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| **California State University, Fresno****Kremen School of Education and Human Development****Department of Literacy, Early, Bilingual, and Special Education: Master’s in Special Education****Department/Program Assessment Coordinator: Michael Mahoney**  |
| **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 mission of the Master’s in Special Education program at Fresno State is to prepare professionals as leaders who instruct, support, and advocate for individuals with disabilities and diverse learning needs and their families. With special attention to diversity, equity, and evidence-based, high leverage, and inclusive practices, the program is based on the philosophy that all students can learn, all individuals with disabilities should be respected and included members of the school and community, and will become productive and contributing members of society. |

## Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s [a,b,c]

* 1. Institutional Learning Outcomes. Fresno State ILO’s are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>

1. Acquiring specialized knowledge

2. Improving intellectual skills

3. Applying knowledge

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| * Goals and Student Learning Outcomes
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| * **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
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| * **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.
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| * Curriculum Map (Matrix of SPED Courses for Learning Outcomes)
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| * 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
 |  |

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| * **SLO’s Mapped to Assessment Measures and Methods**
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| * **Direct Measures: (A minimum of three are required.)**
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| * SPED 219 Person Centered Planning Assignment Rubric Applied
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| * SPED 233 Review of Literature Paper Rubric Applied
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| * SPED 233 Mini-Study Rubric Applied
 |
| * SPED 243 ROL & Methodology Rubric Applied
 |
| * SPED MA Project/Thesis Rubric Applied
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| * **Indirect Measure(s):**
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| * Post MA Survey Report from KSOEHD
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| Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment  |
| * **Outcome 1.1** ***Identify, analyze and apply researched-based practices to an identified educational issue***
* **Direct Measure(s):**
* **Method 1:**
* SPED 233 Mini-Study - This assignment requires all SPED graduate students to identify an issue in their classroom (or a classroom), community, or the field of Special Education that needs to be improved or explored for better understanding. Graduates then determine if they are going to implement an Action Research or a Single Subject Design that involves either qualitative, quantitative or mixed methods based on their original research question. Depending on the research design selected, they must research proven interventions, take a baseline, implement an intervention (or inventions) , collect data, provide visuals, and an oral and written report. A rubric is used as a summative assessment.
* **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. Each project or thesis is supported through the process of developing five chapters. Chapter One addresses the introduction of the topic, the problem statement and purpose of the study, as well as the research question(s) in addressed, the significance of the project/thesis as it relates to the field and the participants, if any, who are involved, definitions of key terms, and known limitations. Chapter Two addresses previous research regarding the topic. Chapter Three address the methodology used to answer the research question(s) by describing the participants and/or data source(s) used, setting and arrangements of the project/thesis, materials and equipment used to acquire data to answer the research question(s), general procedures used to conduct the project/thesis, the research design (quantitative, qualitative, or mixed methods used) that includes variables explored or measured (independent and dependent variables and/or variables of interest), restating the research question, and data analysis to be used for data treatment. Chapter Four addresses the results of the project/thesis either using tables or figures, or another approved method for data presentation. Chapter Five addresses the discussion of what was found, and includes a discussion of what the results may indicate, limitations (those known prior to conducting the study and those that emerged during the study), conclusions of findings, summary and implications of those findings, and a future research lines based on what was found. Students also generate an abstract, a table of contents, lists of tables and figures (if any), and list of all references used within the text. A rubric is used for summative assessment.
* **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 for summative assessment.
* **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 rubric is applied for summative assessment.
* **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 support it 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 for both formative and summative assessment. Graduate students who do not meet the required rubric level are provided writing support and must resubmit their papers. * **Method 2:**
* SPED 233- Mini-Study, Chapter Two: Review of the Literature. All students in this course write a review of literature chapter to support their chosen topic for the Mini-Study. Each chapter in the Mini-Study has a separate rubric that address specific components within each chapter. The rubric is used for both formative and summative assessment. Students whose chapters do not meet criteria are provided opportunities for revision.
* **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 Mini-Study - This assignment requires all SPED graduate students to identify an issue in their classroom (or a classroom), community, or the field of Special Education that needs to be improved or explored for better understanding. Graduates then determine if they are going to implement an Action Research or a Single Subject Design that involves either qualitative, quantitative or mixed methods based on their original research question. Depending on the research design selected, they must research proven interventions, take a baseline, implement an intervention (or inventions), collect data, provide visuals, and an oral and written report. A rubric is used as a summative assessment.
* **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, assignments have varying rubric scores. For example, the Mini-Study, each chapter has a corresponding rubric. For Chapter One, the score range is 1 to 5. Scores of 4 (80%) or better are considered proficient. For Chapters Two, Four and Five, the score range is 1 to 10. Scores of 8 (80%) or better are considered proficient. For Chapter Three, the score range is 1 to 15. Scores of 12 (80%) or better are considered proficient. Whenever a rubric is applied, a percentage score of 80% is considered proficient for each assignment.***
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| * Student Learning Outcomes SPED MA Assessment Methods Matrix
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| * 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 Mini-Study | * X
 |  |  | * X
 | * X
 |
| 243 Research Proposal Assignment | * X
 |  | * X
 | * X
 |  |
| 298/9 Project Thesis | * X
 |  | * X
 |  |  |
| KSOEHD Post-MA Exit Survey |  | * X
 |  | * X
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| * **Timeline for Implementation of Assessment Methods and Summary Evaluations**
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| * Year 2016 to 2019
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| * 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 2019-2022
 |
| * 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)
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## Assessment Schedule/Timeline [g]

| AcademicYear | Measure | SLO1.1 | SLO2.1 | SLO2.2 | SLO2.3 | SLO3.1 |
| --- | --- | --- | --- | --- | --- | --- |
| 2019-2020 | Paper | Spring/Fall | Spring/Fall | Spring/Fall | Spring/Fall | Spring/Fall |
| 2020-2021 | Paper | Spring/Fall |  |  | Spring/Fall | Spring/Fall |
| 2021-2022 | Paper | Spring/Fall | Spring/Fall | Spring/Fall | Spring/Fall | Spring/Fall |
| 2022-2023 | Paper | Spring/Fall | Spring/Fall | Spring/Fall | Spring/Fall | Spring/Fall |
| 2023-2024 | Paper | Spring/Fall | Spring/Fall | Spring/Fall | Spring/Fall | Spring/Fall |
| 2024-2025 | Paper | Spring/Fall | Spring/Fall | Spring/Fall | Spring/Fall | Spring/Fall |
| 2025-2026 | Paper | Spring/Fall | Spring/Fall | Spring/Fall | Spring/Fall | Spring/Fall |
| 2026-2027 | Paper | Spring/Fall | Spring/Fall | Spring/Fall | Spring/Fall | Spring/Fall |
| 2027-2028 | Paper | Spring/Fall | Spring/Fall | Spring/Fall | Spring/Fall | Spring/Fall |

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| Closing the Loop [h,j,k]  |
| **Fresno State Closing the Loop process is described immediately below.** |
| A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State. |
| 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 the School and programs for both accreditation and university assessment. |