

**2011-2012 Annual Program Review
Curriculum and Instruction – Special Education**

List of Annual Program Review Members: Larry Lowrance, Moniqueka Gold, Gina Grogan and Erin Lynch-Walden

C & I: SPED Concentration Program Description:

The College of Education has a Curriculum and Instruction M. A. Ed. Degree with a Special Education Concentration. This degree is for certified teachers who are licensed in special education and who are seeking advanced training in special education.

This degree can be also used for professionals who do not have a teaching license or seeking a teaching license. Professionals enrolled in this program may come from the field of corrections, probation and parole, mental health, children services, or other agencies where teacher licensure is not required but advanced information on disabilities and special education is valuable to the professional.

Our special education program strives to prepare professionals through standards based practices and we use data to drive that process. We collect data on an ongoing basis, review it systematically and use data result to revise instructional practices accordingly.

I. Assessment of Candidates

A. What do the summarized (portfolio milestone review, student teacher information exit surveys, PRAXIS scores, and program completion rates,) data sets show about the performance of your candidates?

1. Numbers of Program Candidates Completing Milestones over a five year period, fall 2005—spring 2012.

Graduate Candidates have three milestones to complete: I, II and III. III indicates program completion. The following data is presented on page 34 of the Data Retreat Manual:

	F05	S06	F06	S07	F07	S08	F08	S09	F09	S10	F10	S11	F11	S12	Totals
Milestone 1	3	6	1	5	1	0	0	8	1	8	0	2	4	1	40
Milestone II	7	5	1	6	6	4	0	0	0	0	0	2	0	1	32
Milestone III	4	7	2	1	1	1	1	0	2	0	1	1	1	1	23

These 40 who have passed Milestone 1 include the 23 who have finished Milestone 111 (completed our program) and some who are still in the pipeline, and some who have changed their minds or found they really should have been in the MAT program.

2. Numbers of students in required SPED courses in C & I SPED

	Fall 2010	Fall 2011	Spring 2012	Summer 2012
SPED 5801	19	5		
SPED 5802			8	
SPED 5803				4
SPED 5395	13		Did not make	
SPED 6550			5	
SPED 6570	9	0	1	1

2. Analysis of Numbers of Candidates:

Forty students have entered this program in the last six academic years (passed Milestone I), all still eligible for being a program completer in the six year time frame of a graduate degree. Twenty three have finished (Milestone III completers). These may not all be the same persons, for likely early completers (from the year 06-07) were not entrants that year and late entrants 10-11) likely have not yet finished and are still in the pipeline. Enrollment is inconsistent and needs to increase in order for this program to survive.

Numbers of students enrolled in required programs in C & I SPED indicates active interest in the program and a continuing vibrant enrollment. Other required courses have had smaller enrollment, sometimes even failing to make during these time periods. With double digit numbers of enrollees, and attention to these student's needs, program completers should increase over time. We should study why the enrollment is up and down in required courses and take appropriate actions. Over the past three years we have distributed brochures to various schools throughout several school districts within our service area. Since our data has revealed that not only are students interested in us showing greater flexibility in how we offer our courses (days of week, format, etc.) but financial aid seems to be of great concern for students. Our departments are exploring the option of adding departmental scholarships as an opportunity to increase our recruitment efforts.

3. There is no separate evaluation of program graduates of C & I SPED students of graduates presented, nor survey of administrators who looked at our MA graduates in SPED.

Assessment of Program Operations

What specific short-term actions will be taken during the 2012-2013 academic year in order to improve candidate performance? What are the long-term action implications? Please specify tasks and timelines for planned actions.

1. Short Term Action To Improve Candidate Performance:

- a) Practica have been added to most required SPED courses in some form or another; that is still working well at enhancing their skills
- b) We have placed all courses into a regular program of offerings, and for the first time we offered SPED 5395; however, it did not make its first time offered. We will offer this course again.
- c) A review of the area of language development still needs to be conducted.
- d) We have added problem-based learning activities to assist student in making stronger connections to the day-to-day functions of managing a classroom and working effectively with students.

2. Long Term Implications

Adding practica gave us a chance to improve skills in real live settings as they take courses, improving outcome as well. A continuous look at curriculum is always advantageous. Certainly PBL (problem based learning) activities will be meaningful.

3. Specific Task and Timelines for Planned Actions

- a. We have hired two faculty members in special education and they are doing an excellent job in broaden our specialty focus in special education. Faculty searches this year in special education give us a chance to improve our course offerings.
- b. The special education faculty is looking at creating a combination hybrid program for C & I; or a cohort program at a regional service area.

II. Assessment of Program Operations

A. What do enrollment, exit survey, and graduate follow-up survey data sets show about the operations and quality of your program?

1. Enrollment

Enrollment is stable and in double digits for many required courses. Other enrollment is lower and varies. The SPED 5801, the autism course has varied from the mid teens in enrollment to five this term, Spring 2012. SPED 6550. Enrollment in SPED Law course SPED 6550 been on a steady decline over the past three years. We have changed Instructors its hopes of turning around this issue. On an ongoing basis we will continue to keep track of enrollment numbers and work with our graduate coordinators to improve our recruitment efforts and student enrollment.

2. Exit Survey

There is not sufficient exit data of our C & I SPED graduates.

3. Graduate Follow-Up Survey Data Sets

Survey of employers needs to be developed for both licensed and non-licensed graduates.

Assessment of Program Operations

What specific short-term actions will be taken during the 2011-2012 academic year in order to improve program operations and quality? What are the long-term action implications? Please specify tasks and timelines for planned actions.

1. On an ongoing basis, the following short term actions should be taken to improve program outcomes, operations and quality:
 - a. Switching from the Portfolio to Key Assessments is a tool that has proven to offer us more data specific to our candidates. We are using Key Assessments across all SPED courses.
 - b. The possibility of advertising our C & I SPED graduate special education programs will be reviewed, with an eye to getting the word out to our community that we are offering programs that are of need to schools and non-school agencies.
 - c. Grant opportunities to enhance student enrollment and scholarships continue to be explored. Particularly communicating that TEACH grants are available for persons adding SPED certification needs to be communicated to students.
 - d. Developing optional formats for these graduate courses (on line, hybrid, off campus, cohorts at Fort Campbell and elsewhere).
 - e. Assessment of quality of course delivery through faculty and enrollment reviews.

2. Long Term Actions Implications

The implications of the review of alignment of Key Assessments with our curriculum is needed for internal consistency of operations, with the goal of having our students see the relevance of the assessments to improve their performance. Advertising our program and obtaining grants will improve enrollment and increase the quality of students enrolled.

3. Tasks and Timelines for Planned Actions

- a. A study of integration of Key Assessments and curriculum is ongoing
- b. A review of recruitment/retention of students (graduate) is on a continuous process
- c. A review of grant opportunities- ongoing
- d. Analysis of options for course offering formats is underway by Department Chair

III. Assessment System

A. What data do you need to better evaluate your candidates and/or program?

We are continuing to collect data on job performance of graduates, where they work, what they do and their level of success. Some will come from school administrators and some from other agencies where they are employed. We are still working with school systems to work to maintain a data pool that can retain that information.

B. Based on the data provided, how can the Teacher Education Unit Assessment System be changed to provide more meaningful and useful evidence regarding candidate performance and program operations?

We are working to set up systems to gather data from graduates, ways to find them, survey them, and analyze that data to answer questions needed. Facebook and other social media formats explored by our Dean to keep up with graduates are particularly tantalizing. Issues regarding this type of evaluation should be pursued for all programs, our C & I SPED program included. Newsletters might be another way to keep in touch with them. If we give them a reason to stay in touch, we will have addresses and employer information to pursue.