

**STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM FA20-SU21**

Degree and Program Name: Special Education- MS in Ed. Graduate Program

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PART ONE:

What Are the Learning Objectives?	How, Where, & When Are they Assessed?	What Are the Expectations?	What Are the Results?	Committee/Person Responsible? How Are Results Shared?
<p>1. Critical thinking, problem solving, and research skills: all candidates will develop thorough course work knowledge and understanding of the issues and research in Special Education. (EIU Graduate Outcome (2 and 4)</p>	<p>Critical thinking and knowledge of issues is addressed in SPE 5120 “Current Issues in Special Education” and knowledge of research methodology is assessed in SPE 5900 “Research in Special Education”. These skills are also assessed by the departmental Issues/Research comprehensive exam which all candidates must successfully complete.</p> <p>In the Issues course (5120) candidates choose an issue and are required to engage in critical thinking through thorough examination of the issue, drawing implications and then supporting</p>	<p>All candidates enrolled will meet knowledge base expectations (“B”) or exceed expectations (“A”) in SPE 5120 and SPE 5900.</p> <p>Candidates completing the Issue paper will demonstrate “critical thinking and</p>	<p>Course grades earned in "Core Courses" –</p> <p style="text-align: center;">SPE 5120 FA20 Course Results A =9 B =9 C=2 F=1</p> <p style="text-align: center;">SPE 5900 SU21 Course Results A=15 B=1</p> <p>The final overall ratings for candidates completing an “Issue paper” follow:</p> <p>Consistently Exceeds n=5 Exceeds Some Standards n=9</p>	<p>Rubrics are used to evaluate Issues paper and the Research proposal and candidates receive a copy.</p> <p>Rubrics are likewise used in the assessment of candidates’ written comprehensive exams and are provided to candidates for feedback.</p> <p>DCC reviews results across assessments annually</p>

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	<p>through research one side of the issue. The major paper (Issue Paper) and accompanying presentation requiring critical thinking, problem-solving and demonstration of research skills, constitute 75% of the SPE 5120 course grade.</p> <p>Every candidate, to earn the M.S. degree in Special Education, must pass a written comprehensive exam specific to content and concepts covered across the core courses (SPE 5120 and SPE 5900). The exam requires candidates to read a provided article and identify various elements of the research study (i.e. problem examined in the study, hypotheses, sample, research design, procedures used in the study, dependent and independent variables, the statistical analyses employed, the results and</p>	<p>problem-solving skills” at a minimum overall rating of 3.0 (meets standards).</p> <p>Candidates on the “Issue Paper” will meet or exceed standards as defined by elements of the rubric.</p> <p>On the Issues and Research written exams, the candidate will demonstrate critical thinking and problem-solving skills. Candidates must earn a “3” or above which indicates “meeting” or “exceeding” standards.</p>	<p>Meets n=5 Inconsistently Meets=1 *Note: one candidate did not complete the assignment</p> <p>Across the 15 Issues/Research comprehensive written exams taken by completers in FA20-SU21 all test takers received a rating of 3 (Meets) or above on the rubric element related to Critical Thinking/Problem Solving. The number of candidates receiving each rating level follows: Consistently Exceeds n=1 Sometimes Exceeds n=4 Meets n=10 Inconsistently Meets=0 Does Not Meet=0</p>	<p>Committee/Person Responsible:</p> <p>Graduate Faculty/DCC, Course Instructor, Graduate Coordinator, Advisors, and Chair</p>

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	<p>conclusions) and discuss the value or lack of value of the results for a special educator and/or the broader field of special education. Each candidate must then synthesize the research surrounding the issue on which the article was focused and reflect on his/her own position, providing research supporting it. Problem solving and application of research are required to determine and support the candidate's position as does the application of the findings to one's own setting.</p> <p>Each candidate is required in the research course (SPE 5900) to read and evaluate scientifically based research and must design a research study (Research Proposal) which could be implemented within a school or the larger field.</p> <p>Candidates completing the M.S. in Special Education are rated by faculty on a dispositional survey in terms of their ability to think</p>	<p>It is expected that candidates meet or exceed standards as defined by the elements of the rubric used to assess the "Research Proposal."</p> <p>The Dispositional survey will reflect that</p>	<p>Candidates completing the SPE 5900 Research Proposal earned the following Overall ratings:</p> <p>SU21 Course Results Consistently Exceeds n=9 Exceeds Some Standards n=6 Meets n=1 Inconsistently Meets=0 Does Not Meet=0</p> <p>The candidates completing their degree FA20-SU21 were rated by faculty at the end of their programs on their</p>	

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	critically and apply problem solving skills.	candidates “Meet” or “Exceed” the standard related to the Problem-Solving and Critical Thinking learning objective.	Critical Thinking/Problem-Solving Skills. Aggregate ratings are as follows: Exceeds n=9 Meets n=6 Does Not Meet n=0	
<p>2. Depth of Content Knowledge: graduating majors have a comprehensive knowledge base of the issues, research, and practices of Special Education. (EIU Graduate Outcome 1)</p>	<p>The Graduate Outcome “Depth of Content Knowledge” includes in its description “application of theory into practice.” While all graduate candidate assignments/ assessments require application of knowledge, it is in the field experiences that candidates’ ability to relate theory to practice is authentically assessed. Graduate candidates complete a practicum course, SPE 5770. A required component of the field experience is the expectation that candidate’s experience is outside their classroom and diverse from their current role.</p>	<p>It is expected that candidates meet or exceed standards as defined by the elements of the rubric used to assess the fieldwork or field experience activities. A 3.0 or above on a 5.0 scale reflects standards are met (or exceeded).</p>	<p>The SPE 5770 project requires the completion of a field experience project that relates research to practice; 10 candidates completed this project in FA20 and 7 candidates completed this project SP21. Overall performance on the assessment for those enrolled in the course across both semesters indicates:</p> <p>FA 20 & SP21 Course Results Consistently Exceeds n=3 Exceeds Some Standards n=10 Meets n=3 Inconsistently Meets n=0 Does Not Meet=0 *rubric for one candidate was not submitted</p>	<p>A rubric is used to evaluate the SPE 5770 field experience. Results are shared with candidates</p> <p>Rubrics are likewise used in the assessment of candidates’ written comprehensive exams and are provided to candidates as feedback.</p> <p>LBS II Advanced Licensure Exam results are shared via the Dean’s Office</p>

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	<p>Each candidate to graduate must complete a written comprehensive exam or write a thesis. During this assessment period no candidates have completed a thesis. The comprehensive exam question requires that the candidate successfully demonstrate a depth of content knowledge specific to the topic of the exam. The required comprehensive exam is a combination of an Issues (5120) and Research (SPE 5900) exam.</p> <p>If the candidate is seeking an MS with a Learning Behavior Specialist II (LBS II) or SPE Director (DIR) advanced credential, the candidate is expected to pass the appropriate advanced licensure test demonstrating content knowledge.</p>	<p>On the written comprehensive exams, candidates will demonstrate “depth of content knowledge” meeting or exceeding the standards by earning a rating of 3 or above.</p> <p>Related to advanced licensure for those candidates seeking an additional credential (e.g. LBS II or SPE DIR), a score of 240 indicates “Passing”.</p>	<p>The SPE 5120/5900 Issues/Research Comprehensive Exam question requires the ability to consume (analyze) and synthesize research, utilizing a candidate’s depth of knowledge to apply the findings to his or her own practice. All completers who took the SPE 5120/5900 Issues/Research comprehensive exam between Fall 20 and Summer 21 passed the exam. Three were successful on the first attempt, 9 required a minor revision, and 3 needed more substantive revisions before successfully completing the exam.</p> <p>Across the time frame from FA20-SU21, 11/11* completers who took an advanced licensure test through the state earned a passing score demonstrating their depth of content knowledge. *note those in the “Intent to Pursue Director” option have the choice of completing the State Exam or an additional departmental comp exam. The</p>	<p>DCC reviews results across assessments annually</p> <hr/> <p>Committee/Person Responsible:</p> <p>Graduate Faculty/DCC, Course Instructor, Graduate Coordinator, Advisors, and Chair</p>

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	<p>Candidates completing their M.S. FA20-SU21 were rated by faculty on a dispositional survey relative to demonstration of content knowledge.</p> <p>Completers and Employers rate the candidate's knowledge and skills in this area: Content Knowledge Scale 1= very weak to 5=very strong.</p>	<p>The Dispositional Survey will reflect that candidates "Meet" or "Exceed" the standard related to the Depth of Content Knowledge learning objective.</p> <p>Mean ratings by both groups will reflect a "3" (Meets) or above related to content knowledge.</p>	<p>two completers in this option chose to take (and passed) the state exam.</p> <p>Exam Taken/Passing Results BIS Exam n=6/6 CAS Exam n=3/3 DIR Exam n=2/2</p> <p>The candidates completing their degree FA20-SU21 were rated by faculty at the end of their programs on their Depth of Content Knowledge. Aggregate ratings are as follows: Exceeds n=8 Meets n=7 Does Not Meet n=0</p> <p>Completer Self-Rating Mean= 4.5/5</p> <p>Employer Rating: Mean=4.625/5</p>	

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<p>3. Written Communication Skills Candidates for a Master’s degree with a major in Special Education will demonstrate written competence. Written competence is demonstrated in two varied ways: written comprehensive exam and major papers in SPE 5120 and SPE 5900. (EIU Graduate Outcome 3).</p>	<p>Writing Competence is assessed in all courses; however, to standardize outcomes, results from the two required core courses: SPE 5120 (Issues) and SPE 5900 (Research) will be analyzed. Candidate written competence is also assessed on all completed departmental comprehensive exams.</p> <p>Major papers: SPE 5120 (Issues) and SPE 5900 (Research)</p>	<p>It is expected all candidates will meet or exceed standards specific to written communication skills (rating of 3 or above) as defined in the departmental rubrics for assignments and exams</p> <p>Candidates will demonstrate writing competence in two major papers: an Issues paper and a Research proposal.</p>	<p>Results on the SPE 5120/5900 Written Comprehensive Exam: 15 candidates completed the written comprehensive exam for SPE 5120/SPE 5900 FA20 through SU21. The rubric used in scoring the written exam includes “Written Communication Skills” as an area of evaluation. On this area, candidates received the following ratings: Consistently Exceeds n=2 Exceeds Some Standards n=2 Meets n=11 Inconsistently Meets n=0 Does Not Meet n=0</p> <p>Results from Major Papers in SPE 5120 and SPE 5900: FA20 to SU21. Across the aggregate of both papers, the following summarizes candidates’ Writing Competence ratings: Consistently Exceeds n=13 Exceeds Some Standards n=11 Meets n=7 Inconsistently Meets n=5 Does Not Meet n=0</p>	<p>Rubrics are used to evaluate Issues paper and the Research proposal and candidates receive a copy.</p> <p>Rubrics are likewise used in the assessment of candidates’ written comprehensive exams and are provided to candidates for feedback. Concerns about written language are documented in candidate files.</p> <p>Performance data is analyzed by the Department Curriculum Committee (DCC).</p> <hr/> <p>Committee/Person Responsible: Graduate Faculty/DCC,</p>

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	<p>Candidates completing their M.S. FA20-SU21 were rated by faculty on a dispositional survey relative to demonstration of written communication.</p>	<p>The Dispositional Survey will reflect that candidates “Meet” or “Exceed” the standard related to the Written Communication objective.</p>	<p>*Note: one candidate did not complete the assignment in 5120</p> <p>Candidates completing their program between FA20 and SU 21 were rated by faculty in their last semester of coursework on their Written Communication. Aggregate ratings are as follows:</p> <p>Exceeds n=8 Meets n=7 Does Not Meet n=0</p>	<p>Course Instructor, Graduate Coordinator, Advisors, and Chair</p>
<p>4. Oral Language Skills Candidates for a master’s degree with a major in Special Education will demonstrate “oral language competence.” (EIU Graduate Outcome 3.)</p>	<p>An oral presentation on an “issue” in SPE 5120 is required.</p>	<p>Oral language skills will be demonstrated appropriate to an advanced professional. An advanced professional can communicate effectively, sharing synthesized information, clearly communicate concepts and</p>	<p>Oral language skills are formally assessed through an “Issue” presentation which is given by the candidate in SPE 5120. Ratings on candidates’ Language Competence which includes oral communication follow:</p> <p>FA20 Course Results Consistently Exceeds n=4 Exceeds Some Standards n=13 Meets n=1 Inconsistently Meets=3 Does Not Meet=0</p>	<p>A rubric is used to assess the oral presentation and the completed rubric is provided to candidates. Concerns regarding oral language use are discussed with candidate and documented in candidate file.</p> <p>Performance data is analyzed by the</p>

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	<p>Candidates completing the M.S. in Special Education are rated by faculty on a dispositional survey in terms of their ability to utilize effective oral communication skills.</p>	<p>opinions, and demonstrate appropriate semantics and grammatical skills.</p> <p>The Dispositional survey will reflect that candidates “Meet” or “Exceed” the standard related to the Oral Communication objective.</p>	<p>The candidates completing their degree FA20-SU21 were rated by faculty at the end of their programs on their Oral Communication Skills. Aggregate ratings are as follows:</p> <p>Exceeds n=9 Meets n=6 Does Not Meet n=0</p>	<p>Department Curriculum Committee (DCC) annually</p> <hr/> <p>Committee/Person Responsible:</p> <p>Graduate Faculty/DCC, Course Instructor, Graduate Coordinator, Advisors, and Chair</p>
<p>5. Evidence of Advanced Scholarship Candidates for a Master’s degree in Special Education will demonstrate the ability to critically review and synthesize existing research and to relate research to practice. (EIU Graduate Outcome 4)</p>	<p>Candidates must pass a written comprehensive exam specific to Issues/Research. Candidate demonstration of advanced scholarship is assessed in this exam.</p>	<p>Candidates are expected to meet or exceed standards of demonstration of advanced scholarship on the written comprehensive exam for SPE 5120 (Issues) /SPE 5900 (Research).</p>	<p>Across FA20-SU21, 15 Issues/Research written comprehensive exams were completed. No candidate’s response was rated as “Consistently Exceeds, 3 earned a rating of “Exceeds Some of the Standards”, and 12 “Met” the standard related to the demonstration of advanced scholarship/research.</p>	<p>Results are communicated via a formal communication reflecting critique of the written response and a final “pass” or “not pass (rewrite)” determination DCC reviews the results across</p>

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	<p>Across coursework, graduate candidates complete projects that are designed to assess candidate performance. Each graduate assessment evaluates evidence of “advanced scholarship” and “ability to relate research to practice”. The two core courses (SPE 5120 and SPE 5900) taken by all MS candidates have major assignments which evaluate candidates’ ability to do so.</p> <p>Candidates completing the M.S. in Special Education are rated by</p>	<p>Candidates will demonstrate advanced scholarship and ability to relate research to practice in completion of graduate programmatic assessments earning a rating of 3 (Meets Standard) or above on each related rubric element from the SPE 5120 Issues Paper and SPE 5900 Research Proposal.</p>	<p>Candidates completing the Research Proposal earned the following ratings on the “Required Components” section of that assignment:</p> <p>Summer 2021 Course Results Consistently Exceeds n=9 Exceeds Some Standards n=6 Meets n=1 Inconsistently Meets n=0 Does Not Meet n=0</p> <p>Candidates completing the Issues Paper earned the following ratings on the rubric element “Candidate Demonstration of Analysis & Synthesis of Research”</p> <p>Fall 2020 Course Results Consistently Exceeds n=4 Exceeds Some Standards n=9 Meets n=7 Inconsistently Meets n=0 Does Not Meet n=0 *Note: one candidate did not complete the assignment in 5120</p> <p>The candidates completing their degree FA20-SU21 were</p>	<p>assessments annually</p> <hr/> <p>Committee/Person Responsible:</p> <p>Graduate Faculty/DCC, Course Instructor, Graduate Coordinator, Advisors, and Chair</p>

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	<p>faculty on a dispositional survey in terms of their ability to engage in research/scholarship.</p> <p>Graduates of the M.S. in Special Education program will advance their knowledge by continuing their education and/or enter positions of leadership.</p> <p>Completers and Employers rate the candidate's knowledge and skills in this area: Ability to Apply Research Findings to Practice Scale 1= very weak to 5=very strong.</p>	<p>The Dispositional survey will reflect that candidates "Meet" or "Exceed" the standard related to the Research/Scholarship objective.</p> <p>Graduates will seek additional degrees or endorsements or assume leadership roles.</p> <p>Mean ratings by both groups will reflect a "3" (Meets) or above related to</p>	<p>rated by faculty at the end of their programs on their skills in Research/Scholarship. Aggregate ratings are as follows:</p> <p>Exceeds n=7 Meets n=8 Does Not Meet n=0</p> <p>Results: Of the 15 candidates who completed their MS from FA20-SU21, one has begun exploring PhD/EdD programs with the intent of entering in the next few years, two have continued into an Educational Leadership program to add the Special Education Director credential, and 9 have received an advanced entitlement (LBS II) on their Professional Educator License</p> <p>Completer Self-Rating Mean= 4.8/5</p> <p>Employer Rating: Mean=4.75</p>	

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		content knowledge.		

PART TWO:

Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s and Graduate Dean’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

This report contains data from both completers and those who were enrolled in specific courses from which assessments are completed during the time period of evaluation (FA20-SU21). Thus, providing a clearer picture of overall performance across all candidates enrolled in the program. There was one suggestion from feedback provided on the previous submission to which we would like to respond. This is related to the use of data from completer and employer satisfaction surveys. We have included these results in areas where specific questions apply. Further, we would like to add that unrelated to graduate learning goals specifically, but related toward program satisfaction, 100% of employers (n=8) rated the MS in SPE program at a 5 (Very Strong) in terms of their satisfaction with the program and in terms of the candidate’s ability to fulfill his or her professional role. Completers’ ratings indicated 80% (n=8) rated their satisfaction with the program as 5 (Very Strong) whereas two candidates rated their satisfaction as “4”. Similar results were noted related to candidates’ perceptions of their preparedness to fulfill their professional role upon completion of their master’s program.

PART THREE:

SUMMARIZE CHANGES AND IMPROVEMENTS IN CURRICULUM, INSTRUCTION, AND LEARNING THAT HAVE RESULTED FROM THE IMPLEMENTATION OF YOUR ASSESSMENT PROGRAM.

The Graduate Program is designed to meet each candidate's career goals and objectives. The program is intended for individuals who already hold licensure in Special Education. Candidates may elect to complete the sequence of courses that culminates in an advanced Illinois certificate, LBS II, in “Curriculum Adaptation” or “Behavior Intervention,” may commence work toward the “Director of Special Education” endorsement or may choose Master’s coursework as it relates to their own professional goals. All candidates are required to complete the “Issues” course, SPE 5120, and the research course, SPE 5900. Beginning in the Fall 2021 semester, the “Core” will expand to 5 required courses for all options including: SPE 5120 Current Issues in Special Education, SPE 5900 Research in Special Education, SPE 5670 Assessment in Special Education OR for those seeking an administrative path SPE 5675 Assessments, Programs, and Services for Individuals with Exceptional Learning Needs, SPE 5970 Curriculum and Methods for K-12 Special Education, and SPE 5770 Practicum in Special Education (Field Experience). All candidates must complete comprehensive exams or a thesis; if choosing to seek additional licensure or an additional endorsement, a state exam is also required and counts as one of the two required comprehensive assessments

of knowledge. Fifteen candidates completed the master's program between FA 20 and SU21. Six candidates passed the State of Illinois Behavior Intervention Specialist Test, three passed the CAS and two passed the Special Education Director Exam. Note: MS candidates in the "general MS in SPE" do not complete a state exam. Eighteen new candidates entered the program within this time period (FA20-SU21).

The comprehensive exam that is required of all candidates who choose not to complete a thesis covers issues and trends in special education as well as research concepts and methods. Candidates must successfully complete the SPE 5120 and SPE 5900 courses and be at the midpoint of their degree program before they are eligible to take the exam. In the Issues course (SPE 5120) a major issue paper is required, and an in-depth oral presentation must be provided on the issue. A research proposal is required in the research course (SPE 5900). In addition to these two courses and the required assessments, candidates complete an additional minimum of 15-18 semester hours of special education graduate work along with 9 hours of foundations courses with the EDF and EDP prefixes. While the Research and Issues courses are both offered each academic year, all other graduate special education courses are rotated across a two- to three-year cycle. Each graduate course includes a minimum of one departmentally specified assessment.

Since the program moved to an online delivery modality, all required and core courses in the MS in special education program have been taught at least twice in the online format. Restructuring of and updating of courses has occurred based on candidate feedback and instructor perceptions. Course sequences have also been reconsidered along with the course length (some are offered in a half-term format whereas others are full term). Additional SPE elective courses (e.g. SPE 5220) that had not been taught in some time are also being rotated into the schedule to increase offerings. The "Council for Exceptional Children Advanced Professional Practice Standards" as well as the CAEP Educator Preparation Standards, and the EIU Graduate Learning Goals are being used to assess candidate performance. Data generated for this report are a result of the use of these assessments and rubrics along with indirect measures such as Completer and Employer Satisfaction Surveys and Faculty Dispositional Ratings.

Refinement of Assessment Process:

Performance assessments were redesigned 2015-2016 and implemented across graduate classes to assure the EIU Graduate Outcomes and the 2012 CEC advanced professional standards are addressed, and candidates' performance is assessed specific to these standards. Rubrics and summary sheets designed, refined, and used across all graduate classes are appended to this report. Currently data is collected and analyzed specific to the IBHE Graduate Survey every 5-7 years; "dispositional survey" at candidate entry, in-progress, and in final semester; and on programmatic course-embedded assessments. Employer and candidate completer surveys are also utilized for programmatic feedback. With data available for 15 assessments across the graduate courses, graduate faculty now have diverse, rich, and useable assessment data for purposes of assessment of candidate performance and program improvement. The data generated across assessments is also used by the Chair in the varied and numerous reports required by the University, Illinois State Board of Education, Council for Exceptional Children/CAEP, and IBHE. The performance assessment data that has been collected and analyzed is reviewed by graduate faculty and the Department Curriculum Committee annually. Additional discussions occur as a result of feedback on various reports (such as this one) and in response to changes at the state and national levels. The program has recently revised the required courses for each of the program sequence options-- a change which was approved by university committees as well as ISBE. We will continue to analyze the impact of this decision.

Plans for the Future

At the national level, CEC/CAEP standards are pending revisions, which will necessitate realignment of all performance assessments and potentially some of the key assignments. In addition, Culturally Responsive Teaching and Learning Standards and the addition of a new Graduate Learning Goal will likely mean further revisions to assessments. Phase-In Plans devised as a part of the CAEP Accreditation Visit in spring 2021 and the Unit's response will

require some changes to the program's system for admitting, monitoring progress, etc. Further future plans include possibly adding new elective course options and the consideration of creating a third LBS II option in Transition.

Attachments/Links included:

5120 Paper Rubric and Data

5120 Presentation Rubric and Data

5900 Proposal Rubric and Data

5770 Clinical Rubric and Data

Comprehensive Exam Rubric

Disposition Rating Sheet from Faculty

Completer Survey Link

Employer Survey Link