

KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

LEBSE: Literacy, Early, Bilingual and Special Education

SPECIAL EDUCATION MASTERS PROGRAM

Student Outcomes Assessment Plan (SOAP)

Mission Statement

California State University, Fresno powers the New California through learning, scholarship, and engagement. The University faculty, staff, and administrators work together to:

Make student success our first priority; Embrace a culture of diversity, internationalization, and inclusion; Advance our established distinction in liberal arts and sciences, professional programs, and community engagement; Produce transformative scholarly research and creative works that target regional issues with global significance; Exemplify the ethical stewardship of capital and human resources; and, Develop institutional, community, and intellectual leaders.

The Kremen School of Education and Human Development's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. This nationally accredited unit fosters the candidate dispositions of collaboration, valuing diversity, critical thinking, ethical judgments, reflection, and life-long learning. Our mission is realized through a framework of teaching, scholarship, and services that addresses regional, state, national, and international perspectives. Kremen's theme is *Leadership for Diverse Communities*.

The Special Education Master's program mission is to prepare professionals as leaders who advocate, instruct, and support students with special learning needs, their teachers and families. Providing needed educational supports and strategies through the use of a Universal Design frame and research-based strategies makes PK-12 student success the top priority. These preparation and research opportunities occur in partnership with school districts and community agencies. Almost all of the graduate students in the SPED MA are employed as teachers in the region's districts making the research to practice opportunities strong.

Goals and Student Learning Outcomes

Goal 1: Understand and value the ability to utilize research to improve instructional practices, positive behavior supports, inclusive strategies (UDL), and curriculum/assessment.

Student Learning Outcomes: Graduates will be able to:

1.1 Identify, analyze and apply researched-based practices to an identified educational issue

Goal 2: Understand and value the ability to communicate special education evidenced-based practices and issues (oral and written) and participate in collaborative educational practices

Student Learning Outcomes: Graduates will be able to:

2.1 Collaborate and communicate effectively with identified constituents to design, implement, evaluate, and reflect on a Person-Centered Planning process and assignment

2.2 Develop a written research proposal and review of the literature; and defend it in an oral presentation.

2.3 Write (APA style) a Literature Review by identifying, evaluating, summarizing, and arranging key research on the identified SPED topic that meets the rubric score in style/format, content, mechanics, and references.

Goal 3: Understand and value the professional expectation of utilizing both researched knowledge and research skills to conduct studies and collect data to improve instructional practices, positive behavior supports, inclusive strategies (UDL), and curriculum/assessment.

Student Learning Outcomes: Graduates will be able to:

3.1 Design, implement, and analyze the effect of and then reflect on research conducted in a school setting. Graduate students will utilize either an Action Research or Single Subject design to improve PK-Adult student outcomes.

Curriculum Map (Matrix of SPED Courses for Learning Outcomes)

SPED MA

I = Introduced R = Reinforced E=Emphasized M=Mastered					
	SLO1.1	SLO 2.1	SLO 2.2	SLO 2.3	SLO 3.1
SPED 125	I	I			I
SPED 246/247	R	R		R (APA)	
SPED 219	E	E/M		R (APA)	
SPED 233	E/M	R	E	E/M	E/M
SPED 243	E	R	E/M	E	
SPED 298/299	M		M	M	

Assessment Methods	
Direct Measures: (A minimum of three are required.)	
SPED 219 Person Centered Planning Assignment	Rubric Applied
SPED 233 Writing/Research ROL	Rubric Applied
SPED 233 Research Design & Report	Rubric Applied
SPED 243 ROL & Methodology	Rubric Applied
SPED MA Project/Thesis	Rubric Applied
Indirect Measure(s):	
Post MA Survey	Report from KSOEHD

Assessment Methods

Outcome 1.1 *Identify, analyze and apply researched-based practices to an identified educational issue*

Direct Measure(s): Method 1:

SPED 233 Research Design Assignment - This assignment requires all SPED graduate students to identify an issue in their classroom (or a classroom) that needs to be improved and for which they have control over the improvement. Graduates then determine if they are going to implement an Action Research or a Single Subject Design. They must research proven interventions, take a baseline, implement the

intervention(s), collect data, provide visuals, and an oral and written report. A rubric is used summatively.

Method 2:

SPED 298/299 Project/Thesis – All students write an APA style MA Project or Thesis. Each graduate student identifies their topic of choice and is supported through the process of researching the topic, and developing the title page, abstract, chapters, methodology (as appropriate), references, the review of the literature and their project (as appropriate). The rubric is used summatively.

Outcome 2.1 *Collaborate and communicate effectively with identified constituents to design, implement, evaluate, and reflect on a Person-Centered Planning process and assignment*

Direct Measure(s): Method 1:

SPED 219 Person-Centered Planning Assignment– All SPED MA students collaborate with the student, family, school staff, and if indicated agencies to develop a plan for the student identified. Graduate students will apply the Person-Centered Planning process/steps required to develop the plan and they will communicate its plan and intent both orally and in writing in a family sensitive and culturally competent manner. A rubric is used summatively.

Indirect Measure: Method 2:

KSOEHD Post MA Survey – At the end of the last semester of the SPED MA – as the graduate students complete their project/Thesis they are asked to participate in a KSOEHD post MA online survey that collects demographic data and asks for perception data from the graduate.

Outcome 2.2

Direct Measure(s): *Develop a written research proposal and review of the literature; and defend it in an oral presentation.*

Method 1:

SPED 243– Project/Thesis Proposal Assignment - All SPED MA graduate students are required to develop a research proposal – methodology chapter that supports a study that has research and references to support its implementation. They present their research and the proposal both orally and in writing. A proposal rubrics is applied summatively.

Outcome 2.3 *Write (APA style) a Literature Review by identifying, evaluating, summarizing, and arranging key research on the identified SPED topic that meets the rubric score in style/format, content, mechanics, and references.*

Direct Measure(s): Method 1:

SPED 233– Literature Review Assignment - All students write an APA style literature review. Each graduate student identifies their topic of choice and is supported through the process of researching the topic, and developing the title page, abstract, references, and the review of the literature in stages. The rubric is used both formatively and summatively. Graduate students who do not meet the required rubric level are provided writing support and must resubmit their paper.

Method 2:

SPED 298/299 Project/Thesis – All students write an APA style MA Project or Thesis. Each graduate student identifies their topic of choice and is supported through the process of researching the topic, and developing the title page, abstract, chapters, methodology (as appropriate), references, the review of the literature and their project (as appropriate). The rubric is used summatively.

Outcome 3.1 *Design, implement, and analyze the effect of and then reflect on research conducted in a school setting. Graduate students will utilize either an Action Research or Single Subject design to improve PK-Adult student outcomes.*

Direct Measure: Method 1:

SPED 233 Research Design Assignment -This assignment requires all SPED graduate students to identify an issue in their classroom (or a classroom) that needs to be improved and for which they have control over the improvement. Graduates then determine if they are going to implement an Action Research or a Single Subject Design. They must research proven interventions, take a baseline, implement the intervention(s), collect data, provide visuals, and an oral and written report. A rubric is used summatively.

Indirect Measure: Method 2:

KSOEHD Post MA Survey – At the end of the last semester of the SPED MA – as the graduate students complete their project/Thesis they are asked to participate in a KSOEHD post MA online survey that collects demographic data and asks for perception data from the graduate.

For each outcome evaluated on a rubric, a score of 3 on a 4 point scale will define having met the learning outcome. The program expects a mean score for each outcome >3.2 when all graduate student scores are averaged. The program expects 85% of candidates to meet this expectation.

Student Learning Outcomes SPED MA Assessment Methods Matrix					
Enter Assessment Methods Matrix/Table					
	SLO 1.1	SLO 2.1	SLO 2.2	SLO 2.3	SLO 3.1
219 Person Centered Planning Assignment	X	X			
233 Review of the Literature Assignment	X		X	X	
233 Research Design Assignment	X				X
243 Research Proposal Assignment	X		X	X	
298/9 Project Thesis	X		X		
KSOEHD Post-MA Exit Survey		X		X	

Timeline for Implementation of Assessment Methods and Summary Evaluations
Year 2016 to 2017
Method 1: Person Centered Planning Assignment (Fall/Spring)
Method 2: Research ROL (Fall/Spring)
Method 3: Research Design (Fall/Spring)
Method 4: Proposal (Fall/Spring)
Method 5: Project/Thesis (Fall/Spring)
Method 6: Survey (Spring Only)
Year 2017 to 2018

Method 1: Person Centered Planning Assignment (Fall/Spring)

Method 2: Research ROL (Fall/Spring)

Method 3: Research Design (Fall/Spring)

Method 4: Proposal (Fall/Spring)

Method 5: Project/Thesis (Fall/Spring)

Method 6: Survey (Spring Only)

Year 2018 to 2019

Method 1: Person Centered Planning Assignment (Fall/Spring)

Method 2: Research ROL (Fall/Spring)

Method 3: Research Design (Fall/Spring)

Method 4: Proposal (Fall/Spring)

Method 5: Project/Thesis (Fall/Spring)

Method 6: Survey (Spring Only)

Process for Closing the Loop

In the Special Education program, faculty meet monthly as a program and are responsible for monitoring the SPED graduate program, suggesting curriculum and other catalog changes, and reviewing changes proposed. The program review data, as well as student and school district input and state and national accreditation issues, and makes programmatic changes. If the changes are related to assignments and internal program issues then they are only voted on in the program. If the changes are significant then they are voted upon by the program, department, and are sent to the Kremen School Graduate Committee that reviews proposed changes and makes recommendations that are sent to the Dean. If approved they are then sent to the University Graduate Committee. In addition Kremen also has an Assessment Coordinator who convenes meetings related to informed and consistent use of data from assessments within our School and programs for both accreditation and university assessment.

