

2015-2016 Annual Assessment Report Template

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or [contact us](#) for more help.

Report:

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [Check all that apply]

- 1. Critical Thinking
- 2. Information Literacy
- 3. Written Communication
- 4. Oral Communication
- 5. Quantitative Literacy
- 6. Inquiry and Analysis
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. Intercultural Knowledge and Competency
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. Global Learning
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. Overall Competencies in the Major/Discipline
- 19. Other, specify any assessed PLOs not included above:

- a.
- b.
- c.

Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

During the 2014-2015, academic year, the MA in Education, Special Education Concentration Program faculty revised our five learning outcome domains and the 33 program competencies relating to knowledge, skills and dispositions across the five domains. **The five program learning outcome domain areas are: 1) Special Education Content Expertise; 2) Academic Communication through Oral and Written Presentation; 3) Critical and Creative Inquiry; 4) Research- Qualitative and Quantitative; and 5) Leadership/Change Agent.**

These program learning outcome domains and competencies appear to correspond to the following **PLO assessment areas: #1 Critical Thinking, #2 Information Literacy, #3 Written Communication, #4 Oral Communication, #5 Quantitative Literacy, #6 Inquiry and Analysis, #7 Creative Thinking, #9 Team Work, #10 Problem Solving, #11 Civic Knowledge and Engagement, #12 Intercultural Knowledge and Competency, #16 Interative and Applied Learning, and #18 Overall Competencies in the Major/Discipline.**

In addition, the program learning outcome domains and competencies correspond to the **six Institutional Graduate Learning Goals for Master's Programs: 1) Disciplinary Knowledge; 2) Communication; 3) Critical Thinking/Analysis; 4) Information Literacy; 5) Professionalism; and 6) Intercultural/Global Perspectives.**

SELECTED PLOs FOR THIS ASSESSMENT REPORT: Written Communication and Overall Competencies in the Major/Discipline (i.e., Special Education Content Expertise)

Special Education Graduate Students are able to demonstrate academic communication through oral and written presentation:
Knowledge

- Demonstrate the conventions of academic writing (e.g., the traditional journal article, the review of literature).
- Utilizes current APA format and principles regulating titles and headings, documentation, citations, and related matters.

Skills

- Synthesizes a body of literature on a topic demonstrated by writing a literature review.
- Composes academic prose and oral presentation for a variety of audiences, including peers, professors, and the larger scholarly and professional community.

Special Education Graduate Students are able to demonstrate special education content expertise:
Knowledge

- Demonstrate current knowledge of evidence-based practices in the field of special education, including but not limited to the following: positive behavioral supports, universal design for learning, inclusive education, literacy instruction, teaching English language learners with and without disabilities, special education law and policies, transition planning and assessment practices.
- Demonstrate current knowledge of evidence-based instructional models and service delivery approaches for meeting the diverse needs of students with disabilities.

Skills

- Uses technology to identify, locate and access resources on special education curriculum and instruction.
- Reads and analyzes literature in key content areas (mild/moderate disabilities, moderate/severe disabilities, or early childhood special education).
- Evaluates special education policies and practices critically using research to support position.
- Demonstrates knowledge of Common Core State Standards and Next Generation Science Standards and how to apply these standards to curriculum and instruction of students with and without disabilities.

Q1.2.1.

Do you have rubrics for your PLOs?

1. Yes, for all PLOs
2. Yes, but for some PLOs
3. No rubrics for PLOs
4. N/A
5. Other, specify:

Q1.3.

Are your PLOs closely aligned with the mission of the university?

1. Yes
2. No
3. Don't know

Q1.4.

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

1. Yes
2. No (skip to **Q1.5**)

3. Don't know (skip to **Q1.5**)

Q1.4.1.

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

1. Yes
 2. No
 3. Don't know

Q1.5.

Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

1. Yes
 2. No, but I know what the DQP is
 3. No, I don't know what the DQP is
 4. Don't know

Q1.6.

Did you use action verbs to make each PLO measurable?

1. Yes
 2. No
 3. Don't know

(**Remember:** Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.

Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Written Communication

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

Written Communication:

Special Education Graduate Students are able to demonstrate academic communication through oral and written presentation:
Knowledge

- Demonstrate the conventions of academic writing (e.g., the traditional journal article, the review of literature).
- Utilizes current APA format and principles regulating titles and headings, documentation, citations, and related matters.

Skills

- Synthesizes a body of literature on a topic demonstrated by writing a literature review.
- Composes academic prose and oral presentation for a variety of audiences, including peers, professors, and the larger scholarly and professional community.
- In EDS 250: Education Research, via guidelines for a research file and reference list and guidelines for a literature review paper on a topic of choice.
- In EDS 251: Education in a Democratic and Pluralistic Society, via a rubric for a research paper to explore a current problem in education using a critical pedagogical or social justice approach to view the problem.
- MA Written Comprehensive Exam--via a rubric developed to evaluate the comprehensive exam responses.

Q2.2.

Has the program developed or adopted **explicit** standards of performance for this PLO?

1. Yes
 2. No
 3. Don't know
 4. N/A

Q2.3.

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the

appendix.

Please see the attached rubric for rating individual student responses on the MA in Special Education Exam. The standard for performance is that in order to pass the exam students must pass four out of five questions with a minimum score of 8.0 (out of a 10 point scale).

Please see the attached rubric for evaluating students' research papers in EDS 251-Education in a Democratic and Pluralistic Society. The standard for performance is that a student will earn at least 80 out of 100 points (receive a grade of A or B).

For EDS 250-Education Research, there are guidelines for a research file and reference list and guidelines for a literature review paper on a topic of choice. The standards for performance are that a student will earn at least 8/10 on the research file and reference list and a 16/20 on the literature review.



EDS 251-Education in a Democratic and Pluralistic Society-Rubric to Evaluate Research Paper.doc
40.5 KB



MA Comprehensive Exam-Rubric for Rating Individual Student Responses.doc
34.5 KB

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard of performance, and the rubric that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

4

Q3.2.

Was the data **scored/evaluated** for this PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

Q3.2.1.

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

In EDS 251: Education in a Democratic and Pluralistic Society during the Fall 2015 semester, the instructor evaluated each student's performance using a specific rubric that addresses components of written communication.

In EDS 250: Education Research, during the Fall 2015 semester, the instructor evaluated each student's performance on a research file and reference list and on the actual research literature review paper using specific guidelines.

Students in the Special Education program who select to have the MA Comprehensive Exam be their culminating experience enrolled in EDS 298: Master's Seminar in Special Education in the Spring 2016 semester. The first week in May, they completed the exam in a computer lab on campus. Students responded in writing to two questions that are considered cross-categorical, assessing their ability to synthesize literature regarding critical issues related to the field of special education in general; one question related to research paradigms and demonstration of evidence-based practice; and two questions related to their special education area of expertise (i.e., mild/moderate disabilities, moderate/severe disabilities, or early childhood special education). The Special Education MA faculty (five members) scored the exams. Prior to the exam, the faculty met to calibrate their scoring by reading and evaluating two practice exam responses. Two faculty members scored each student response to a question and both must rate a written response as 8.0 or above for the student to pass that particular question. When there was disagreement regarding a student response to a question where one faculty scored a response with a 8.0 or above and the other faculty scored the response below 8.0 (not passing), a third faculty member scored the student's response.

(Remember: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- 1. Yes
- 2. No (skip to **Q3.7**)
- 3. Don't know (skip to **Q3.7**)

Q3.3.1.

Which of the following direct measures were used? [Check all that apply]

- 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- 2. Key assignments from required classes in the program
- 3. Key assignments from elective classes
- 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- 5. External performance assessments such as internships or other community-based projects
- 6. E-Portfolios
- 7. Other Portfolios
- 8. Other, specify:

Q3.3.2.

Please **explain** and **attach** the direct measure you used to collect data:

See attachments offered in Q2.3

Attached below are the guidelines used in EDS 250: Education Research for the research file and reference list and for the research literature review paper.



EDS 250-Education Research-Research Literature Review Assignment Description and Guidelines.docx
97.59 KB



No file attached

Q3.4.

What tool was used to evaluate the data?

- 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)

- 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.

If you used other means, which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- 4. Other, specify: (skip to **Q3.4.4.**)

Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.3.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.5.

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

5

Q3.5.1.

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

5

Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)? _____

All students enrolled in EDS 250 and EDS 251 during Fall 2015 and in EDS 298 during Spring 2016 were evaluated using the corresponding assessment measures.

Q3.6.1.

How did you **decide** how many samples of student work to review? _____

Program faculty determined to evaluate all students enrolled in EDS 250 and EDS 251 in Fall 2015 and EDS 298 in Spring 2016 using the corresponding assessment measures in order to measure this PLO.

Q3.6.2.

How many students were in the class or program?

Fall 2015	▲
EDS 250: 18 students	
EDS 251: 23 students	
Spring 2016	▼

Q3.6.3.

How many samples of student work did you evaluate?

EDS 250: Evaluated all 18 student samples
 EDS 251: Evaluated all 23 student samples
 EDS 298: Evaluated all 15 student samples

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

- 1. Yes
- 2. No
- 3. Don't know

(Remember: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.

Were indirect measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8**)
- 3. Don't Know (skip to **Q3.8**)

Q3.7.1.

Which of the following indirect measures were used? [**Check all that apply**]

- 1. National student surveys (e.g. NSSE)
- 2. University conducted student surveys (e.g. OIR)
- 3. College/department/program student surveys or focus groups

- 4. Alumni surveys, focus groups, or interviews
- 5. Employer surveys, focus groups, or interviews
- 6. Advisory board surveys, focus groups, or interviews
- 7. Other, specify:

Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:

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Q3.7.2.

If surveys were used, how was the sample size **decided**?

Q3.7.3.

If surveys were used, how did you **select** your sample:

Q3.7.4.

If surveys were used, what was the response rate?

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8.2**)
- 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- 4. Other, specify:


Q3.8.2.


Were other measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q4.1**)
- 3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:

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(**Remember:** Save your progress)


Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

Please see attached documents.

 MA COMPREHENSIVE EXAM SCORES Spring 2016.doc
28 KB

 Assessment Data for EDS 250 and EDS 251 Fall 2015.docx
76.9 KB

Q4.2.


Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

Yes, the majority of students are meeting or exceeding the performance standards for the PLO area of Written Communication.

In Spring 2016, 15 students completed the MA Comprehensive Exam. 14 students passed the exam by scoring 8.0 or above on at least four out of five question responses.. The standard for performance is that in order to pass the exam, a student must pass four out of five questions. To pass a question, a minimum score of 8 out of 10 must be given by two faculty evaluators. (Mean Score on Cross-Categorical Question #1 = 8.6; Mean Score on Cross-Categorical Question #2 = 8.5; No Responses to Cross-Categorical Question #3; Mean Score on Cross-Categorical Question #4 = 8.7; Mean Score on Cross-Categorical Question #5 = 8.4; Mean Score of Evidence-Based Practice Question #1 = 9.3; Mean Score on Mild-Moderate Question #1 = 8.9; No Responses to Mild-Moderate Question #2 ; Mean Score on Mild-Moderate Question #3 = 8.6; Mean Score on Mild-Moderate Question #4 = 8.9; Mean Score on Moderate-Severe Question #1 = 8.3; Mean Score on Moderate-Severe Question #2 = 8.5; No Responses to Moderate-Severe Question #3; Mean Score on Moderate-Severe Question #4 = 8.6; Mean Score on Moderate-Severe Question #5 = 8.5; Mean Score on Early Childhood Special Education Question #1 = 8.6; and Mean Score on Early Childhood Special Education Question #2 = 8.6.

In Fall 2015, all 23 students in EDS 251-Education in a Democratic and Pluralistic Society earned at least 80 out of 100 points on their research paper. 19 students received an A, 2 students received an A-, 1 student received a B+, and 1 student received a B.

In Fall 2015 18 students were enrolled in EDS 250-Education Research. 17 out of 18 students received a 8/10 on the research file and reference list (Mean Score = 8.9) and 15 out of 18 students received a 16/20 on the literature review paper (Mean Score = 17.8).

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 No file attached

Q4.3.

For the selected PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. Did not meet expectation/standard
- 5. No expectation/standard has been specified
- 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- 1. Yes
- 2. No (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

Q5.1.1.

Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a

description of how you plan to assess the impact of these changes.

The MA in Special Education faculty have identified the need for a structured course to assist in competencies related to written communication and facilitate students' adequate progress toward the completion of the MA culminating experiences (thesis, project or comprehensive exam). Therefore, EDS 290: Seminar for Culminating Experiences (3 units) is being added to the program.

This seminar course will focus on topics, elements, and expectations for the culminating experience (thesis/project or comprehensive exam) that all relate to written communication.

For thesis or project options, the seminar will emphasize: abstract writing; development of organizational schemes for a literature review; data base literature searches; formal requirements; range and breadth of evidence for a comprehensive review; connecting the review with thesis/project; writing style and quality; revisions and critical feedback; thesis/project planning and time management; social/psychological dimensions of thesis/project process. Successful completion of the course for this option requires completion of Chapters 1 and 2 of the thesis/project and the beginning of Chapter 3.

For the culminating exam option, the seminar will emphasize: test preparation; exam writing; practice exam questions; time management; and community building with other students. Students will complete reading and writing assignments related to each exam area and prepare for an exam question related to approved elective topics of their choice. Students will submit an exam petition to be approved by the department exam committee, including an annotated bibliography and position papers related to the focal topics.

The program will assess the impact of these changes by evaluating students' performance on on the MA Culminating Exam, the MA thesis and the MA project. The faculty are in the process of developing a formalized assessment to evaluate a student's MA thesis or project.

Q5.1.2.

Do you have a plan to assess the *impact of the changes* that you anticipate making?

- 1. Yes
- 2. No
- 3. Don't know

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff					

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

23. Other, specify:

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

As described in Q5.1.1, the MA in Special Education faculty have used the assessment data from the current and last annual assessment to propose changes to the program. In particular, the need for a structured course to assist in competencies related to written communication and to facilitate students' adequate progress toward the completion of the MA culminating experiences (thesis, project or comprehensive exam) was identified. Therefore, EDSP 290: Seminar for Culminating Experiences (3 units) is being added to the program.

This seminar course will focus on topics, elements, and expectations for the culminating experience (thesis/project or comprehensive exam) that all relate to written communication.

For thesis or project options, the seminar will emphasize: abstract writing; development of organizational schemes for a literature review; data base literature searches; formal requirements; range and breadth of evidence for a comprehensive review; connecting the review with thesis/project; writing style and quality; revisions and critical feedback; thesis/project planning and time management; social/psychological dimensions of thesis/project process. Successful completion of the course for this option requires completion of Chapters 1 and 2 of the thesis/project and the beginning of Chapter 3.

For the culminating exam option, the seminar will emphasize: test preparation; exam writing; practice exam questions; time management; and community building with other students. Students will complete reading and writing assignments related to each exam area and prepare for an exam question related to approved elective topics of their choice. Students will submit an exam petition to be approved by the department exam committee, including an annotated bibliography and position papers related to the focal topics.

(Remember: Save your progress)

Additional Assessment Activities

Q6.

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

N/A

No file attached

No file attached

Q7.

What PLO(s) do you plan to assess next year? [Check all that apply]

- 1. Critical Thinking
- 2. Information Literacy
- 3. Written Communication
- 4. Oral Communication
- 5. Quantitative Literacy
- 6. Inquiry and Analysis
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement


- 12. Intercultural Knowledge and Competency
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. Global Learning
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. Overall Competencies in the Major/Discipline
- 19. Other, specify any PLOs not included above:

a.

b.

c.

Q8. Please attach any additional files here:


 MA in Education, Special Education Concentration Program Learning Outcomes (May 2016).docx
 132.61 KB

No file attached

No file attached

No file attached

Q8.1.

Have you attached any files to this form? If yes, please list every attached file here: _____

EDS 251: Education in a Democratic and Pluralistic Society--Rubric to Evaluate Research Paper

MA Comprehensive Exam--Rubric for Rating Individual Student Responses

EDS 250: Education Research--Research Literature Review Assignment Description and Guidelines

MA Comprehensive Exam Scores for Spring 2016

Assessment Data for EDS 250 and EDS 251 for Fall 2015

MA in Education, Special Education Concentration Program Learning Outcomes aligned to Institutional Graduate Learning Objectives

Program Information (Required)

P1.

Program/Concentration Name(s): [by degree]

P1.1.

Program/Concentration Name(s): [by department]

P2.

Report Author(s):

P2.1.

Department Chair/Program Director:

P2.2.

Assessment Coordinator:

P3.

Department/Division/Program of Academic Unit

P4.

College:

College of Education

P5.

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

48

P6.

Program Type:

- 1. Undergraduate baccalaureate major
- 2. Credential
- 3. Master's Degree
- 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- 5. Other, specify:

P7. Number of **undergraduate degree programs** the academic unit has?

N/A

P7.1. List all the names:

P7.2. How many concentrations appear on the diploma for this undergraduate program?

N/A

P8. Number of **master's degree programs** the academic unit has?

1

P8.1. List all the names:

MA in Education, Special Education Concentration

P8.2. How many concentrations appear on the diploma for this master's program?

1

P9. Number of **credential programs** the academic unit has?

0

P9.1. List all the names:

P10. Number of **doctorate degree programs** the academic unit has?

0

P10.1. List all the names:

When was your assessment plan...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
P11.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

P11.3.

Please attach your latest **assessment plan**:

 No file attached


P12.

Has your program developed a **curriculum map**?

- 1. Yes
- 2. No
- 3. Don't know

P12.1.

Please attach your latest **curriculum map**:

 No file attached

P13.

Has your program indicated in the curriculum map where assessment **of student learning** occurs?

- 1. Yes
- 2. No
- 3. Don't know

P14.

Does your program have a capstone class?

- 1. Yes, indicate:
- 2. No
- 3. Don't know

P14.1.

Does your program have **any** capstone project?

- 1. Yes
- 2. No
- 3. Don't know

(**Remember:** Save your progress)

EDS 251 Writing Rubric

Name: _____

Title of Research: _____

Attribute	Exceeds Expectation	Meets Expectation	Below Expectations
<p>Organization: *Introduction inviting</p> <p>*Clear thesis statement</p> <p>*Conclusion leaves reader with general lesson learned on topic-not repetitive</p>	<p>Organization enhances readability &/or understandability of report.</p> <p>All components included in logical manner with substantial information.</p>	<p>Organization content appropriate to all section of report.</p> <p>All components included with basic information.</p>	<p>Some organization content – not clearly define.</p> <p>Some components included with limited information</p>
<p>Clarity of Purpose</p>	<p>Motivation for pursuing topic and its relevance are clearly & persuasively established by relating topic to current educational issues</p>	<p>Motivation for pursuing topic and its relevance are addressed. Discussion reasonably clear but not compelling</p>	<p>Little or no discussion of motivation or relevance.</p>
<p>Depth of Content</p>	<p>Accurate & complete explanation of key concepts or theories made, drawing on relevant research and insights gleaned from multiple readings</p>	<p>Accurate & complete explanation of key concepts and theories is made, drawing on some relevant research</p>	<p>Insufficient explanation, incomplete or confusing, limited relevant research</p>
<p>Word Choice, Grammar, Sentence Structure</p> <p>Supportive paragraphs build thesis</p> <p>Demonstrate Academic Language</p>	<p>Sentences are complete and grammatical, flow together easily, supporting meaning</p> <p>Emphasis meaning. Use of academic language demonstrated</p> <p>Focus writing on issues as a critical thinker/writer</p>	<p>Sentences somewhat complete and grammatical flow together easily</p> <p>Any errors are minor and do not take away from meaning.</p> <p>Some critical thinking/writing demonstrated</p>	<p>Errors in sentence structure and grammar are frequent enough to distract from meaning</p> <p>Limited critical thinking/writing demonstrated</p>

Length	Meets requirements	10%-20% too long or too short	More than 20% too long or too short
Use of References. Adhere to APA format	Prior work is acknowledged by referring to multiple sources. References are exact	Some oversight on prior work acknowledged by referring to sources. Some minor reference unclear	Little attempt made to acknowledge work of others. References are inaccurate
Visual Format: Use of Space, Table, Charts	Visually appealing. Easy to follow White space used appropriately to separate sections and add emphasis. Uses tables, charts where appropriate	Uses of white space help reader follow the document. Some use of tables, charts	Visually appealing lacking. No charts, tables used

(Adapted from CRCD Project, ESL Language Writing)

Please put the Student's Code Number here: _____

Indicate which question you are scoring here: _____
(for example, Cross categorical # 3)

Special Education Master's Comprehensive Exam Guidelines for Rating Individual Student Responses

<p>Student does not attempt to answer the question or only restates the question; content is deficient. Student response is significantly below passing.</p>	<p>Ratings: 0-3.0</p>
<p>Student attempts to answer the question but misses the point of the question, fails to address significant components of the question, includes misinformation on important points or fails to respond in a coherent manner. Citations are missing or inaccurate. Student response is significantly below passing.</p>	<p>Ratings: 3.1-6.0</p>
<p>Student answers the question partially. Minor points may be incorrect, but most points are accurately described and cited. On the whole, the answer is coherent, but it does not demonstrate an ability to analyze or synthesize information. It may be simply a list of definitions or citations. It may be characterized by poor organization, many grammatical errors, diction problems or confused word choice. Student response is below passing/marginal.</p>	<p>Ratings: 6.1-7.9</p>
<p>Student answers the question adequately. Minor points may be incorrect or missing, but important points are accurately explained and cited. The answer is not sophisticated but demonstrates basic knowledge of the topic and ability to analyze and synthesize. There may be some grammatical errors, but they do not interfere with the discussion. Student is Marginal/passing.</p>	<p>Ratings: 8.0-8.4</p>

<p>Student answers the question, addressing all major points. The answer is organized, coherent accurately cited, and generally well-written. The discussion demonstrates an understanding of the issues and an ability to analyze and synthesize information. A personal position is provided but may not be clearly supported by the discussion. Student response is passing.</p>	<p>8.5-8.9</p>
<p>Student answers the question fully and demonstrates an ability to synthesize information from a variety of sources. The response is well-written and generally error-free. It includes accurate citations and clear and convincing support as rationale for a personal position. Student response is a high pass.</p>	<p>9.0-9.4</p>
<p>Student answers in a sophisticated style using citations, data and/or other sources to effectively support arguments. Essentially, the response is error-free and may be highly creative. The answer demonstrates an exceptional ability to integrate theory and practice in support of a personal position which may or may not be controversial student response is worthy of acknowledgement as a merit pass.</p>	<p>9.5-10</p>

EDS 250: Education Research

1. Research synthesis – primary source literature review.

a. Students will identify their area of interest and develop a topic statement for their literature review by September 14th. This may get adjusted a bit as further work is done.

b. Research study file on topic of interest. (10% of grade). Students will conduct a focused search of the literature on the topic identified in (1.a.) above. This focused search must include **at least 15 primary research studies**, related to the selected topic. Students will access the articles and write up a **reference list in APA style**. (Copies of the articles – these can be on a travel drive -- and the reference list in APA are **Due Oct. 26th**.)

c. Literature review/synthesis paper. Students will write a paper that is a synthesis of the evidence in the literature related to the topic in 1a & b above. The expectation is that this paper will reflect masters level writing in APA style. Students who are planning to conduct a thesis or project as their culminating experience for their MA, may want to use this assignment as the start of their literature review for this purpose if they have already identified their topic. **(20% of grade). (Due Nov. 23rd - this should be your best work). Papers will be reviewed and graded. The professor will hold individual meetings with students on one of the following dates: Nov. 24, Nov. 30, or Dec. 1st - to return and review the papers. Final edits will be due December 14^h.**

EDS 250
Dr. Kathy Gee, Instructor
Fall, 2015

Guidelines for Research File and Reference List - Due Oct. 26th

1. Conduct your literature review using the sources in the library and following guidelines in Chapter 3.
2. Your research file of studies that you collect on your focus topic should be logically linked in terms of topic.
3. You can have as many studies and chapters in your file as you desire, but you must have at least 15 primary quantitative and/or qualitative studies in your file. These will be reviewed and shared in your paper.
4. What is due on Oct. 26th?
 - Your reference list **in APA style** with all of the articles you will be including in your lit review paper (there is a sample reference list on SacCT)
 - The minimum 15 primary studies that you have read – put these on a travel drive in pdfs, or make a physical copy and bring them in.

Grading: A total of 15 points. Your reference list will be checked for APA style, and you will lose points if there are inaccuracies; you should have 15 primary studies that are topic focused – less than 15 will drop points. **This must be turned in on time.**

EDS 250
Dr. Kathy Gee, Instructor

Guidelines for Literature Review Paper

The paper, including cover sheet and reference list, is due Nov. 23rd

This paper should be a synthesis of a body of research that you have been reading for your research file. This will include the 15 primary studies you have read and also any other chapters or lit reviews that you have read. All sources should be referenced in your reference section. You will be graded on your ability to present the ideas, synthesize the work, write clearly, and use APA style. It is estimated that this paper will be around 10 pages, but it might be more depending on you and your topic.

Following are some parameters:

Cover page in APA style
Use APA style for headings, etc.

Intro: describe clearly the focus of your literature review, in your own words.

The **body** of the paper should summarize the various lines of research on the topic. You should group like-minded studies together, or particular theories and discuss the research results in your own words, citing authors and dates as necessary. You should follow a “**study by study**” **approach** but link the studies in a careful way.

Your **summary** section should include your ideas for future research directions or studies that you think would further this line of inquiry.

HINTS FOR SUCCESS:

Remember not to use “I” statements. This is not about personal opinions or experiences.

Remember to discuss research studies in the **PAST TENSE**. **Authors have already done the study so you discuss it in the past.**

Remember that data is a plural term: data were taken, not data was taken.

References: APA style (use your APA manual --- check, check, check!!)

Citing authors: When you are writing a literature review using APA style, you do not put the authors’ first names in the text or the parentheses. Check the APA text for the formats for the **FIRST** time you cite a study vs. the second, etc. Chapter 3 of your textbook also provides many good examples. Here are some examples of “dos and don’ts”:

Don't write: In 1999 John Smith conducted a study on the effects of...

Instead write: Smith (1999) conducted a study on the effects of....and found that.....
Or, ... Another study on the effects of..... found that(Smith, 1999).

Similarly, with more authors, you would write: Smith, Chun, & Lancet (2008) investigated whether
OR, In an investigation focusing on veterans returning from Iraq, it was found that.....(Smith, Chun, & Lancet, 2008).

Don't wait until the end of a paragraph to let us know who the author(s) are. In other words, it should be clear when you are shifting to tell us about a different study done by different people. On the other hand you don't have to cite authors on every sentence.

If more than one study found a similar result and you want to make a statement about that, you might write: "Several investigations have found that the Pivotal Response Training method for children with autism has been effective in increasing joint attention skills in young children with autism (Koegel & Koegel, 2005; Sorgenson, Major, and Davis, 2004; and, Vistel & Mar, 2008). " Then, you might go on to tell us about each study.

Note in the example above, the 3 studies cited in the parentheses are in alphabetical order and separated by a semi-colon.

Don't write: "It is common knowledge that...."

Instead write: "The predominant theory that.... has been noted by numerous authors (cf. Dow, 2000; Sailor et al. 2000; Smith, 1999; Snell & Brown, 2005).

It is better not to use the word "research" as a verb (i.e. Smith researched X). Instead use terms like:

- Chun (1999) investigated XXX
- Humboldt (1999) conducted a study to determine XXX
- In a study by Gee, Goetz, and Graham (2000), it was found that an intervention labeled context instruction improved.....

Be very clear about what the authors did. Use the lit review sections in your articles as good examples of how to write about research.

In general be careful not to **make BIG** statements: such as the one above, or to put your own opinions in or judgments from your own experience. You are summarizing other people's research here, not your own.

When to use quotes: If you absolutely can't describe the study or some concept in any other way, then use a quote. But try to limit the number of quotes you use in your paper. If you do use a quote, follow APA style. Remember that a single line quote can be in the body of the paragraph, set off by quotation marks with the author cited and the page number of the quote

included. But if you have a longer quote, it must be set off in its own paragraph and indented 5 spaces. See your APA manual.

It's important to remember not to use a study from another author's lit review unless you actually look that study up, read it, and include it in your reference section.

An "A" paper will:

- have a developed, thoughtful line of discussion
- demonstrate a thoughtful analysis of the research
- be organized in a way which shows your ability to cull the important ideas from what you have read
- use proper grammar, spelling, syntax, tense, etc.
- use APA style
- be in on time, neatly presented

MA in Education, Special Education Program Learning Outcomes (May 31, 2016)

Institutional Graduate Learning Objectives	Program Learning Outcomes
<p>Disciplinary Knowledge: Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</p> <p>And</p> <p>Professionalism: Demonstrate and understanding of professional integrity</p>	<p>Special Education Content Expertise</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate current knowledge of evidence-based practices in the field of special education, including but not limited to the following: positive behavioral supports, universal design for learning, inclusive education, literacy instruction, teaching English Language learners with and without disabilities, special education law and policies, transition planning, assessment practices. • Demonstrate current knowledge of evidence-based instructional models and service delivery approaches for meeting the needs of students with disabilities. <p>Skills:</p> <ul style="list-style-type: none"> • Uses technology to identify, locate and access resources on special education curriculum and instruction. • Reads and analyzes literature in key content areas (mild/moderate disabilities, moderate/severe disabilities, or early childhood special education). • Evaluates special education policies and practices critically using research to support position. • Demonstrates knowledge of Common Core State Standards and Next Generation Science Standards and how to apply these standards to curriculum and instruction of students with and without disabilities. <p>Dispositions:</p> <ul style="list-style-type: none"> • Approaches knowledge as dynamic, not static. • Uses professional ethics, standards and policies as well as laws and regulations to make decisions on curriculum and instruction that meets the needs of students with diverse abilities.
<p>Communication: Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</p> <p>And</p> <p>Information Literacy: Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources</p>	<p>Academic Communication through Oral and Written Presentation</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Demonstrates the conventions of academic writing (e.g., the traditional journal article, the review of literature). • Utilizes current APA format and principles regulating titles and headings, documentation, citations, and related matters. <p>Skills:</p> <ul style="list-style-type: none"> • Synthesizes a body of literature on a topic demonstrated by writing a literature

<p>And</p> <p>Professionalism: Demonstrate and understanding of professional integrity</p>	<p>review.</p> <ul style="list-style-type: none"> Composes academic prose and oral presentation for a variety of audiences, including peers, professors, and the larger scholarly and professional community. <p>Dispositions:</p> <ul style="list-style-type: none"> Values academic discourse related to special education issues. Values collaboration, peer review, and professional feedback toward improving written and oral communication.
<p>Critical Thinking/Analysis: Demonstrate the ability to be creative, analytical, and critical thinkers.</p>	<p>Critical and Creative Inquiry</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Demonstrates knowledge of problem solving for individual child, classroom and school systems levels. <p>Skills:</p> <ul style="list-style-type: none"> Analyzes a problem in the field of special education and identifies appropriate solutions through critical thinking and examination of current research. Assesses existing curriculum and its impact on student learning and overall goals of special education. Demonstrates the scientific method of gathering information and gaining knowledge <p>Dispositions:</p> <ul style="list-style-type: none"> Understands and values the need for research in special education as an ongoing dynamic field.
<p>Information Literacy: Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources</p>	<p>Research—Qualitative and Quantitative</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Demonstrates knowledge of quantitative research methods. Demonstrates knowledge of qualitative research methods. <p>Skills:</p> <ul style="list-style-type: none"> Applies basic descriptive, statistical tools to interpret numerical data. Applies and interprets qualitative data collection and analysis in research studies Reads and interprets numerical data in research studies and applies appropriate statistical methods for analysis to research proposals. <p>Dispositions:</p> <ul style="list-style-type: none"> Understands the importance of internal and external validity methods, including social validity. Understands the importance of making valid conclusions and inferences from data.

<p>Critical Thinking/Analysis: Demonstrate the ability to be creative, analytical, and critical thinkers.</p> <p>And</p> <p>Professionalism: Demonstrate and understanding of professional integrity</p> <p>And</p> <p>Intercultural/Global Perspectives: Demonstrate relevant knowledge and application of intercultural and/or global perspectives</p>	<p>Leadership/Change Agent</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Demonstrates knowledge of the U.S. public school system, including its history of social inequities for individuals with various cultural backgrounds and abilities as well as knowledge of international perspectives and systems of special education. • Demonstrates knowledge of the nature of systems change per special education. <p>Skills:</p> <ul style="list-style-type: none"> • Writes a critical review and analysis of special education issues and trends. • Based on a logical position, proposes recommendations for change to further system improvement within special education service delivery. • Demonstrates cultural competence in both written and oral communication. <p>Dispositions:</p> <ul style="list-style-type: none"> • Collaborates with others in informing public about special education issues and concerns within schools. • Determines ways to facilitate change and collaborate in their work environment.
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