

**STUDENT LEARNING ASSESSMENT PROGRAM  
SUMMARY FORM SU 2018 – SU 2020**

**Degree and Program Name: Special Education- MS in Ed.  
Graduate Program**

**Submitted By: Dr. Kathryn Havercroft, Chair  
Dr. Melissa Jones, Graduate Coordinator**

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **October 15, 2020**. Worksheets should be sent electronically to [kjsanders@eiu.edu](mailto:kjsanders@eiu.edu) and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

**PART ONE:**

What Are the Learning Objectives?	How, Where, & When Are they Assessed?	What Are the Expectations?	What Are the Results?	Committee/Person Responsible? How Are Results Shared?
<p>1. Critical thinking, problem solving, and research skills: all candidates will develop thorough course work knowledge and understanding of the issues and research in Special Education. (EIU Graduate Outcome (2 and 4))</p>	<p>Critical thinking and knowledge of issues is addressed in SPE 5120 “Current Issues in Special Education” and knowledge of research methodology is assessed in SPE 5900 “Research in Special Education”. These skills are also assessed by the departmental Issues/Research comprehensive exam which all candidates must successfully complete.</p>	<p>All candidates enrolled will meet knowledge base expectations (“B”) or exceed expectations (“A”) in SPE 5120 and SPE 5900.</p>	<p>Grades earned in "Core Courses" –</p> <p style="text-align: center;"><b>SPE 5120</b></p> <p>Fall 2018 A n=4 B n=3 C n=4 D n=1</p> <p>Fall 2019 A n=5 B n=8 C n=2</p> <p style="text-align: center;"><b>SPE 5900</b></p> <p>Summer 2018 A n=11 B n=4</p> <p>Fall 2018</p>	<p>Results are shared through rubrics used to grade products, final course grades, and communication conveying written exam results and evaluative comments. Performance data is analyzed by the Department Curriculum Committee (DCC)</p> <hr/> <p>Committee/Person Responsible:</p> <p>Chair, Graduate Coordinator,</p>

	<p>In the Issues course (5120) candidates choose an issue and are required to engage in critical thinking through thorough examination of the issue, drawing implications and then supporting through research one side of the issue. The major paper (Issue Paper) and accompanying presentation requiring critical thinking, problem-solving and demonstration of research skills, constitute 75% of the SPE 5120 course grade.</p> <p>Every candidate, to earn the M.S. degree in Special Education, must pass a written comprehensive exam</p>	<p>Candidates completing the Issue paper will demonstrate “critical thinking and problem-solving skills” at a minimum overall rating of 3.0 (meets standards).</p> <p>Candidates on the “Issue Paper” will meet or exceed standards as defined by elements of the rubric.</p> <p>On the Issues and Research written exams,</p>	<p>A n=1</p> <p>Spring 2020 A n=1</p> <p>Summer 2020 A n=16 B n=10</p> <p>The final overall ratings for candidates completing an “Issue paper” follow.</p> <p>Fall 2018 Consistently Exceeds n=3 Exceeds Some Standards n=5 Meets n=4</p> <p>Fall 2019 Consistently Exceeds n=2 Exceeds Some Standards n=7 Meets n=5 Inconsistently Meets n=1</p> <p><u>The rubric and data charts for fall 2018 and 2019 for this “Issue” paper are provided in the attachments.</u></p> <p>Across the 18 Issues/Research comprehensive written exams taken in SU 18-SU 20, 18 of 18</p>	<p>and Graduate faculty.</p>
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	<p>specific to content and concepts covered across the core courses (SPE 5120 and SPE 5900). The exam requires candidates to read a provided article and identify various elements of the research study (i.e. problem examined in the study, hypotheses, sample, research design, procedures used in the study, dependent and independent variables, the statistical analyses employed, the results and conclusions) and discuss the value or lack of value of the results for a special educator and/or the broader field of special education. Each candidate must then synthesize the research surrounding the issue on which the article was focused and reflect on his/her own position, providing research supporting it. Problem solving and application of research are required to determine and support the candidate's position as does the application of the findings to one's own setting.</p> <p>Each candidate is required in the research course (SPE 5900) to read and evaluate scientifically based research and must design a research study (Research Proposal) which could be implemented within a school or the larger field.</p>	<p>the candidate will demonstrate critical thinking and problem-solving skills. Candidates must earn a "3" or above which indicates "meeting" or "exceeding" standards.</p> <p>It is expected that candidates meet or exceed standards as defined by the elements of the rubric used to assess the</p>	<p>received a rating of 3 (Meets) or above on the rubric element related to Critical Thinking/Problem Solving. The number of candidates receiving each rating level follows:  Consistently Exceeds n=3  Sometimes Exceeds n=4  Meets n=11  Inconsistently Meets=0  Does Not Meet=0</p> <p><u>The rubric used to score comprehensive written exams is provided in the attachments.</u></p> <p>Candidates completing the Research Proposal earned the following Overall ratings:  Summer 2018  Consistently Exceeds n=7  Exceeds Some Standards n=5  Meets n=3  Inconsistently Meets=0</p>	
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	<p>Candidates completing the M.S. in Special Education are rated by faculty on a dispositional survey in terms of their ability to think critically and apply problem solving skills</p>	<p><b>“Research Proposal.”</b></p> <p>The Dispositional survey will reflect that candidates “Meet” or “Exceed” the standard related to the Problem-Solving and Critical</p>	<p><b>Does Not Meet=0</b></p> <p><b>Fall 2018</b> Exceeds Some Standards n=1</p> <p><b>Spring 2020</b> Consistently Exceeds n=1</p> <p><b>Summer 2020</b> Consistently Exceeds n=13 Exceeds Some Standards n=7 Meets n=6 Inconsistently Meets=0 Does Not Meet=0</p> <p><u>The rubric and the data charts for the Research Proposal are provided in the attachments.</u></p> <p>The candidates completing their degree SU 18-SU20 were rated by faculty at the end of their programs on their Critical Thinking/Problem-Solving Skills. Aggregate ratings are as follows:</p> <p>Exceeds n=14 Meets n=4 Does Not Meet n=0</p>	
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		Thinking learning objective		
<p><b>2. Depth of Content Knowledge: graduating majors have a comprehensive knowledge base of the issues, research, and practices of Special Education. (EIU Graduate Outcome 1)</b></p>	<p>The Graduate Outcome “Depth of Content Knowledge” includes in its description “application of theory into practice.” While all graduate candidate assignments/ assessments require application of knowledge, it is in the field experiences that candidates’ ability to relate theory to practice is authentically assessed. Graduate candidates complete a practicum course, SPE 5770. A required component of the field experience is the expectation that candidate’s experience is outside their classroom and diverse from their current role.</p>	<p>It is expected that candidates meet or exceed standards as defined by the elements of the rubric used to assess the fieldwork or field experience activities. A 3.0 or above on a 5.0 scale reflects standards are met (or exceeded).</p>	<p>The SPE 5770 project requires the completion of a field experience project that relates research to practice; 9 candidates completed this research project 2018-2020. Consistently Exceeds n=2 Exceeds Some Standards n=4 Meets n=2 Inconsistently Meets n=1</p> <p>The Rubric and data charts for the SPE 5770 field experience assessment are provided in attachments.</p>	<p>Results are shared through rubrics used to grade products, final course grades, and communication conveying written exam results and evaluative comments. Licensure exam results are sent directly to the candidate as well as to the College. Performance data is analyzed by the Department Curriculum Committee (DCC)</p> <hr/> <p>Committee/Person Responsible:</p> <p>Graduate Coordinator, Graduate Faculty, Advisors, and Chair</p>
	<p>Each candidate to graduate must complete a written comprehensive exam or write a thesis. During this assessment period no candidates have completed a thesis. The comprehensive exam question requires that the candidate successfully demonstrate a depth of content knowledge specific to the topic of the exam.</p>	<p>On the written comprehensive exams, candidates will demonstrate “depth of content knowledge” meeting or exceeding the standards by earning a rating of 3 or above.</p>	<p>The SPE 5120/5900 Issues/Research Comprehensive Exam question requires the ability to consume (analyze) and synthesize research, utilizing a candidate’s depth of knowledge to apply the findings to his or her own practice.</p>	

	<p><b>The required comprehensive exam is a combination of an Issues (5120) and Research (SPE 5900) exam.</b></p> <p><b>If the candidate is seeking an MS with a Learning Behavior Specialist II (LBS II) or SPE Director (DIR) advanced credential, the candidate is expected to pass the appropriate advanced licensure test demonstrating content knowledge.</b></p> <p><b>Candidates completing their M.S. SU 2018-SU 2020 were rated by faculty on a dispositional survey relative to demonstration of content knowledge.</b></p>	<p><b>Related to advanced licensure for those candidates seeking an additional credential (e.g. LBS II or SPE DIR), a score of 240 indicates “Passing”</b></p> <p><b>The Dispositional Survey will reflect that candidates “Meet” or “Exceed” the standard related</b></p>	<p><b>All candidates who completed the SPE 5120/5900 Issues/Research comprehensive exam between Summer 2018 and end of Summer semester 2020 passed the exam. Two were successful on the first attempt, 11 required a minor revision, and 5 needed more substantive revisions before successfully completing the exam.</b></p> <p><b>Across the time frame from Summer 2018-Summer 2020, 15 of 15 candidates who took an advanced licensure test through the state earned a passing score demonstrating their depth of content knowledge.</b></p> <p><b>The candidates completing their degree SU 18-SU20 were rated by faculty at the end of their programs on their Depth of Content Knowledge. Aggregate ratings are as follows:</b></p>	
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		to the Depth of Content Knowledge learning objective	Exceeds n=14 Meets n=4 Does Not Meet n=0	
<p><b>3. Written Communication Skills</b> Candidates for a Master’s degree with a major in Special Education will demonstrate written competence. Written competence is demonstrated in two varied ways: written comprehensive exam and major papers in SPE 5120 and SPE 5900. (EIU Graduate Outcome 3)</p>	<p>Writing Competence is assessed in all courses; however, to standardize outcomes, results from the two required core courses: SPE 5120 (Issues) and SPE 5900 (Research) will be analyzed. Candidate written competence is also assessed on all completed departmental comprehensive exams.</p> <p>Major papers: SPE 5120 (Issues) and SPE 5900 (Research)</p>	<p>It is expected all candidates will meet or exceed standards specific to written communication skills (rating of 3 or above) as defined in the departmental rubrics for assignments and exams</p> <p>Candidates will demonstrate writing competence in two major papers: an Issues paper and</p>	<p>Results on the SPE 5120/5900 Written Comprehensive Exam: 18 candidates completed the written comprehensive exam for SPE 5120/SPE 5900 summer 2018 through summer 2020. The rubric used in scoring the written exam includes “Written Communication Skills” as an area of evaluation. On this area, candidates received the following ratings: Consistently Exceeds n=4 Exceeds Some Standards n=4 Meets n=10 Inconsistently Meets=0 Does Not Meet=0</p> <p>Results from Major Papers in SPE 5120 and SPE 5900: SU 2018-SU 2020. Across the aggregate of both papers, the following summarizes candidates’ Writing Competence ratings:</p>	<p>Rubrics are used to evaluate Issues paper and the Research proposal and candidates receive a copy.</p> <p>Rubrics are likewise used in the assessment of candidates’ written comprehensive exams and are provided to candidates for feedback. Concerns about written language are documented in candidate files. Performance data is analyzed by the Department Curriculum Committee (DCC).</p> <p>_____</p> <p>_____</p> <p>Committee/Person Responsible:</p>

	<p>Candidates completing their M.S. SU 2018-SU 2020 were rated by faculty on a dispositional survey relative to demonstration of written communication</p>	<p>a Research proposal.</p> <p>The Dispositional Survey will reflect that candidates “Meet” or “Exceed” the standard related to the Written Communication objective</p>	<p>Consistently Exceeds n=26 Exceeds Some Standards n=15 Meets n=18 Inconsistently Meets n=10 Does Not Meet n=1</p> <p>The rubrics and data charts for SPE 5900 and SPE 5120 are provided as attachments to this report.</p> <p>Candidates completing their program between SU 2018-SU 2020 were rated by faculty in their last semester of coursework on their Written Communication. Aggregate ratings are as follows:</p> <p>Exceeds n=9 Meets n=9 Does Not Meet n=0</p>	<p>Graduate Faculty/Course Instructor, Graduate Coordinator, Advisors, and Chair</p>
<p>4. Oral Language Skills Candidates for a master’s degree with a major in Special Education will demonstrate “oral language competence.” (EIU Graduate Outcome 3.)</p>	<p>An oral presentation on an “issue” in SPE 5120 is required.</p>	<p>Oral language skills will be demonstrated appropriate to an advanced professional. An advanced professional can communicate effectively, sharing synthesized information, clearly</p>	<p>Oral language skills are formally assessed through an “Issue” presentation which is given by the candidate in SPE 5120. Ratings on candidates’ oral communication follow:</p> <p>Consistently Exceeds n=12 Exceeds Some Standards n=14 Meets n=2 Inconsistently Meets=0 Does Not Meet=0</p>	<p>A rubric is used to assess the oral presentation and the completed rubric is provided to candidates. Concerns regarding oral language use are discussed with candidate and documented in candidate file.</p>



	<p>Candidates completing the M.S. in Special Education are rated by faculty on a dispositional survey in terms of their ability to utilize effective oral communication skills.</p>	<p>communicate concepts and opinions, and demonstrate appropriate semantics and grammatical skills.</p> <p>The Dispositional survey will reflect that candidates “Meet” or “Exceed” the standard related to the Oral Communication objective</p>	<p>The candidates completing their degree SU 18-SU20 were rated by faculty at the end of their programs on their Oral Communication Skills. Aggregate ratings are as follows:</p> <p>Exceeds n=12 Meets n=6 Does Not Meet n=0</p>	<p>Performance data is analyzed by the Department Curriculum Committee (DCC)</p> <hr/> <p>Committee/Person Responsible:</p> <p>Graduate Faculty/Course Instructor, Graduate Coordinator, Advisors, and Chair</p>
<p><b>5. Evidence of Advanced Scholarship</b> Candidates for a Master’s degree in Special Education will demonstrate the ability to critically review and synthesize existing research and to relate research to practice. (EIU Graduate Outcome 4)</p>	<p>Candidates must pass a written comprehensive exam specific to Issues/Research. Candidate demonstration of advanced scholarship is assessed in this exam</p>	<p>Candidates are expected to meet or exceed standards of demonstration of advanced scholarship on the written comprehensive exam for SPE 5120 (Issues) /SPE 5900 (Research)</p>	<p>Across SU 18-SU 20, 18 Issues/Research written comprehensive exams were completed. 1 candidate’s response was rated as “Consistently Exceeds, 4 earned a rating of “Exceeds Some of the Standards”, and 13 “Met” the standard related to the demonstration of advanced scholarship.</p>	<p>Results are communicated via a formal letter reflecting critique of the written response and a final “pass” or “not pass (rewrite)” determination.</p> <hr/> <p>Committee/Person Responsible:</p>

	<p>Across coursework, graduate candidates complete projects that are designed to assess candidate performance. Each graduate assessment assesses evidence of “advanced scholarship” and “ability to relate research to practice”. The two core courses (SPE 5120 and SPE 5900) taken by all MS candidates have major assignments which evaluate candidates’ ability to do so.</p>	<p>Candidates will demonstrate advanced scholarship and ability to relate research to practice in completion of graduate programmatic assessments earning a rating of 3 (Meets Standard) or above on each related rubric element from the SPE 5120 Issues Paper and SPE 5900 Research Proposal.</p>	<p>Candidates completing the Research Proposal earned the following ratings on the Required Components section of that assignment:</p> <p><b>Summer 2018</b>  Consistently Exceeds n=7  Exceeds Some Standards n=5  Meets n=2  Inconsistently Meets n=0  Does Not Meet n=0</p> <p><b>Fall 2018</b>  Exceeds Some Standards n=1</p> <p><b>Spring 2020</b>  Consistently Exceeds n=1</p> <p><b>Summer 2020</b>  Consistently Exceeds n=13  Exceeds Some Standards n=8  Meets n=5  Inconsistently Meets n=0  Does Not Meet n=0</p> <p>Candidates completing the Issues Paper earned the following ratings on the rubric element “Candidate Demonstration of Analysis &amp; Synthesis of Research”</p> <p><b>Fall 2018</b>  Consistently Exceeds n=3  Exceeds Some Standards n=6  Meets n=1</p>	<p>Graduate Faculty/Course Instructor, Graduate Coordinator, Advisors, and Chair</p>
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	<p>Candidates completing the M.S. in Special Education are rated by faculty on a dispositional survey in terms of their ability to engage in research/scholarship</p> <p>Graduates of the M.S. in Special Education program will advance their knowledge by continuing their education and/or enter positions of leadership</p>	<p>The Dispositional survey will reflect that candidates “Meet” or “Exceed” the standard related to the Research/ Scholarship objective</p> <p>Graduates will seek additional degrees or endorsements or assume leadership roles</p>	<p>Inconsistently Meets n=2 Does Not Meet n=0</p> <p>Fall 2019 Consistently Exceeds n=2 Exceeds Some Standards n=5 Meets n=5 Inconsistently Meets n=3 Does Not Meet n=0</p> <p>The candidates completing their degree SU 18-SU20 were rated by faculty at the end of their programs on their skills in Research/Scholarship. Aggregate ratings are as follows:</p> <p>Exceeds n=13 Meets n=5 Does Not Meet n=0</p> <p>Results: Of the 18 candidates who completed their MS from SU 18-SU 20, one has entered a PhD program, two have begun exploring PhD/EdD programs with the intent of entering in the next two years, one has continued into an Educational Leadership program to add the Special Education Director credential, and 13 have received an advanced</p>	
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			entitlement (LBS II) on their Professional Educator License	
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**PART TWO:**

Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s and Graduate Dean’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

There was only one question from the Graduate Dean seeking a response in the 2016-18 Graduate Special Education Student Learning Assessment Program Summary (i.e. What do you do when candidates do not meet your expectations?). All other comments were positive. To respond to the aforementioned question, the program’s actions when a candidate does not meet departmental expectations depend on the class, the expectation(s) that are unmet, and/or the task for which the expectation is unmet. On comprehensive exams, feedback is utilized to provide an additional opportunity to demonstrate mastery on elements of the rubric when they are unmet. For example, if a candidate fails to accurately and adequately describe a specific statistical analysis used in a study, the evaluator will likely refer the candidate to materials that will help him or her gain a deeper understanding of the concept and thus provide a better description in the resubmission. Similarly, if a section of a completed project does not meet standards, the instructor may choose to allow the candidate to revise and resubmit for reduced credit. Conversely, if an element of a rubric simply does not meet the standard, this will often result in fewer points earned on the assignment overall and copious feedback will be provided by the instructor. There have been a small number of cases across the past two years where the candidate consistently does not meet expectations across assignments and/or classes/semesters and a conversation with the advisor or graduate coordinator has resulted in a change of program. If the graduate faculty or the Department Curriculum Committee notices a consistent pattern of a particular standard not being met, a discussion ensues to determine if changes are needed in the curriculum, the assignments, the evaluation instruments or the fidelity with which these are applied.

**PART THREE:**

**SUMMARIZE CHANGES AND IMPROVEMENTS IN CURRICULUM, INSTRUCTION, AND LEARNING THAT HAVE RESULTED FROM THE IMPLEMENTATION OF YOUR ASSESSMENT PROGRAM.**

The Graduate Program is designed to meet each candidate's career goals and objectives. The program is intended for individuals who already hold licensure in Special Education. Candidates may elect to complete the sequence of courses that culminates in an advanced Illinois certificate, LBS II, in “Curriculum Adaptation” or “Behavior Intervention,” may commence work toward the “Director of Special Education” endorsement or may choose Master’s coursework as it relates to their own professional goals. All candidates are required to complete the “Issues” course, SPE 5120, and the research course, SPE 5900. All candidates must complete comprehensive exams or a thesis; if choosing to seek additional licensure or an additional endorsement, a state exam is also required and counts as one of the two required comprehensive assessments of knowledge. Eighteen candidates completed the master’s program between summer 2018-summer 2020. Thirteen candidates passed the State of Illinois Behavior Intervention Specialist Test and one passed the Special Education Director Exam. Fifty-one new candidates entered the program within this time period (SU 18-SU20).

The comprehensive exam that is required of all candidates who choose not to complete a thesis covers issues and trends in special education as well as research concepts and methods. Candidates must successfully complete the SPE 5120 and SPE 5900 courses and be at the midpoint of their degree program before they are eligible to take the exam. In the Issues course (SPE 5120) a major issue paper is required, and an in-depth oral presentation must be provided on the issue. A research proposal is required in the research course (SPE 5900). In addition to these two courses and the required assessments, candidates complete an additional minimum of 15-18 semester hours of special education graduate work along with 9 hours of foundations courses from the EDF and EDP departments. While the Research and Issues courses are both offered each academic year, all other graduate special education courses are rotated across a three-year cycle. Each graduate course includes a minimum of one departmentally specified assessment.

Across the past two years (2018-20), all required and core courses in the MS in special education program have been taught at least one time in the online format. Restructuring of and updating of courses has occurred based on candidate feedback and instructor perceptions. Course sequences have also been reconsidered along with the course length (some are offered in a half-term format whereas others are full term). Additional SPE elective courses (e.g. SPE 5620) that have not been taught in some time are also being rotated into the schedule to increase offerings. The “Council for Exceptional Children Advanced Professional Practice Standards” are being used to assess candidate performance. Data generated for this report are a result of the use of these assessments and rubrics.

#### **Refinement of Assessment Process:**

Performance assessments were redesigned 2015-2016 and implemented across graduate classes to assure the EIU Graduate Outcomes and the 2012 CEC advanced professional standards are addressed, and candidates’ performance is assessed specific to these standards. Rubrics and summary sheets designed, refined, and used across all graduate classes are appended to this report. Currently data is collected and analyzed specific to the IBHE Graduate Survey every 5-7 years; “dispositional survey” at candidate entry, in-progress, and in final semester; and on programmatic course embedded assessments. Employer and candidate completer surveys are also utilized for programmatic feedback. With data available for 15 assessments across the graduate courses 2018-20, graduate faculty now have diverse, rich, and useable assessment data for purposes of assessment of candidate performance and program improvement. The data generated across assessments is also used by the Chair in the varied and numerous reports required by the University, Illinois State Board of Education, Council for Exceptional Children/CAEP, and IBHE. The performance assessment data that has been collected and analyzed is reviewed by graduate faculty and the Department Curriculum Committee annually. Additional discussions occur biannually consistent with the submission of this report.

#### **Plans for the Future**

CEC/CAEP standards will be revised in the near future which will necessitate realignment of all performance assessments and potentially some of the key assignments. Additionally, the program plans to revise the required courses for each of the program sequence options which will require approval across various committees at the college and university level as well as the Illinois State Board of Education (ISBE). Further future plans include adding new elective course options and consideration of seeking to initiate an approved Board-Certified Behavior Analyst (BCBA) sequence.

**Student Learning Assessment Program**  
**Response to Summary Form**  
**Graduate Program 2020**  
September 19, 2020

Department: Special Education

Degree and Program Name: Special Education- MS in Ed. Graduate Program

Reviewer: Dr. Nikki Hillier, Graduate Assessment Coordinator, Graduate School

<b>Category</b>	<b>Comments</b>
<b>Learning Objectives</b>	The objectives for the program encompass all the graduate learning goals established by EIU's Council on Graduate Studies.
<b>How, Where, and When Assessed</b>	Your program has several very clear measurements for assessing learning objectives. Candidates are assessed throughout the program using a variety of measures including: faculty surveys, state exams, comprehensive exams, proposals, and assignments with well-defined rubrics. That type of assessment seems helpful in determining when competencies improve and identifying opportunities for improvement in the curriculum.
<b>Expectations</b>	Expectations are appropriate for graduate learning and are clearly defined.
<b>Results</b>	The measures used seem to demonstrate the great work you are doing with your assessment plan. That all the graduates who took an advanced licensure test through the state earned a passing score demonstrates the significant value of the program. Most candidates are meeting and exceeding standards for all measures. Further, the process for comprehensive exams demonstrates the rigorous, fair, and extremely supportive nature of your program with an obvious goal of helping candidates master material. Of particular note is the number candidates continuing education or entering leadership positions.
<b>How Results Will be Used</b>	It is clear that your program takes assessment seriously. The meaningful way the Special Education program reviews and discusses results to make changes to curriculum, the assignments, and instruments shows that assessment is not just another item on your to-do list.
<b>Recommendations</b>	The program is doing excellent work with assessment. For the next report, it would be helpful to include the results of the employer and candidate surveys, and to clarify the statistics on passing the state exams (15/15 passed, but the narrative reads a little differently). We recommend continuing to use the variety of helpful assessments your program currently employs to demonstrate the value of your program, faculty and the quality of your graduates.

The Council on Graduate Studies is evaluating assessment, learning goals, and future reporting schedules during the fall semester 2020.