

ASSESSMENT REPORT FOR

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

Spring 2004
Assessment Period Covered

June 16, 2004
Date Submitted

Expanded Statement of Institutional Purpose Linkage: Institutional Mission/Goal(s) 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 an 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.

Administrative or Educational Support Unit Mission Statement:

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 the system, educators will be prepared to provide learner-centered instructional experiences that promote excellence and equity for 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 Administrative or Educational Support Objective:

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

First Means of Assessment for Objective Identified Above:

a. Means of Unit 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.

a. Summary of Assessment Data Collected

100% (N=3) of the graduate students successfully completed a thesis.

a. Use of Results to Improve Unit Services:

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

Second Means of Assessment for Objective Identified Above:

b. Means of Unit 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.

b. Summary of Assessment Data Collected:

[100% (N=3)] Three of the graduate students scored a mean of 100% of stated portfolio requirements; students earned a mean of 95% on the standard questions of the rubric.

b. 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 Objective Identified Above:

a. Means of Unit 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.

a. Summary of Assessment Data Collected

100% (N=3) of the graduate students successfully completed a thesis.

a. Use of Results to Improve Unit Services:

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

Second Means of Assessment for Objective Identified Above:

b. Means of Unit 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.

b. Summary of Assessment Data Collected:

100% (N=3) of graduate students scored a mean of 98.33% of stated portfolio requirements.

b. Use of Results to Improve Unit Service:

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

Third Means of Assessment for Objective Identified Above:

b. Means of Unit Assessment & Criteria for Success

The students will successfully complete an 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 TExES, the current state-mandated certification examination.

b. Summary of Assessment Data Collected:

100% (N=3) of graduate students scored 90%+ on the TExES Pretest.

b. Use of Results to Improve Unit Service:

The special education department is in the process of revising 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 Objective Identified Above:

a. Means of Unit Assessment & Criteria for Success:

Students completing the graduate program in Special Education 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.

a. Summary of Assessment Data Collected

100% (N=3) of graduate students scored a mean of 98% of stated portfolio requirements.

a. Use of Results to Improve Unit Services:

The program faculty can make no recommendations at this time. They will review this means of assessment when more students complete the program.

Second Means of Assessment for Objective Identified Above:

b. Means of Unit Assessment & Criteria for Success

The students will successfully complete an TExES Examination and earned a minimal of 240 (this is only applicable for those students seeking Educational Diagnostician certification).

b. Summary of Assessment Data Collected:

At this time, only one [33.33% (N = 1)] of the graduate students has taken the TExES examination. This student earned a minimal of 240.

b. Use of Results to Improve Unit Service:

The program faculty felt that additional data were necessary before making any recommendations for change. They will continue to analyze the domains on the TExES

examination to determine the competencies needing more concentration in the classroom.

SUPPORT DOCUMENTATION

SOURCE	LOCATION/Special Instructions
TExES (Diagnostician) Summary of Results	http://www.excet.nesinc.com/prepmanuals/prepman_opener.htm [Select Exam 153, Educational Diagnostician]
Portfolio Rubric	