special Instructions
Texas Examinations of Educator Standards (TExES), Educational Diagnostician (153) (Summary of Results)	
Thesis or Professional Paper (Summary of Results)	
Portfolio Defense	
Special Education Rubric	