**Annual Assessment Report for 2020-2021 AY**

Reports completed on assessment activities carried out during the 2020-2021 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. For purposes of this report, you should only report on two or three student learning outcomes (department’s choice) even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: \_\_\_\_\_\_LEBSE/Special Education\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Degree \_MA\_\_\_\_

Assessment Coordinator: \_\_\_\_Dr. Jessica Hannigan\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Please list the learning outcomes you assessed this year.

4.1: design, implement, analyze effect of and reflect on research conducted in a school setting. Student will utilize either an action research or a single subject design.

4.3: write a literature review in APA style that meets passing rubric score for style/format, content, mechanics, and references.

1. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

Action Research Mini-Study: (SPED 233) candidates choose a topic related to special education/individuals with disabilities and conduct a mini-study. The study can be qualitative, quantitative, or mixed methods. The mini-study will be written using the same format for a thesis/project and follow APA guidelines, which means it will consist of five (5) chapters. Each chapter will be submitted separately and you will have opportunities to correct and improve each chapter as you go. The five (5) chapters are: Chapter 1: Introduction, Chapter 2: Review of Literature, Chapter 3: Methods, Chapter 4: Results, and Chapter 5: Discussion. Candidates will be provided with examples and guidelines for how to write each section. One rubric is used for each section, and there is a total of five rubrics. Each chapter has a different value: Chapter 1 is five points, Chapter 2 is 10 points, Chapter 3 is 15 points, Chapter 4 is 10 points and Chapter 5 is 10 points. See the Appendix for complete assignment breakdown and rubrics.

Review of Literature: (SPED 233) candidates complete a review of the literature about an area of focus in special education. This assignment generally informs candidates’ implementation of education programs that reflect current evidence-based and best practices, especially for their mini-study in SPED 233 or their Master’s projects. This project is a total of 100 points and scaffolded into three sections: Title Page and Intro Section, Body of the Literature Review, Abstract, Conclusion, and Reference List sections. Criteria of performance include APA Standards and Writing (Usage/Mechanics), Content (i.e., articles connect to main topic), and Formatting. There is a total of three rubrics for this assignment and each have different point values: Title Page and Introduction is 20 points, Review of Literature (Body) is 60 points, and Abstract, Conclusion, and References is 20 points. See the Appendix for assignment description and rubric.

1. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient. Also indicate your benchmark (e.g. 80% of students will be designated as proficient or higher) and indicate the number of students who met that benchmark.

During Fall 2020, there were two sections of SPED 233. The first section, SPED 233 (03) consisted of 15 students. Of the 15 students, 87% (13/15) received a grade of ‘A’ for the course, while 13% (2/15) received no grades due to withdrawing or later withdrawing from the course. For the Mini-Study assignment, point values for Chapter 1 ranged from 0 to 5 with an average score of 4. Chapter 2 scores ranged from 0 to 10, with an average score 7.7. For Chapter 2, 73% of students were proficient (8 point or better). For Chapter 3, scores ranged from 0 to 15, with an average score of 11.9. For Chapter 3, 73% of students were proficient (12 points or better). For Chapter 4, scores ranged from 0 to 10, with an average score of 7.6. For Chapter 4, 73% of students were proficient (8 points or better). For Chapter 5, scores ranged from 0 to 10 with an average score of 8.3. For Chapter 5, 87% of students were proficient (8 points or better).

For the Review of Literature assignment, points values for Title Page and Intro Section ranged from 0 to 20, with an average score of 16.9. For the Title Page and Intro Section, 87% of students were proficient (16 points or better). For the Body of the Literature Review scores ranged from 0 to 60 with an average score of 50.6. For the Body of the Literature Review, 87% of students were proficient (48 points or better). For the Abstract, Conclusion, and Reference List sections, scores ranged from 0 to 20 with an average score of 16.4. For this section, 80% of students were proficient (16 points or better.)

The second section, SPED 233 (5) consisted of 15 students. Of the 15 students, 87% (13/15) received a grade of ‘A’ for the course, and one student received a ‘B’, and one student received an incomplete. For the Mini-Study assignment, point values for Chapter 1 ranged from 0 to 5 with an average score of 4.3. For Chapter 1, 80% of students were proficient (4 points or better). Chapter 2 scores ranged from 0 to 10, with an average score of 8.9. For Chapter 2, 93% of students were proficient (8 points or better). For Chapter 3, scores ranged from 0 to 15, with an average score of 13.2. For Chapter 3, 93% of students were proficient (12 points or better). For Chapter 4, scores ranged from 0 to 10, with an average score of 8.8. For Chapter 4, 93% of students were proficient (8 points or better). For Chapter 5, scores ranged from 0 to 10 with an average score of 9. For Chapter 5, 93% of students were proficient (8 points or better).

For the Review of Literature assignment, points values for Title Page and Intro Section ranged from 0 to 20, with an average score of 18.1. For the Title Page and Intro Section, 93% of students were proficient (16 points or better). For the Body of the Literature Review scores ranged from 0 to 60 with an average score of 55.5. For the Body of the Literature Review, 93% of students were proficient (48 points or better). For the Abstract, Conclusion, and Reference List sections, scores ranged from 0 to 20 with an average score of 18.1. For this section, 93% of students were proficient (16 points or better.)

During Spring 2021, there were two sections of SPED 233. The first section, SPED 233 (1) consisted of 17 students. Of the 17 students, 94% (16/17) received a grade of ‘A’, and one student received a ‘B’. For the Mini-Study assignment, point values for Chapter 1 ranged from 4 to 5 with an average score of 4.7. For Chapter 1, 100% of students were proficient (4 points or better). Chapter 2 scores ranged from 7 to 10, with an average score of 9.7. For Chapter 2, 94% of students were proficient (8 points or better). For Chapter 3, scores ranged from 13 to 15, with an average score of 14.6. For Chapter 3, 100% of students were proficient (12 points or better). For Chapter 4, scores ranged from 8.5 to 10, with an average score of 9.7. For Chapter 4, 100% of students were proficient (8 points or better). For Chapter 5, scores ranged from 8.5 to 10 with an average score of 9.9. For Chapter 5, 100% of students were proficient (8 points or better).

For the Review of Literature assignment, points values for Title Page and Intro Section ranged from 12 to 20, with an average score of 18.9. For the Title Page and Intro Section, 88% of students were proficient (16 points or better). For the Body of the Literature Review scores ranged from 52 to 60 with an average score of 58.7. For the Body of the Literature Review, 100% of students were proficient (48 points or better). For the Abstract, Conclusion, and Reference List sections, scores ranged from 14 to 20 with an average score of 17.6. For this section, 82% of students were proficient (16 points or better.)

The second section, SPED 233 (2), consisted of 13 students. All students (100%) in this section received a letter grade of ‘A’. For the Mini-Study assignment, point values for Chapter 1 ranged from 4 to 5 with an average score of 4.5. For Chapter 1, 100% of students were proficient (4 points or better). Chapter 2 scores ranged from 8 to 10, with an average score of 9.7. For Chapter 2, 100% of students were proficient (8 points or better). For Chapter 3, scores ranged from 13 to 15, with an average score of 14.3. For Chapter 3, 100% of students were proficient (12 points or better). For Chapter 4, scores ranged from 7.5 to 10, with an average score of 9.5. For Chapter 4, 92% of students were proficient (8 points or better). For Chapter 5, scores ranged from 7.5 to 10 with an average score of 9.8. For Chapter 5, 92% of students were proficient (8 points or better).

For the Review of Literature assignment, points values for Title Page and Intro Section ranged from 18.5 to 20, with an average score of 19.8. For the Title Page and Intro Section, 100% of students were proficient (16 points or better). For the Body of the Literature Review scores ranged from 55 to 60 with an average score of 58.3. For the Body of the Literature Review, 100% of students were proficient (48 points or better). For the Abstract, Conclusion, and Reference List sections, scores ranged from 15 to 20 with an average score of 18.8. For this section, 92% of students were proficient (16 points or better.)

1. What changes, if any, do you recommend based on the assessment data?

At present, it is difficult to tell what changes might result in significant changes considering that most students who take the course are given opportunities to correct errors in their writing, and these corrections tend to increase the final scores. Those students who choose to ignore such opportunities, or, after repeated attempts to have them engage simply never turn anything in remain as outliers and few in number. Each semester, groups of students demonstrate more mastery or less mastery over the written word, so it’s not really known what changes could be made, where they could be made, and how one would measure the results/relationships to those changes and the scores on these assignments. Additionally, since the courses used in this report occurred virtually, it isn’t really known if using that mode of instruction helped increase the scores or not. Therefore, it is recommended we continue to offer additional examples of assignments that cover the breadth between quantitative and qualitative research models as well as wider examples of very well written reviews of literature students can use as models for their own writing.

1. If you recommended any changes in your response to Question 4 in your 2018-19 assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

The following were recommendations for changes with these two particular assignments:

**Action Research Mini-Study (SPED 233):** At this point, no changes are recommended. Most students understand the process, but the writing aspect of Chapters 4 and 5 prove the most challenging. In response to this, more examples of solid Chapters 4 and 5 will be provided for review.

**Review of Literature (SPED 233)**. No recommended changes. Candidates are provided with detailed instructions, scaffolding, and exemplar assignments, thus supporting their success on these assignments. After receiving instructor feedback, they are given opportunities for revisions to demonstrate proficiency, as well as time to meet individually with instructors.

Based on these recommendations for changes regarding Chapter 4 and Chapter 5 of the Mini-Study, because the nature of student inquiry and research designs used to answer their research questions, Chapter 4 and Chapter 5 examples that demonstrate each unique assignment are not always readily available. Therefore, it is recommended that we keep adding to the file of examples as new representations of results and discussion emerge within student research. It is also recommended to maintain the level of feedback each student gets regarding their written assignments and to maintain opportunities to correct work that is not quite proficient.

1. What assessment activities will you be conducting during AY 2021-22?

We will continue to assess student learning objectives that focus on research, but we will also branch out to assess those learning objectives that help students in the MA program become leaders in their schools and communities as we revise our program to improve upon the work we’ve already done.

1. Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.

Aside of the pandemic, a number of major issues have emerged since the summer of 2020. First, we have new leadership with a new Dean. Second, the original MA program coordinator resigned and took a new position at a different institution while another retired and is currently on FERP. These losses have contributed to an inability to maintain a grasp on all program work as access to certain data was not limited or not available. Third, two new faculty have joined the program this Fall (2021). The two new faculty are limited to what they are allowed to do, but also limited by a lack of institutional knowledge and historical context of the SPED program. We have had to shelve certain changes (Fully online MA program, MA only option, etc.) as we simply do not have the faculty numbers needed to support such work. Fourth, it will take time to get new faculty up to speed regarding program needs and how changes can be made for program improvement. All of these issues are currently in different stages of being addressed as we onboard new people and manage our courses.