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 Oaplan@acad.usf.edu

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 completing their doctoral program in special education will demonstrate knowledge of the specialized content in their field.

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: Within three months of completing their program, and after attaining a professional position, all Ph.D. graduates will be asked to rate series of items concerning their level of preparedness in their specialized field.

Criteria for Success: Ninety percent or more of the Ph.D. students completing the program will assign an overall rating of 4 or above (on a 5 point scale) to a series of items concerning their level of preparedness in their specialized field.

Means of Assessment #2: At the end of course work, doctoral students choose either to write an article length publishable paper to reflect an integration of course content or to complete a three day comprehensive exam.

Criteria for Success: Assessment on the choice outlined above will be determined by the doctoral candidate’s committee, following the guidelines established for the exam or paper by the doctoral program.

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?

As the ‘new’ doctoral program—first students enrolled in August, 2001—has only graduated one candidate, we have not yet been able to collect data for Assessment #1. However, we are sending the assessment item to a random selection of graduates from the ‘old’ program so that we will be able to juxtapose their evaluation with those graduates of the new program.

For Assessment #2, five students in the first cohort have completed their comprehensive exams successfully, with two cohort members yet to take them. In the second cohort, six students have
completed their comprehensive exams, though as of this writing, the results have not come back except for one student who wrote the article length publishable paper. That student completed the paper successfully.

**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.

Until actually survey results are available for assessment #1, no changes are planned.
Student Learning Outcome #2

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

| During the first year of their program, students will demonstrate their ability to critique scholarly works in writing using critical analysis, analyzing & synthesizing the literature cited, drawing appropriate conclusions based on evidence. They will also develop a position paper addressing a current issue in the field and supporting it with the research literature. Student writing will be clear, organized and free from grammatical or syntactical errors. |

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: One writing assignment from courses in the first semester that incorporates the qualities described in action item 1 will be submitted by each student for review by a panel of faculty. Faculty will evaluate each submitted writing piece using an appropriate evaluation rubric.

Criteria for Success: 100% of students will receive an average rating of 4 (out of 5) by a panel of faculty using an appropriate evaluation rubric.

Means of Assessment #2: Students will submit one writing assignment from courses in their second year that incorporates the qualities described above for a review of a panel of faculty. Faculty will evaluate each submitted writing selection using an appropriate evaluation rubric. Students will write a grant proposal for either the OSEP Student Initiated Project Competition or a comparable funding competition. Class members and the instructor will review the proposal and score it. Students will contribute to writing sections of a research or teacher preparation grant proposal with a faculty member.

Criteria for Success: 1) 100% of students will receive an average rating of 4 (out of 5) by a panel of faculty using an appropriate evaluation rubric. 2) Students’ research proposals will be scored no less than 80 (out of 100) points by the professor using the OSEP evaluation protocol. 3) Students will participate in writing a training grant proposal.
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

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Student Learning Outcome #3

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

Students will develop a teaching portfolio that illustrates their knowledge of the standard special education teacher education curriculum and their skill in delivering that curriculum.

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: A rubric similar to the Teaching Rubric used during the USF Tenure and Promotion process will be used to evaluate portfolios. At least two faculty members will review each portfolio.

Criteria for Success: Students are expected to have successfully taught in several different settings that involved a variety of instructional approaches, for example, the delivery of lectures, leading discussions, orchestrating and facilitating case discussions and role plays as well as directing service learning projects, action research projects, and portfolio construction. Students also are expected to have worked in an advisory capacity with undergraduate or MAT students in their field assignments.

Means of Assessment #2: The attached rubric, adapted from the USF Personnel Committee’s rubric for promotion and tenure, will be used by at least two faculty to evaluate students' teaching portfolios.

Criteria for Success: Students will achieve an average rating above 3.0 on teaching 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?

Use of Results: 1) Students will be given feedback on their teaching portfolios and on their performance in teaching roles. The student’s major professor and the professor responsible for the teacher education seminar will also be provided a copy of the evaluation at the end of the semester. 2) These data will be used to evaluate the teacher education component of the doctoral program. Adjustments in the program will be made to ensure that all students have...
Outcomes Assessment Plan/Report

sufficient and successful (ratings above a 3) supervised teaching experiences prior to their graduation

Duplicate this sheet to assess additional student learning outcomes.