

California State University, Stanislaus
Education: Special Education (MA)
Graduate Annual Assessment Report 2008-09 AND Assessment Plan 2009-10 DRAFT

Mission, Goals, Objectives

For items 1-5, please indicate any changes made during AY 2008-09. If no changes were made, please continue on to the assessment report and plan.

1. Mission

California State University, Stanislaus offers a Professional Level II Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities and a Master's Degree in Education with an emphasis in Special Education. Special Education faculty are committed to preparing highly competent education specialists. Each course in the graduate Special Education program at CSU, Stanislaus offers advanced topics in special education designed to prepare teachers to meet the many demands of the field and to engage in ethical and legal practices.

2. Six Graduate Learning Goals

- a. Advanced knowledge, skills, and values appropriate to the discipline.
- b. Ability to be creative, analytical, critical thinkers.
- c. Ability to work as individual researchers/scholars as well as in collaboration with others in contributing to the scholarship of their disciplines, as appropriate.
- d. Relevant knowledge of the global perspectives appropriate to the discipline.
- e. Knowledge of new and various methods and technologies as appropriate to the discipline.
- f. Advanced oral and written communication skills, complemented, as appropriate to the discipline, by the ability to access and analyze the information from a myriad of primary, print, and technological sources.

3. Program Goals

The Program uses standards established by the California Commission on Teacher Credentialing: <http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html>

Standard 13: Data Based Decision Making - Each candidate demonstrates the ability to continually analyze assessment and performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, behavioral supports and/or daily schedules to facilitate skill acquisition and successful participation for each student.

Standard 14: Advanced Behavioral, Emotional, and Environmental Supports - Each candidate demonstrates advanced knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support students with complex behavioral and emotional needs. Each candidate works with educational, mental health, and other community resource in the ongoing process of designing, implementing, evaluating, and modifying identified supports to ensure a positive learning environment.

Standard 15: Current and Emerging Research and Practices - Each candidate demonstrates knowledge of and ability to interpret, apply and disseminate current and emerging research, theory, legislation, policy and practice.

Standard 16: Transition and Transition Planning - Each candidate demonstrates knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences for students with mild/moderate/severe disabilities. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students.

Standard 17: Development of Specific Emphasis - The curriculum for the program provides opportunities to build upon the foundation of the preliminary Level I Education Specialist Credential program, expanding the scope and depth of study in specific content areas, as well as expertise in performing specialized functions.

4. **Curriculum Map** (Alignment of Program Core Courses, Graduate Learning Goals, Program Student Learning Objectives, Assessment Methods, Instructional Emphasis, and Primary Assessment Methods)

Assessment Report/Update for AY 2008-09

- ❖ What measures were used this year to determine that graduates have achieved the stated program learning objectives?
 - **Identify evaluators (e.g., Accreditation, External Reviewers).**
NCATE
 - **Identify direct measures of student learning (e.g., assessments that are based on actual student work - tests, essays, thesis, and presentations).**
Culminating experience: thesis with oral defense (rubric)
Culminating experience: exit competency interview
Internship/fieldwork
Benchmark assignments
 - **Identify indirect measures of student learning (e.g., assessments that are based on perceptions of student learning - surveys, interviews, focus groups, and course or program student evaluations).**
Post-graduate survey about course sequence and content
- ❖ How did the program interpret the evidence found from each of the measures listed above? What was the process for interpreting the evidence?
 - **Discuss when, how, and through what process program faculty analyzed the data collected.**
 - Faculty meets on an informal basis because program is small.
 - At meetings, faculty examines aggregate data from rubrics and benchmark assignments. Discusses effectiveness of assignments, determines changes to the curriculum, examines validity of assessment measures
 - **Describe the process for discussion and use of findings. What efforts were used during the past year to involve faculty and constituencies in assessment processes?**

Meetings were held frequently but informally. The faculty regularly discussed student performance on assignments and projects. Survey data from employers of graduates of the Level I program help identify areas to emphasize in Level II coursework.

- ❖ Describe successful outcomes and any changes the program faculty have made or plan to make for improving student learning, curriculum, instruction delivery, and other elements of program effectiveness.

Based on an examination of course syllabi and assignments, a decision was made to change two courses in order to avoid overlap of content and to provide more emphasis on current research.

- ❖ If changes for improving the program or student learning were recommended, what resources will be needed to implement those changes effectively? What other challenges, if any, will impact the program's ability to effectively implement those changes?

No additional resources will be required to implement the changes identified.

Assessment Plan for AY 2009-10

- ❖ Describe the program assessment plan including its design and implementation.
 - **Identify the program student learning objectives that will be assessed in the current plan and the rationale for assessing those objectives.**
Standards assessed according to NCATE accreditation reporting.
 - **Identify and describe the indirect measures (e.g., assessments that are based on perceptions of student learning - surveys, interviews, focus groups, course or program student evaluations) and direct measures (e.g., assessments of actual student learning - tests, essays, thesis, and presentations) that will be used to assess the program student learning objectives.**
 - Post-graduate survey about course sequence and content.
 - **Identify how and when these measures will be implemented and the parties responsible for collecting and analyzing the data.**
 - Faculty meets on an informal basis because program is small
 - At meetings, faculty examines aggregate data from rubrics and benchmark assignments. Discusses effectiveness of assignments, determines changes to the curriculum, examines validity of assessment measures
 - **Identify any other assessment activities that will be carried out to assess the program student learning objectives (e.g., meetings, workshops, consultation, funding requests)**
 - Develop rubrics for signature courses in the M.A. program.
 - Meet formally to discuss student performance and survey results with the Advisory Committee.
 - Keep minutes of all program meetings.