## Table 4.1 Outcomes Assessment Implementation Summary

Complete a separate table for each degree and certificate program

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Entry Level: Applicants for admission to the M. Ed. in Special Education and Special Education Graduate Certificate Program: Fall 2011, Spring 2012, Summer 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td></td>
</tr>
<tr>
<td>Master of Education (MED SPED)</td>
<td>18 0 WA 1 Deny</td>
</tr>
<tr>
<td>Special Ed. Certificate Only (GLI PBSE)</td>
<td>19 1 WA 1 Deny</td>
</tr>
</tbody>
</table>

Note: Students admitted to the M. Ed. are dually admitted to the Special Education Certificate Program the total number of students admitted is 19.

Ongoing assessment: Represents the number of admitted students making satisfactory progress by program. Additionally students are assessed on critical assignments in Ongoing Assessment Admitted and enrolled students in Fall 2011, Spring 2012, Summer 2012.
Each special education course and the core research classes (ED 601 and ED 603) using the NCATE scale:

- 0 = unacceptable,
- 1 = acceptable,
- 2 = target

Professional Characteristic Feedback Forms are collected each semester from program faculty and from fieldwork supervisors.

<table>
<thead>
<tr>
<th>Exit Assessment</th>
<th>Graduated students in Fall 2011, Spring 2012, Summer 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Assessment</td>
<td></td>
</tr>
<tr>
<td>MED SPED and</td>
<td></td>
</tr>
<tr>
<td>GLI PBSE</td>
<td></td>
</tr>
<tr>
<td>Special Education Certificate Only (GLI PBSE)</td>
<td>3*</td>
</tr>
</tbody>
</table>

*Graduates were admitted to MED SPED and GLI PBSE. GLI is complete, M. Ed. is pending.
<table>
<thead>
<tr>
<th>Conclusions drawn from the information collected above and how are faculty collectively involved in drawing conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty and staff met 10-11-13 (Maureen Hogan, Phil Patterson, Joanne Healy, Jane Monahan).</td>
</tr>
<tr>
<td>All required classes have critical assignments per NCATE/CAEP accreditation and the Council on Exceptional Children (CEP). Students are in Target or Acceptable range. Students do not defend final theses or projects unless in the target range.</td>
</tr>
<tr>
<td>Numbers show 45 students in the program(s) either M.Ed. or licensure only.</td>
</tr>
<tr>
<td>Faculty have a slim pool of local adjuncts to teach courses and provide supervision.</td>
</tr>
</tbody>
</table>
### Curricular changes resulting from conclusions drawn above

Faculty have organized a community advisory committee to help build ideas for program development. Faculty are designing a survey for program completers. State already does a survey of employers. Faculty are maintaining rigor by incorporating two student teaching experiences as well as practica in coursework. Program works with Fairbanks Northstar Borough School District for faculty supervision and placements. Faculty working on an on-line system with google docs for mentor teacher feedback – the process is now cumbersome. Faculty did Special Programs Association (SPA) for Council on Exceptional Children (CEC) Summer 13 and through that process came up with the following changes:

<table>
<thead>
<tr>
<th>Modifications in Response to CAEP - SPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Content Knowledge - Licensure</td>
</tr>
</tbody>
</table>

Submitted by: Maureen Hogan, School of Education Graduate Program Department Head
a. Maintain database on subscores of PRAXIS Exams

2) Content Knowledge - Program

  a. Maintain database on scores and standards addressed in master's comprehensive exams
  
  b. Differentiate first-time pass from edits on master's exams
  
  c. During student teaching, candidates must implement at least 4 informal assessments
  
  d. Induction plans, done during student teaching, are to be completed during seminars.
  
  e. A statement regarding the necessity to keep key assignments and graded rubrics will be put in every syllabus
  
  f. Faculty will investigate the use of electronic portfolios

3) Plan Instruction

  a. In EDSE 605, 625, & 677,
     
     i. Faculty will make
<table>
<thead>
<tr>
<th>available additional lesson plan models</th>
<th>4) Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii. Faculty will allow more time for candidates to develop their own lesson plans</td>
<td>a. A database showing the results of student teaching evaluations will be developed. The database will:</td>
</tr>
<tr>
<td>5) Effect on Student Learning</td>
<td>i. Allow for a composite score between the university and site supervisors scores</td>
</tr>
<tr>
<td>5) Effect on Student Learning</td>
<td>ii. Differentiate initial candidates from endorsement candidates</td>
</tr>
<tr>
<td>5) Effect on Student Learning</td>
<td>iii. During student teaching, candidates must maintain a log of parent contacts</td>
</tr>
<tr>
<td>5) Effect on Student Learning</td>
<td>a. Maintain database on final student teaching observations</td>
</tr>
<tr>
<td>5) Effect on Student Learning</td>
<td>b. The database will include sub-scores from</td>
</tr>
<tr>
<td>Observations</td>
<td></td>
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<tr>
<td>--------------</td>
<td></td>
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<tr>
<td>c. Develop composite scores between university and site supervisor evaluations</td>
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<tr>
<td>d. An electronic version of PCFFs will be launched in the Spring of 2014</td>
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<tr>
<td>e. Faculty will discuss having PCFFs done for all courses</td>
<td></td>
</tr>
</tbody>
</table>

6) Assessment

| a. A new rubric for EDSE 610 will be developed |
| b. A database for the new rubric will be maintained |

7) Knowledge of Legal Aspects of Special Education (Foundation)

| a. A new rubric for EDSE 632 will be developed |
| b. A database for the new rubric will be maintained |

8) IEP Development

<p>| a. Provide additional models of IEPs in EDSE 622/612 |</p>
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<th></th>
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<tbody>
<tr>
<td>b. Allow additional time to cooperatively complete assignments</td>
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<tr>
<td>c. Track resubmissions in database for all assignments in all courses</td>
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<tr>
<td>Target</td>
<td>Acceptable</td>
<td>Unacceptable</td>
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<tr>
<td><strong>Entry Level</strong></td>
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<tr>
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<tr>
<td>Resume</td>
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<tr>
<td>Total number of graduates Fall 2011, Spring 2012, Summer 2012, GLI PBSE and MED SPED</td>
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