Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

EdD - Gifted & Talented Education emphasis;
   Early Childhood Special Education emphasis;
   Collaborative Teacher Preparation emphasis

   curriculum revision
   o An interface with specialist studies was established with the doctoral program. Scaffolding these programs has served to strengthen the attraction of students into both degrees.

   new courses – N/A
   faculty development – N/A

Mission / Purpose

It is the mission of the Special Education and Multiple Abilities Program department to facilitate ideas and professional knowledge necessary to maximize learning opportunities for prospective practitioners and ultimately for children experiencing cognitive, social, behavioral, physical and/or multiple disabilities as well as children that develop typically.

The focus of the department mission is improving the intellectual and social condition of children, especially those with disabilities that are birth - 21 years of age. The purpose of the department is to improve the quality of life for all students by preparing [teachers] perspective educators to deliver quality services to children in the State and beyond. This purpose is also demonstrated in research and service to the community and professional organizations.

Goals

G 1: Leadership
   Produce effective practitioners in the field of special education that will lead educators, students, families, and other constituents in public and private schools settings.

G 2: Information Dissemination
   The goal is to develop and maintain relationships with a variety of stakeholders and to effectively disseminate information to them.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Outline and develop an online course delivery
   Outline and develop an online course delivery

   Related Measures

   M 1: Research evidenced-based practices of value to teacher candidates
      Research evidence-based practices of value to teacher candidates and outline a module implementing the findings for online composition and delivery.
      Source of Evidence: Academic direct measure of learning - other
      Target:
      A total of six students researched specific evidence-based practices of value to teacher candidates and used this information to inform the design of their original intervention strategies. This assessment is in progress.

   M 2: Teach an online course or modules within a course
      Teach an online course or modules within a course.
      Source of Evidence: Academic direct measure of learning - other
      Target:
      The students are enrolled in the college teaching course during the fall semester of 2013. They will deliver online instruction in the spring of 2014.

SLO 2: Participate in local, state, and federal professional organizations
   Participate in local, state, national, and international professional organizations as a consultant or student representative to a professional division or task force.
Related Measures

M 3: Maintain membership in a professional society
Maintain membership in a professional society appropriate to the area of study within special education
Source of Evidence: Academic direct measure of learning - other

Target:
Student participation in professional organizations is evident in attendance at annual conferences, committee positions, and presentations. In addition, six students presented/co-presented at conferences during the 2012-13 academic year.

M 4: Realize a task force assignment
Realize a task force assignment or run for a student office in a professional organization.
Source of Evidence: Academic direct measure of learning - other

Target:
Three students held positions at state and national levels of professional organizations.

SLO 3: Articulate evidenced based practices
Articulate a cohesive synthesis of evidence based practices that support learners with special needs in tiered models of public education.

Related Measures

M 5: Validate empirical based practices to improve management
Validate empirical based practices to improve classroom and behavior management practices delivered in an effective tiered school model.
Source of Evidence: Academic direct measure of learning - other

Target:
Original prototypes of intervention strategies were developed by six students in the spring of 2012. This assessment will be completed again the spring of 2014 as the courses are offered every other year in the rotation.

M 6: Publish school-wide, class-wide, and individual management practices
Publish school-wide, class-wide, and individual management practices for implementation within public schools.
Source of Evidence: Academic direct measure of learning - other

Target:
A total of six students are expected to complete SPE 606 during the summer 2014 session. They will be required to analyze and discuss research related to school-wide, class-wide, and individual management practices in the summer of 2012.

SLO 4: Deliver Professional Development Modules
Deliver professional development modules leading to diversified instructional practices for implementation within public schools

Related Measures

M 7: Professional Improvement Needs Assessment
Conduct a needs assessment of school-wide professional improvement in public schools.
Source of Evidence: Academic direct measure of learning - other

Target:
This assessment will not be conducted during the 2013-14 academic year as the courses are offered every other year in the rotation and was not scheduled this academic year.

M 8: Present school-wide professional development sessions
Present school-wide professional development sessions to public schools.
Source of Evidence: Academic direct measure of learning - other

Target:
A total of four professional development sessions were developed for local education agency dissemination and select modules were co-presented.

SLO 5: Write portions of externally funded proposals
Write portions of externally funded proposals to improve teacher preparation and/or instruction.

Related Measures

M 9: Compose the evaluation plan and budget
Compose the evaluation plan and budget of a proposal for external funding.
Source of Evidence: Academic direct measure of learning - other

Target:
The students in the advanced graduate programs will reach this phase of the program during the summer of 2014.

M 10: Compose quality of key personnel
Compose the Quality of Key Personnel and Roles of Key Personnel component of a proposal for external funding.
Source of Evidence: Academic direct measure of learning - other

Target:
The students in the advanced graduate programs will reach this stage of their academic preparation program in the summer of 2014. The students are progressing toward meeting this goal.
OthOtcm 6: Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 11: Disseminate Student Accomplishments
Students' accomplishments will be systematically disseminated to stakeholders.
Source of Evidence: Academic indirect indicator of learning - other

M 12: Disseminate Faculty and Staff Accomplishments
Faculty and staff accomplishments will be systematically disseminated to stakeholders
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 7: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 13: Program Graduates and Other Key Constituents
Program graduates and other key constituents will participate in an annual survey that will poll perceived program value.
Source of Evidence: Academic indirect indicator of learning - other

M 14: Program Graduate Participation
At least 15% of program graduates will participate in an interview or focus group that will identify perceived program value.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 8: Completion and Enrollment Numbers
During the 2011-12 academic year, there was a total of 4 doctoral program completers. Doctoral program enrollments for academic year 2011-12 equaled 46.

Related Measures

M 15: Annual Program Enrollment
Annual program enrollments will equal 10 students per cohort.
Source of Evidence: Academic indirect indicator of learning - other

M 16: Annual Degree Completion
Annual degree completion will equal 5 students
Source of Evidence: Academic indirect indicator of learning - other

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Recruitment, Retention, and Matriculation
Emphasis will be placed on recruiting and retaining students to the Ed.D. program. A formal cohort system will be implemented in order to support students matriculation through the Ed.D. program.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Implementation Description: Recruit at on campus and off campus recruiting events
Responsible Person/Group: Department faculty, graduate assistants, COE public relations director
Goals

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Producing effective practitioners in the field of special education that will lead educators, students, families, and other constituents in public and private schools settings.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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