Masters in Exceptional Student Education (VE)   MA  
(Academic Degree Program and Campus)      (Degree Level) 
Summer 03, Fall 03, Spring 04  
(Assessment Period Covered)        07/01/04  
(Date Submitted) 

Planning Instructions:

Identify at least three student learning outcomes and complete the following portions of this plan. Student learning outcomes are defined in terms of what students will know, or be able to do, or believe as a result of instruction. The completed plan is e-mailed to Oaplans@acad.usf.edu

Students in the MA program enter as professional teachers; therefore, the overall goals of the MA program are to expand knowledge in professional areas of interest, develop reflective skills that will promote life-long learning, develop and extend knowledge about conducting research, and acquire competence in systematic inquiry (gathering, integrating and applying information in the professional literature).

Reporting Instructions:

At the end of the assessment period, the assessment report is prepared and e-mailed to: Oareports@acad.usf.edu  The report contains a summary of assessment findings identified. In addition, the report describes what changes (if any) were made as a result of a review of assessment findings. The discussion on use of results should, at the very least, indicate that faculty members reviewed the assessment findings.

Student Learning Outcome #1

What will students know or be able to do or believe? Be specific.

Students will demonstrate proficiency in reflection that promotes lifelong learning.
**ASSESSMENT PLAN** - The completed assessment plan is e-mailed to Oaplans@acad.usf.edu at the beginning of the assessment period.

It is recommended that **two means** of assessment be prepared for each student learning outcome. One means of assessment may be sufficient.

**Means of Assessment #1:**
In their final semester, students will submit a comprehensive portfolio demonstrating their mastery in five skill areas (assessment, instruction, collaboration, classroom management, and systematic inquiry) and five domains of practice (ethical practice, affirming of diversity, reflective practice, competence in their knowledge, and use of technology). Each skill area contains a narrative reflection describing what they knew before starting the program, what they know now as a result of completing the program, and how they have or will apply what they have learned in their classroom practice. Students meet with portfolio advisors on a regular basis, submitting drafts and obtaining feedback. Submitted reflection drafts will be analyzed to determine whether the candidate was skilled in reflecting upon and altering his/her behavior as a result of their reflective process.

**Criteria for Success:** Describe the criteria for success related to this means of assessment.

85% of the graduates will demonstrate that, based on their reflections, their teaching behaviors have changed during their graduate studies.

**Means of Assessment #2:** Describe the procedures, strategies, or means that will be used to collect information on student learning.
In their final semester, students will submit a comprehensive portfolio demonstrating their mastery in five skills areas (assessment, instruction, collaboration, classroom management, and systematic inquiry) and five domains of practice (ethical, affirming of diversity, reflective, competent, and user of technology). In addition, students must include their teaching philosophy and an autobiographical statement that addresses what they believe about education in general, why they want to be a Special Education teacher, and what their goals are for their professional career. Students meet with portfolio advisors on a regular basis, submitting drafts and obtaining feedback. Submitted drafts of their teaching philosophies and autobiographies will be analyzed to determine whether the candidate can articulate the connections between their own personal experiences and their teaching beliefs and behaviors.

**Criteria for Success:** Describe the criteria for success related to this means of assessment.

85% of the graduates will demonstrate an understanding of the influences their early educational experiences have had on their current beliefs and behaviors. Criterion is based on obtaining a score of 3 or above on rubric with a scale of 1 through 4.
Measure: Rubric

ASSESSMENT REPORT - These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to: Oareports@acad.usf.edu

Findings: What findings resulted from assessment activities?

Assessment #1:

The table below itemizes the overall scores earned by the students for the reported semesters for their portfolio narratives/reflections:

<table>
<thead>
<tr>
<th>Score (scale 4, 3, 2, 1)</th>
<th>% of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 or higher</td>
<td>91%</td>
</tr>
<tr>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td>1</td>
<td>0%</td>
</tr>
</tbody>
</table>

Assessment #2:

The table below itemizes the scores earned by the students for the reported semesters for their teaching philosophies and autobiographies:

<table>
<thead>
<tr>
<th>Score (scale 4, 3, 2, 1)</th>
<th>% of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 or higher</td>
<td>87%</td>
</tr>
<tr>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>1</td>
<td>0%</td>
</tr>
</tbody>
</table>

Students are required to include an autobiographical statement and philosophy of education addressing the following three questions: What do you believe about education in general? Why do you want to be a Special Education teacher? What are your goals for your professional career? In addition, students are required to submit a narrative addressing the following three questions: What did you know before starting this program? What do you know now as a result of this program? How are you or will you apply what you have learned? Students were able to adequately respond to the questions listed. They were able to demonstrate competency in their ability to reflect upon and alter their behavior based upon their narratives. Eighty seven percent of the students received a score of 3 or higher on their autobiographical statement and philosophy of education. Ninety-one percent of the students obtained scores of three or higher on their domain narratives. Narratives were scored independently by two faculty members using a rubric.

Use of Results: What changes, if any, were made in response to the findings? This section should indicate that faculty members reviewed the assessment findings.

A review of the findings indicates that a majority of the students satisfactorily met the criteria for student learning outcome #1. Students meet with portfolio advisors on a regular basis to review progress and obtain feedback. Students are asked to resubmit revised
narratives based on the feedback they receive. Final narratives are used for assessment purposes. A review of feedback provided to students throughout the process indicates that most students require some grammatical edits. The area of development for most students is in clearly articulating the application of the knowledge gained. With feedback and support, students are able to improve and succeed in this area. This program is being revised and this feedback is being carefully considered by faculty.

Student Learning Outcome #2

What will students know or be able to do or believe? Be specific.

Students completing the MA program in Exceptional Student Education will critique a published research study.

ASSESSMENT PLAN - The completed assessment plan is e-mailed to Oaplan@acad.usf.edu at the beginning of the assessment period.

It is recommended that two means of assessment be prepared for each student learning outcome. One means of assessment may be sufficient.

Means of Assessment #1: Describe the procedures, strategies, or means that will be used to collect information on student learning.

In the Foundations of Educational Research course, MA students will be given a published research study and required to identify potential strengths and weaknesses in the problem statement, the research design, the data analysis, and the interpretation of data and offer appropriate suggestions for correction.

Criteria for Success: Describe the criteria for success related to this means of assessment.

Ninety percent or more of the MA students within EDF 6481 will earn an overall score of 4 or above (on a 5-point scale) on a series of items designed to assess students’ ability to identify potential strengths and weaknesses in a published research study, and their ability to offer appropriate corrections. For these students (the 90%), on no specific item will the assigned rating be less than 3.

Measure: A 25-item, instrument containing items tapping 5 dimensions.

ASSESSMENT REPORT - These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to: Oareports@acad.usf.edu
**Findings:** What findings resulted from assessment activities?

The assessment activity contained a total of five content domains: problem statement, research design, data analysis, interpretation, and research improvements. Student performance was as follows:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Score of 4 (good) or above</th>
<th>Score of 3 (satisfactory) or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Problem Statement</td>
<td>79%</td>
<td>86%</td>
</tr>
<tr>
<td>2. Research Design</td>
<td>21%</td>
<td>71%</td>
</tr>
<tr>
<td>3. Data Analysis</td>
<td>64%</td>
<td>64%</td>
</tr>
<tr>
<td>4. Interpretation</td>
<td>57%</td>
<td>71%</td>
</tr>
<tr>
<td>5. Research Improvements</td>
<td>36%</td>
<td>79%</td>
</tr>
</tbody>
</table>

Two out of 14 students or 14% met the criterion of 4 or higher on average with no score lower than 3.

**Use of Results:** What changes, if any, were made in response to the findings? This section should indicate that faculty members reviewed the assessment findings.

Results indicate improvement in most areas compared to the 2002-2004 results. A higher percentage of students earned a score of 4 or above in all areas except item two, research design. That percentage decreased from 27% last year to 21% this year. The same holds true for students earning a score of 3 or higher (91% last year compared to 21% this year). In addition, two students, compared to zero students last year, met the criterion of 4 or higher with no score lower than 3. While improvement is evident, it still remains that our students need greater exposure to research in all areas. These data indicate that students need more focused work in interpreting research and data analysis. This program is being revised and more emphasis is being placed on research in the revised program.
Student Learning Outcome #3

What will students know or be able to do or believe? Be specific.

Students will demonstrate proficiency in systematic inquiry. They will be skilled in conducting literature searches, synthesizing the literature they read, and applying their findings to current practice.

ASSESSMENT PLAN - The completed assessment plan is e-mailed to Oaplans@acad.usf.edu at the beginning of the assessment period.

It is recommended that two means of assessment be prepared for each student learning outcome. One means of assessment may be sufficient.

Means of Assessment #1: Describe the procedures, strategies, or means that will be used to collect information on student learning.

All students completing the MA degree will submit 2 research papers or 1 action research paper. These papers will be analyzed using a rubric.

Criteria for Success: Describe the criteria for success related to this means of assessment.

All students will earn at a minimum a score of 2 on all dimensions and 90% of the students will earn a total score of 15.

Measure: Narrative Analysis

Means of Assessment #2: Describe the procedures, strategies, or means that will be used to collect information on student learning.

Criteria for Success: Describe the criteria for success related to this means of assessment.

ASSESSMENT REPORT - These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to: Oareports@acad.usf.edu

Findings: What findings resulted from assessment activities?

The MA program is in the process of being revised. This assessment has not yet been implemented.
**Use of Results:** What changes, if any, were made in response to the findings? This section should indicate that faculty members reviewed the assessment findings.

Duplicate this sheet to assess additional student learning outcomes.