

MASTER OF ARTS IN SPECIAL EDUCATION ANNUAL ASSESSMENT PLAN & FINDINGS 2020-2021 ACADEMIC YEAR

| | <i>PLO 1</i> <i>Design appropriate learning experiences for students with exceptionalities that are informed by diverse cultural experiences and varied patterns of learning and development.</i> | <i>PLO 2</i> <i>Create a safe, inclusive, culturally responsive environment that cultivates active and effective learning for students with exceptionalities.</i> | <i>PLO 3</i> <i>Plan cross-disciplinary learning experiences that promote individualized academic and social abilities, attitudes, values, interests, and career options for students with exceptionalities.</i> | <i>PLO 4</i> <i>Synthesize results from multiple evidence-based assessments to guide educational decisions for individuals with exceptionalities.</i> | <i>PLO 5</i> <i>Incorporate cross-disciplinary skills using evidenced-based instructional strategies for students with exceptionalities.</i> | <i>PLO 6</i> <i>Evaluate how ethical principles and practice standards influence special education laws, regulations and individual professional accountability.</i> | <i>PLO 7</i> <i>Construct an action research proposal that addresses local or global issues related to individuals with exceptionalities.</i> | <i>PLO 8</i> <i>Integrate positive collaborative practices with various stakeholders to address the needs of students with exceptionalities across a range of learning experiences.</i> |
|---------|---|---|--|---|--|--|---|---|
| ESE 601 | | | I | | I | I | | I |
| ESE 603 | I | | | I | | I | | I |
| ESE 610 | R | I | R | | R | R | | R |
| ESE 634 | R | R | R | R | R | | | R |
| ESE 645 | R | R | R | R | R | | | |
| ESE 656 | R | R | | R | | | | |
| ESE 665 | | M | | M | | | | |
| ESE 668 | M | | M | M | M | | I | M |
| ESE 680 | | | | | | R | R | |
| EDU 696 | M | M | M | M | M | M | M | M |

I (Introduced), R (Reinforced), or M (Mastered).

| ANNUAL ASSESSMENT PLAN FINDINGS | | | | | |
|--|---|--|---|--|---|
| PLO 1 - Design appropriate learning experiences for students with exceptionalities that are informed by diverse cultural experiences and varied patterns of learning and development. | | | | | |
| MEASURE | ACCEPTABLE TARGET | TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET | TOTAL NUMBER OF STUDENT RECORDS OBSERVED | ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET | ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA |
| Direct Measure 1: | 70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria. | 80 | 87 | 91.95% | 1. EXCEEDS THE ACCEPTABLE TARGET |

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|---|---|-----|-----|--------|----------------------------------|
| EDU 696 Final Assignment | | | | | |
| Direct Measure 2: ESE 645 Final Assignment | 70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria. | 648 | 705 | 91.91% | 1. EXCEEDS THE ACCEPTABLE TARGET |

PLO 2 - Create a safe, inclusive, culturally responsive environment that cultivates active and effective learning for students with exceptionalities.

| MEASURE | ACCEPTABLE TARGET | TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET | TOTAL NUMBER OF STUDENT RECORDS OBSERVED | ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET | ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA |
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| <p>Direct Measure 1:</p> <p>EDU 696 Week 1 Assignment</p> | <p>70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.</p> | 212 | 267 | 79.40% | 1. EXCEEDS THE ACCEPTABLE TARGET |
| <p>Direct Measure 2:</p> <p>ESE 645 Final Assignment</p> | <p>70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria.</p> | 648 | 705 | 91.91% | 1. EXCEEDS THE ACCEPTABLE TARGET |
| <p>PLO 3 - Plan cross-disciplinary learning experiences that promote individualized academic and social abilities, attitudes, values, interests, and career options for students with exceptionalities.</p> | | | | | |
| MEASURE | ACCEPTABLE TARGET | TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET | TOTAL NUMBER OF STUDENT RECORDS OBSERVED | ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET | ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET |

| MEASURE | ACCEPTABLE TARGET | TOTAL NUMBER OF STUDENT | TOTAL NUMBER OF | | 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA |
|--|---|-------------------------|-----------------|--------|--|
| Direct Measure 1: EDU 696 Week 1 Assignment | 70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria. | 212 | 267 | 79.40% | 1. EXCEEDS THE ACCEPTABLE TARGET |
| Direct Measure 2: ESE 645 Final Assignment | 70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria. | 648 | 705 | 91.91% | 1. EXCEEDS THE ACCEPTABLE TARGET |
| PLO 4 - Synthesize results from multiple evidence-based assessments to guide educational decisions for individuals with exceptionalities. | | | | | |
| | | | | | 1. EXCEEDS THE ACCEPTABLE TARGET |

| | | RECORDS MEETING ACCEPTABLE TARGET | STUDENT RECORDS OBSERVED | ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET | 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA |
|---|---|-----------------------------------|--------------------------|---|--|
| Direct Measure 1: ESE 645 Final Assignment | 70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria. | 648 | 705 | 91.91% | 1. EXCEEDS THE ACCEPTABLE TARGET |
| Direct Measure 2: ESE 656 Final Assignment | 70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria. | 334 | 369 | 90.51% | 1. EXCEEDS THE ACCEPTABLE TARGET |
| PLO 5 - Incorporate cross-disciplinary skills using evidenced-based instructional strategies for students with exceptionalities. | | | | | |
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| MEASURE | ACCEPTABLE TARGET | TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET | TOTAL NUMBER OF STUDENT RECORDS OBSERVED | ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET | ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA |
|---|---|---|--|--|---|
| Direct Measure 1: ESE 634 Final Assignment | 70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria. | 424 | 537 | 78.96% | 1. EXCEEDS THE ACCEPTABLE TARGET |
| Direct Measure 2: | 70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria. | 648 | 705 | 91.91% | 1. EXCEEDS THE ACCEPTABLE TARGET |

| ESE 645 Final Assignment | | | | | |
|---|---|--|---|--|---|
| PLO 6 - Evaluate how ethical principles and practice standards influence special education laws, regulations and individual professional accountability. | | | | | |
| MEASURE | ACCEPTABLE TARGET | TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET | TOTAL NUMBER OF STUDENT RECORDS OBSERVED | ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET | ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA |
| Direct Measure 1: | 70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria. | 80 | 87 | 91.95% | 1. EXCEEDS THE ACCEPTABLE TARGET |

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|---|---|-----|-----|--------|----------------------------------|
| EDU 696 Final Assignment | | | | | |
| Direct Measure 2: ESE 656 Final Assignment | 70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria. | 334 | 369 | 90.51% | 1. EXCEEDS THE ACCEPTABLE TARGET |

PLO 7 - Construct an action research proposal that addresses local or global issues related to individuals with exceptionalities.

| MEASURE | ACCEPTABLE TARGET | TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET | TOTAL NUMBER OF STUDENT RECORDS OBSERVED | ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET | ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA |
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|--|---|--|---|--|--|
| Direct Measure 1: EDU 694 Final Assignment | 70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria. | 229 | 249 | 91.97% | 1. EXCEEDS THE ACCEPTABLE TARGET |
| Direct Measure 2: EDU 696 Final Assignment | 70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria. | 80 | 87 | 91.95% | 1. EXCEEDS THE ACCEPTABLE TARGET |
| PLO 8 - Integrate positive collaborative practices with various stakeholders to address the needs of students with exceptionalities across a range of learning experiences. | | | | | |
| MEASURE | ACCEPTABLE TARGET | TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET | TOTAL NUMBER OF STUDENT RECORDS OBSERVED | ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET | ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET |

| | | | | | 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA |
|---|---|-----|-----|--------|--|
| Direct Measure 1: EDU 696 Final Assignment | 70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria. | 80 | 87 | 91.95% | 1. EXCEEDS THE ACCEPTABLE TARGET |
| Direct Measure 2: ESE 634 Final Assignment | 70% of students must be at the “Proficient” level or above on the evaluation of each rubric content criteria. | 424 | 537 | 78.96% | 1. EXCEEDS THE ACCEPTABLE TARGET |

OVERALL RECOMMENDATIONS

Given the numerous changes that occurred during the 2020-21 academic year, program leads and faculty will monitor the 2020-21 data in conjunction with the 2021-22 academic year data. The assessment specialist also recommends reviewing the direct measures highlighted in yellow to ensure they are accurate. New measures were selected for the 20-21 year to replace measures that had no available data.

| ANNUAL ASSESSMENT PLAN ACTION ITEM STATUS REPORT | | | | |
|---|---|---|--|---------------------------------------|
| OUTCOME | MEASURE | KEY/RESPONSIBLE PERSONNEL | STATUS | ANTICIPATED DATE OF COMPLETION |
| <i>PLOs 1-8</i> | <i>Program Review Action Plan; ESE 601, ESE 603, ESE 610, ESE 634, ESE 645, ESE 656, ESE 668, EDU 620, EDU 694, EDU 696</i> | <i>Program Lead, Core Faculty, Assessment</i> | <i>In Progress: Initial Revision Proposed & Reviewed</i> | <i>3 months</i> |
| <i>Action Details</i> | <i>Work with the team and Assessment to map the proposed PLOs to course sequence and assessment artifacts across the MASE program. Submit request for change to the appropriate levels.</i> | | | |
| OUTCOME | MEASURE | KEY/RESPONSIBLE PERSONNEL | STATUS | ANTICIPATED DATE OF COMPLETION |
| <i>PLOs 1-8</i> | <i>EDU 696 Final Assignment; ESE 645 Final Assignment; EDU 696 Week 1 Assignment; ESE 656 Final Assignment; ESE 634 Final Assignment; EDU 694 Final Assignment</i> | | <i>Not Started</i> | <i>9 months after PLO revision</i> |
| <i>Action Details</i> | <i>Work with Assessment to conduct rubric norming to ensure faculty are accurately grading and assessing the papers.</i> | | | |