

## Major Field Assessment Report

Degree Program: Special Education - Undergraduate

Year: 1994-1995

A major field assessment plan was developed by faculty members in the Department of Special Education. Sources of assessment data for the undergraduate special education program plan include: the Senior Exit Survey, a Summary Form using items from the College of Education Student Teacher Evaluation, a Structured Interview, and an Employer Survey. Assessment results for each goal are presented.

The **first goal** of the special education undergraduate program is to develop and maintain a quality education program in which students will develop knowledge and an understanding of the field of special education. An examination of assessment data relevant to expected outcomes for goal one indicates that assessment criteria were exceeded for all items.

One hundred percent of graduates rated the components of the special education program as satisfactory or better on the Senior Exit Survey.

One hundred percent of the graduates scored an average of 4 on targeted items of the Student Teacher Evaluation Form.

The **second goal** of the special education undergraduate program is to provide learning activities and diverse field experiences to enable students to apply, synthesize, and evaluate knowledge in the development of teaching expertise. An examination of assessment data relevant to expected outcomes for goal two indicates that assessment criteria were met or exceeded for all items.

One hundred percent of students passed student teaching.

One hundred percent of students rated their preparation as satisfactory or better during Structured Interviews at the end of student teaching.

Employers responding to the Employer Survey, one to two years after graduation, considered 100% of graduates well-prepared when teaching in their area of certification.

With regard to development of effective communication skills, 100% of students were rated as satisfactory or better on communication items of the Student Teacher Evaluation Form.

(Note: Approximately 84% of graduates rated components of their program as helpful or very helpful in the development of effective communication skills on the Senior Exit Survey. However, results for this item are reported for 215

respondents in the College of Education and were not available for special education program graduates only.)

The third goal of the special education undergraduate program is to foster and maintain a positive environment for students' professional development. An examination of assessment data relevant to expected outcomes for goal three indicates that assessment criteria were exceeded for all items.

On the Senior Exit Survey and during Structured Interviews, 100% of respondents indicated that they were satisfied with faculty efforts to help them develop an interest in involvement in professional organizations and activities in the field of special education.

With regard to sensitivity to individual needs, 100% of graduates were rated as satisfactory or better on targeted items on the Student Teacher Evaluation Form.

One hundred percent of employers responding to the Employer Survey, one to two years after graduation, considered graduates to be satisfactory or better in utilizing a variety of teaching strategies to meet the unique needs of students.

With regard to demonstrating enthusiasm as teachers, 100% of graduates were rated as satisfactory or better on targeted items on the Student Teacher Evaluation Form.

Employers responding to the Employer Survey, one to two years after graduation, considered 100% of graduates to be satisfactory or better in demonstrating enthusiasm as teachers.

#### Use of results:

The special education subcommittee met in the Fall, 1995 to review assessment results and discuss possible changes in the undergraduate program. At this time "best practice" topics faculty members were exposed to at national conferences were discussed and the 1994-95 assessment results were reviewed. One of the major topics of discussion was the field experiences provided in SPED 361, 363, 365, 441. Overall, use of Eastside as a placement was not considered to best meet the students' needs. The extensive use of corporal punishment at the school was a major concern. A decision was made to approach Holy Ghost School as a field experience site. While they do not have special education classes, they do have identified students with special needs. Another topic of concern, overlap between courses with SPED and EDUC prefixes, was discussed. The instructor of SPED 440/441 agreed to review EDUC 322 course objectives and content in order to address concerns about the repetition of some assessment material. Overall, it was felt that students were receiving a high quality special education program.