***STUDENT LEARNING ASSESSMENT PROGRAM***

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 15, 2018**. Worksheets should be sent electronically to kjsanders@eiu.edu and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

***SUMMARY FORM SU 2016 – SP 2018***

**Degree and Program Name: Special Education-**

 **Graduate Program**

**Submitted By: Dr. Kathlene S. Shank, Chair**

**PART ONE:**

| **What Are the Learning Objectives?** | **How, Where, & When Are they Assessed?** | **What Are the Expectations?** | **What Are the Results?** | **Committee/Person Responsible? How Are Results Shared?** |
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| 1. **Critical thinking, problem solving, and research skills: all candidates will develop thorough course work knowledge and understanding of the issues and research in Special Education. (EIU Graduate Outcome (2 and 4)**
 | **Critical thinking and knowledge of issues is addressed in SPE 5120 and knowledge of research methodology is assessed in SPE 5900.****In the issues course (5120) candidates choose and issue and are required to do critical thinking through thorough examination of the issue, drawing implications and then supporting through research one side of the issue. The major paper requiring critical thinking, problem solving and demonstration of research skills constitutes 75% of the SPE 5120 course grade.** **Every candidate, to earn the M.S. degree in Special Education, must pass a written comprehensive exam specific to SPE 5120 and SPE 5900. The issue exam requires candidates synthesize research on an issue and reflect their position and support of their position on the issue. Problem solving and application of research is required to determine and support their position. The research question requires problem solving specific to use of research.****The candidate is required in the research course (5900) to read and evaluate scientifically based research and must design an action research study to be done in their classroom, school, or district.** **Every candidate to earn the M.S. degree with a major in Special Education must pass a research comprehensive written exam which requires the candidate to, in a 90 minutes time frame, read a provided article, state the problem examined in the study, list the hypotheses, describe fully the sample, identify the research design, outline the procedures used in the study, identify accurately the dependent and independent variables, describe and explain the statistical analysis of the study, describe the results and conclusions, and discuss the value or lack of value of this for a special educator in the public schools today.** **Candidates in progress for the M.S. on a dispositional survey completed by faculty are rated to the extent to which they reflect they value the development of critical thinking and independent problem solving.**  | **All enrollees will meet knowledge base expectations (“B”) or exceed expectations (“A”) in SPE 5120 and SPE 5900.** **Candidates completing the issues paper will demonstrate “critical thinking and problem solving skills” at a minimum of 3.0 (meets standards).** **Candidates on the “Issue Paper” will meet or exceed standards as defined by elements of the rubric.** **On the issues and research written exams, the candidate will demonstrate critical thinking and problem solving skills. Candidates must meet (3.0) or exceed standards.** **It is expected that candidates meet or exceed standards as defined by the elements of the rubric used to assess the “Research Proposal.”** **Candidates meet or exceed standards (3.0) on the written comprehensive test.** **The dispositional survey will reflect that candidates “generally demonstrate (3.0)”, “demonstrate most of the time (4.0)”, or “always demonstrate (5.0)” that they value the development of critical thinking and independent problem solving.**  | **Grades earned in "Core Courses" –** **fall 2016 in SPE 5120: 1 of 4 earned “A’s” and 3 of 4 earned a “B”. Fall 2017, 7 of 16 earned “A’s” and 7 of 16 earned a “B” with 1 earning a “C” and 1 earning a “D”.****Spring 2017, 1 candidate completed SPE 5900 earning an “A”.** **The final overall ratings for candidates completing an “issue paper”. Fall 2016 reflect 1 “Exceeds standards”, 2 exceed some standards” and 1 met standards.” Fall 2017, 1 “Inconsistently met standards, 1 “met standards, 6 of 16”exceed some standards”, and 8 of 16 “consistently exceeded standards”.****The rubric and data charts for fall 2016 and 2017 for this issues paper are provided in the attachments.** **Across the 5 issues and 4 research comprehensive written exams taken in 2016-2018, 2 of 9 reflect the candidate on this exam “consistently exceeded standards” related to critical thinking and problem solving and 5 were assessed as 4.0, “exceeds some standards”. One of 9 “met standards” (3.0) and 1 individual “inconsistently met standards.” The rubric used to score comprehensive written exams is provided in the attachment.****Results Research Proposal: The singular candidate completing the “Research Proposal” spring 2017 in SPE 5900, “exceeded some standards” (4.0).** **The rubric and the data charts for this proposal are provided in the attachments.****Research Comprehensive:****Four candidates completed the “Research” written exam spring 2016 to spring 2018. One of the 4 candidates earned the highest rating of 5.0, “consistently exceeds standards.” Three candidates each earned a 4.0, “exceeds some standards” overall rating.****The two candidates completing coursework 2016-2018 in their final semester of graduate work were rated by faculty as “always demonstrates” that they value the development of critical thinking and independent problem solving (5.0).**  | **Determine student continuation and completion of M.S. degree with major in Special Education.****Results are shared through rubrics used to grade products, final course grades, and letters conveying written exam results and evaluative comments.****Committee/Person Responsible:****Chair, Advisor, Graduate Coordinator, and Graduate faculty.**  |
| 1. **Depth of Content Knowledge: graduating majors have a comprehensive knowledge base of the issues, research, and practices of Special Education. (EIU Graduate Outcome 1)**
 | **The Graduate Outcome “depth of content knowledge” includes in its description “application of theory into practice.” While all graduate candidate assignments/ assessments require application of knowledge, it is in the field experiences that candidates’ ability to relate theory to practice is authentically assessed. Graduate candidates are required to complete a practicum course, SPE 5770. A required component of the field experience is the expectation that candidate’s experience is outside their classroom and diverse from their current role.****Each candidate to graduate must complete written comprehensive exams or write a thesis. The comprehensive questions require that the candidate successfully demonstrate a depth of content knowledge specific to the topic of the exam.****One comprehensive exam is on an issue (5120), one on research (SPE 5900), and the other two are exams on other courses taken specific to the individual’s goals. These are chosen with consultation between the advisor and candidate.** **Pass, Fail, and Retake rates on a comprehensive written question taken after course is completed and before comprehensive knowledge is verified by Chair and Graduate Coordinator.** **Candidates completing their M.S. 2016-2018 will be rated by faculty on a dispositional** **survey relative to demonstration of content knowledge.** | **It is expected that candidates meet or exceed standards as defined by the elements of the rubric used to assess the field experience or field experience activities. A 3.0 on a 5.0 scale reflects standards are met.** **On the written comprehensive exams, candidates will demonstrate “depth of content knowledge” at the 3.0 level, “meets standards.”** **Candidates will be perceived by faculty to demonstrate content knowledge (3.0-5.0).** | **The SPE 5770 project requires an action research project that relates research to practice; 3 candidates completed this research project 2016-2018. Two “consistently exceeded standards, and the third candidate “met standards.”** **The Rubric and data sets for the SPE 5770 field experience assessments is provided in attachments.****Pass, Fail, Retake rates on comprehensive question (questions are course specific and reflect candidate content knowledge).****The SPE 5120 issue question requires synthesis of the research on the issue and demonstration of critical thinking and problem solving.** **The “research” (SPE 5900) question requires an in-depth understanding of research to assure the candidate can formulate and conduct and critically review and synthesize existing research.** **Nine candidates took these comprehensive exams between 2016 and end of spring semester 2018.** **Four of 5 candidates passed the “Issues” comprehensive the first time. The “Research” comprehensive was passed the first time by 2 of 4 candidates. The second time pass rate was 3 of 5 for “Issues” and 2 of 4 for “Research”.****One of 2 candidates in their final semester of coursework were rated by faculty across coursework as “always “demonstrates content knowledge” (5.0); and 1 of 2 was rated as “most of the time demonstrates” content knowledge (4.0).** | **To verify comprehensive knowledge levels of M.S. candidates.****Each candidate receives a letter which provides a critique of their written responses and the pass or not pass determination.** **Committee/Person Responsible:****Graduate Coordinator, Advisors, and Chair** |
| 1. **Written Communication Skills**

**Candidates for a Master’s degree with a major in Special Education will demonstrate written competence. Written competence is demonstrated in two varied ways: timed written comprehensives and major paper in 5120 and 5900.****(EIU Graduate Outcome 3)**  | **Writing Competence is assessed in the two required courses: SPE 5120 (Issues) and SPE 5900 (Research). Candidate written competence is assessed with a Graduate Faculty approved rubric used in the assessment of the assignments.** **Major papers: Issues, SPE 5120, and Research, SPE 5900.****Candidates in progress will be rated by faculty on a dispositional survey specific to demonstration of professional written communication.**  | **It is expected all candidates will meet or exceed standards specific to written communication skills (3.0-5.0) as defined in the rubric for comprehensive exams.****Candidates will demonstrate writing competence in two major papers: an issues paper and a research proposal.** **Candidates will demonstrate written communication that is professional.**  | **Results Written Comprehensives, SPE 5120 (Issues) and SPE 5900 (Research): 9 candidates completed the written comprehensive for SPE 5120 and SPE 5900 summer 2016 through the end of spring semester 2018. The rubric used in scoring written exams includes “written communication skills” as an area of evaluation. 4 of 9 “consistently exceeded” the expectations (5.0) for demonstration of written communication skills; 4 “exceeded some standards” (4.0); and 1 “met standards” (3.0).****Results Major Paper:****SPE 5900, SPE5120 2016 – 2018, Five of 21 candidates demonstrated written language skills in the major paper required in the course that “consistently exceeded standards” (5.0); 13 of 21 “exceeded some standards” (4.0); 1 of 21 met standards” (3.0) and 2 of 21 “inconsistently met standards” (2.0).****The rubric, summary sheet, and data for SPE 5900 and SPE 5120 are provided as an attachment to this report.** **Two candidates 2016 – 2018 were rated in their last semester of coursework. Faculty perceived that the professional written communication of both were considered to be “demonstrated always” (5.0).**  | **Person Responsible :****Graduate faculty and course instructor.****Rubrics are used to evaluate Issues paper and the Research proposal and candidates receive a copy. The rubrics used are provided with this report.** **Rubrics are likewise used in the assessment of candidates’ written comprehensive exams.** |
| 1. **Oral Language Skills**

**Candidates for a Master’s degree with a major in Special Education will demonstrate “oral language competence.” (EIU Graduate Outcome 3.)** | **Oral presentation on an “issue” in SPE 5120 is required.** **Candidates in progress 2016–2018 were rated by faculty on a dispositional survey specific to perceived effectiveness of oral communication.** | **Oral language skills will be demonstrated appropriate to an advanced professional. An advanced professional can communicate effectively, sharing synthesized information, clearly communicated concepts and opinions, and demonstrates appropriate semantics and grammatical skills.** **Candidates in progress will be perceived by faculty to be effective in their oral communication.**  | **Oral language skills are assessed formally when an hour long classroom issues presentation is given by the candidate. 2016 – 2018, 4 of 20 candidates were rated as “consistently exceeding standards” (5.0) on the oral presentation. 13 of 20 “exceeded some standards” (4.0), and 3 of 4 “met standards” (3.0).****Of the 2 candidates in their final semester of coursework for a master’s degree 2016-2018, both were perceived by faculty to be “always effective” (5.0) in their oral communication.** | **Person Responsible:****Course instructor****A rubric is used to assess the oral presentation and the completed rubric is given to candidates.**  |
| 1. **Evidence of Advanced Scholarship**

**Candidates for a Master’s degree in Special Education will demonstrate the ability to critically review and synthesize existing research and to relate research to practice.** **(EIU Graduate Outcome 4)**  | **Candidates must pass a written comprehensive exam specific to Issues and Research. Candidate demonstration of advanced scholarship is assessed in each of these exams.****Graduates of the M.S. in Education program will commence advanced study following completion of the M.S. degree.** **Across coursework, graduate candidates complete projects that are designed to assess candidate performance. Each graduate assessment assesses evidence of “advanced scholarship” and “ability to relate research to practice.”** | **Candidates are expected to meet or exceed standards of demonstration of advanced scholarship on the written comprehensive exams for SPE 5120, Issues, and SPE 5900, Research.****Graduates responding to survey of graduates will reflect they have sought additional degrees or certifications.** **Candidates will demonstrate advanced scholarship and ability to relate research to practice in completion of graduate programmatic assessments.**  | **Across 2016-2018, 9 written exams were completed for issues and research. 3 of 9 responses were rated as “consistently” (5.0) exceeding the standards of demonstration of “advanced scholarship.”****5 of 9 demonstrated a level of advanced scholarship that exceeded “some” standards (4.0), 1 of 9 met standards (3.0) of demonstration of “advanced scholarship”.****Results: 70 of 120 (58.3%) respondents responded they had sought additional degrees since completion of their M.S. at EIU. Five had earned a Ph.D or Ed.D. Since then 1 additional graduate has also completed doctoral.****Advanced scholarship and ability to relate research to practice are assessed across graduate programmatic assessments. Data in this report are across assessments: summer 2016 through spring 2018. Candidates’ “overall performance” mean ratings across 15 programmatic assessments (2016-2018) was 4.332 on a 5.00 scale with a mean of medians across the 15 assessment data sets of 4.533 on a 5.00 scale. The range of means across the 15 overall performance ratings was 4.82 – 3.63 on a 5.00 scale.** | **Person responsible:****Chair and graduate faculty****Results are communicated via a formal letter reflecting critique of the written response and a final “pass” or “not pass” determination.**  |

**PART TWO:**

**Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s and Graduate Dean’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.**

**There were no CASA or Graduate Dean comments to which to respond (all comments were positive) in the 2013-2016 Graduate Special Education Student Learning Assessment Program Summary Form. Due to the quality of the assessment and the report, a summary was not required to be submitted spring 2017.**

**PART THREE:**

**SUMMARIZE CHANGES AND IMPROVEMENTS IN CURRICULUM, INSTRUCTION, AND LEARNING THAT HAVE RESULTED FROM THE IMPLEMENTATION OF YOUR ASSESSMENT PROGRAM.**

 **The Graduate Program is designed to meet each candidate's career goals and objectives. The program is designed for individuals who already hold licensure in Special Education. Candidates may elect to complete the sequence of courses that culminates in an advanced Illinois certificate, LBS II, in “Curriculum Adaptation” or “Behavior Intervention,” may commence work toward the “Director of Special Education” endorsement or may choose Master’s coursework as it relates to their own professional goals. All candidates are required to complete the “Issues” course, SPE 5120, and the research course, SPE 5900. All candidates must complete comprehensive exams or a thesis. Two candidates completed the Master’s program between summer 2016 and spring 2017. Two candidates passed the State of Illinois Behavior Intervention Specialist Test. Twenty-three new candidates entered the program between summer 2017 and spring 2018.**

**One comprehensive exam is specific to issues and one is specific to research. In the issues course a major issue paper is required and an oral presentation (one hour) in length) must be given on the issue. A research proposal is required in the research course. In addition to these two courses and the required assessments, candidates complete an additional minimum of 15 semester hours of special education graduate work. While research and issues are each offered each academic year, all other graduate special education courses are rotated across a three-year cycle. Each graduate course includes a minimum of one departmentally specified assessment.**

**Across the past year, 2017-2018, the graduate faculty have begun to reformat all graduate courses, excluding field experience, SPE 5770, and Independent Study (SPE5990), into an online delivery platform. The assessments and rubrics that were realigned (2015-2016) in apparent ways to the “Council for Exceptional Children Advanced Professional Practice Standards” are being used to assess candidate performance. Data generated for this report are a result of use of these assessments and rubrics.**

**Refinement of Assessment Process:**

**Performance assessments were redesigned 2015-2016 and implemented across graduate classes to assure the EIU Graduate Outcomes and the 2012 CEC advanced professional standards are addressed and candidates’ performance is assessed specific to these standards. Rubrics and summary sheets designed, refined, and used across all graduate classes are appended to this report. Currently data is collected and analyzed specific to the IBHE Graduate Survey every 5-7 years; “dispositional survey” at candidate entry, in-progress, and in final semester; and on programmatic course embedded assessments. With data available for 15 assessments across the graduate courses 2016-2018, graduate faculty now have varied, rich, and useable assessment data for purposes of assessment of candidate performance and program improvement. The data generated across assessments is also used by the Chair in the varied and numerous reports required by the University, Illinois State Board of Education, Council for Exceptional Children/CAEP, and IBHE. The performance assessment data that has been collected and analyzed is reviewed by graduate faculty and the Department Curriculum Committee biannually consistent with submission of this report.**

**Plans for the Future**

**Graduate faculty will redesign remaining graduate courses that have not yet been delivered in online format and these will be offered 2018-2020 consistent with the 3-year online rotation developed by the Chair. At the 3-year point (2017-2020), data generated across the online courses will be scrutinized to assure there has been no drift in graduate candidate performance that is attributed to the shift to the online platform. If there is “drift”, careful consideration will be given as to assessment, course, or program changes needed. Preliminary analysis of the 2017-2018 candidate performance data reflects no issues at this juncture resulting from delivery style change.**