Student Learning Outcomes Assessment Summary

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Special Education, Master of Education (M.Ed. SPED)
K-12 Post Baccalaureate Special Education Certification (GLI PBSE)
Additional Endorsement (AEND) and Initial Certification (ITCP)

School of Education
2013-2014 and 2014-2015 Academic Year Data

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1. Assessment information collected

Assessment data collection for special education students is based on the Council for Exceptional Children (CEC) standards required for our new national accreditation report to the Council for the Accreditation of Educator Preparation (CAEP). During AY 2013-14 and in Fall 2015, students were evaluated on the 2008 list of 10 CEC standards. In spring 2015 the program began using the 2012 CEC standards, reorganized into a list of seven standards. The table below illustrates how the 2008 standards were realigned and combined in the 2012 standards. These two years are transitional years for national accreditation requirements from our Specialized Professional Association (SPA) the Council for Exceptional Children (CEC) and as we moved from the National Council for Accreditation of Teacher Education (NCATE) to the new CAEP standards. Standards were evaluated multiple times throughout the program in various classes. The attached data tables report the percentage of students who mastered each standard.

2008 to 2012 CEC standards conversion

New CEC Standards - 2012	Old CEC Standards- 2008
1. Learner Development and Individual Learning Differences **(2, 3, 6)** 2. Learning Environments **(5)** 3. Curricular Content Knowledge **(1)** 4. Assessment **(8)** 5. Instructional Planning and Strategies **(4, 7)** 6. Professional Learning and Ethical Practice **(9)** 7. Collaboration **(10)**	1. Foundations 2. Development and Characteristics of Learners 3. Individual Learning Differences 4. Instructional Strategies 5. Learning Environments and Social Interactions 6. Language/Communication 7. Instructional Planning 8. Assessment 9. Professional and Ethical Practice 10. Collaboration

Standards were evaluated throughout the program in various classes. The attached data tables report the percentage of students who mastered each standard at various levels. Students are given a choice of classes to satisfy degree requirement, the number of students evaluated varies from the number of times a particular standard was assessed. Data is based on number of instances the standard was assessed.

The rubrics used to evaluate students transitioned from a 3-point scale to a 4-point scale in fall 2014. The School of Education accrediting body Council for the Accreditation of Educator Preparation (CAEP), formerly NCATE recommended a new 4-point scale. For the purpose of this report, 4-point data was converted to 3-point data.

Scores reported as "not collected" mean the student transferred a comparable course from another university. Students receiving unacceptable scores in any area were required to resubmit the assignment until it met or exceeded the standard. Therefore, all scores reported fall into these two categories.

Students' Professional Characteristics are evaluated in each class by program faculty and fieldwork supervisors. Average PCFF scores (from the entire program) are reported for each student by professional characteristic. See attached data tables.

Special Education Content Knowledge Exam was created by program faculty and first given in Fall 2014. This exam is used to test students' foundational knowledge in special education.

Hiring data is reported based on our last known employment information about our graduates.

Special Education Graduates AY 2013-2014; 2014-2015
Total graduated: 31

Program	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
K-12 Post-Baccalaureate Special Education: Initial (GLI PBSE ITCP)	0	1	0	3	2	0
K-12 Post-Baccalaureate Special Education: Additional Endorsement (GLI PBSE AEND)	1	5	0	6	3	0
M. Ed. Special Education* (MED SPED)	1	2	0	2	5	0

*Note: students graduate from the GLI PBSE and the MED SPED both. Graduates that completed both programs during the reporting period (5 total) will appear twice in the graduate table and total graduated number.

Performance on 2008 Council for Exceptional Children (CEC) Standards (10)

AY 2013-14

Standard 1 Foundations

	Number of Students	Number of times assessed	Average score (0-2 scale)	Percentage Met/Acceptable	Percentage Target
GLI PBSE ITCP	1	3	1.33	67%	33%
GLI PBSE AEND	6	17	1.88	11%	88%
MED SPED	3	8	1.63	38%	62%

Standard 2 Development and Characteristics of Learners

	Number of Students	Number of times assessed	Average score (0-2 scale)	Percentage Met/Acceptable	Percentage Target
GLI PBSE ITCP	1	3	1.00	100%	0%
GLI PBSE AEND	6	12	1.58	42%	58%
MED SPED	3	5	1.83	20%	80%

Standard 3 Individual Learning Differences

	Number of Students	Number of times assessed	Average score (0-2 scale)	Percentage Met/Acceptable	Percentage Target
GLI PBSE ITCP	1	4	1.33	75%	25%
GLI PBSE AEND	6	25	1.84	16%	84%
MED SPED	3	14	1.85	14%	86%

Standard 4 Instructional Strategies

	Number of Students	Number of times assessed	Average score (0-2 scale)	Percentage Met/Acceptable	Percentage Target
GLI PBSE ITCP	1	6	1.17	83%	17%
GLI PBSE AEND	6	31	1.65	35%	65%
MED SPED	3	17	1.82	18%	82%

Standard 5 Learning Environments and Social Interactions

	Number of Students	Number of times assessed	Average score (0-2 scale)	Percentage Met/Acceptable	Percentage Target
GLI PBSE ITCP	1	3	1.33	67%	33%
GLI PBSE AEND	6	26	1.73	27%	73%
MED SPED	3	10	1.82	20%	80%

Standard 6 Language

	Number of Students	Number of times assessed	Average score (0-2 scale)	Percentage Met/Acceptable	Percentage Target
GLI PBSE ITCP	1	6	1.17	83%	17%
GLI PBSE AEND	6	23	1.65	32%	68%
MED SPED	3	11	1.83	18%	82%

Standard 7 Instructional Planning

	Number of Students	Number of times assessed	Average score (0-2 scale)	Percentage Met/Acceptable	Percentage Target
GLI PBSE ITCP	1	6	1.00	100%	0%
GLI PBSE AEND	6	31	1.68	32%	68%
MED SPED	3	17	1.76	24%	76%

Standard 8 Assessment

	Number of Students	Number of times assessed	Average score (0-2 scale)	Percentage Met/Acceptable	Percentage Target
GLI PBSE ITCP	1	7	1.29	71%	29%
GLI PBSE AEND	6	37	1.65	35%	65%
MED SPED	3	20	1.85	15%	85%

Standard 9 Professional and Ethical Practice

	Number of Students	Number of times assessed	Average score (0-2 scale)	Percentage Met/Acceptable	Percentage Target
GLI PBSE ITCP	1	2	1.50	50%	50%
GLI PBSE AEND	6	11	1.73	28%	72%
MED SPED	3	5	1.80	20%	80%

Standard 10 Collaboration

	Number of Students	Number of times assessed	Average score (0-2 scale)	Percentage Met/Acceptable	Percentage Target
GLI PBSE ITCP	1	5	1.20	80%	20%
GLI PBSE AEND	6	24	1.75	25%	75%
MED SPED	3	12	1/83	17%	83%

__Note there are two data tables for AY 2014-2015, the first one is based on 2008 CEC standards and the second is based on the new 2012 CEC standards.__

Performance on 2008 Council for Exceptional Children (CEC) Standards (10)

AY 2014-15

Standard 1 Foundations

	Number of Students	Number of times assessed	Average score (0-2 scale)	Percentage Met/Acceptable	Percentage Target
GLI PBSE ITCP	5	15	1.60	40%	60%
GLI PBSE AEND	9	24	1.79	21%	79%
MED SPED	7	19	1.79	21%	70%

Standard 2 Development and Characteristics of Learners

	Number of Students	Number of times assessed	Average score (0-2 scale)	Percentage Met/Acceptable	Percentage Target
GLI PBSE ITCP	5	13	1.54	46%	54%
GLI PBSE AEND	9	23	1.50	52%	48%
MED SPED	7	17	1.41	59%	41%

Standard 3 Individual Learning Differences

	Number of Students	Number of times assessed	Average score (0-2 scale)	Percentage Met/Acceptable	Percentage Target
GLI PBSE ITCP	5	20	1.75	25%	75%
GLI PBSE AEND	9	33	1.64	36%	64%
MED SPED	7	28	1.68	32%	68%

Standard 4 Instructional Strategies

	Number of Students	Number of times assessed	Average score (0-2 scale)	Percentage Met/Acceptable	Percentage Target
GLI PBSE ITCP	5	26	1.69	31%	69%
GLI PBSE AEND	9	36	1.72	28%	72%
MED SPED	7	36	1.61	39%	61%

Standard 5 Learning Environments and Social Interactions

	Number of Students	Number of times assessed	Average score (0-2 scale)	Percentage Met/Acceptable	Percentage Target
GLI PBSE ITCP	5	18	1.59	39%	61%
GLI PBSE AEND	9	30	1.5	50%	50%
MED SPED	7	25	1.52	48%	52%

Standard 6 Language

	Number of Students	Number of times assessed	Average score (0-2 scale)	Percentage Met/Acceptable	Percentage Target
GLI PBSE ITCP	5	21	1.67	33%	67%
GLI PBSE AEND	9	26	1.73	27%	73%
MED SPED	7	28	1.64	36%	64%

Standard 7 Instructional Planning

	Number of Students	Number of times assessed	Average score (0-2 scale)	Percentage Met/Acceptable	Percentage Target
GLI PBSE ITCP	5	25	1.72	28%	72%
GLI PBSE AEND	9	35	1.66	34%	66%
MED SPED	7	35	1.54	24%	76%

Standard 8 Assessment

	Number of Students	Number of times assessed	Average score (0-2 scale)	Percentage Met/Acceptable	Percentage Target
GLI PBSE ITCP	5	31	1.65	35%	65%
GLI PBSE AEND	9	41	1.74	27%	73%
MED SPED	7	40	1.58	42%	58%

Standard 9 Professional and Ethical Practice

	Number of Students	Number of times assessed	Average score (0-2 scale)	Percentage Met/Acceptable	Percentage Target
GLI PBSE ITCP	5	8	1.75	25%	75%
GLI PBSE AEND	9	7	1.71	29%	71%
MED SPED	7	9	1.67	33%	67%

Standard 10 Collaboration

	Number of Students	Number of times assessed	Average score (0-2 scale)	Percentage Met/Acceptable	Percentage Target
GLI PBSE ITCP	5	18	1.50	50%	50%
GLI PBSE AEND	9	26	1.81	20%	80%
MED SPED	7	26	1.65	35%	65%

Performance on 2012 Council for Exceptional Children (CEC) Standards (7)

AY 2014-15

Standard 1 Learner Development and Individual Learning Differences

	Number of Students	Number of times assessed	Average score (1-4 Scale)	Percentage Meeting Expectation	Percentage Exceeding Expectations
GLI PBSE ITCP	2	4	3.50	50%	50%
GLI PBSE AEND	1	2	3.00	100%	0%
MED SPED	0	0	0	0	0

Standard 2 Learning Environments

	Number of Students	Number of times assessed	Average score (1-4 Scale)	Percentage Meeting Expectation	Percentage Exceeding Expectations
GLI PBSE ITCP	2	4	3.50	50%	50%
GLI PBSE AEND	1	2	3.00	100%	0%
MED SPED	0	0	0	0	0

Standard 3 Curricular Content Knowledge

	Number of Students	Number of times assessed	Average score (1-4 Scale)	Percentage Meeting Expectation	Percentage Exceeding Expectations
GLI PBSE ITCP	2	0	0	0	0
GLI PBSE AEND	1	0	0	0	0
MED SPED	0	0	0	0	0

Standard 4 Assessment

	Number of Students	Number of times assessed	Average score (1-4 Scale)	Percentage Meeting Expectation	Percentage Exceeding Expectations
GLI PBSE ITCP	2	2	3.00	100%	0%
GLI PBSE AEND	1	1	3.00	100%	0%
MED SPED	0	0	0	0	0

Standard 5 Instructional Planning and Strategies

	Number of Students	Number of times assessed	Average score (1-4 Scale)	Percentage Meeting Expectation	Percentage Exceeding Expectations
GLI PBSE ITCP	2	2	3.00	100%	0%
GLI PBSE AEND	1	1	3.00	100%	0%
MED SPED	0	0	0	0	0

Standard 6 Professional Learning and Strategies

	Number of Students	Number of times assessed	Average score (1-4 Scale)	Percentage Meeting Expectation	Percentage Exceeding Expectations
GLI PBSE ITCP	2	2	4.00	0%	100%
GLI PBSE AEND	1	1	4.00	0%	100%
MED SPED	0	0	0	0	0

Standard 7 Collaboration

	Number of Students	Number of times assessed	Average score (1-4 Scale)	Percentage Meeting Expectation	Percentage Exceeding Expectations
GLI PBSE ITCP	2	2	3.00	100%	0%
GLI PBSE AEND	1	1	3.00	100%	0%
MED SPED	0	0	0	0	0

Professional Characteristics -- Averages AY 2013-14 Graduates

GLI PBSE ITCP; GLI PBSE AEND; MED SPED

Student Number	Recognize Ability	Respect	Collaboration	Cultural Awareness	Law and Forms	Ethics	Scholarly
1	2.00	2.00	2.00	1.88	1.57	2.00	2.00
2	1.83	2.00	1.83	1.83	1.83	2.00	2.00
3	1.83	1.67	1.67	1.83	1.67	1.50	1.50
4	2.00	2.00	2.00	1.86	1.86	2.00	1.86
5	1.86	1.86	1.86	1.86	1.86	1.71	1.86
6	2.00	2.00	2.00	2.00	1.25	2.00	2.00
7	2.00	2.00	2.00	2.00	2.00	2.00	2.00
8	2.00	2.00	2.00	2.00	2.00	2.00	2.00
9	2.00	2.00	2.00	2.00	1.80	1.40	2.00
10	2.00	2.00	2.00	2.00	1.86	2.00	2.00

Professional Characteristics -- Averages AY 2014-15 Graduates

GLI PBSE ITCP; GLI PBSE AEND; MED SPED

Student Number	Recognize Ability	Respect	Collaboration	Cultural Awareness	Law and Forms	Ethics	Scholarly
11	1.78	1.67	1.43	1.75	1.14	1.44	1.44
12	1.86	1.86	1.57	1.71	1.57	1.86	1.86
13	2.00	2.00	2.00	1.80	1.60	1.83	2.00
14	2.00	1.86	1.71	2.00	1.29	2.00	1.71
15	1.88	2.00	1.71	1.63	1.50	1.88	1.88
16	2.00	2.00	2.00	1.67	1.67	1.67	2.00
17	2.00	2.00	2.00	2.00	1.86	2.00	2.00
18	1.75	1.75	1.75	1.75	1.25	1.75	1.50
19	2.00	2.00	2.00	1.75	2.00	2.00	2.00
20	2.00	2.00	2.00	2.00	2.00	2.00	2.00
21	2.00	1.67	1.33	2.00	2.00	2.00	1.67
22	2.00	2.00	2.00	2.00	2.00	2.00	2.00
23	1.86	1.57	1.86	1.71	1.71	1.86	2.00
24	2.00	2.00	1.90	1.70	1.90	1.80	2.00
25	2.00	2.00	2.00	2.00	1.60	2.00	2.00
26	1.86	1.86	1.86	1.86	1.86	1.71	1.86
27	2.00	2.00	2.00	1.88	1.57	2.00	2.00
28	2.00	2.00	2.00	1.86	1.86	2.00	1.86
29	2.00	2.00	2.00	2.00	1.80	2.00	2.00
30	2.00	2.00	2.00	1.67	1.67	1.67	2.00
31	2.00	2.00	2.00	1.80	1.60	1.83	2.00

Performance on Master of Education requirements

AY 2013-14

Number of M. Ed. Graduates: 3

Activity	Percentage Met/Acceptable	Percentage Target
ED 601 Key Assignment	67%	33%
ED 603 Key Assignment	100%	0%

Student Number	Activity	Composite Score	Rewrite required?
8	Comprehensive Exam	1.80	No
9	Comprehensive Exam	1.00	Yes
10	Comprehensive Exam	1.63	No

AY 2014-15

Number of M. Ed. Graduates: 7

Activity	Percentage Met/Acceptable	Percentage Target
ED 601 Key Assignment	57%	43%
ED 603 Key Assignment	86%	14%

Student Number	Activity	Composite Score	Rewrite required?
25	Comprehensive Exam	1.68	No
26	Comprehensive Exam	2.00	No
27	Comprehensive Exam	2.00	No
28	Comprehensive Exam	2.00	No
29	Comprehensive Exam	2.00	No
30	Comprehensive Exam	2.00	No
31	Comprehensive Exam	2.00	No

Special Education Content Knowledge Exam

Exam was created by program faculty and first given in Fall 2014

AY 2013-14 Exam was not given

AY 2014-15: 13 graduates from the Graduate Licensure program took the exam

Student number	Program	Final Score	Was retake required?
11	GLI PBSE ITCP	88	Yes
12	GLI PBSE ITCP	85	No
13	GLI PBSE ITCP	86	Yes
14	GLI PBSE ITCP	92	Yes
15	GLI PBSE ITCP	81	No
16	GLI PBSE AEND	99	Yes
17	GLI PBSE AEND	99	Yes
18	GLI PBSE AEND	Not Taken	
19	GLI PBSE AEND	97	Yes
20	GLI PBSE AEND	88	Yes
21	GLI PBSE AEND	100	Yes
22	GLI PBSE AEND	86	No
23	GLI PBSE AEND	97	Yes
24	GLI PBSE AEND	85	Yes

AY 2013-15

Special Education Employment Summary
Total number counted for employment: 26

Program	Employed in Fairbanks school/program	Employed in another Alaska school/program	Employed in an out of state school/program	Unknown
K-12 Post-Baccalaureate Special Education: Initial	2	2	2	3
K-12 Post-Baccalaureate Special Education: Additional Endorsement	9	5	1	0
M. Ed. Special Education*	2	0	0	0

*Note: Students employment is counted only once, even for dual graduates.

2. Conclusions drawn from the information summarized above

The most important conclusion that can be drawn from this data is that we have high employment of our graduates. Graduates are counted from both programs; five students received their licensure as well as their Masters (2013-2015), 23 of our 26 (88%) students are employed. The employment of three of our graduates is unknown at this time. In fact, often our students that have a current teaching certificate are hired before graduation on a state waiver. There were six students in 2013-2014 and seven students in

2014-2015 working full time in special education classroom; with our support; hired by their district under the state waiver program.

All students in these degree programs have received Acceptable/Meets Expectations and Target/Exceeds Expectations on their dispositions, all key assessments, content knowledge and comprehensive exams (some after revisions) insuring that our students are well qualified for special education positions. Faculty works closely with mentor teachers to have the students clinical practice is a successful experience.

Requests have been made for a Masters in Special Education without a teaching certification; we have submitted the necessary catalog changes.

Data on future employment should be tracked more closely.

Faculty from Special Education Department is working with all departments in the School of Education to developed shared assessments the entire School of Education will utilize as per CAEP requirements.

Marketing is an ongoing need for this department. Undergraduate Research projects have drawn attention to our program (pictures in the Cornerstone, SunStar and on social media) as well as new flyers sent electronically to all Alaskan schools, flyers mailed to each district and posters displayed on all shuttle buses. Quotes from locally hired teachers and principal were included on our latest flyer. Below are testimonials to the quality of our program.

"The UAF special education program gave me extensive real world opportunities to use what I learned in the classroom, in the classroom. It was through these experiences, with children across all grade levels and special education settings, that I was able to confidently, and effectively, enter into the field." ~ *Sanna Turnbough, First Year Special Education Teacher, FNSBSD*

"The UAF Special Education program prepared me to begin working in the field with the skills needed to be an effective educator. Courses were thorough in covering theory as well as providing the opportunity to explore the field in a practical manner through meaningful coursework, fieldwork experiences, opportunities to visit local resources, as well as through many other venues." ~ *Stephanie Nafpliotis, New Special Education Teacher, FNSBSD*

 "The UAF Special Education program taught me how to meet the individual needs of each student that is in my classroom. UAF laid the groundwork for me to construct differentiated lessons, run IEP meetings, and teach through technology." -*Emily Gray*, *New Special Education Teacher, FNSBS*

"The UAF special education program ensured my readiness to successfully support, engage, and educate students in a variety of classroom settings." *Ashley Walley, UAF Special Education Teacher in Training*

"Relationships create the foundation of our work in schools. Students in the UAF Special Education program come to our school district prepared to collaborate with fellow educators, having formed professional relationships through their strong internship experiences." ~*Michael Angaiak, Principal, Anne Wien Elementary, FNSBSD*

3. Curricular changes resulting from conclusions drawn above

Catalog changes to the 2015-16 catalog based on student learning outcomes and program assessment data, informal feedback from mentor teachers, and recommendations from the accrediting agency, CEC.

1. Make EDSE F625 Teaching Mathematics to Special Learners a required course.
2. Make EDSE F677 English Language Arts Assessment, Curriculum, and Strategies for Special Learners a required course.
3. Remove EDSE 681 Special Education Portfolio and move the portfolio activity to EDSE 680, Special Education Clinical Practice.
4. Change course names and descriptions for EDSE 612, EDSE 622, EDSE 633, EDSE 642 to more accurately reflect the content of each course

Catalog changes to the 2016-17 catalog based on inquiries from special education professionals in the community who wish to earn a master's degree in special education but do not need SPED teacher certification.

Add an option to earn a master's degree in special education without completing the certification program. This option would be available for students who are already certified special education teachers or students who want the special education knowledge and master's degree to perform professional duties that do not include being a special education classroom teacher. Students seeking this option would be admitted to the Master of Education degree only, not the corresponding certification program, and will not be required to complete clinical practice (student teaching).

Use of LiveText

The School of Education began using LiveText as a student assessment data collection system in Fall 2014. The special education program has made a full transition to collecting assessment data on key assignments in this manner. Data reports in the future will be easier to collect and analyze.

Future plans

Proposed changes for AY 16-17 – Student survey sent from the department; employer survey sent from the department; use of the LiveText internship module to collect student teacher information from mentor teachers in the school; use of shared assessments per CAEP regulations.

All courses offered can be taken via distance with audio or Blackboard Collaborate. Marketing of our diverse program options will continue with electronic mailings of course offerings, flyers posted, social media, and eLearning. Currently, five of our courses are offered through eLearning asynchronously as well hybrid models that meet with students several times during the semester. Plans are for four additional courses to be offered through eLearning allowing students to access their program through a variety of delivery models.

4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting

Joanne Healy, Philip Patterson