

Assessment: Program Assessment Plan



Program (SOLES-GR) - MEd in Special Education

Assessment Coordinator: Dr. Heather Herrera, Assistant Dean of Accreditation and Assessment

Outcome: Student Learning Outcome 1

Candidates demonstrate specialized field knowledge as they integrate knowledge and technology across content areas and use differing perspectives to engage all learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC Standards 4 and 5).

Outcome Status: Active

Outcome Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019

Start Date: 01/01/2015

Outcome Type: Student Learning Outcome

Measures

Paper/Written Assignment - MCC Special Education candidates in EDSP 575P are assessed using their Common Core-Aligned IEP Goal. (Active)

Benchmark/Criterion: 85% of MCC Special Education candidates in EDSP 575P will earn a rubric equivalent score of at least a B on their Common Core-Aligned IEP Goal.

Capstone Assignment/Project - MCC Special Education candidates in EDUC 575P are assessed using their Embedded Signature Assignment: Inclusive Curricula for Learners: Lesson Unit. (Active)

Benchmark/Criterion: 85% of MCC Special Education candidates in EDUC 575P will earn a rubric equivalent score of at least a B on their Embedded Signature Assignment: Inclusive Curricula for Learners: Lesson Unit.

Related Items

University Graduate Outcomes

USD Graduate LO #1: Knowledge - Students will be able to develop specialized field knowledge and integrate knowledge across content areas.

USD Graduate LO #2: Diverse Perspectives - Students will be able to evaluate diverse points of view embedded within varying frameworks which may include temporal, cultural, linguistic, sociopolitical or technological contexts.

USD Graduate LO #4: Applied learning - Students will be able to apply disciplinary or interdisciplinary learning across multiple contexts, integrating knowledge and practice.

USD Graduate LO #6: Ethical Reasoning - Students will be able to reason ethically in evaluating various perspectives, policies and/or practices relevant to one's field of study.

Outcome: Student Learning Outcome 2

Candidates apply theories of learning, instruction, and motivation relating to the cognitive, linguistic, social, emotional, physical, and moral development of all learners; evidenced by developmentally appropriate and challenging learning experiences implemented in an inclusive learning environment. (InTASC Standards 1 & 2).

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Outcome Status: Active

Outcome Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019

Start Date: 01/01/2015

Outcome Type: Student Learning Outcome

Measures

Paper/Written Assignment - MCC Special Education candidates in EDSP 575P are assessed using their Unit Overview using the UbD (Backwards Design) framework. (Active)

Benchmark/Criterion: 85% of MCC Special Education candidates in EDSP 575P will earn a rubric equivalent score of at least a B on their Unit Overview using the UbD (Backwards Design) framework.

Related Items

University Graduate Outcomes

USD Graduate LO #2: Diverse Perspectives - Students will be able to evaluate diverse points of view embedded within varying frameworks which may include temporal, cultural, linguistic, sociopolitical or technological contexts.

USD Graduate LO #4: Applied learning - Students will be able to apply disciplinary or interdisciplinary learning across multiple contexts, integrating knowledge and practice.

Outcome: Student Learning Outcome 3

Candidates incorporate assessment and technology in their planning and instructional strategies as a means of obtaining continual feedback used to improve student learning, classroom management strategies, and pedagogical approaches. (InTASC Standards 6, 7 & 8).

Outcome Status: Active

Outcome Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019

Start Date: 01/01/2015

Outcome Type: Student Learning Outcome

Measures

Capstone Assignment/Project - MCC Special Education candidates in EDSP 570 are assessed using their Embedded Signature Assignment: Case Management Assessment Identification to Transition. (Active)

Benchmark/Criterion: 85% of MCC Special Education candidates in EDSP 570 will earn a rubric equivalent score of at least a B on their Embedded Signature Assignment: Case Management Assessment Identification to Transition.

Capstone Assignment/Project - MCC Special Education candidates in EDSP 571P are assessed on their Embedded Signature Assignment: Functional Behavior Assessment Report. (Active)

Benchmark/Criterion: 85% of MCC Special Education candidates in EDSP 571P will earn a rubric equivalent score of at least a B on their Embedded Signature Assignment: Functional Behavior Assessment Report.

Related Items

University Graduate Outcomes

USD Graduate LO #4: Applied learning - Students will be able to apply disciplinary or interdisciplinary learning across multiple contexts, integrating knowledge and practice.

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Outcome: Student Learning Outcome 4

Candidates utilize and generate meaningful research on pedagogical practices, student learning, and educational issues and policies to actively investigate and consider new ideas that will improve teaching and learning and advance the profession. (InTASC Standards 9 & 10).

Outcome Status: Active

Outcome Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019

Start Date: 01/01/2015

Outcome Type: Student Learning Outcome

Measures

Capstone Assignment/Project - MCC Special Education candidates in EDSP 571P are assessed using their Embedded Signature Assignment: Case Problem-Based Learning: Behavior Intervention Team Plan Report Writing. (Active)

Benchmark/Criterion: 85% of MCC Special Education candidates in EDSP 571P will earn a rubric equivalent score of at least a B on their Embedded Signature Assignment: Case Problem-Based Learning: Behavior Intervention Team Plan Report Writing.

Related Items

University Graduate Outcomes

USD Graduate LO #3: Critical Inquiry (Competency Skills) - Students will be able to engage in critical inquiry through principle approaches or methods and through effective and ethical information search and evaluation strategies.

Outcome: Student Learning Outcome 5

Candidates explore effective approaches for creating inclusive learning environments that are welcoming and accepting of diverse learners and students with learning differences who, because of gender, language, cultural background, differing ability levels, disabilities, learning approaches, and/or socioeconomic status may have academic needs that require varied instructional strategies to ensure their learning. (InTASC Standards 2, 3 & 10).

Outcome Status: Active

Outcome Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019

Start Date: 01/01/2015

Outcome Type: Student Learning Outcome

Measures

Capstone Assignment/Project - MCC Special Education candidates in EDSP 575P using their Embedded Signature Assignment: Detailed UDL lesson plan. (Active)

Benchmark/Criterion: 85% of MCC Special Education candidates in EDSP 575P will earn a rubric equivalent score of at least a B on their Embedded Signature Assignment: Detailed UDL lesson plan.

Related Items

University Graduate Outcomes

USD Graduate LO #2: Diverse Perspectives - Students will be able to evaluate diverse points of view embedded within varying frameworks which may include temporal, cultural, linguistic, sociopolitical or technological contexts.

USD Graduate LO #6: Ethical Reasoning - Students will be able to reason ethically in evaluating various perspectives, policies and/or practices relevant to one's field of study.

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Outcome: Student Learning Outcome 6

Candidates engage in critical reflection on how their own frames of reference and potential biases impact expectations for and relationships with learners and their families.

Outcome Status: Active

Outcome Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019

Start Date: 01/01/2015

Outcome Type: Student Learning Outcome

Measures

Paper/Written Assignment - MCC Special Education candidates in EDSP 573 are assessed using their paper: The Lived Experience of Parenting a Child with Special Needs. (Active)

Benchmark/Criterion: 85% of MCC Special Education candidates in EDSP 573 will earn a rubric equivalent score of at least a B on their paper: The Lived Experience of Parenting a Child with Special Needs.

Capstone Assignment/Project - MCC Special Education candidates in EDUC 575P are assessed on their Embedded Signature Assignment: Pedagogy of Practice Paper. (Active)

Benchmark/Criterion: 85% of MCC Special Education candidates in EDUC 575P will earn a rubric equivalent score of at least a B on their Embedded Signature Assignment: Pedagogy of Practice Paper.

Related Items

University Graduate Outcomes

USD Graduate LO #5: Communication - Students will be able to communicate effectively in presenting ideas orally and in writing (oral communication; written communication).

USD Graduate LO #6: Ethical Reasoning - Students will be able to reason ethically in evaluating various perspectives, policies and/or practices relevant to one's field of study.

Outcome: Operational Outcome 1

The MEd Special Education program offers high-quality content and expert instruction.

Outcome Status: Active

Outcome Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019

Start Date: 01/01/2015

Outcome Type: Operational Outcome

Measures

Survey - Candidates are encouraged to provide valuable feedback to faculty and administrators regarding their educational experiences. The "Course Evaluation" is one way for students to provide such feedback. Data collected through these evaluations are utilized to improve and enhance their program. There are four major areas for students to rate their educational experience: overall student satisfaction; teaching of course material; instructor's relationship with students; and course requirements and student evaluation. Students are also given an opportunity to answer open ended questions relating to their educational experience. (Active)

Benchmark/Criterion: A seven point Likert scale is used: seven is strongly agree, six is agree, five is slightly agree, four is neutral, three is slightly disagree, two is disagree, and one is strongly disagree. The goal is to have a mean rating in the six to seven range for each evaluated area.

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Survey - Candidates are encouraged to provide valuable feedback to faculty and administrators regarding their educational experiences. The "Exit Survey" is one way for students to provide such feedback. Data collected through these evaluations are utilized to improve and enhance their program. General survey items address candidates' satisfaction with courses, faculty, advisors, intellectual climate, support services, and program communication. Candidates are also provided with program specific survey items and the opportunity to answer open ended questions relating to their educational experience. (Active)

Benchmark/Criterion: Two five point Likert scales were used with the goal of having mean ratings in the four to five range.
Rating Scale 1: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
Rating Scale 2: Extremely Well (5), Fairly Well (4), Moderately (3), Poorly (2), Not At All (1)

Survey - Candidates are encouraged to provide valuable feedback to faculty and administrators regarding their educational experiences. The "Alumni Survey" is one way for students to provide such feedback. Data collected through these evaluations are utilized to improve and enhance their program. General survey items address employment, alumni involvement, and application of knowledge and skills. USD-SOLES alumni are also provided with open-ended questions regarding their effectiveness in the workplace, the quality of faculty advising and mentoring, benefits of the program, and recommendations for improvement. (Active)

Benchmark/Criterion: A five point Likert scale is used: five is extremely well, four is fairly well, three is moderately, two is poorly, and one is not at all. The goal is to have a mean rating in the four to five range for each evaluated area.

Outcome: Program Outcome

MCC Special Education candidates demonstrate readiness to teach all learners.

Outcome Status: Active

Outcome Assessment Cycle: 2016 - 2017, 2017 - 2018, 2018 - 2019

Start Date: 05/26/2017

Outcome Type: Student Learning Outcome

Measures

Internship/Practicum/Fieldwork Evaluation - MCC Special Education candidates are assessed in their student teaching experience using the student teaching evaluation form. (Active)

Benchmark/Criterion: 85 % of MCC Special Education candidates will earn a passing evaluation score on their final student teaching evaluation form.