

Major Field Assessment Report

Degree Program: Special Education - Undergraduate

Year: 1995-1996

Sources of assessment data for the undergraduate special education program major field assessment 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.

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.

One hundred percent of the graduates scored an average of 3 on targeted items of the Student-Teacher Evaluation Form (Note: a revised Student Teacher Evaluation Form was used beginning Fall, 1995).

The results of the Senior Exit Survey were not available as of 12/15/96.

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.

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.

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.

The results of the Senior Exit Survey were not available as of 12/15/96.

The Employer Surveys for 1995-96 will not be mailed until April, 1997 so that employers are surveyed at the end of the first year of a graduate's employment.

The **third goal** of the special education undergraduate program is to foster and maintain a positive environment for students' professional development.

During the Structured Interviews, 100% of graduates 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.

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.

Use of results:

The special education subcommittee meets in the Fall of each academic year to review assessment results and discuss possible changes in the undergraduate program. As an outcome of the 1995-96 assessment results, the quality of undergraduate field experiences was again discussed. Overall, the Holy Ghost School placement was not considered to best meet student needs. A decision was made to place students in a limited number of area public schools with special education classes. Faculty members teaching SPED courses will contact teachers and take a more "hands-on" approach in supervising the field experiences. These faculty members will also develop additional accountability/reporting procedures to more closely monitor placements. Another topic of discussion involved students' requests for more training in IEPs and other special education practices. Faculty members for SPED 361 and 440/441 agreed to expand discussion and activities relevant to the development of IEPs. Training in ESYP (extended school year placement) was not considered feasible at this time because the special education courses were already too packed with information.

In summary, an examination of assessment data relevant to expected outcomes for all goals, given the information available, indicates that assessment criteria were met or exceeded.