

Assurance of Student Learning Reflection 2024-2025	
CEBS	Special Education
Moderate to Severe Disabilities, 0438, Masters of Arts in Education	
Dr. Janet Tassell	
Is this an online program? ☒ Yes ☐ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☐ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1 & 2	
Program Student Learning Outcome	Administer assessments and analyze results to determine strengths and areas of need for individuals with low incidence disabilities Deliver instruction, collect and graph data, and use data analysis to refine instruction for individuals with low incidence disabilities
Evaluation	This outcome continues to be measurable. In SPED 529, we have the case study allowing for direct assessment and connection to students needs and areas of strengths. This is submitted as part of the Anthology artifacts and portfolio. Additionally, we test the final submission in the SPED 590 with their direct assessment of students, programs, or adults working with students to address areas of needs. Based on the last submitted ASL, these two were combined.
Measurement Instruments	SPED 529 Preference assessment assignment; **Case study (e.g., ecological assessment, communication assessment, academic, and behavioral). The primary measure is the Case Study. This is a semester-long project to extensively evaluate a student across multiple modalities, analyze the data, and then summarize to address areas of strengths and weaknesses for the students. This option continues to be appropriate. I think that there are ways AI may impact this assignment, but that would require a enrolled student to plagiarize all student data and artifacts as part of this project. SPED 615 DTT Assignment CAEP Rubric: Common Capstone Rubric
Criteria & Targets	SPED 529 : We met target for the last year of collected data SPED 615: We also met target for the last yar of collected data.

Results & Conclusion	** This SLO was changed from prior years ASL as part of a program revision, so these reflections are based on last year's data. We have changed this program to have core course overlap with the LBD program. SLOs were changed at that time and continue to be appropriate. ** Overall, the integration of our CAEP rubric and changes have strengthened the program and assisted in a consistent measurement tool across courses with submissions. As a general reflection, use of the Anthology Chalk and Wire is not ideal as students need to upload often in two places and it requires more reminders to students. I believe the university is in the process of fielding different platforms to further rectify this. <u>From our last ASL, these are the results to reflect against for this cycle:</u> 100% of our students achieved this goal for 615 and 12 of 13 (92%) in the 529 artifact. For 529, 100% of students met criteria for the RA 1.1 a. Applications of data literacy and 100% met criteria for RA 1.1 c. Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments. However, one student did not meet criteria for the RA 1.1 e. Supporting appropriate applications of technology for their field of specialization. <u>From our last ASL, these thoughts persist regarding 615 assignment:</u> We will continue these assessments, but will also consider the CAEP assessment rubric for 615 in the upcoming cycle as well. There is a distinct difference to these two projects. The 615 assignment does provide a video demonstration of the instruction. As seen in the rubric below, use of the points is not as specific as the rubric that is also applied. So, this next cycle we need to either align the points to the 4-point, or, have all students upload an assess the ASL rubric in Anthology. MAT students uploaded, but MAE students did not. We recognize, across programs, student difficulties with applying the technology expectations for being able to manipulate data graphically. We will continue to monitor these data as we adjust program-wide expectations. We are monitoring student registration to prompt students to take courses in the recommended order.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Based on review of the last assessment cycle, we propose the following year-by-year plan: 2025-26 - Evaluate the 615 and 535 for most appropriate data collection against these rubric items - Consider clinical hours allotted to these assignments and clinical sign off sheet. 2026-27 - Pending new faculty hires, consider revamp and realignment of these courses and assignments for natural formative and building assessments 2027-28 - Review in Courseleaf to ensure assessments plans are appropriate or in need of additional refinement. Consider continued data collection options if new system is adopted in lieu of chalk and wire in order

Program Student Learning Outcome 2	
Program Student Learning Outcome	Collaborate with parents, teachers, and other professionals
Evaluation	These data are collected in SPED 612 as part of this program; however, this SLO on Courseleaf was not in the previous ASL submissions to review from previous year.
Measurement Instruments	There is an assignment specific rubric for course points and alignment to CAEP indicators. There are several semesters of course level data.

Criteria & Targets	These data were not analyzed as part of the cycle. This assignment overlaps with the CAEP rubric and are available on Anthology. Criteria: Receive 75% or higher on points for assignment and three or higher on CAEP indicators.
Results & Conclusion	These data were not analyzed in previous ASLs but were submitted in CAEP portfolios.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	As a department we plan to address the following over the next three years: 2025-26 - Collect and analyze these assessment data in ASL. Compare to year before both at the point and CAEP-indicator level. - Consider the integration of the dispositions from CAEP instrument to also serve as a second instrument related to how they collaborate with peers and the program (CEBS Common Rubric for the Assessment of Candidate Dispositions in Advanced Preparation Programs) 2026-27 - Review this assignment against collaborations practices that continue in the schools. 2027-28 - Assess against curriculum map to determine if there is another instrument suitable for assessment

Program Student Learning Outcome 3	
Program Student Learning Outcome	** The following SLO was included on the last few ASLs, but NOT included on Courseleaf ** Demonstrate sufficient content knowledge of students with severe disabilities (SLO 3)
Evaluation	This is relevant and needs to be added to the program SLOs in courseleaf. This is a requirement for certification and continues to be required.
Measurement Instruments	Yes, this instruments is valid and has cut scores that are state-specific. This continues to be appropriate measure of general student knowledge.
Criteria & Targets	MSD aim for 100% pass rate for last three years Test code 5545 cut score: 154 Test code 5547 cut score: 149
Results & Conclusion	Results suggest that students continue meet criteria and are prepared as a result of our program. Therefore, our conclusion is that content is sufficiently covered in our current program sequence.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	For the next three years: 1. Add this program SLO to Courseleaf through the process (25-26) 2. Consider program sequence for intentional reminders to prepare for Praxis in course sequence (26-27) 3. Implement proposed changes (27-28)

To add more outcomes, if needed, select the table above and copy & paste below.