A. Program MISSION Statement: What body of knowledge and/or what skills and qualities will graduates from this program possess upon completion of the degree?

The mission of the Special Education graduate program is to develop professionals for service as certified special educators and educational diagnosticians.

B. Does this program have any culminating experience or capstone course that would capture the cumulative knowledge and accomplishments of graduates of your program? If so, please describe the process by which faculty participate in the design and evaluation of the course and its products/experiences.

In the attached pages, please provide the learning outcomes the faculty as a whole expects from graduates from the program. While you may choose as many outcomes as you wish, it is often a good strategy to focus on the most important goals for students in the first few years of your Student Assessment Program. For example, two or three of the most critical goals would be a good starting point. Please complete questions 1-6 for each Student Learning Outcome you are assessing or plan to evaluate in the next review period on the attached sheet.
Please complete this page for each Student Learning Outcome (minimum of 3) for each of your degree programs.

Degree Program Title:  Special Ed  
Degree Type: MA  
Banner/CIP Code: 13.1001.00

STUDENT LEARNING OUTCOME #

1. **STUDENT LEARNING OUTCOME** (SLO): *What will a student be able to do, what knowledge, skills, values will they have, etc., upon graduation from the program that will be assessed? A Student Learning Outcome is a clear concise statement that describes how students can demonstrate their mastery of some element of the academic program goals.*
   
   **G 1:** Improved Administration of Comprehensive Exam  
   Efficiency will improve when administering comprehensive examinations.

   **G 2:** Comprehensive Master's Examination  
   Non-thesis students in the program will successfully complete all components of the comprehensive master's-level examination: objective examination, identification of terms/essay. All components of the comprehensive examination will assess knowledge of the state's posted professional standards.

   **SLO 1:** Components of Comprehensive Exam  
   All non-thesis students will pass the objective portion of the comprehensive examination and receive passing ratings on the terms identification/essay portion of the exam. Exam questions are developed to reflect characteristics of disabilities, legislation, behavior, learning theory, methodology, and assessment. Students will respond accurately and professionally to selected essay topics. A holistic scoring rubric will be used by faculty when reading and evaluating essay responses.

   **SLO 2:** Number of Students Completing Thesis  
   Students may select a thesis- or non-thesis option to complete their programs. Currently, the majority of students select a non-thesis option. Faculty will encourage students to consider the thesis option during advising with the intent of increasing the number of students completing thesis research.

   **SLO 3:** Administration of Comprehensive Exam  
   Comprehensive exams are given three times a year--once in fall, spring, and summer. To better accommodate students in the program, the exam is now given in a centralized location, but other aspects of the exam administration will be considered.

   **G 3:** Passing Scores on Certification Exams  
   Students taking a generic special education or educational diagnostician's exam for certification will pass their exam.

   **SLO 1:** Scores on Certification Exams
Some students will take an exam to be certified in generic special education or as an educational diagnostician. At least 90% of the students sitting for these exams will pass them.

2. **LINKS TO CURRICULUM & PROGRAM FACULTY.** *What courses support this SLO? How do all program faculty participate in setting the goals, content and learning outcomes of these courses? How do all program faculty participate in analyzing and making recommendations based on the results of student assessments?*

3. **ACTION PLAN: STRATEGIES/METHODS FOR OBSERVING STUDENT LEARNING.** *How will data be collected, analyzed, shared? How will faculty observe the accomplishment of this outcome? Please provide specific descriptions for how, when, how often, what course(s), what student performances will be observed, collected and analyzed. Please provide or attach any descriptions of your ACTION PLAN OR PROCESS addressing the who, what, when, where questions for the assessment program.*

G2, SLO1
Related Measures
M 1: Performance on Comprehensive Exam
Students' performance will be rated on all sections of the comprehensive exam. Data will be tracked showing student performance in objective and terms/essay portions of the exam, along with the number of students having to retake some portion of the exam.

G2, SLO2
M 3: Students Selecting Thesis Option
The number of students selecting the thesis option will be tracked. Once selected, progress to completion will also be tracked annually by faculty review. The thesis section is worth six semester hours; three hours completed in one semester when the proposal is developed and defended, and three hours in a second semester when the thesis research project is completed and defended. Ideally, this process will be completed in two consecutive semesters. A future goal will be to track the number of professional publications based on thesis research that is submitted by students.

G2, SLO3
Related Measures
M 4: Efficiency in Comps Administration
Several aspects of the comprehensive exam will be considered. Actions to take include:
1) Reviewing the existing pool of questions,
2) Reviewing questions asked by another similar program,
3) Reviewing the current scoring rubric,
4) Reviewing the current study guide, and
5) Exploring options for administering the exam online (in a monitored computer lab).
G3, SLO1
Related Measures
M 2: Performance on Certification Exams
Performance of students sitting for the all-level and supplemental certification exams in generic special education and the educational diagnostician exam will be tracked. The state sets the passing standard and reports student performance to the university.

4. **CRITERIA FOR SUCCESS: MEASURES & TARGETS.** What are the standards of progress or criteria used for judging success for the student learning assessment observations? Please attach any assessment tools, standards (rubrics) or other documents used to judge success or achievement of the outcome.

G2, SLO1
Source of Evidence: Comprehensive/end-of-program subject matter exam
**Target:**
At least 75% of students taking the comprehensive exam will pass.

G2, SLO2
Source of Evidence: Existing data
**Target:**
Continue to track the number of students selecting the thesis option. Degree guides have recently been updated to more clearly reflect the components of the thesis option.

G2, SLO3
Source of Evidence: Efficiency

G3, SLO1
Source of Evidence: Certification or licensure exam, national or state
**Target:**
90% of students sitting for a state certification exam will pass.

These two additional reports for questions 5&6 below will be due in May 11, 2012
5. ACHIEVEMENT SUMMARY: FINDINGS & RESULTS.  What are the results of the assessment of this learning objective thus far? Be sure to include the year of the assessment, attach any relevant reports, data tables, etc. Please be specific in your descriptions. Indicating that n% students took a test or passed an oral exam is not an example of assessment findings.

6. PROGRAM ENHANCEMENT. How has assessment data been used? Please give examples over the last 3 years. What are the specific mechanisms for communicating results and changing courses, curriculum, learning activities within a course, etc.

Review and Approval Signatures & Date:
Program Coordinator if applicable _______________________________________
Department Chair: ____________________________________________________
Dean ________________________________________________________________