

**School of Education**

**PROGRAM REVIEW AND ASSESSMENT**

**Annual Report**

**2016 – 2017**

## CONTENTS

I.	Program Review and Assessment of the School of Education (SOE).....	3
	a. Introduction.....	3
	b. SOE Assessment System: Past, Present, and Future.....	3
	c. New Mexico Public Education Department: 2013 Program Review Process.....	3
	d. University Mission.....	3
	e. SOE Mission.....	4
	f. SOE Directives and Action Plans.....	4
II.	Enrollment.....	6
	a. Online Master of Science in Education (Advanced) Program.....	7
	b. Bachelor of Science in Education (Initial) Program.....	9
III.	Retention, Persistence, and Graduation.....	10
IV.	Assessment.....	25
	a. Bachelor of Science Program (BS): <i>Initial</i> Teacher Education Program (TEP) Assessment.....	25
	i. Overview.....	25
	ii. Mission.....	25
	iii. Program Goals and Objectives.....	25
	b. Master of Science in Education (MSE): Advanced Professional Education Program Assessment.....	28
	i. Overview.....	29
	ii. Mission.....	29
	iii. Program Goals and Objectives.....	29
V.	Course Coverage.....	30
VI.	Data-Driven Decisions for Continuous Improvement.....	31
VII.	Executive Summary.....	32

## **Program Assessment Report for the School of Education**

### **Introduction**

The purpose of the 2016-2017 annual report for the School of Education (SOE) is to provide a starting point for a systematic program-assessment system that will align with the program assessments conducted by the School of Arts and Sciences and the School of Business. Subsequent to the spring 2014 visit by the Higher Learning Commission Accreditation Team, University of the Southwest received a 10-year continuing accreditation. However, in order to move forward on improving the assessment system already in place, a new program review process has been implemented for each of the three Schools.

### **SOE Assessment System: Past, Present, and Future**

The School of Education has prepared for and participated in the program review process since its inception. The Board of Examiners for the New Mexico Public Education Department (NMPED) has had a seven-year cycle to assess, evaluate, and review programs offered by the SOE. From the time the initial Teacher Preparation Programs and advanced licensure programs were approved, the SOE has received continuing accreditation after each review.

### **New Mexico Public Education Department: 2013 Program Review**

The last program assessment and review occurred in September 2013, with the SOE meeting all six standards. Therefore, all SOE initial and advanced programs received approval to continue being offered to students. The next scheduled NMPED program review has been scheduled for fall 2020.

### **University Mission**

University of the Southwest is a Christ-centered educational community dedicated to developing men and women for a lifetime of servant leadership by emphasizing individual faith, responsibility, and initiative.

- Teaching at University of the Southwest adheres to belief in God, in the Bible as the inspired Word of God, in Jesus Christ as the Son of God, and in the separation of church and state;
- University of the Southwest strives for excellence in academic curriculum, campus life programming, and student activities in a supportive educational community where freedom of thought and expression is honored and the demonstration of faith in acts of service is encouraged;

- At University of the Southwest, students are instructed and mentored by a faculty and staff who demonstrate Christ-centered values and maintain an environment where students can live and work cooperatively, valuing the multiple cultures from which they come; and
- As a community of initiative, University of the Southwest challenges graduates to become enterprising members of our society contributing to the common good by advocating and participating in the productive commerce of free enterprise, the constitutional privilege of self-government, and the practical contributions of community service.

### **SOE Mission**

The School of Education's (SOE) mission has as its basic charge the preparation of undergraduate and graduate students for the education profession. In keeping with the university mission, the SOE provides a high quality learning experience in a supportive educational community of character that values faith, responsibility, and initiative. The primary academic program of study is designed to foster learning in an atmosphere where the intellectual pursuit of knowledge and scientific objectivity are within the context of the university mission.

The underlying purpose of the educational process is the development of aesthetic awareness, critical judgment, and creative expression through the rigorous pursuit of truth, the development of an enlightened mind, and the development of the rigor of thought and investigation in a context of intellectual freedom and the university mission. The ultimate goal is the development of responsible individuals, who have moral integrity, faith in the Creator, intellectual honesty, social consciousness, and the ability and desire to render service to others.

### **SOE Directives and Action Plans**

In order to accomplish primary purpose of the Mission, the SOE has established the following minimum directives:

1. Prepare students for New Mexico licensure in Elementary and/or Secondary Education, Special Education, School Administration, School Counseling, and Educational Diagnostics based on a shared vision and coherent academic program that is consistent with the university mission and SOE conceptual framework.

2. Prepare students to attain New Mexico endorsement in one or more of eight teaching fields.
3. Ensure students' commitment to the education profession and service to diverse populations.
4. Instill in students the motivation to provide community service.
5. Prepare students to meet the demands of the real-world challenges of careers in education, including the use of educational technology to help all students learn.
6. Ensure a high degree of knowing that emphasizes knowledge testing and application.
7. Foster respect for and understanding of diversity, global perspectives, and international issues that support learning for all students.

The SOE has also established the following action plans to give direction in the completion of its directives. These action plans are not all encompassing, but instead serve as guides and planning tools to the SOE:

1. Ensure that education candidates are screened for academic preparation, professional dispositions, and commitment to the education profession.
2. Ensure requisite coursework, aligned with professional and state standards, is provided for licensure and endorsement attainment.
3. Provide sufficient field experiences, practica, and internships to prepare students for the real-world of education careers.
4. Ensure student participation in accredited school programs that represent diverse student populations, including levels of income, culture, religion, language, gender, ethnicity, etc.
5. Include professional educators from area schools in the preparation process.
6. Design required academic activities designed to increase students' knowledge bases, research experiences, and awareness of current educational issues.
7. Model diverse teaching and learning strategies that actively engage students and reflect the natural learning cycle grounded in the research-based 4MAT System (McCarthy).
8. Develop a student-centered attitude based upon a person-centered philosophy of education.

The synthesis of the SOE mission, the USW mission, and the SOE's conceptual framework has led to a shared vision of professional education. The SOE is fully committed to the university's mission, purpose, and objectives. Furthermore, the SOE has aligned its mission with the USW mission to focus specifically on the preparation of candidates for entry and continuation in their respective careers as teachers, counselors, administrators, and other professional positions within the broad career cluster of education.

## Enrollment

### Online MSE -Advanced Program

The Master of Science in Education (MSE) program's combined enrollment for the 2016-2017 academic term remained low but comparable to previous terms. The licensure programs saw an increase in enrollment during the Spring A 2017 term over the previous fall enrollment period.

However, the percentage decrease or increase in enrollment for the individual MSE-Program Specializations varies greatly. The percentage decrease or increase in enrollment for the Specializations ranges from a *decline* of 75% for the Early Childhood Education Specialization to an *increase* of 80% in the Curriculum and Instruction Specialization.

The two MSE Specializations with the highest enrollment remain School Counseling and Mental Health Counseling. Enrollment for the School Counseling Specialization has grown this year by 23%, while the enrollment for the Mental Health Specialization has increased by 0.7%. Due to low enrollment in some of the other specializations, there will be consideration given to retiring and teaching out some of the programs with low enrollments.

<b>Enrollment Term by Term for Online Advanced Licensure Specializations</b>	<b>Fall-A 2016</b>	<b>Fall-B 2016</b>	<b>SP-A 2017</b>	<b>SP-B 2017</b>	<b>SU-A 2017</b>	<b>SU-B 2017</b>
Educational Administration	7	6	10	10	11	11
Educational Diagnostics	6	9	9	11	8	8
School Counseling	169	183	186	186	130	120
*Mental Health Counseling	136	143	127	124	99	91
<b>Advanced Licensure Total Students</b>	<b>318</b>	<b>341</b>	<b>332</b>	<b>331</b>	<b>247</b>	<b>230</b>
<b>Advanced Non-Licensure Specializations</b>						
Curriculum and Instruction (C&I)	26	18	20	21	16	18
C&I: Bilingual	3	2	2	2	3	3
C&I: TESOL	3	2	0	2	0	1
Early Childhood Education	4	3	2	3	1	2
Special Education	16	17	17	16	14	12
Exercise Science	3	4	10	5	3	3
<b>Advanced Non- Licensure Total Students</b>	<b>55</b>	<b>46</b>	<b>51</b>	<b>49</b>	<b>37</b>	<b>39</b>
<b>MSE Program Total Students</b>	<b>373</b>	<b>387</b>	<b>383</b>	<b>380</b>	<b>285</b>	<b>269</b>
*License acquired through the New Mexico Regulations and Licensing Board						

### ***Enrollment – Initial Program***

The total enrollment in the Bachelor of Science (BS) program from Fall (A)-2016 through Summer (B)-2017 is 213 initial candidates. The BS program is delivered online as well as face-to-face.

The online Bachelor of Science program is comprised of two subgroups. The first subgroup is the NExT (New Experienced Teachers) Program, which is a specially-designed program offered to a cohort of instructional assistants in the New Mexico school districts of

Hobbs, Lovington, Eunice, Jal, and Carlsbad. In addition, instructional assistants from Seminole, Texas, and Denver City, Texas, are also a part of the NExT program.

The second subgroup of the BS program is the On-Campus group with a total enrollment of 202 candidates for the Fall 2016 and Spring 2017 terms. Furthermore, there were 38 candidates in the Fall 2016 term and 31 candidates in the Spring 2017 term. The initial candidates are part of the Teacher Education Program (TEP) that prepares candidates for licensure in New Mexico.

There were 79 students in the Fall 2016 term and 69 students in the Spring 2017 term enrolled in the in Kinesiology-Sports Science (KES/SS), which is a non-teaching, non-licensure major area of study. The KES/SS major began in August 2015 and is the fastest growing undergraduate program in the School of Education with an enrollment a previous increase of 233% from Fall-2015 semester to the Spring-2016 semester.



<b>Enrollment Term by Term for Online Initial Licensure</b>	<b>Fall-A 2016</b>	<b>Fall-B 2016</b>	<b>SP-B 2017</b>	<b>SU-A 2017</b>	<b>SU-B 2017</b>
NExT	41	44	47	26	25
Other Online Students	7	7	9	4	3
<b>Total:</b>	48	51	56	30	28
<b>Enrollment Semester by Semester for On-Campus Initial Licensure</b>					
	<b>Fall 16</b>	<b>SP-17</b>			
Elementary Education	12	9			
Secondary Education	14	11			
Special Education	7	8			
Elem/Sec Physical Education	5	3			
Early Childhood Education	2	1			
<b>Total</b>	38	31			
<b>Non-Licensure</b>					
Kinesiology/Sports Science	79	69			
<b>BS Program Total Students</b>	119	101			

The enrollment in Online Initial Licensure was a total of 219 candidates from Fall 2016 through Summer 2017. The NExT candidates and Other Online Students major in elementary, secondary, special, and physical education. The NExT program has shown an increase in enrollment each term since its inception. The Other Online Students have maintained a steady enrollment, only decreasing by one student in one of the six terms for online and NExT candidates.

The enrollment of on-campus majors has increased in all areas of study from previous years. However, because the different majors for the on-campus initial licensure program have enrollments from 1 candidate to 14 candidates, the percentage increase of each major is positive but not statistically significant due to the low number of students in each major. As previously mentioned, the KES/SS program is the fastest growing program and has steadily increased over the academic years. Therefore, the total enrollment in the BS On-Campus Program (i.e., licensure and non-licensure combined) has increased primarily from the spike in kinesiology majors.

### **Retention, Persistence, and Graduation**

The SOE offers two programs, the BS and MSE. The BS program is divided into five major areas of study with eight minors from which initial candidates may choose. The MSE program offers nine specializations. The major and minor areas of study for the BS program and the nine specializations for the MSE program will be discussed in the next section of this report. The following tables provide the retention, persistence, and graduation data for the BS and MSE major areas of study.

The NExT Teacher Preparation Program has an overall retention rate of 96%. The students in this program are Instructional Assistants (IA) with an area school district and must be recommended by their principal or other administrators in order to apply for admission to the NExT cohort. The retention rate is high in part because the candidates who want to begin the program already have one or more years of experience as an instructional assistant. Because these IAs have the experience of being in a classroom and working with children on a daily basis, each IA is determined to grow professionally and become a licensed teacher.

SOE: NExT Online Program - Enrollment, Retention, and Persistence									
CAMS TERM	Academic Calendar	New Students	Continuing Students	Total Heads	Credits	FTE	Completions (prior term)	Increase /Decrease	Retention Rate
SPRING(A)-15	Spring A 2015	15	0	15	90	30	NA	NA	NA
SPRING(B)-15	Spring B 2015	1	13	14	84	28	0	0	87%
SUMMER(A)-15	Summer A 2015	1	11	12	57	19	0	0	79%
SUMMER(B)-15	Summer B 2015	0	10	10	54	18	0	0	83%
Fall(A)-15	Fall A 2015	11	10	21	125	41.6667	0	0	100%
Fall(B)-15	Fall B 2015	0	21	21	120	40	0	0	100%
Spring(A)-16	Spring A 16	3	21	24	157	52.3333	0	0	100%
Spring(B)-16	Spring B 16	3	24	27	197	65.6667	0	0	100%
Summer(A)-16	Summer A 2016	0	22	22	132	44	1	-1	85%
Summer(B)-16	Summer B 2016	0	21	21	123	41	0	0	95%
Fall(A)-16	Fall A 2016	14	27	41	245	81.6667	1	-1	133%
Fall(B)-16	Fall B 2016	4	40	44	273	91	0	0	98%
Spring(A)-17	Spring A 2017	4	41	45	276	92	3	-3	100%
Spring(B)-17	Spring B 2017	1	46	47	286	95.3333	0	0	102%
Summer(A)-17	Summer A 2017	1	25	26	140	46.6667	6	-6	66%
Summer(B)-17	Summer B 2017	0	25	25	121	40.3333	0	0	96%
<b>Mean</b>		<b>4</b>	<b>22</b>	<b>26</b>	<b>155</b>	<b>52</b>	<b>1</b>	<b>0</b>	<b>96%</b>

The other type of 100% online teacher education program is offered to initial candidates who may not be employed as a classroom IA or have not applied through their school district to begin the NExT program. The applicants for this program may or may not be employed by a school district. The retention rate for this group of initial candidates is 91%.

SOE: 100% Online BS Program - Enrollment, Retention, and Persistence									
CAMS TERM	Academic Calendar	New Students	Continuing Students	Total Heads	Credits	FTE	Completions (prior term)	Net Increase/Decrease	Retention Rate
SPRING(A)-15	Spring A 2015	0	0	0	0	0	NA	NA	NA
SPRING(B)-15	Spring B 2015	2	0	2	12	4	0	0	NA
SUMMER(A)-15	Summer A 2015	0	2	2	12	4	0	0	100%
SUMMER(B)-15	Summer B 2015	1	1	2	9	3	0	0	50%
Fall(A)-15	Fall A 2015	6	2	8	45	15	0	0	100%
Fall(B)-15	Fall B 2015	0	8	8	48	16	0	0	100%
Spring(A)-16	Spring A 16	0	7	7	42	14	0	0	88%
Spring(B)-16	Spring B 16	2	7	9	54	18	0	0	100%
Summer(A)-16	Summer A 2016	1	6	7	37	12.3333	0	0	67%
Summer(B)-16	Summer B 2016	0	6	6	30	10	0	0	86%
Fall(A)-16	Fall A 2016	2	5	7	42	14	2	-2	117%
Fall(B)-16	Fall B 2016	0	7	7	42	14	0	0	100%
Spring(A)-17	Spring A 2017	2	8	10	61	20.3333	1	-1	129%
Spring(B)-17	Spring B 2017	0	9	9	51	17	0	0	90%
Summer(A)-17	Summer A 2017	0	4	4	18	6	1	-1	56%
Summer(B)-17	Summer B 2017	0	3	3	18	6	0	0	75%
<b>Mean</b>		<b>1</b>	<b>5</b>	<b>6</b>	<b>33</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>91%</b>

The on-campus BS program in the SOE has a mean retention rate of 82%. Over 90% of these on-campus students have been recruited to become a USW student-athlete. The mean retention rate for this group is 10 percentage points less than for the TEP non-cohort group. This lower mean retention rate may be caused in part because some student-athletes are mainly interested in being on a University sports team. In an effort to retain the on-campus student-athletes, advising is scheduled “as a team.” The student-athlete’s coach reserves a time for their athletic team to be advised. Faculty and deans meet with the student-athletes and they are advised and then registered.

SOE: BS F2F Program - Enrollment, Retention, and Persistence									
CAMS TERM	Academic Calendar	New Students	Continuing Students	Total Heads	Credits	FTE	Completions (prior term)	Net Increase/Decrease	Retention Rate
Fall-12	Fall 2012	14	49	67	886	74	8	NA	NA
Spring-13	Spring 2013	4	50	54	675	56	7	-7	85%
Fall-13	Fall 2013	7	24	31	410	34	0	0	44%
Spring-14	Spring 2014	2	27	29	373	31	1	-1	90%
Fall-14	Fall 2014	14	25	39	526	44	0	0	86%
Spring-15	Spring 2015	3	32	35	482	40	1	-1	85%
Fall-15	Fall 2015	29	20	49	698	58	0	0	57%
Spring-16	Spring 2016	6	54	60	803	67	0	0	110%
Fall-16	Fall 2016	59	54	113	1636	136	1	-1	92%
Spring-17	Spring 2017	4	97	101	1463	122	5	-5	90%
<b>Mean</b>		<b>14</b>	<b>43</b>	<b>58</b>	<b>795</b>	<b>66</b>	<b>2</b>	<b>-1.66667</b>	<b>82%</b>
Summer-13	Summer 2013	0	10	10	37	3	3	-3	24%
Summer-14	Summer 2014	0	1	1	6	1	1	-1	7%
Summer-15	Summer 2015	0	4	4	22	2	2	-2	17%
FallMini-15	Fall Mini 2015	0	3	3	9	1	2	-2	125%
SpgMini-16	Spring Mini 2016	0	16	16	51	4	1	-1	35%

CAMS TERM	Academic Calendar	New Students	Continuing Students	Total Heads	Credits	FTE	Completions (prior term)	Net Increase/Decrease	Retention Rate
FALL(A)-12	Fall A 2012	24	84	108	425	141.6667	NA	NA	NA
FALL(B)-12	Fall B 2012	14	108	122	453	151	2	-2	102%
SPRING(A)-13	Spring A 2013	11	100	111	411	137	4	-4	85%
SPRING(B)-13	Spring B 2013	20	110	130	459	153	6	-6	105%
SUMMER-13	Summer A 2013	26	112	138	546	182	14	-14	97%
FALL(A)-13	Fall A 2013	34	134	168	676	225.3333	8	-8	103%
FALL(B)-13	Fall B 2013	17	154	171	672	224	2	-2	93%
SPRING(A)-14	Spring A 2014	19	163	182	708	236	9	-9	101%
SPRING(B)-14	Spring B 2014	17	178	195	741	247	4	-4	100%
SUMMER(A)-14	Summer A 2014	15	146	161	624	208	22	-22	86%
SUMMER(B)-14	Summer B 2014	12	152	164	648	216	5	-5	98%
FALL(A)-14	Fall A 2014	22	164	186	673	224.3333	7	-7	104%
FALL(B)-14	Fall B 2014	17	183	200	720	240	8	-8	103%
SPRING(A)-15	Spring A 2015	17	170	187	666	222	13	-13	92%
SPRING(B)-15	Spring B 2015	11	172	183	618	206	5	-5	95%
SUMMER(A)-15	Summer A 2015	7	119	126	426	142	28	-28	80%
SUMMER(B)-15	Summer B 2015	13	113	126	444	148	9	-9	97%
Fall(A)-15	Fall A 2015	19	130	149	492	164	1	-1	104%
Fall(B)-15	Fall B 2015	19	142	161	528	176	3	-3	97%
Spring(A)-16	Spring A 2016	15	133	148	489	163	16	-16	93%
Spring(B)-16	Spring B 2016	12	138	150	525	175	9	-9	99%
Summer(A)-16	Summer A 2016	17	100	117	408	136	24	-24	83%
Summer(B)-16	Summer B 2016	6	124	130	432	144	1	-1	107%
Fall(A)-16	Fall A 2016	25	144	169	600	200	2	-2	112%
Fall(B)-16	Fall B 2016	22	161	183	669	223	3	-3	97%
Spring(A)-17	Spring A 2017	32	154	186	663	221	13	-13	91%
Spring(B)-17	Spring B 2017	15	171	186	627	209	11	-11	98%
Summer(A)-17	Summer A 2017	11	119	130	444	148	35	-35	83%
Summer(B)-17	Summer B 2017	11	109	120	447	149	9	-9	91%
<b>Mean</b>		<b>17</b>	<b>137</b>	<b>155</b>	<b>560</b>	<b>187</b>	<b>9</b>	<b>-9</b>	<b>97%</b>

<b>MSE: SC Completions</b>		
2012-2013	▲	34
2013-2014	▲	49
2014-2015	▲	64
2015-2016	▲	55
2016-2017	▲	71

The MSE: School Counseling Specialization has a mean retention rate of 97%. The School Counseling Specialization has the largest enrollment of the MSE Specialization with a steady increase over the last five years.

CAMS TERM	Academic Calendar	New Students	Continuing Students	Total Heads	Credits	FTE	Completions (prior term)	Net Increase/Decrease	Retention Rate
FALL(A)-12	Fall A 2012	1	11	12	21	7	NA	NA	NA
FALL(B)-12	Fall B 2012	2	10	12	30	10	0	0	83%
SPRING(A)-13	Spring A 2013	0	18	18	36	12	1	-1	158%
SPRING(B)-13	Spring B 2013	2	17	19	51	17	0	0	94%
SUMMER-13	Summer A 2013	1	15	16	42	14	3	-3	95%
FALL(A)-13	Fall A 2013	2	14	16	42	14	3	-3	106%
FALL(B)-13	Fall B 2013	0	15	15	33	11	2	-2	106%
SPRING(A)-14	Spring A 2014	1	10	11	27	9	1	-1	73%
SPRING(B)-14	Spring B 2014	2	13	15	36	12	0	0	118%
SUMMER(A)-14	Summer A 2014	1	10	11	36	12	2	-2	80%
SUMMER(B)-14	Summer B 2014	1	9	10	27	9	0	0	82%
FALL(A)-14	Fall A 2014	0	13	13	33	11	0	0	130%
FALL(B)-14	Fall B 2014	5	12	17	51	17	0	0	92%
SPRING(A)-15	Spring A 2015	1	15	16	42	14	0	0	88%
SPRING(B)-15	Spring B 2015	1	15	16	39	13	1	-1	100%
SUMMER(A)-15	Summer A 2015	0	13	13	51	17	1	-1	88%
SUMMER(B)-15	Summer B 2015	0	10	10	21	7	1	-1	85%
Fall(A)-15	Fall A 2015	1	12	13	33	11	0	0	120%
Fall(B)-15	Fall B 2015	0	14	14	30	10	0	0	108%
Spring(A)-16	Spring A 16	0	12	12	30	10	2	-2	100%
Spring(B)-16	Spring B 16	4	10	14	39	13	2	-2	100%
Summer(A)-16	Summer A 2016	1	10	11	30	10	3	-3	93%
Summer(B)-16	Summer B 2016	0	9	9	24	8	2	-2	100%
Fall(A)-16	Fall A 2016	0	6	6	27	9	0	0	67%
Fall(B)-16	Fall B 2016	1	8	9	36	12	0	0	133%
Spring(A)-17	Spring A 2017	2	7	9	36	12	0	0	78%
Spring(B)-17	Spring B 2017	3	8	11	42	14	0	0	89%
Summer(A)-17	Summer A 2017	0	8	8	27	9	1	-1	82%
Summer(B)-17	Summer B 2017	0	8	8	30	10	0	0	100%
<b>Mean</b>		<b>1</b>	<b>11</b>	<b>13</b>	<b>35</b>	<b>12</b>	<b>1</b>	<b>-1</b>	<b>100%</b>

MSE: ED DIAG Completions	
2012-2013	7
2013-2014	5
2014-2015	3
2015-2016	9
2016-2017	1

The Educational Diagnostics Specialization has a mean retention rate of 100%. Due to low enrollment, there were plans to *retire* the program and to teach-out the students who had not yet graduated. However, during the 2015-2016 academic year, degree plan for the specialization was revised by combining four testing courses into two courses. The resulting two testing courses were also designed to be practicum experiences to be taken prior to the Educational Diagnostics Internship. A new Program Coordinator will continue to improve the specialization

and strengthen the recruiting efforts for this area of study. The Educational Diagnostics specialization will continue to be offered during the 2016-2017 academic year and beyond.

CAMS TERM	Academic Calendar	New Students	Continuing Students	Total Heads	Credits	FTE	Completions (prior term)	Net Increase/Decrease	Retention Rate
FALL(A)-12	Fall A 2012	3	13	16	57	19	NA	NA	NA
FALL(B)-12	Fall B 2012	2	14	16	48	16	0	0	88%
SPRING(A)-13	Spring A 2013	1	15	16	45	15	1	-1	100%
SPRING(B)-13	Spring B 2013	2	19	21	57	19	0	0	119%
SUMMER-13	Summer A 2013	2	18	20	57	19	1	-1	90%
FALL(A)-13	Fall A 2013	3	17	20	57	19	2	-2	95%
FALL(B)-13	Fall B 2013	1	16	17	42	14	0	0	80%
SPRING(A)-14	Spring A 2014	3	16	19	57	19	2	-2	106%
SPRING(B)-14	Spring B 2014	1	22	23	69	23	1	-1	121%
SUMMER(A)-14	Summer A 2014	3	17	20	63	21	1	-1	78%
SUMMER(B)-14	Summer B 2014	1	24	25	87	29	0	0	120%
FALL(A)-14	Fall A 2014	1	21	22	75	25	0	0	84%
FALL(B)-14	Fall B 2014	3	21	24	72	24	0	0	95%
SPRING(A)-15	Spring A 2015	1	21	22	72	24	1	-1	92%
SPRING(B)-15	Spring B 2015	2	19	21	60	20	0	0	86%
SUMMER(A)-15	Summer A 2015	1	13	14	54	18	7	-7	95%
SUMMER(B)-15	Summer B 2015	1	13	14	45	15	1	-1	100%
Fall(A)-15	Fall A 2015	1	11	12	36	12	2	-2	93%
Fall(B)-15	Fall B 2015	0	12	12	36	12	1	-1	108%
Spring(A)-16	Spring A 16	2	11	13	39	13	1	-1	100%
Spring(B)-16	Spring B 16	4	10	14	39	13	1	-1	85%
Summer(A)-16	Summer A 2016	0	14	14	60	20	0	0	100%
Summer(B)-16	Summer B 2016	0	14	14	42	14	0	0	100%
Fall(A)-16	Fall A 2016	2	5	7	24	8	3	-3	57%
Fall(B)-16	Fall B 2016	1	5	6	24	8	2	-2	100%
Spring(A)-17	Spring A 2017	4	6	10	30	10	1	-1	117%
Spring(B)-17	Spring B 2017	1	9	10	27	9	0	0	90%
Summer(A)-17	Summer A 2017	4	7	11	36	12	2	-2	90%
Summer(B)-17	Summer B 2017	1	10	11	36	12	0	0	91%
<b>Mean</b>		<b>2</b>	<b>14</b>	<b>16</b>	<b>50</b>	<b>17</b>	<b>1</b>	<b>-1</b>	<b>96%</b>

<b>MSE: ED AD Completions</b>	
2012-2013	4
2013-2014	4
2014-2015	11
2015-2016	6
2016-2017	5

The MSE: Educational Administration Specialization has a mean retention rate of 96%.

Although the retention rate is high, the number of students has declined. This mirrors the



enrollment decline in the undergraduate, teacher education licensure program. Unfortunately, the current trend is that fewer students are choosing teaching as a career, and the same can be said for a career as a school principal. Future discussions will explore options for making the Educational Administration Specialization advanced licensure path more appealing by combining it with another area of study, like school counseling or special education.

CAMS TERM	Academic Calendar	New Students	Continuing Students	Total Heads	Credits	FTE	Completions (prior term)	Net Increase/Decrease	Retention Rate
FALL(A)-12	Fall A 2012	3	11	14	54	18	NA	NA	NA
FALL(B)-12	Fall B 2012	1	10	11	39	13	0	0	71%
SPRING(A)-13	Spring A 2013	2	10	12	48	16	0	0	91%
SPRING(B)-13	Spring B 2013	2	9	11	33	11	2	-2	92%
SUMMER-13	Summer A 2013	2	12	14	51	17	1	-1	118%
FALL(A)-13	Fall A 2013	0	16	16	52	17.33333	1	-1	121%
FALL(B)-13	Fall B 2013	3	12	16	63	21	0	1	69%
SPRING(A)-14	Spring A 2014	3	15	18	66	22	1	-1	100%
SPRING(B)-14	Spring B 2014	2	19	21	66	22	1	-1	111%
SUMMER(A)-14	Summer A 2014	1	12	13	45	15	3	-3	71%
SUMMER(B)-14	Summer B 2014	3	14	17	57	19	2	-2	123%
FALL(A)-14	Fall A 2014	1	13	14	45	15	1	-1	82%
FALL(B)-14	Fall B 2014	2	11	13	45	15	0	0	79%
SPRING(A)-15	Spring A 2015	3	12	15	48	16	0	0	92%
SPRING(B)-15	Spring B 2015	3	12	15	48	16	0	0	80%
SUMMER(A)-15	Summer A 2015	1	12	13	42	14	2	-2	93%
SUMMER(B)-15	Summer B 2015	0	9	9	27	9	0	0	69%
Fall(A)-15	Fall A 2015	0	12	12	36	12	0	0	133%
Fall(B)-15	Fall B 2015	0	8	8	24	8	1	-1	75%
Spring(A)-16	Spring A 16	0	4	4	12	4	2	-2	75%
Spring(B)-16	Spring B 16	0	4	4	18	6	0	0	100%
Summer(A)-16	Summer A 2016	0	1	1	3	1	1	-1	50%
Summer(B)-16	Summer B 2016	0	4	4	12	4	0	0	400%
Fall(A)-16	Fall A 2016	2	2	4	12	4	1	-1	75%
Fall(B)-16	Fall B 2016	0	3	3	9	3	0	0	75%
Spring(A)-17	Spring A 2017	1	1	2	6	2	0	0	33%
Spring(B)-17	Spring B 2017	0	3	3	6	2	0	0	150%
Summer(A)-17	Summer A 2017	0	1	1	3	1	0	0	33%
Summer(B)-17	Summer B 2017	0	2	2	6	2	1	-1	300%
<b>Mean</b>		<b>1</b>	<b>9</b>	<b>10</b>	<b>34</b>	<b>11</b>	<b>1</b>	<b>-1</b>	<b>102%</b>

<b>MSE: ECE Completions</b>	
2012-2013	4
2013-2014	8
2014-2015	2
2015-2016	5
2016-2017	1

The MSE: Early Childhood Specialization has a mean retention rate of 100%.

Unfortunately, due to the low number of current students in this specialization and the continuing decline of interest in this specialization at the master's level, this is a specialization that will probably be retired before the end of the 2016-2017 academic year. Ironically, interest has picked up for the undergraduate, initial licensure program in Early Childhood Education.

CAMS TERM	Academic Calendar	New Students	Continuing Students	Total Heads	Credits	FTE	Completions (prior term)	Net Increase/Decrease	Retention Rate
FALL(A)-12	Fall A 2012	3	19	22	88	29.33333	NA	NA	NA
FALL(B)-12	Fall B 2012	2	24	26	102	34	0	0	109%
SPRING(A)-13	Spring A 2013	3	27	30	134	44.66667	2	-2	112%
SPRING(B)-13	Spring B 2013	2	27	29	114	38	3	-3	100%
SUMMER-13	Summer A 2013	3	24	27	117	39	3	-3	93%
FALL(A)-13	Fall A 2013	2	20	22	84	28	5	-5	93%
FALL(B)-13	Fall B 2013	1	21	22	72	24	1	-1	100%
SPRING(A)-14	Spring A 2014	2	21	23	96	32	1	-1	100%
SPRING(B)-14	Spring B 2014	1	16	17	54	18	1	-1	74%
SUMMER(A)-14	Summer A 2014	0	19	19	66	22	5	-5	141%
SUMMER(B)-14	Summer B 2014	0	20	20	75	25	0	0	105%
FALL(A)-14	Fall A 2014	2	15	17	66	22	2	-2	85%
FALL(B)-14	Fall B 2014	1	15	16	51	17	1	-1	94%
SPRING(A)-15	Spring A 2015	3	14	17	74	24.66667	3	-3	106%
SPRING(B)-15	Spring B 2015	0	11	11	40	13.33333	2	-2	76%
SUMMER(A)-15	Summer A 2015	2	8	10	39	13	2	-2	91%
SUMMER(B)-15	Summer B 2015	1	10	11	42	14	2	-2	120%
Fall(A)-15	Fall A 2015	2	8	10	41	13.66667	4	-4	109%
Fall(B)-15	Fall B 2015	4	10	14	45	15	0	0	100%
Spring(A)-16	Spring A 16	5	19	24	82	27.33333	1	-1	143%
Spring(B)-16	Spring B 16	1	18	19	51	17	2	-2	83%
Summer(A)-16	Summer A 2016	3	14	17	63	21	2	-2	84%
Summer(B)-16	Summer B 2016	0	19	19	66	22	0	0	112%
Fall(A)-16	Fall A 2016	8	18	26	81	27	1	-1	100%
Fall(B)-16	Fall B 2016	2	16	18	60	20	2	-2	69%
Spring(A)-17	Spring A 2017	1	19	20	66	22	1	-1	111%
Spring(B)-17	Spring B 2017	1	20	21	69	23	0	0	100%
Summer(A)-17	Summer A 2017	1	15	16	60	20	2	-2	81%
Summer(B)-17	Summer B 2017	0	18	18	63	21	0	0	113%
<b>Mean</b>		<b>2</b>	<b>17</b>	<b>19</b>	<b>71</b>	<b>24</b>	<b>2</b>	<b>-2</b>	<b>100%</b>

MSE: C&I Completions	
2012-2013	13
2013-2014	10
2014-2015	14
2015-2016	6
2016-2017	5

The MSE: Curriculum & Instruction Specialization has a mean retention rate of 96%.

This specialization is one of the first three specializations to be offered at USW, but there seems to be a decline in the popularity of the program. This may be, in part, due to the fact that this specialization does not lead to a licensure or significant change of career, as a school counseling or educational diagnostics, or educational administration licensure would provide educators wishing to make a career change while remaining in an educational environment. The C&I specialization was the foundation of the development of the Bilingual and TESOL specializations, which unfortunately have had declining enrollments.

CAMS TERM	Academic Calendar	New Students	Continuing Students	Total Heads	Credits	FTE	Completions (prior term)	Net Increase/Decrease	Retention Rate
FALL(A)-12	Fall A 2012	2	11	13	48	16	NA	NA	NA
FALL(B)-12	Fall B 2012	0	13	13	42	14	1	-1	108%
SPRING(A)-13	Spring A 2013	2	11	13	45	15	1	-1	92%
SPRING(B)-13	Spring B 2013	2	14	16	54	18	0	0	108%
SUMMER-13	Summer A 2013	0	13	13	48	16	0	0	81%
FALL(A)-13	Fall A 2013	0	12	12	45	15	1	-1	100%
FALL(B)-13	Fall B 2013	3	13	16	55	18.33333	0	0	108%
SPRING(A)-14	Spring A 2014	0	12	12	45	15	1	-1	81%
SPRING(B)-14	Spring B 2014	1	12	13	45	15	0	0	100%
SUMMER(A)-14	Summer A 2014	1	7	8	30	10	2	-2	69%
SUMMER(B)-14	Summer B 2014	2	10	12	45	15	1	-1	138%
FALL(A)-14	Fall A 2014	0	10	10	33	11	1	-1	92%
FALL(B)-14	Fall B 2014	1	12	13	45	15	1	-1	130%
SPRING(A)-15	Spring A 2015	4	10	14	48	16	1	-1	85%
SPRING(B)-15	Spring B 2015	1	14	15	54	18	1	-1	107%
SUMMER(A)-15	Summer A 2015	0	8	8	33	11	2	-2	67%
SUMMER(B)-15	Summer B 2015	0	7	7	24	8	0	0	88%
Fall(A)-15	Fall A 2015	1	6	7	21	7	2	-2	114%
Fall(B)-15	Fall B 2015	1	6	7	21	7	0	0	86%
Spring(A)-16	Spring A 16	1	7	8	24	8	0	0	100%
Spring(B)-16	Spring B 16	0	7	7	18	6	0	0	88%
Summer(A)-16	Summer A 2016	0	6	6	18	6	1	-1	100%
Summer(B)-16	Summer B 2016	0	7	7	18	6	0	0	117%
Fall(A)-16	Fall A 2016	0	6	6	12	4	0	0	86%
Fall(B)-16	Fall B 2016	0	4	4	3	1	0	0	67%
Spring(A)-17	Spring A 2017	1	1	2	6	2	1	-1	50%
Spring(B)-17	Spring B 2017	1	3	4	9	3	0	0	150%
Summer(A)-17	Summer A 2017	0	3	3	6	2	0	0	75%
Summer(B)-17	Summer B 2017	0	4	4	12	4	0	0	133%
<b>Mean</b>		<b>1</b>	<b>9</b>	<b>9</b>	<b>31</b>	<b>10</b>	<b>1</b>	<b>-1</b>	<b>96%</b>

<b>MSE: BIL/TESOL Completions</b>	
2012-2013	3
2013-2014	5
2014-2015	7
2015-2016	1
2016-2017	1

The MSE: C&I TESOL and C&I: BIL Specializations have a mean retention rate of 96%. These two specializations are almost identical in content and vary by a single course. However, the Bilingual specialization is conducted in Spanish while the TESOL specialization is conducted in English. This specialization is another example of a high retention rate but a very low enrollment and a continuing decline in interest.

CAMS TERM	Academic Calendar	New Students	Continuing Students	Total Heads	Credits	FTE	Completions (prior term)	Net Increase/Decrease	Retention Rate
FALL(A)-12	Fall A 2012	2	11	13	48	16	NA	NA	NA
FALL(B)-12	Fall B 2012	0	13	13	42	14	1	-1	108%
SPRING(A)-13	Spring A 2013	2	11	13	45	15	1	-1	92%
SPRING(B)-13	Spring B 2013	2	14	16	54	18	0	0	108%
SUMMER-13	Summer A 2013	0	13	13	48	16	0	0	81%
FALL(A)-13	Fall A 2013	0	12	12	45	15	1	-1	100%
FALL(B)-13	Fall B 2013	3	13	16	55	18.33333	0	0	108%
SPRING(A)-14	Spring A 2014	0	12	12	45	15	1	-1	81%
SPRING(B)-14	Spring B 2014	1	12	13	45	15	0	0	100%
SUMMER(A)-14	Summer A 2014	1	7	8	30	10	2	-2	69%
SUMMER(B)-14	Summer B 2014	2	10	12	45	15	1	-1	138%
FALL(A)-14	Fall A 2014	0	10	10	33	11	1	-1	92%
FALL(B)-14	Fall B 2014	1	12	13	45	15	1	-1	130%
SPRING(A)-15	Spring A 2015	4	10	14	48	16	1	-1	85%
SPRING(B)-15	Spring B 2015	1	14	15	54	18	1	-1	107%
SUMMER(A)-15	Summer A 2015	0	8	8	33	11	2	-2	67%
SUMMER(B)-15	Summer B 2015	0	7	7	24	8	0	0	88%
Fall(A)-15	Fall A 2015	1	6	7	21	7	2	-2	114%
Fall(B)-15	Fall B 2015	1	6	7	21	7	0	0	86%
Spring(A)-16	Spring A 16	1	7	8	24	8	0	0	100%
Spring(B)-16	Spring B 16	0	7	7	18	6	0	0	88%
Summer(A)-16	Summer A 2016	0	6	6	18	6	1	-1	100%
Summer(B)-16	Summer B 2016	0	7	7	18	6	0	0	117%
Fall(A)-16	Fall A 2016	0	6	6	12	4	0	0	86%
Fall(B)-16	Fall B 2016	0	4	4	3	1	0	0	67%
Spring(A)-17	Spring A 2017	1	1	2	6	2	1	-1	50%
Spring(B)-17	Spring B 2017	1	3	4	9	3	0	0	150%
Summer(A)-17	Summer A 2017	0	3	3	6	2	0	0	75%
Summer(B)-17	Summer B 2017	0	4	4	12	4	0	0	133%
<b>Mean</b>		<b>1</b>	<b>9</b>	<b>9</b>	<b>31</b>	<b>10</b>	<b>1</b>	<b>-1</b>	<b>96%</b>

<b>MSE: BIL/TESOL Completions</b>		
2012-2013	▼	3
2013-2014	▼	5
2014-2015	▼	7
2015-2016	▼	1
2016-2017	▼	1

The MSE: Special Education Specialization has a mean retention rate of 96%.. The Special Education Specialization is another area of study that has shown a steady decline in enrollment during the last 10 years, even though the need for special educators is still high. The recruiting problems are similar to the changes recruiting for the undergraduate teacher licensing programs and graduate educational administration licensing. Fewer people are choosing education as a career path, yet the need for educators is great.

CAMS TERM	Academic Calendar	New Students	Continuing Students	Total Heads	Credits	FTE	Completions (prior term)	Net Increase/Decrease	Retention Rate
FALL(A)-12	Fall A 2012	10	57	67	258	86	NA	NA	NA
FALL(B)-12	Fall B 2012	18	69	87	333	111	2	-2	106%
SPRING(A)-13	Spring A 2013	17	83	100	381	127	2	-2	98%
SPRING(B)-13	Spring B 2013	10	97	107	399	133	1	-1	98%
SUMMER-13	Summer A 2013	22	89	111	396	132	7	-7	90%
FALL(A)-13	Fall A 2013	18	107	125	492	164	0	0	96%
FALL(B)-13	Fall B 2013	13	123	136	495	165	0	0	98%
SPRING(A)-14	Spring A 2014	18	109	127	489	163	4	-4	83%
SPRING(B)-14	Spring B 2014	13	127	140	552	184	0	0	100%
SUMMER(A)-14	Summer A 2014	7	112	119	423	141	6	-6	84%
SUMMER(B)-14	Summer B 2014	13	108	121	417	139	0	0	91%
FALL(A)-14	Fall A 2014	10	117	127	441	147	1	-1	98%
FALL(B)-14	Fall B 2014	17	123	140	486	162	4	-4	100%
SPRING(A)-15	Spring A 2015	12	117	129	450	150	7	-7	89%
SPRING(B)-15	Spring B 2015	17	125	142	480	160	5	-5	101%
SUMMER(A)-15	Summer A 2015	16	102	118	411	137	7	-7	77%
SUMMER(B)-15	Summer B 2015	16	110	126	408	136	1	-1	94%
Fall(A)-15	Fall A 2015	13	129	142	432	144	2	-2	104%
Fall(B)-15	Fall B 2015	4	136	140	441	147	3	-3	98%
Spring(A)-16	Spring A 16	15	119	134	453	151	3	-3	87%
Spring(B)-16	Spring B 16	8	132	140	409	136.3333	3	-3	101%
Summer(A)-16	Summer A 2016	8	123	131	330	110	4	-4	91%
Summer(B)-16	Summer B 2016	4	126	130	315	105	0	0	96%
Fall(A)-16	Fall A 2016	14	122	136	375	125	3	-3	96%
Fall(B)-16	Fall B 2016	14	129	143	414	138	1	-1	96%
Spring(A)-17	Spring A 2017	8	119	127	396	132	8	-8	89%
Spring(B)-17	Spring B 2017	11	113	124	375	125	4	-4	92%
Summer(A)-17	Summer A 2017	5	94	99	330	110	6	-6	81%
Summer(B)-17	Summer B 2017	5	86	91	291	97	1	-1	88%
<b>Mean</b>		<b>12</b>	<b>110</b>	<b>123</b>	<b>409</b>	<b>136</b>	<b>3</b>	<b>-3</b>	<b>95%</b>

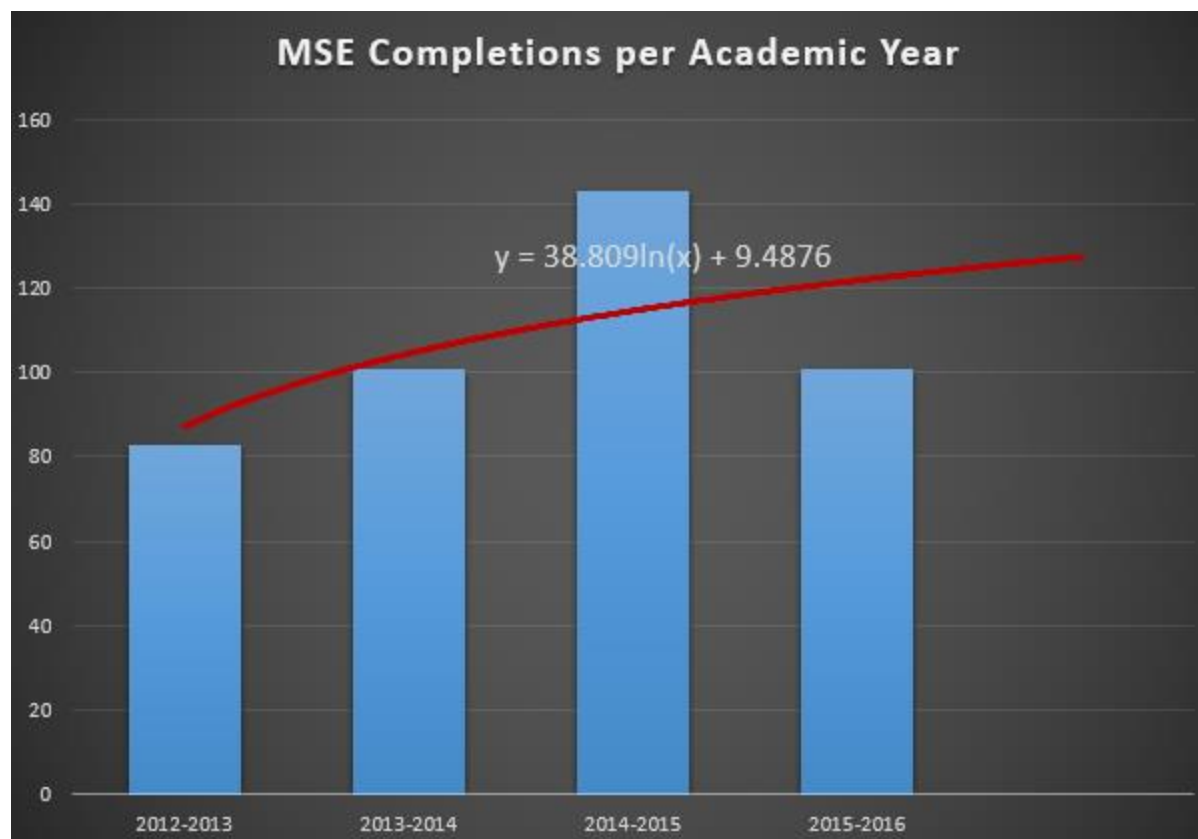
<b>MSE: MHC Completions</b>	
2012-2013	12
2013-2014	11
2014-2015	26
2015-2016	16
2016-2017	20

The MSE: Mental Health Counseling Specialization has a mean retention rate of 95%.

The Mental Health Counseling Specialization has the second largest enrollment of the MSE Specializations with a stable enrollment over the last three years. The academic year 2014-2015 produced a large number of program completers. The 2015-2016 academic year produce 10 fewer program completers, but the interest and number of new students in this program continue to increase. There was an increase of completers for the 2016-2017 period.

MSE Program - Enrollment, Retention, and Persistence									
CAMS TERM	Academic Calendar	New Students	Continuing Students	Total Heads	Credits	FTE	Completions (prior term)	Net Increase/Decrease	Retention Rate
FALL(A)-12	Fall A 2012	49	223	272	1018	339.33333	NA	NA	NA
FALL(B)-12	Fall B 2012	40	269	309	1119	373	5	-5	101%
SPRING(A)-13	Spring A 2013	36	283	319	1177	392.33333	13	-13	96%
SPRING(B)-13	Spring B 2013	43	317	360	1254	418	12	-12	103%
SUMMER-13	Summer A 2013	56	302	358	1323	441	32	-32	93%
FALL(A)-13	Fall A 2013	65	342	407	1547	515.66667	21	-21	101%
FALL(B)-13	Fall B 2013	39	380	419	1522	507.33333	5	-5	95%
SPRING(A)-14	Spring A 2014	49	371	420	1594	531.33333	20	-20	93%
SPRING(B)-14	Spring B 2014	39	411	450	1656	552	8	-8	100%
SUMMER(A)-14	Summer A 2014	29	343	372	1377	459	42	-42	86%
SUMMER(B)-14	Summer B 2014	34	354	388	1431	477	10	-10	98%
FALL(A)-14	Fall A 2014	42	370	412	1457	485.66667	16	-16	99%
FALL(B)-14	Fall B 2014	50	398	448	1557	519	18	-18	101%
SPRING(A)-15	Spring A 2015	44	381	425	1489	496.33333	31	-31	92%
SPRING(B)-15	Spring B 2015	36	389	425	1417	472.33333	14	-14	95%
SUMMER(A)-15	Summer A 2015	28	286	314	1092	364	54	-54	80%
SUMMER(B)-15	Summer B 2015	31	283	314	1050	350	15	-15	95%
Fall(A)-15	Fall A 2015	41	317	358	1130	376.66667	11	-11	104%
Fall(B)-15	Fall B 2015	31	342	373	1182	394	9	-9	98%
Spring(A)-16	Spring A 16	40	318	358	1165	388.33333	26	-26	92%
Spring(B)-16	Spring B 16	30	332	362	1141	380.33333	18	-18	98%
Summer(A)-16	Summer A 2016	31	276	307	939	313	34	-34	86%
Summer(B)-16	Summer B 2016	10	312	322	942	314	3	-3	103%
Fall(A)-16	Fall A 2016	55	326	381	1215	405	11	-11	105%
Fall(B)-16	Fall B 2016	46	346	392	1290	430	8	-8	93%
Spring(A)-17	Spring A 2017	53	330	383	1330	443.33333	25	-25	91%
Spring(B)-17	Spring B 2017	32	348	380	1230	410	16	-16	95%
Summer(A)-17	Summer A 2017	25	260	285	978	326	48	-48	81%
Summer(B)-17	Summer B 2017	17	252	269	936	312	11	-11	92%
<b>Mean</b>		<b>39</b>	<b>326</b>	<b>371</b>	<b>1283</b>	<b>428</b>	<b>18</b>	<b>-18</b>	<b>96%</b>

MSE Completions	
2012-2013	83
2013-2014	101
2014-2015	143
2015-2016	101
20165-20176	108



The mean graduate rate of the MSE program is 96%. The total enrollment continues to increase, but the annual number of program completers/graduate fluctuates. This may be, in part, a reflection on the length of time necessary for program with practicums and internships. Although there was a spike in completers during the 2014-2015 period and then a decline in 2015-2016, there was an increase in MSE completers for the 2016-2017 period.



## Assessment

### Bachelor of Science Program (BS)

**Overview.** The BS program offers five majors for TEP initial candidates: early childhood education, elementary education, secondary education, elementary/secondary physical education, and special education. These five major areas of study prepare initial candidates for teaching licensure in New Mexico. In addition to the major area of study, initial candidates also select a teaching field (i.e., a minor area of study) to complete. The eight teaching fields include the following minors: mathematics, science, social science, language arts, bilingual, physical education (for special education majors only), psychology (for elementary education majors only), and business management (for secondary education majors only). The kinesiology/exercise science (KES/SS) major is a non-teaching/non-licensure area of study and began fall 2015. Some of the KES/SS students will graduate during the 2016-2017 academic year.

**Mission.** The mission of the BS program is to prepare students to become effective professionals who lead by serving others. This mission statement is inspired by the University's mission statement.

#### ***Program Goals and Objectives.***

**Goal 1** – Initial Licensure candidates will conduct their selves in a professional manner at all times.

**Objective 1** – Initial Licensure candidates are aware of and adhere to the state Professional Code of Ethics of the Education Profession of Educators.

**Objective 2** – Initial Licensure candidates are dependable and reliable.

**Objective 3** – Initial Licensure candidates dress and groom professionally.

**Objective 4** – Initial Licensure candidates use correct English/grammar.

**Courses:** EDU 3223 Classroom Management and Organization, EDU 4502 Field Experience II, EDU 4546 Intern teaching

**Assessment:** The *Intern Teaching Evaluation* protocol (capstone course) is the source for the 2015-2016 academic year's PLO data.

**Goal 2** – Initial Licensure candidates will appropriately utilize a variety of teaching methods and resources for each area taught.

**Objective 1** – Initial Licensure candidates take into account the physical, social emotional, cognitive, and linguistic development of students when planning instruction.

**Objective 2** – Initial Licensure candidates develop lesson plans that include the appropriate standards and benchmarks, knowledge of the discipline, student diversity, the local community, and the district/state curriculum goals.

**Courses:** EDU 4113 Teaching in the Elementary School, EDU 4213 Teaching in the Secondary School, EDU 4546 Intern Teaching

**Assessment:** The *Intern Teaching Evaluation* protocol (capstone course) is the source for the 2015-2016 academic year's PLO data.

**Goal 3** – Initial Licensure candidates will manage the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

**Objective 1** – Initial Licensure candidates manages the classroom to minimize distractions and disruptions in order to ensure the best use of instructional time.

**Objective 2** – Initial Licensure candidates develop and implement a classroom management Plan.

**Courses:** EDU 3223 Classroom Management/Organization, EDU 4546 Intern Teaching

**Assessment:** The *Intern Teaching Evaluation* protocol (capstone course) is the source for the 2015-2016 academic year's PLO data.

**Goal 4** – Initial Licensure candidates effectively utilize student assessment techniques and procedures.

**Objective 1** – Initial Licensure candidates uses a variety of assessment tools and to help plan instruction and remediation and maintains documentation of student progress.

**Courses:** EDU 3523 Measurement and Evaluation, EDU Diagnostic and Corrective Reading, EDU 4502 Field Experience II, EDU 4546 Intern Teaching

**Assessment:** The *Intern Teaching Evaluation* protocol (capstone course) is the source for the 2015-2016 academic year's PLO data.

**Goal 5** – Initial Licensure candidates will identify and incorporate the use of technology to achieve learning objectives in all disciplines within the schools' curriculum as appropriate.

**Objective 1** – Initial Licensure candidates encourage the development of student involvement, responsibility, and critical thinking skills by integrating technology in the classroom.

**Courses:** CSI 2203 Educational Technology, EDU 4502 Field Experience II, EDU 4546 Intern Teaching

**Assessment:** The *Intern Teaching Evaluation* protocol (capstone course) is the source for the 2015-2016 academic year's PLO data.

**Goal 6** – Initial Licensure candidates recognize student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

**Objective 1** – Initial Licensure candidates is aware of and can apply best practices regarding individual differences, such as linguistic backgrounds, development levels, exceptionalities, gender, and other areas of diversity.

**Courses:** EDU Multicultural Learners & Literacy, EDU 4546 Intern Teaching

**Assessment:** The *Intern Teaching Evaluation* protocol (capstone course) is the source for the 2015-2016 academic year's PLO data.

**Goal 7** – Initial Licensure candidates work productively with parents and community members.

**Objective 1** – Initial Licensure candidates communicates to parents, and community members, student progress, important events, and school activities.

**Courses:** EDU 4546 Intern Teaching

**Assessment:** The *Intern Teaching Evaluation* protocol (capstone course) is the source for the 2015-2016 academic year's PLO data.

**Goal 8** – Initial Licensure candidates provide accommodations and interventions that allow each student to succeed based on the individual learning needs.

**Objective 1** – Initial Licensure candidates adjusts lessons and strategies for students with exceptionalities with regard to academic levels, physical environment, and emotional needs.

**Courses:** SPED 2103 Introduction to Special Education, EDU 4502 Field Experience II, EDU 4546 Intern Teaching

**Assessment:** The *Intern Teaching Evaluation* protocol (capstone course) is the source for the 2015-2016 academic year's PLO data.

**Goal 9** – Initial Licensure candidates comprehends the principles of student growth, development and learning, and applies them appropriately.

**Objective 1** – Initial Licensure candidates understand how children learn and develop, and provide leaning opportunities that support their cognitive, social, aesthetic, emotional, and physical development.

**Objective 2** – Initial Licensure candidates develop curriculum and implements instructional strategies appropriate to the development levels of each child, leading to continuous progress.

**Courses:** PSY 2213 Educational Psychology, EDU 4502 Field Experience II, EDU 4546 Intern Teaching

**Assessment:** The *Intern Teaching Evaluation* protocol (capstone course) is the source for the 2015-2016 academic year's PLO data.

**Goal 10** – Initial Licensure candidates accurately demonstrate knowledge of the content area and approved curriculum.

**Objective 1** – Initial Licensure candidates appropriately utilize a variety of teaching methods and resource for each area taught.

**Courses:** EDU 4113 Teaching in the Elementary Schools, EDU 4213 Teaching in the Secondary Schools, EDU 4413 Reading in Content Area, EDU 4502 Field Experience II, EDU 4546 Intern Teaching

**Assessment:** The *Intern Teaching Evaluation* protocol (capstone course) is the source for the 2015-2016 academic year's PLO data.

**Goal 11** - Initial Licensure candidates communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

**Objective 1** – Initial Licensure candidates communicate effectively and facilitate the communication skills of all students.

**Courses:** EDU 4502 Field Experience II, EDU 4546 Intern Teaching

**Assessment:** The *Intern Teaching Evaluation* protocol (capstone course) is the source for the 2015-2016 academic year's PLO data.

### **Master of Science in Education (MSE)**

**Overview.** The MSE program offers 10 Specializations for advanced candidates: School Counseling, Educational Diagnostics, Educational Administration, Mental Health Counseling, Curriculum & Instruction, Curriculum & Instruction Bilingual, Curriculum & Instruction TESOL, Early Childhood Education, Special Education, and Exercise Science.

Three Specializations help prepare advanced candidates for professional licensure in New Mexico through the NM-Public Education Department: School Counseling, Educational Diagnostics, and Educational Administration. The Mental Health Counseling Specialization helps prepare advanced candidates for licensure through the New Mexico Regulation and Licensing Department.

Six Specializations do not lead to professional licensure: Curriculum & Instruction, Curriculum & Instruction Bilingual, Curriculum & Instruction TESOL, Early Childhood Education, Special Education, and Exercise Science. The Specialization in Exercise Science (KES/SS) was recently approved by the Higher Learning Commission and is a non-licensure area of study. The University is now admitting students to the KES/SS Specialization.

**Mission.** The mission of the MSE program is to prepare students to become effective professionals who lead by serving others. This mission statement is inspired by the University's mission statement.

***Program Goals and Objectives.***

The MSE program evaluation is comprised of five main goals with one or more objectives to demonstrate the level of mastery of the goals. The MSE goals align with institutional student learning outcomes (SLOs) and the University mission. The constructs for the five goals include (a) knowledge, (b) critical thinking, (c) communication, (d) service, and (e) integrity. The MSE goals and the University SLOs also embody the spirit of USW's Mission.

***MSE Program Goals, Objectives, and Assessments.***

**Goal 1 (Knowledge) – All advanced candidates will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across their choice of varied disciplines.**

**Objectives:**

1. Demonstrate a *knowledge* of core and specialization classes in all advanced programs.
2. Demonstrate the *skills* and understanding of the requirements needed to work effectively with students/clients in their area of Specialization.
3. Demonstrate the *dispositions* required of a professional in their area of Specialization.

**Assessments:**

1. All advanced candidates are required to have earned a minimum 3.0 GPA for their master's degree.
2. All advance candidates will participate in advanced practica/internships or a written comprehensive exam.

**Goal 2 (Critical Thinking) – All advanced candidates will demonstrate the ability to access and interpret information, respond and adapt to changing situations, make complex decisions, solve problems and evaluate actions.**

**Objectives:**

1. Demonstrate the ability to understand, apply and analyze information from core curriculum areas to address the needs of a wide range of diverse populations.
2. Demonstrate the ability to implement scholarly research, critical thinking, and writing skills to make decisions for the populations with whom they interact.

**Assessment:**

1. All advanced candidates are required to earn a grade of *B* or better in an educational research course (i.e., EDU 5523 or EDMH 5523).
2. All advance candidates will participate in advanced practica/internships or a written comprehensive exam.

**Goal 3 (Communication) – All advanced candidates will demonstrate the ability to communicate clearly and effectively in both an oral and written format.**

**Objectives:**

1. Demonstrate the ability to communicate professionally with all stakeholders.
2. Demonstrate the ability to serve as a resource to facilitate and make presentations.

**Assessments:**

1. All advance candidates will participate in advanced practica/internships or a written comprehensive exam.
2. All advance candidates will take professional education coursework designed for their degree. EDSC 5213 (SC), EDI 5123 (C&I), EDMH 5213 (MHC).

**Goal 4 (Service) – All advanced candidates will demonstrate awareness and understanding of the skills necessary to serve others and their community in a diverse and changing world.**

**Objectives:**

1. Demonstrate the ability to work with all stakeholders to create a professional environment that supports achievement, improvement, and growth.
2. Demonstrate the ability to use multiple measures to assess and document growth, evaluate effectiveness, and meet the needs of a diverse population.
3. Demonstrate the ability to provide resource materials and expertise dealing with issues affecting stakeholders.

**Assessments:**

1. All advance candidates will participate in advanced practica/internships or a written comprehensive exam.

**Goal 5 (Integrity) – All advanced candidates will demonstrate awareness and understanding of ethical standards of their profession.**

**Objectives:**

1. Demonstrate ethical behavior based on the ethical standards of their profession.

**Assessments:**

1. All advance candidates will participate in advanced practica/internships or a written comprehensive exam.

### **Course Coverage**

Full-time faculty have an annual contractual obligation to teach 24 credit hours of coursework during an August-May academic year. Careful planning of course offerings for

semester/term courses helps alleviate the need to cancel classes. Rather, any cancellation of courses takes place before registration. However, if a student needs a course to graduate in a timely manner and which isn't being offered, the course can then be opened or facilitated as a directed study. All courses are adequately staffed.

To adequately staff the SOE's BS and MSE courses, the following faculty are employed for the academic year 2016-2017: 15 full-time faculty (i.e., 13 graduate faculty and 2 undergraduate faculty); and 6 adjunct faculty (i.e., 5 graduate faculty and 1 undergraduate faculty). Of the 15 full-time faculty, 87% have an earned PhD or EdD, and 13% have master degrees. Of the six adjunct faculty, 83% have a doctoral degree, and 17% have master degrees.

### **Data-Driven Decisions for Continuous Improvement**

Based on the assessment data provided in this annual report, there are several areas for improvement to consider before the start of the 2016-2017 academic year. Since this is the first year of an institutional-wide program assessment process and the development of annual assessment reports, actions for continuous improvement will focus on the most essential changes to be made:

- Develop a measureable and systematic system for accurate data collection
- Develop a standardized evaluation tool/rubric for specializations requiring internships.
- Implement a portfolio-based assessment method at the program level for students completing a master's degree.
- Review enrollment and enrollment trends in the diverse fields of study in both the initial and advanced programs (BS and MSE) and MSE specializations or majors and minors

within the BS programs. Based on the findings, consider *retiring* the lowest performing graduate Specializations or undergraduate majors and teaching out the programs for current students.

- Have Program Coordinators and appropriate faculty reflect on the data acquired for their area of graduate specialization or undergraduate major and research ways to improve at least 25% of a program's objectives that received low scores/ratings.
- Explore the development of new, high-demand graduate and undergraduate programs to be included in the *SOE Strategic Plan*.
- Include descriptive statistics in the SOE's 2017-2018 annual assessment report.

### **Executive Summary**

The program review, evaluation, and assessment process is an important foundation for the next possible step in the institutional assessment system, which could be the assessment of each graduate program *specialization* and each undergraduate *major* area of study. In addition, a review of existing SLOs (Student Learning Outcomes) would be a proactive step to refine and improve the process of and accurate data for the assessment of student learning outcomes.

The history of the evaluation and assessment system at USW has been evolving since the late 1990's. Early in the evolution of USW's institutional assessment system, data were acquired from each course based solely on pre-testing and post-testing of course content and reporting the data to the office of the Vice President of Academic Affairs. Since that time, faculty and staff have attended many conferences, workshops, and training sessions on assessment for institutions of higher learning. During the last three years, assessment has begun to change the culture of assessment and the processes by which we evaluate student learning, teaching, programs, and the overall effectiveness of the University.



In order to continue to grow the University, faculty and staff might consider ways of improving recruitment and retention efforts. For example, one specific way for the SOE to bolster recruitment, retention, and graduation may be to develop a regularly scheduled (at least once each semester) workshop on preparing/practicing for exams required of many SOE licensure programs.

Faculty can explore ways to improve oral and written communications skills for both the initial and advanced SOE programs. One way to do this would be to implement an SOE rubric to evaluate and assess oral presentations and written communications. APA form and style guidelines might also be simplified to create an *institutional* APA Handbook, which would be less cumbersome/confusing and more streamlined/standardized/user-friendly for use by students regardless of their choice of degree. In conclusion, the leadership, faculty, and staff of the SOE can utilize the data and information provided in the 2016-2017 Annual Assessment Report to collectively improve best practices in all SOE initial and advanced programs.