Assessment of Student Learning Plan: Psychology & Exceptionality

Review of 2012-13 Academic Year

University of Southern Maine

A. College, Department or Program, Date

College ___ College of Management and Human Service
Department *Educational Psychology and Exceptionality*
Date _____05/30/13

Department or Program Chair: _____Walter H. Kimball

B. Degree or other Program: MS in Special Education
(formerly Abilities & Disabilities Studies)

C. Assessment of Student Learning

1: Has your department identified any Student Learning Outcomes? (What are students able to do by the end of your program?)

a. *List the most important student learning outcomes (3-5) that have been agreed upon in your department. Then, identify which student learning outcome (1-2) was assessed this past year.*

INTASC standards for initial teacher certification:
http://www.ccsso.org/Documents/2013/InTASC%20Progressions%20At%20a%20Glance.pdf

Council for Exceptional Children Standards:
http://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf

2: How and When will the Learning Outcomes be assessed?

a. Briefly describe the forms of evidence that were utilized this past year to demonstrate students' accomplishment of the learning outcome(s) selected, and when you implemented the assessment.

Assessed through standards portfolios- candidates prepare a portfolio that includes evidence and reflections addressing the standards. The portfolio is reviewed by a faculty member according to a rubric. The portfolio must be evaluated as acceptable to complete the program.

3: How did you use the Assessment results to Improve Student Learning?

a. Briefly describe your unit's process for using the assessment data to improve student learning, and state what improvements or changes are being planned based upon the assessment results.

Faculty review the results of the portfolio evaluations in terms of success rates of candidates and evidence/artifact requirements. Adjustments are made to the portfolio guidelines and process as needed.   We have adjusted the evidence requirements for the 2013 portfolio, including refining the artifact requirements for teaching lessons and incorporating designated assignments and projects from selected program courses in the portfolio.