Department of Education and Clinical Studies
Human Services, B.S.
The learning objectives for the Human Services B.S. degree and well-written, well thought out and measurable.

This degree program used a culminating paper, quizzes and an exit survey to measure student learning. In this assessment cycle, the only measure that was analyzed was the exit survey. Faculty found that student satisfaction has improved from previous survey administrations.

The department is struggling with a lack of resources, including a lack of full-time faculty devoted to the program. Despite these obstacles, the program faculty have used assessment data to make some important curricular changes. The full-time faculty member met with all new instructors to provide mentorship and to share information about the courses to be taught. Additionally, the program faculty worked to standardize all sections of all courses.

Counselor Education: Clinical Mental Health Counseling, M.S.

Counselor Education: School Counseling M.Ed.

Special Education, B.A.Ed/B.S.Ed
The Special Education undergraduate programs adhered to learning objectives required by their discipline-specific accrediting body. These are, predictably, excellent and thorough.

This degree program used a variety of methods to assess student learning, notably exit surveys, field experience evaluation of student teachers, and reflection papers. In general, students met the benchmarks set by their program faculty. In one case, faculty noted an area that required intervention. Students actually had met the benchmark for this particular concept; however, faculty felt that increasing instructional time for this area would be appropriate.

Graduate Degrees Assessed:
Special Education, M.Ed. (5 concentrations)
Special Education, Ph.D.

All graduate programs in the department adhere to discipline accrediting body standards for the learning objectives (with the exception of the Special Education Ph.D. program, which has its own well developed learning objectives). These
objectives are excellent and measurable. The programs worked to align their respective curricula with these standards.

Graduate programs in the department of Education and Clinical Studies used a number of measures to assess student learning. Both Clinical Mental Health Counseling degrees used a nationally normed standardized exam to compare UNLV students to national benchmarks. The Special Education MEd program concentrations used field experiences, assignments scored using rubrics, and research papers to assess the specialty areas. The Special Education PhD used comprehensive exams, dissertation completion rates and rubric scores for critical course assignments.

The Clinical Mental Health Counseling programs used their data to determine that the course sequence was not dialed in to maximize student performance. The faculty are currently working to resolve this issue. Faculty in these two programs regularly review the standardized test results to identify students who need extra support in their courses of study. The Special Education faculty also used assessment data to improve student success. All faculty participated in discussions surrounding assessment results. In particular, faculty discussed the possibility of adding a student publication requirement to the program. However, through discussions it was decided that this addition would not be appropriate for the degree program. Faculty also reviewed the learning objectives and revised them to be more measurable in their language.

**Department of Educational Psychology and Higher Education**

**Graduate Degrees Assessed:**
- Higher Education, M.Ed.
- Higher Education, Ph.D.
- Higher Education, Graduate Certificate
- Educational Psychology, M.S.
- Educational Psychology, Ed.S.
- Educational Psychology, Ph.D.
- Learning and Technology, Ph.D.

The Higher Education programs have been in transition for some time. They are just beginning to bounce back and have implemented a number of assessment measures to ensure student success. This cycle mainly served to provide baseline data, though faculty are in agreement that students are progressing appropriately.

The transition period is shifting to one of growth and scholarship. Faculty redesigned some of their degrees, including the addition of emphasis areas and
certificate programs. New students have been assisted in securing GAships, and encouraged to present at national conferences.

All graduate programs in the Department of Educational Psychology and Higher Education have well developed learning objectives. The EPY M.S. program in particular has done a nice job of matching their objectives to specific courses that provide growth in those areas.

The assessment measures in this department are typical and appropriate for graduate programs. They include coursework, comprehensive exams, surveys of students and alumni, theses and dissertations. The Educational Psychology Ed.S. program included evaluations of student internships. The evaluation rubric is broken down by domain and indicated that students are proficient in all domains, though students did generally score lower in some areas (while remaining above the benchmark). Student and alumni surveys indicated that students are generally satisfied with their programs. One area of concern was discovered—students tend to report feeling a lack of connection to the department and to other students.

Faculty in the Department of Educational Psychology and Higher Education closed the loop in various ways. The Ed.S. program reports and communicates regularly to their accrediting body, which makes recommendations as necessary. Faculty in the other programs regularly discussed the assessment results and make changes where necessary. For example, faculty revised the comprehensive exam format and scoring procedures. Additionally, faculty are responding to the students’ concerns about lack of connection by discussing the reinstatement of a student events committee.

**Department of Teaching and Learning**

**Undergraduate Degrees Assessed:**
Elementary Education, B.A.Ed/B.S.Ed.
Secondary Education, B.A.Ed/B.S.Ed.

Both undergraduate programs in the Department of Teaching and Learning adhere to the Interstate Teacher Assessment and Support Consortium (INTASC) Standards, various Scholarly Professional Association (SPA) standards, and accreditation unit standards. These principles and standards underscore all programmatic and curricular decisions in the secondary teacher education program and are summarized in the learning outcomes articulated by the INTASC standards.
Assessment measures in the undergraduate programs included analyses of student work, standardized exam scores, field experience evaluations, student surveys and e-portfolios.

The elementary education program faculty found that students were generally meeting benchmark performance. However, they did notice that one subject area was lower than they would prefer. Faculty are taking steps to investigate areas in which student knowledge can be enhanced.

Secondary Education student field experience evaluations were analyzed on a scale of 1 (low) to 3 (high). The average score was 2.5, indicating acceptable student learning. This program report did a nice job of reporting the evaluation results by content area, with each semester’s data separated out. This resulted in a very informative dataset.

Both undergraduate programs in the Department of Teaching and Learning used their data results to improve student learning. The Elementary Education program faculty worked to align teacher education coursework more closely with the three required field experiences to improve the elementary teacher education program. Additionally, they encouraged elementary teacher education faculty to work in tandem with field experience coordinators to make content methods coursework explicit in elementary classrooms. Faculty are working toward implementation of an ePortfolio Culminating Experience to provide evidence of candidate growth during the elementary teacher education program and increase the number of hours candidates spend in field experiences.

The Secondary Education program faculty developed an in-house system of storing and analyzing data. The secondary faculty regularly discuss any average score on the field experience instrument that approaches 2.5. Lower scores in the first field placement (Practicum I) are to be expected. All secondary teacher education students now compile a final e-portfolio as a capstone experience. Secondary teacher education faculty are involved in the presentation and evaluation of these portfolios.

Graduate Degrees Assessed:
Curriculum and Instruction, M.S./M.Ed. (10 concentrations)
Curriculum and Instruction, Ed.D.
Curriculum and Instruction, Ph.D.
Teacher Education, Ph.D.

All concentrations in the Curriculum and Instruction M.S./M.Ed. program adhere to the Interstate Teacher Assessment and Support Consortium (INTASC) Standards. These principles and standards underscore all programmatic and curricular decisions in the secondary teacher education program and are
summarized in the learning outcomes articulated by the INTASC standards. The Curriculum and Instruction, Ed.D., Curriculum and Instruction, Ph.D., and Teacher Education, Ph.D. programs all have well written, measurable and observable learning objectives.

Graduate programs in the Department of Teaching and Learning measured student learning in a number of ways. The M.S./M.Ed. programs used culminating projects, research papers, field experience evaluations, class projects, exams, and unit plan evaluations. The Ed.D. and Ph.D. programs assessed student learning through structured annual reviews with each student. These reviews covered the following student experiences:

1. Courses completed
2. Milestones (e.g. comps)
3. Conferences
4. Publications
5. Research underway
6. Teaching and Supervision

For the most part, students generally performed as expected. One M.S./M.Ed. concentration had an interesting finding regarding student enrollment. A new cadre of students were enrolled in the program. These students have different needs from traditional Masters students, due to their educational backgrounds. Faculty are working to determine how to best accommodate these students through the addition of specialized faculty members and curricular changes. Faculty in all of the graduate programs work continuously to make minor adjustments to curricula, instruction, and assessment measures.