Central Washington University

Student Learning Outcome Assessment Plan

Department: Language, Literacy, and Special Education
Degree Program: MEd.-Special Education

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) http://www.cwu.edu/strategic-planning/	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses - population)**	When Assessed (term, dates)***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
1. Candidate will demonstrate understanding of special education: development and processes, while considering the research, historical, contemporary, and cultural perspectives in the field	1.1.1 Students will achieve programmatic learning outcomes.	Discussion boards, reflective papers, research papers, end-of-program portfolio, final defense of project	Each candidate is assessed through course requirements, end-of-program portfolio, and final defense of project	Each quarter in each course. End of program for portfolio and defense of project.	Rubrics are created for the discussion board, research and reflective papers, end-of-program portfolio, and final defense of project. The course assignment rubrics are based on "exceeds the standard," "meets the standard," or "does not meet the standard." The end-of-program portfolio and final defense rubrics are based on "meets the standard," meets the standard with assistance," or does not meet the standard."
2. Candidates will describe understanding of the assessment, diagnosis, and evaluation process as it relates to current position. Candidates will share how this knowledge is used in monitoring and reporting of assessment data to interested parties.	1.1.1 Students will achieve programmatic learning outcomes.	Case study, discussion boards, reflective papers, research papers, end-of-program portfolio, final defense of project	Each candidate is assessed through course requirements, end-of-program portfolio, and final defense of project	Each quarter in each course. End of program for portfolio and defense of project.	Rubrics are created for the discussion board, research and reflective papers, end-of-program portfolio, and final defense of project. The course assignment rubrics are based on "exceeds the standard," "meets the standard," or "does not meet the standard." The end-of-program portfolio and final defense rubrics are based on "meets the standard," meets the standard with assistance," or does not meet the standard."
3. Candidates will demonstrate understanding of special education; considering the characteristics of students, the modeling and teaching of strategies, the selection	1.1.1 Students will achieve programmatic learning outcomes.	Case study, discussion boards, reflective papers, research papers, end-of-program portfolio, final defense of project	Each candidate is assessed in through course requirements, end-of-program portfolio, and final defense of project	Each quarter in each course. End of program for portfolio and defense of project.	Rubrics are created for the discussion board, research and reflective papers, end-of-program portfolio, and final defense of project. The course assignment rubrics are based on "exceeds the standard," "meets the standard," or "does not meet the standard." The end-of-program portfolio and final defense rubrics are

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) http://www.cwu.edu/strategic-planning/	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses - population)**	When Assessed (term, dates)***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
of materials, and collegial support.					based on "meets the standard," meets the standard with assistance," or does not meet the standard."
4. Candidates will describe the environment of the classroom that utilizes differentiated instruction, with space, time, materials, and student considerations in this description.	1.1.1 Students will achieve programmatic learning outcomes.	Discussion boards, reflective papers, research papers, end-of-program portfolio	Each candidate is assessed in through course requirements, end-of-program portfolio, and final defense of project	Each quarter in each course. End of program for portfolio and defense of project.	Rubrics are created for the discussion board, research and reflective papers, end-of-program portfolio, and final defense of project. The course assignment rubrics are based on "exceeds the standard," "meets the standard," or "does not meet the standard." The end-of-program portfolio and final defense rubrics are based on "meets the standard," meets the standard with assistance," or does not meet the standard."
5. Candidates will share goals for own professional development and how those goals will influence teaching, work with colleagues, and leadership skills.	1.1.1 Students will achieve programmatic learning outcomes.	Candidates' admission to program paperwork, discussion boards, reflective papers, end-of-program portfolio	Each candidate is assessed through acceptance into the program, course requirements, end-of-program portfolio, and final defense of project	Admission to program. Each quarter in each course. End of program for portfolio and defense of project.	Acceptance into the program meets the standard for goals for professional development. Rubrics are created for the discussion board, research and reflective papers, end-of-program portfolio, and final defense of project. The course assignment rubrics are based on "exceeds the standard," "meets the standard," or "does not meet the standard." The end-of-program portfolio and final defense rubrics are based on "meets the standard," meets the standard with assistance," or does not meet the standard."
6. Candidates will describe their own process in teaching inclusive and differentiated strategies, materials, and assessments that inform and set direction for teaching	1.1.1 Students will achieve programmatic learning outcomes.	Case study, discussion boards, reflective papers, research papers, end-of-program portfolio, final defense of project	Each candidate is assessed through course requirements, end-of-program portfolio, and final defense of project	Each quarter in each course. End of program for portfolio and defense of project.	Rubrics are created for the discussion board, research and reflective papers, end-of-program portfolio, and final defense of project. The course assignment rubrics are based on "exceeds the standard," "meets the standard," or "does not meet the standard." The end-of-program portfolio and final defense rubrics are based on "meets the standard," meets the standard with assistance," or does not meet the standard."

*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature
**Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers) and modality (face-to-face, online)
 ***Timing of assessment should ideally be at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)   rev. 11/14

Assessment Cycle

Analysis and Interpretation: December
Improvement Actions: Completed by June
Dissemination: Completed by June

Year SLOs	15-16	16-17	17-18	18-19	19-20	20-21
1	x	x	x	x	x	x
2	x	x	x	x	x	x
3	x	x	x	x	x	x
4	x	x	x	x	x	x
5	x	x	x	x	x	x
6	x	x	x	x	x	x

Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number	
Janet Spybrook	LLSE		spybrook@cwu.edu	x1861