Central Washington University
Assessment of Student Learning
Department and Program Report

Please enter the appropriate information concerning your student learning assessment activities for this year.

Academic Year of Report: 2010-2011 College: CEPS
Department LLSE Program: Special Education Major

1. What student learning outcomes were assessed this year, and why?
Learner outcomes assessed:
* Initial learning outcomes assessed through course content (see Special Education Major and Broad Area Major)
* Each course has major artifacts assigned to all students (see course syllabi and Special Education Handbook)
* Application of artifacts to student learning assessed during Special Education Practicum (see Handbook)

Why these learning outcomes:
* All outcomes reflect Council of Exceptional Children (CEC) Standards (National Special Education)
* All outcomes reflect and have met all state, regional and national accreditation standards
* All artifacts reflect feedback from state professional recommendations and standards

2. How were they assessed?
* Students take a fixed and sequenced series of courses as they proceed through their junior-senior years of teacher preparation to be special educators.
* Aside from grades that are monitored by the College for continuance, students create artifacts as part of each course. Performance assessment utilized through creation of products that reflect artifacts.
* Artifacts are entered into a ‘rough-draft’ portfolio that, in turn, is used as an entry requirement for the capstone EDSE experience, practicum.
* Completion and ‘sign-off of successful mastery’ for each of these artifacts must be in place for practicum participation.
* All “rough-draft” artifacts are re-created through the practicum field experience.
* Application of the artifacts in a classroom is assessed through direct observation of a faculty member
* A final exit interview is recorded as a cumulative assessment that requires the teacher candidate to verbally justify the process and results for applying each artifact
* All majors, minors and students taking the courses as electives are assessed through the processes for our courses described above.
* All majors are assessed, additionally, through the practicum process described above.
* Performance assessment and Personal Communication assessment are the dominant forms utilized. Essay and Selected Response tools are also utilized during course work.
* Course assessments are formative (ongoing) and summative; artifacts must be completed by the end of the quarter.

3. What was learned?
* Course learner outcomes are assessed through the university letter grade system- we do not keep data on the percent of students who receive passing grades for our courses.
* Course artifact evidence is required in all major candidates rough draft portfolio- all majors have the evidence.
* All majors have faculty signatures that indicate that all required artifacts are in the rough draft portfolio prior to starting their practicum field experience.
* All majors in their practicum field experience re-produce the required artifacts in their practicum field experience.
* All majors in their practicum field experience are video taped demonstrating their application of the artifact in their school setting.
* All students in the practicum must complete the process described above to successfully pass the practicum course.
*Special Education majors have a West-E passing rate of over 97%.

4. **What will the department or program do as a result of that information?**
Results indicate that the vast majority of our majors are meeting the standards established through our accreditation bodies and professional organizations by successfully meeting the competencies of our program. No changes necessary.

5. **What did the department or program do in response to last year’s assessment information?**
   No changes made

6. **Questions or suggestions concerning Assessment of Student Learning at Central Washington University:**